

Agenda Book

July 19, 2022

Location:

Germanna Community College
10000 Germanna Point Drive
Fredericksburg, VA 22408





July 19, 2022, Council Meeting Schedule of Events

Germanna Community College
10000 Germanna Point Drive
Fredericksburg, Virginia 22408

July 19, 2022

- 9:00 – 10:00 **“Meet and Greet” Breakfast for Council Members (Workforce and Technology Center, Room 105 A&B)**
- 10:00 – 11:30 **Academic Affairs Committee (Workforce and Technology Center, Room 133)**
[Section I on the agenda](#)
Committee members: Alvin Schexnider (chair); Jeffrey Smith (vice chair); Mirza Baig; Jason El Koubi; William Harvey; Cheryl Oldham.
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- 10:00 – 11:30 **Resources and Planning Committee (Workforce and Technology Center, Room 105 A&B)**
[Section II on the agenda](#)
Committee members: Victoria Harker (chair); John Broderick (vice chair); Katharine Webb; Thaddeus Holloman; Jennie O’Holleran; Walter Curt.
- 11:30 – 12:15 **Lunch (Just outside Workforce and Technology Center, Room 105 A&B)**
- 12:15 – 3:15 **Council Meeting (Workforce and Technology Center, Room 105 A&B)**
[Section III on the agenda](#)
Park in the Workforce and Technology Center parking lot – directly across from the main entrance to the building).

NEXT MEETING: September 19-20, 2022 – University of Virginia (Charlottesville)



July 19, 2022, Council Meeting Agenda

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Council Member Meet & Greet Breakfast (Workforce and Technology Center, Room 105 A&B)	9:00 a.m.		
I. Academic Affairs Committee, Tuesday, July 19, 2022 (Workforce and Technology Center, Room 133)	10:00 a.m.		
A. Call to Order	10:00 a.m.	Dr. Schexnider	
B. Approval of Minutes from the May 16 Academic Affairs Committee	10:05 a.m.	Dr. Schexnider	5
C. Discussion of the Work of the Academic Affairs Committee	10:10 a.m.	Dr. DeFilippo	8
D. Action on Proposed Degree Program at Public Institution	10:35 a.m.	Dr. DeFilippo	12
E. Discussion of June 2 Day of Dialogue on Civic Engagement	10:55 a.m.	Dr. Fisler	21
F. Receipt of Report of the Staff Liaison to the Academic Affairs Committee	11:15 a.m.	Dr. DeFilippo	25
G. Motion to Adjourn	11:30 a.m.	Dr. Schexnider	
II. Resources and Planning Committee Tuesday, July 19, 2022 (Workforce and Technology Center, Room 105 A&B)	10:00 a.m.		
A. Call to Order	10:00 a.m.	Ms. Harker	
B. Approval of Minutes from the May 16 Resources and Planning Committee	10:05 a.m.	Ms. Harker	28
C. Discussion of the Work of the Resources and Planning Committee	10:10 a.m.	Ms. Kang	31
D. Discussion of State Budget and Preparation for 2023 General Assembly Session	10:30 a.m.	Ms. Kang	35
E. Discussion of Cost and Funding Needs Study	10:50 a.m.	Ms. Kang/Mr. Allison	42
F. Discussion of Institutional Performance Standards Preliminary Data	11:15 a.m.	Ms. Kang	49
G. Motion to Adjourn	11:30 a.m.	Ms. Harker	
BREAK/LUNCH (Workforce and Technology Center, Room 105 A&B) Boxed lunches will be available for Council and SCHEV staff just outside the meeting room.	11:35 a.m.		
III. Council Meeting Tuesday, July 19, 2022	12:15 p.m.		

(Workforce and Technology Center, Room 105, A and B)			
A. Call to Order	12:15 p.m.	Ms. Webb	
B. Welcome and Introduction of New Council Members	12:20 p.m.	Ms. Webb	
C. Approval of Minutes from the May 16 Education Session, Private College Advisory Board and Council Meetings	12:30 p.m.	Ms. Webb	55
D. Remarks from Germanna Community College President, Dr. Janet Gullickson	12:35 p.m.	Dr. Gullickson	68
E. Remarks from Virginia Community College System Interim Chancellor, Dr. Sharon Morrissey	12:55 p.m.	Dr. Morrissey	70
F. Report from the Agency Director	1:15 p.m.	Mr. Blake	72
<i>BREAK</i>	2:00 p.m.		
G. Update on The Virginia Plan for Higher Education: Data-Informed Initiatives	2:10 p.m.	Ms. Salmon	90
H. Report of the Academic Affairs Committee	2:20 p.m.	Dr. Schexnider	
I. Report of the Resources and Planning Committee	2:30 p.m.	Ms. Harker	
J. Receipt of Items Delegated to Staff	2:40 p.m.	Mr. Blake	94
K. Discussion of 2023 Schedule and Locations for Council Meetings	2:45 p.m.	Ms. Webb/Ms. Osberger	
L. Action on Resolutions for Departing Council Member	2:50 p.m.	Ms. Webb	
M. Old Business	3:00 p.m.	Ms. Webb	
N. New Business	3:05 p.m.	Ms. Webb	
O. Receipt of Public Comment	3:10 p.m.	Ms. Webb	
P. Motion to Adjourn	3:15 p.m.	Ms. Webb	
<u>NEXT MEETING:</u> September 19-20, 2022 (University of Virginia)			

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

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

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
ACADEMIC AFFAIRS COMMITTEE
MAY 16, 2022
DRAFT MINUTES**

Mr. Light called the meeting to order at 1:00 p.m., at Virginia Wesleyan University. Committee members present: Henry Light, Vice Chair; Jeffery Smith, Alvin Schexnider, and Alex Arriaga.

Committee members absent: Ken Ampy, Jennie O'Holleran.

Staff members present: Joseph G. DeFilippo, Paul Smith, Jodi Fidler, Paula Robinson and Beverly Rebar.

Ramona Taylor from the Office of the Attorney General also attended.

APPROVAL OF MINUTES FROM THE MARCH 21 ACADEMIC AFFAIRS COMMITTEE MEETING

On motion by Mr. Smith and seconded by Ms. Arriaga, the minutes were approved unanimously (4-0).

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

ACTION ON PROPOSED DEGREE PROGRAM AT PUBLIC INSTITUTION

Dr. DeFilippo described the historical context of the proposed degree program. The item had previously been on the agenda in January. At the time, the staff analysis focused on less than full documentation of a call for a degree of this type and employment opportunities and the committee has asked UVA to collect supplementary documentation. Dr. DeFilippo said he could recommend approval since UVA had produced four satisfactory letters from employers. A representative from UVA was present to answer questions.

On motion by Dr. Schexnider and seconded by Ms. Arriaga, the following resolution was unanimously forwarded to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to the University of Virginia to initiate a Bachelor of Science (B.S.) degree program in Behavioral Neuroscience (CIP: 42.2706), effective fall 2022.

ACTION ON REVIEW OF PROPOSED DOCTORAL DEGREE PROGRAM

Dr. DeFilippo described the background of the proposed degree program. George Mason University had objected to the proposal based on duplication of an existing

degree program, so the item is before the committee for adjudication of the duplication issue. If approved, the program would go to the external review stage. Dr. DeFilippo answered questions from committee members.

On motion by Dr. Schexnider and seconded by Mr. Smith, the following resolution was unanimously forwarded to the full Council:

BE IT RESOLVED that the Academic Affairs Committee authorizes staff to move the proposal for a Ph.D. degree program in Media Studies (CIP code: 09.0102) to the external review stage.

ACTION ON PRIVATE POSTSECONDARY INSTITUTIONAL CERTIFICATION

Dr. DeFilippo provided the background information for the item. Northeastern University is a regionally accredited institution based in Massachusetts seeking to be certified to operate in Virginia. It offers all graduate programs in technology-related fields. The campus will be located in Arlington.

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

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Northeastern University to operate as a degree-granting postsecondary institution in the Commonwealth of Virginia, effective May 17, 2022.

ACTION ON FINAL DISTANCE LEARNING REGULATION

Dr. DeFilippo introduced the item by describing the stage of the regulatory process that required Council approval. He described the legislative background that led to the need for SCHEV to promulgate distance learning regulations.

On motion by Schexnider and seconded by Ms. Arriaga, the following resolution was unanimously forwarded to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the Final Distance Learning Regulation (8VAC40-31-125). Council further authorizes staff to make any necessary technical or formatting changes that may be necessary to put the regulation into final form.

DISCUSSION OF TRANSFER POLICY DEVELOPMENT

Paul Smith presented to the committee about Transfer Policy Development, describing the policies that SCHEV has developed in response to legislation passed in 2018. He spoke about the various committees that collaborate on the development of the policies and how the policies are aligned with the strategies in the Virginia Plan. Dr. Smith

responded to questions about the roles of the various advisory committees, models or established best practices from other states, and the collection of data and measuring success of the initiatives.

ACTION ON APPROVAL OF REVISED STATE POLICY ON COLLEGE TRANSFER

On motion by Mr. Smith and seconded by Dr. Schexnider, the following resolution was unanimously forwarded to the full Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia, in accord with Code of Virginia § 23.1-905.1, approves the updated State Policy on College Transfer, effective immediately.

RECEIPT OF REPORT FROM ACADEMIC AFFAIRS COMMITTEE STAFF LIAISON

Dr. DeFilippo commented on the work of Academic Affairs staff.

ADJOURNMENT

Mr. Light adjourned the meeting at 2:00 p.m.

Ken Ampy
Chair, Academic Affairs Committee

Beverly Rebar
Staff, Academic Affairs

State Council of Higher Education for Virginia Agenda Item

Item: #1.C – Academic Affairs Committee – Discussion of the Work of the Academic Affairs Committee

Date of Meeting: July 19, 2022

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: The purpose of this item is to review responsibilities of the Academic Affairs Committee and receive input from members regarding expectations of staff and the committee for the upcoming year.

Background Information/Summary of Major Elements: The Academic Affairs Committee oversees work of the office of Academic Affairs by taking action on a range of items that come to Council for approval, and receiving reports of staff and institutional activities related to higher education policy and the regulation of private postsecondary education. The work of Academic Affairs falls under two main categories, relating to public and private postsecondary education respectively.

Public Sector Academic Affairs

Main SCHEV duties related to academic affairs at public institutions of higher education:

- AP/Cambridge/CLEP/IB policies
- Distance education and state authorization reciprocity (National Council on State Authorization Reciprocity)
- Dual enrollment credit acceptance
- Instructional site approval and instructional site changes approval
- Military-friendly policies
- Mission statement change approval
- Degree and certificate program approval and program actions approval
- Student learning assessment policy
- Transfer and related policies, including: State Policy on College Transfer; guidelines on transfer agreements, pathway maps, and Passport/Uniform Certificate of General Studies

Liaisonship:

- Assessment Policy Advisory Group
- Global Virginia
- Instructional Programs Advisory Committee (IPAC), Chief Academic Officers of public institutions of higher education
- Military Education Advisory Committee (MEAC)
- Open Virginia Advisory Committee (OVAC)
- Task Force on Quality and Assessment
- Virginia Assessment Group (VAG)
- Virginia Educational Development Collaborative (VEDC)
- Virginia Department of Education, Advisory Board on Teacher Education Licensure (ABTEL)
- Sexual Violence Advisory Committee (SVAC)

Policy Analyses (examples):

- Access for students with disabilities
- Transfer effectiveness
- Electronic learning capital needs
- Faculty recruitment
- Dental school in Wise
- Community colleges and teacher education pathways

Past Grant Supported Programs:

- Faculty Collaboratives (Association of American Colleges & Universities)
- Interstate Passport (Western Interstate Commission for Higher Education)
- No Child Left Behind—Higher Education (U.S. Department of Education)
- Transfer Virginia (Aspen Institute), in cooperation with VCCS

Private Postsecondary Education (PPE)

SCHEV duties related to the authorization and regulation of private and out-of-state institutions certified to operate in Virginia.

Categories of institution subject to regulation:

- Certification of any new private degree-granting institution
- Certification of any new vocational postsecondary institution
- Certification of any new out-of-state institution with physical presence in Virginia
- Certification of any degree-granting, out-of-state institution that enrolls Virginia residents in a solely online format, if the institution does not participate in a reciprocity agreement to which the Commonwealth belongs

- Annual recertification of the more 200 certified private institutions currently operating in the Commonwealth

Issues:

- PPE provides regulatory assurance required by the U.S. Department of Education for *all* Virginia institutions, public and private, to remain eligible for Title IV financial aid programs.
- PPE provides regulatory assurance required by the U.S. Department of Defense for students at private institutions to qualify for veterans' financial aid benefits.
- PPE oversees closures of regulated schools and preservation of student records.
- Non-compliant schools are subject to revocation of certification.
- PPE supports the analysis of student protection legislation—recent examples: enrollment agreements; out-of-state distance education authorization.
- Degree-granting institutions are freed from requirement of annual recertification after a 20-year period of regulation.
- PPE is funded by revenue from fees.

Liaisonship:

- Career College Advisory Board (CCAB)
- Regional and national accreditors
- U.S. Department of Education
- Virginia Attorney General
- Virginia Department of Veterans Services
- Virginia licensing boards: Department of Professional and Occupational Regulation (DPOR), Board of Nursing
- Workforce Investment Boards

Materials Provided: See above.

Financial Impact: N/A

Timetable for Further Review: N/A

Relationship to Goals of The Virginia Plan for Higher Education: Work overseen by the Academic Affairs Committee supports the following strategies, among others, of *Pathways to Opportunity: The Virginia Plan for Higher Education*:

- Cultivate affordable postsecondary education pathways for traditional, non-traditional and returning students.
- Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency.

- Improve the alignment between post-secondary academic programs and labor market outcomes.

Resolution: N/A

State Council of Higher Education for Virginia Agenda Item

Item: #I.D – Academic Affairs Committee – Action on Proposed Degree Program at Public Institution

Date of Meeting: July 19, 2022

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 a new proposed degree program for approval, in accord with Council’s duty to “review and approve or disapprove all new undergraduate or graduate academic programs that any public institution of higher education proposes” (Code of Virginia § 23.1-203).

Background Information/Summary of Major Elements:

Program Presented for Approval

- George Mason University, Bachelor of Arts (B.A.) in International Security and Law (CIP code: 45.0999)

Financial Impact: See Program Summary Below

Timetable for Further Review/Action: N/A

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

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

Resolution:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Bachelor of Arts (B.A.) degree program in International Security and Law (CIP code: 45.0999), effective fall 2023.

George Mason University
Bachelor of Arts (B.A.) in International Security and Law
(CIP: 45.0999)

Program Description

George Mason University seeks approval for a Bachelor of Arts (BA) degree program in International Security and Law. The proposed program will be administered by the Schar School of Policy and Government. The target date of the program's initiation is Fall 2023.

The proposed program is designed to educate students to identify and analyze circumstances and events (such as war, extreme weather, and terrorism) that threaten the security of populations. Students will learn to identify traditional (e.g., war and nuclear proliferation) and non-traditional (e.g., cyberattacks and migration crises) threats to international security, to understand the laws that enable and inhibit methods to address these threats, and to apply methodological tools to evaluate solutions. Graduates will be able to help organizations assess risk and propose policy solutions to international threats using foundational knowledge in law, quantitative analysis, and diplomacy. Graduates will be able to create quantitative datasets, interpret data, and communicate their findings for organizations involved in ensuring domestic and international peace and security.

The BA in International Security and Law would require a total 120 credits as follows: general education, 28 credits; core courses, 40 credits; applied skills, six credits; restricted electives, 12 credits; professional skills, 6-7 credits; and electives, 27-28 credits.

Justification for the Proposed Program

GMU attests that the proposed BA degree program in International Security and Law responds to current needs in Virginia and the nation as it prepares students with the knowledge, skills, and abilities to research and address issues related to intelligence, international law, terrorism, national security, migration and human security. The proposed degree program is intended to address the international security workforce needs and meet the demand for subject area specialists with data analytics skills.

GMU cites several organizations' statements to the effect that there is a general need for qualified professionals in international security occupations. Prominent among these is the Biden Administration's *Memorandum on Revitalizing America's Foreign Policy and National Security Workforce, Institutions, and Partnerships*. The Biden *Memorandum* describes the administration's priorities to "expand the pathways to recruit and hire new employees from all segments of our society" for the national security workforce, and to "prioritize diversity, equity, inclusion, and accessibility as a national security imperative, in order to ensure critical perspectives and talents are represented in the national security workforce" (<https://www.whitehouse.gov/briefing-room/presidential-actions/2021/02/04/memorandum-revitalizing-americas-foreign-policy-and-national-security-workforce-institutions-and-partnerships/>) While the

proposal lacks explicit citations to support specific demand for bachelor educated graduates in international security and law, GMU has provided letters of support on this point from, respectively, a recent past Director of the CIA and a recent past Director of National Intelligence.

Student Demand

Evidence of student demand for the proposed BA degree program in International Security and Law comes from two sources: 1) a survey administered to incoming students, and 2) enrollment data for relevant existing courses.

Student Survey

In May 2021, the Schar School of Policy and Government conducted a survey of 134 applicants accepted for study and intending to enroll at George Mason University in fall 2021. Of 88 respondents, 15 (17%) indicated that they were “extremely likely” to enroll, 22 (25%) were “very likely” to enroll, and 39 (44%) were “somewhat likely” to enroll in the proposed BA in International Security and Law.

Enrollment in Existing Courses since 2015-16

Course	2015-2016	2020-2021
GOVT 346: American Security Policy	71	151
GOVT 347: International Security	173	215
GOVT 446: International Law and Organization	110	127

Enrollment projections show a full-time equated student enrollment (FTES) of 50.0 in the program’s first year (2023-24). The projections continue as follows: FTES 2024-25, 94.0; 2025-26, 141.0; and 2026-27, 191.0. GMU anticipates 63 graduates each year beginning in 2027-28. If these enrollment and graduation projections are met, then this program will meet Council’s productivity/viability standards within five years, as required.

Market/Employer Demand

GMU indicates that graduates of the proposed program will be qualified to seek entry-level positions in government agencies, government contractor firms, private companies, and security-focused think tanks and non-governmental organizations (such as MITRE). Graduates will be prepared to work in positions as intelligence analysts across government and private sectors.

“Intelligence analyst” is the most relevant single occupation for graduates of the proposed BA in International Security and Law. The duties and responsibilities of an “intelligence analyst” can vary depending on the organization's use of the job title. According to O*Net Online, intelligence analysts “[g]ather, analyze, or evaluate information from a variety of sources, such as law enforcement databases, surveillance, intelligence networks or geographic information systems” (<https://www.onetonline.org/link/details/33-3021.06>). Individuals employed as intelligence analysts “[p]repare comprehensive written reports, presentations, maps, or charts, based on research, collection, and analysis of intelligence data.... [v]alidate

known intelligence ... [a]nalyze intelligence data to identify patterns and trends in criminal activity” and “[c]onduct presentations of analytic findings” (ibid.).

Data specific to future employment demand of intelligence analysts were not available, as the U.S. Bureau of Labor Statistics (BLS) and the Virginia Employment Commission (VEC) do not have a job category for this specific occupation. However, data are available for closely-related fields. For instance, the BLS projects that between 2020 and 2030 employment of operations research analysts is expected to grow 25% or “much faster than average for all occupations” (<https://www.bls.gov/ooh/math/operations-research-analysts.htm#tab-6>). Virginia Employment Commission labor market information projects that between 2018 and 2028 employment of operations research analysts is expected to increase 29.08% or 271 positions annually (<https://viriniaworks.com/Occupational-Projections>).

Issues of Duplication

Three other public institutions offer similar or related degree programs. JMU offers a BS in Intelligence Analysis, Virginia Tech offers a BA in International Studies, with a major in National Security and Foreign Affairs, and VCU offers a BA in Political Science, with a Human Security concentration. JMU’s program is a comprehensive program training graduates to be intelligence analysts, which is similar to the program in its focus on data-related competency, but lacks its focus on international political relations and law. The VCU program has a political science focus and treats human security issues from the perspective of political process and government rather than international security and law. The Virginia Tech program has perhaps the closest similarities to the proposed program, and Tech has offered objections to the proposed program. Appendices A & B provide, respectively, the Tech objections and the GMU responses to those objections.

Resource Needs

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

Board Approval

The GMU Board of Visitors approved the proposed program on May 6, 2021.

Staff Recommendation

Based on a review of the application, staff presents the **Bachelor of Arts (B.A.) degree program in International Security and Law (CIP: 45.0999)** 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 **George Mason University** to initiate a **Bachelor of Arts (B.A.)** degree program in **International Security and Law** (CIP code: 45.0999), effective **fall 2023**.

Appendix A: Virginia Tech responses to the announcement of the proposed degree program

- *Given your experience offering a degree program with this CIP code at this level, do you perceive the need for additional degree programs in Virginia? If not, why not?*

The new degree program duplicates content taught in the Virginia Tech B.A. in International Studies. Virginia Tech's International Studies program offers five majors: International Public Policy, International Relations, International Studies, National Security and Foreign Affairs, and European and Transatlantic Studies. The proposed GMU degree is very similar to Virginia Tech's National Security and Foreign Affairs major and also bears similarities to the major in International Relations.

The course titles for GMU's proposed degree program mirror Virginia Tech's and suggest significant overlap in content. While the proposed degree's title differentiates itself by including law, the program includes only one or two courses pertaining to law or criminology. Currently, students with a curricular interest in law may be served at Virginia Tech by double majoring or taking minors in our Legal Studies option in the Political Science BA degree or the Criminology major on offer in the Sociology Department.

A robust degree program in International Studies is already on offer at Virginia Tech, and the institution has the organizational capacity to handle additional students to meet demand. Therefore, Virginia Tech does not perceive the need for an additional bachelor's degree program with the 45.0999 CIP code in Virginia.

- *Would an additional degree program in Virginia with this CIP code at this level be likely to have a negative, positive or no effect on your institution's degree program, including student enrollment and access to external resources such as experiential learning sites?*

An additional degree program with this CIP code in Virginia would likely have a negative effect on the B.A. in International Studies program's enrollment and experiential learning sites.

Access to experiential learning opportunities (e.g., internships at embassies, the Capitol Hill, major think tanks, etc.) would be lessened for our students, who have been gaining these experiences through Virginia Tech's collaborative Washington Semester for Global Engagement program in the School of Public and International Affairs (SPIA) at Virginia Tech. This partnership provides experiential learning options with agencies engaged in national security efforts and foreign affairs in the greater Washington, DC metropolitan region. An additional degree program would increase competition for experiential learning sites and have a negative impact on opportunities for International Studies students at Virginia Tech.

Appendix B: GMU responses to Virginia Tech

Virginia Tech expressed concern that there is “significant overlap in content” with their degree program in International Studies. The proposed degree program has only three courses in common with Virginia Tech’s National Security and Foreign Affairs major: American National Security Policy, Diplomacy, and Security Studies. While both programs address similar themes, Virginia Tech’s program and the proposed program are fundamentally different. Virginia Tech defines national security in a traditional way: the security of sovereign states, the absence of interstate war, and the ability of sovereign states to meet the economic needs of their people. The proposed program defines international security as the intertwined elements of both the traditional security of states as well as individual security, the ability of the individual, as distinct from the sovereign state, to survive and prosper. The proposed degree program includes two core courses that focus on human security: Grand Challenges to Human Security and Human Security, Globalization, and Development.

Further, the proposed degree program integrates treatment of arguments about morality and legality into the study of grand strategy, diplomacy, American security policy, and international security. Courses in the ethics of war and international law are a core part of the proposed degree program. Virginia Tech’s legal studies option and criminology major are each focused on U.S. domestic law, and do not cover the role of international organizations in the conduct of war or practice of security. Thus, Virginia Tech’s assertion that any student’s interest in law “may be served at Virginia Tech by double majoring or taking minors in our Legal Studies option in the Political Science BA degree or the Criminology major on offer in the Sociology Department” is misleading. Suggesting a student can double major or select a specific minor across disciplines to gain the same competencies offered in the proposed degree program is not the same as saying Virginia Tech offers the same degree program as the proposed program.

Virginia Tech further asserts that the proposed degree program would “increase competition for experiential learning sites” in the Washington, DC metropolitan area. As the *Washington Post* covered recently, many institutions from around the U.S. have a presence in the Washington, DC area, including the University of California, Arizona State University, New York University, Cornell University, Brigham Young University, Carnegie Mellon, and the universities of Georgia and Wisconsin. In assisting students in securing internships, Virginia Tech and George Mason University compete with all of the colleges and universities in the United States who either run their own internship program in Washington, DC or contract with specialized educational providers to offer these opportunities. The competition is from the world at large.

Internship opportunities are not a fixed pool. George Mason University anticipates calling on its pool of graduates, now employed in public-sector and private-sector analytical positions around the area, to create internship opportunities for current students. Presumably Virginia Tech relies on similar networks in placing its students. The point is not that one university has these links and the other does not. The point is that these links are non-transferable.

The most recent estimate of summer internships alone places the number of DC-area interns at 20,000. Right now, fewer than 20 of Virginia Tech's students choose to travel to northern Virginia to complete internships in any given semester. How many of those are looking for security-related positions is unknown. These students already compete with others from across the country who come to the DC metro region for experience with the government and security sector. No one U.S.-university dominates the experiential learning space in the area. George Mason University students will pursue internships and other work opportunities in the area surrounding the university, just as Virginia Tech students pursue opportunities in Blacksburg, Virginia.

State Council of Higher Education for Virginia Agenda Item

Item: #I.E – Academic Affairs Committee – Discussion of June 2 Day of Dialogue on Civic Engagement

Date of Meeting: July 19, 2022

Presenter: Dr. Jodi Fisler
Senior Associate for Assessment Policy & Analysis
jodifisler@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 the Academic Affairs Committee with an overview of the event *Day of Dialogue: Civic Learning and Engagement*, which SCHEV held at James Madison University on June 2, 2022.

Background Information/Summary of Major Elements:

SCHEV invited Virginia higher education faculty, staff and administrators to participate in a one-day summit on civic learning and engagement. The three primary objectives of the event were:

1. to reinforce the value of civic learning and engagement for students' development and success;
2. to share successes and challenges across campuses and across roles; and
3. to identify potential areas for collaborative action.

More than 100 people from more than 30 Virginia colleges and universities attended in-person; dozens more attended via livestream. Attendees heard from a variety of speakers and shared their own experiences, ideas and resources in facilitated breakout discussions. The event summary and agenda are provided below; staff will offer a slide presentation at the committee meeting.

Materials Provided:

- Summary of the Day of Dialogue
- Agenda of the Day of Dialogue

Members of the Academic Affairs Committee will receive a slide presentation at the meeting.

Financial Impact: N/A

Timetable for Further Review: N/A

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

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

Resolution: N/A

Day of Dialogue: Civic Learning and Engagement

Thursday, June 2, 2022

10:00 a.m. – 3:00 p.m.

James Madison University
Harrisonburg, Virginia

SCHEV invites Virginia higher education faculty, staff and administrators to participate in this one-day summit on civic learning and engagement. The event has three primary objectives:

1. to reinforce the value of civic learning and engagement for students' development and success;
2. to share successes and challenges across campuses and across roles; and
3. to identify potential areas for collaborative action.

The program will consist of a mix of conference-style panel discussions and interactive sessions. The first plenary panel will address the "why" of civic engagement as well as some of the forces that are shaping how we think about civic engagement in higher education at this moment in history. A second plenary panel will focus more deeply on the "how" of civic learning and engagement; that is, how we can do it effectively – through curricular, co-curricular, and extra-curricular means – in a climate of political polarization and distrust.

Both plenary sessions will take a higher-level view of the issues. The interactive sessions will be designed to facilitate the sharing of information and ideas, and to identify potential avenues for collaborative action within and across institutions.

The plenary sessions will be available for remote viewing. We will also try to design the interactive sessions in a way that will allow remote attendees to participate, albeit in a possibly modified form.

Registration will open later in the spring. There is no cost to register, and lunch will be provided for in-person attendees. While individual attendees are welcome, institutions are encouraged to send a team of representatives that reflects the variety of ways civic learning and engagement are promoted on a campus (e.g., faculty, academic administrators, student affairs staff, librarians, assessment professionals, faculty developers).

Interested attendees are requested to aid our planning by completing this form:

<https://tinyurl.com/32n7bcud>

For more information, contact JodiFisler@schev.edu.

Day of Dialogue: Civic Learning and Engagement

Thursday, June 2, 2022

Festival Conference Center, Ballroom A
James Madison University
Harrisonburg, VA

9:15	Check-in
10:00	Welcome <ul style="list-style-type: none">• Jonathan Alger, President, James Madison University• Marge Connelly, Chair, SCHEV
10:15 Engagement	Plenary #1: The Shifting Context for Civic Learning & <ul style="list-style-type: none">• Vanessa Diamond, Community Foundation for a Greater Richmond• Ashley Finley, AAC&U (moderator)• Quentin Kidd, Christopher Newport University• Marisol Morales, ACE/Carnegie Elective Classification• Alvin J. Schexnider, SCHEV
11:05	Break
11:20	Discussion Session #1 (Ballrooms A, B & C)
12:20	Lunch
1:00	Plenary #2: Civic Learning & Engagement in a Polarized Society <ul style="list-style-type: none">• Ronald A. Crutcher, University of Richmond (moderator)• Jonathan Page, Longwood University• Jacqueline Pfeffer Merrill, Bipartisan Policy Center Campus Free Expression Project• The Honorable David Ramadan, Schar School of Policy and Government, George Mason University• Eric Vanover, Germanna Community College
1:50	Break
2:00	Discussion Session #2 (See nametag for room assignment)
3:00	Adjourn

State Council of Higher Education for Virginia Agenda Item

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

Date of Meeting: July 19, 2022

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Purpose of Agenda Item:

Staff activities report.

Background Information/Summary of Major Elements:

N/A

Materials Provided:

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

Financial Impact:

N/A

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

N/A

Timetable for Further Review/Action:

N/A

Resolution:

N/A

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

=====

PPE: Orientation Session for Schools Seeking Certification

- PPE staff virtually convened a group of prospective school owners on May 24, 2022. This orientation is the first step in the application process for entities seeking certification to operate a postsecondary school in Virginia. Staff presented participants with an overview of the laws and regulations pertaining to the operation of a private postsecondary school and a summary of the certification process. The orientation also included detailed instructions on how to complete the certification application. There were five participants from degree-granting schools and sixteen from vocational schools in attendance.

PPE: Training Sessions for Schools Seeking Annual Recertification

- From April to July 2022, PPE staff conducted five online training sessions for private institutions engaged in the yearly recertification process. Annual recertification is required by Virginia law for private degree-granting institutions and vocational schools to operate in the Commonwealth. Staff presented attendees with detailed information about the documents required for recertification, including State Corporation Commission authorization, proof of accreditation, compiled financial statements, and enrollment and graduation data.

School Closures

- In the first half of 2022, PPE staff completed the closure process for 12 private postsecondary schools, verifying compliance with Virginia law and ensuring that former students have access to their academic transcripts.

State Committee on Transfer

- The State Committee on Transfer (SCT) met virtually May 19, 2022. The SCT includes representatives from all public two- and four-year institutions. Dr. Paul Smith presented two items at the May meeting. The first was a discussion on the implementation of the institutional course waiver process outlined in the *Virginia Public Higher Education Policy on Passport and Uniform Certificate of General Studies Programs*. This provision, which is in code, allows institutions to seek a waiver from “accepting the transfer of a Uniform Certification of General Studies Program or Passport Program course to satisfy the requirements for the completion of a specific pathway or degree.” The second was a presentation of the five recommendations proposed by the Virginia Presidential Workgroup on Transfer Student Success and Equity. The recommendations include the exploration of common course numbering; increased need based financial aid; utilization of data to identify and remove barriers to transfer; development of program specific pathway maps; and cross-sector collaborations on advising and programmatic supports. The SCT is scheduled to meet again in the fall.

Day of Dialogue on Civic Learning and Engagement

- Dr. Jodi Fisler organized a “day of dialogue” on civic learning and engagement, held at James Madison University on June 2. There were more than 100 in-person attendees from more than 30 Virginia colleges and universities; dozens more attended via livestream. Attendees heard from a variety of speakers and shared their own experiences, ideas and resources in facilitated breakout discussions. Additional activities related to civic engagement are expected to follow based on issues raised at the event.

Staff Activities and Recognition

Jodi Fisler

- Attended the Global Forum on Higher Education Leadership for Democracy, Sustainability and Social Justice in Dublin, Ireland June 15-17. This invitation-only meeting was organized by the Global Cooperation for the Democratic Mission of Higher Education and involved more than 100 participants representing 40 countries.

Academic Affairs Staff:

Public Sector Academic Affairs

Ms. Karen Banks, Academic Affairs Support Specialist
Dr. Joseph G. DeFilippo, Director, Academic Affairs & Planning
Ms. Darlene Derricott, Senior Coordinator, Academic Services
Dr. Jodi Fisler, Senior Associate for Assessment Policy & Analysis
Ms. Emily Hils, Academic Programs and Services Specialist
Dr. Monica Osei, Associate Director for Academic Programs & Instructional Sites
Ms. Beverly Rebar, Senior Associate for Academic & Legislative Affairs
Dr. Paul Smith, Senior Associate for Student Mobility Policy & Research

Private Postsecondary Education

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

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
RESOURCES AND PLANNING COMMITTEE
MAY 16 2022
MINUTES**

Ms. Harker called the meeting to order at 1:00 p.m. in the Joan P. Brock Room, Brock Commons, Virginia Wesleyan University in Virginia Beach, Virginia. Committee members present: Marge Connelly, Victoria Harker, John Broderick, Thaddeus Holloman, Katharine Webb, and Mirza Baig.

The following Committee member was unable to attend: Jennie O' Holleran.

Staff members present: Tom Allison, Peter Blake, Grace Covello, Wendy Kang, Lynn Seuffert, Celeste Chalkley, Paula Robinson, and Tod Massa.

Others present: Ramona Taylor from the Office of the Attorney General

APPROVAL OF MINUTES

On a motion by Mr. Holloman and seconded by Ms. Webb, the minutes from the March 21st, 2022 meeting were approved unanimously.

DISCUSSION OF HIGHER EDUCATION FUNDING FROM 2022 GENERAL ASSEMBLY

Ms. Kang provided a brief update on the budget process indicating that we do not yet have a budget for the upcoming biennium. Council members request an overview of the budget once released, preferably before our next council meeting. Wendy agreed to send an update to members once the budget is available.

DISCUSSION OF COST AND FUNDING NEED STUDY

Ms. Kang and Mr. Allison reviewed the status of the cost and funding need study. A final report of the study is due July 1st.

Mr. Allison presented the conceptual framework of the cost study to Council. As a reminder this study is intended to identify methods and strategies to better allocate limited state funds for higher education that align with state needs. Discussion occurred on various details of the model including the ability of the model to be agnostic towards modality type of learning, the use of enrolled credit hours in the model, and the area of the model related to performance and capacity building.

Ms. Kang indicated that budget language has been requested to continue working on the cost and funding need study after July 1, particularly related to performance and incentives. Council members indicated the importance of having the diagnostic tool of the model complete.

DISCUSSION OF GRANTS TO REMOVE BARRIERS TO ATTAINMENT: THE FUND FOR EXCELLENCE AND INNOVATION

Ms. Seuffert presented on the grant program and provided an overview of the origin of the agenda item. In spring 2021, Chair Connelly presented a report from the University Innovation Alliance that set a goal to graduate more students. Details were provided in the presentation. Ms. Seuffert noted at the end, that the grants will be awarded to three projects, (1) UVA-Wise & Mountain Empire Community College – Addressing Gaps through Equitable Pathways to Success, (2) Patrick and Henry Community College & Ferrum College – Improving Equity Among African-American Males through Early Alert Support Systems, and (3) Radford University & New River Community College – Understanding the Needs and Challenges of Rural Students: The Role of Student Support in Successful Transfer.

DISCUSSION OF INSTITUTIONAL PERFORMANCE STANDARDS AND 6-YEAR PLAN PROCESS FOR 2022

Ms. Kang and Mr. Allison provided an overview of the Institution Performance Standards and the 6-year plan process. Staff announced the upcoming retirement of Dr. Huskey who led this process for the last eight years.

SCHEV conducts Institutional Performance Standards every two years and the process was last updated in 2011. The current process evaluated fiscal and education related measures. SCHEV's main responsibility is to certify institutions which allows them to receive fiscal benefits. SCHEV staff will present data related to the education measures in July and the fiscal measures in September. Staff will seek Council approval to certify institutions in the fall.

The 6-year plan process is currently in an update year. Given the retirement of Dr. Huskey, Mr. Allison will be leading this process. SCHEV distributed a template to institutions on May 1 with a due date of July 1. An extension to this process is expected to be provided given the delay in the budget. SCHEV staff agreed to provide a summary of key takeaways from 6-year plans at a future meeting. Council asked about the recent Governor's letter regarding changes to the 6-year plan process. SCHEV staff are working with the administration to look at changes for next year.

DISCUSSION OF ADDITIONAL TOPIC OF INTEREST: CREDENTIAL TRACKING

SCHEV staff provided an overview on this agenda item that was from the March council meeting where Council requested staff to identify methods to better track workforce credentials. Ms. Kang provided an overview of staff's efforts to collect data from agencies that grant licensures and certifications in the top 10 workforce programs through the workforce credential grant. Challenges in data collection included the level of detail the license agencies could provide.

Council expressed an interest to collect this information and, where feasible, require the entities to submit data. SCHEV staff noted the interest of the legislature and Governor and believe there will be more movement in this area in the coming year.

MOTION TO ADJOURN

The Chair adjourned the meeting at 2:15pm

Victoria Harker
Committee Chair

Grace Covello,
Senior Associate Finance Policy and
Innovation

State Council of Higher Education for Virginia Agenda Item

Item: #II.C. - Resources and Planning Committee – Discussion of the Work of the Resources and Planning Committee

Date of Meeting: July 19, 2022

Presenters: Wendy Kang
Director of Innovation and Finance
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 item is to review the responsibilities of the Resources and Planning Committee and receive input from members on their expectations of staff and the committee for the upcoming year.

Background Information/Summary of Major Elements:

The Resources and Planning Committee is responsible for various general and specific matters related to the work of Council. These responsibilities relate primarily to the fiscal areas of higher education (operations, expenditures, financial aid capital, funding sources, etc), planning (enrollments and degree awards, performance related to the system and institutions and the relationship to funding needs) and administration of policy/regulations assigned to SCHEV.

The information below outlines occasions on which staff will seek final action by the Council via initial action the Committee, as well as occasions on which staff will provide updates related to the ongoing committee-relevant work of Council.

Action items include the following areas:

- **Recommendations for funding and policies associated with operations, financial aid and capital for the higher education system** (every year in September): SCHEV provides recommendations for the higher education system that are submitted to the Governor and General Assembly annually. These recommendations guide staff's work during the budget process and during session when meeting with Governor and General Assembly staff and legislators.

- **Management of domicile guidelines and determinations for in-state tuition** (updated as necessary): SCHEV is responsible for developing guidelines to the institutions as they apply statutory domicile requirements. These guidelines are based on those established in the Code of Virginia and can be updated during the legislative process. Domicile guidelines help determine who is eligible for in-state tuition and for programs like the tuition assistance grant.
- **Management of SCHEV-administered regulations and guidelines for financial aid programs** (updated as necessary): SCHEV is responsible for developing regulations and guidelines for several aid programs, including undergraduate need-based aid, the tuition assistance grant (TAG), the workforce credential grant program, the Virginia Military Survivors Program, etc. These updates may be necessary due to a statutory change or administrative changes developed by staff.
- **Reporting on Institutional Performance Standards (IPS; during even years):** This [assessment](#) occurs every two years. The purpose is to determine if institutions have met certain administrative and financial standards and education-related measures. SCHEV is responsible for certifying institutions. If institutions meet these standards, then they are eligible for financial benefits based on accumulated interest earnings and credit card rebates during the year (about \$7 million annually for all institutions). If institutions do not meet standards, then an interim review may be requested.
- **Enrollment estimates and degree projections (every two years during the odd year):** This process reviews institutions' plans to change estimated enrollments and degree projections. Institutions take into account many factors, including the number of high school graduates, transfer and adult students and efforts to improve persistence and graduation rates.
- Other items as assigned by the Governor or General Assembly.

In addition to the above responsibilities, the committee will receive periodic updates on the following current activities over the next year (to appear as discussion items and for action if needed):

- **Budget and planning:**
 - Develop an action plan and implement the **cost and funding [needs study](#)**: This study began in July of 2021 with a goal of identifying costs related to higher education and to develop a model to support funding needs. These are expected to inform SCHEV's budget and policy recommendations.
 - Update and report on **Fall and annual enrollments**. These reports help understand trends in enrollments, such as the expected declines in high school enrollments and graduates and how that impacts institutions.
 - Review and update **Institutional Performance Standards**: As part of the cost and funding need study, SCHEV will explore updating and aligning these to the goals of the new model related to incentives and performance.
 - Review **capital outlay processes** (delayed during cost study): Similar to reviews of financial aid and the current review of costs related to operations, SCHEV is beginning a process to update its biennial review of capital outlay projects.

- Facilitate **fiscal sustainability reviews** (awaiting reports from APA) and development of **fiscal and outcome measures**: SCHEV was charged in the prior bienium to [coordinate the dissemination of measures](#) (item T) of financial status based on an Auditor of Public Accounts report. This report has not been released yet, but is expected in August. In addition, SCHEV is working with the Secretary's of Education and Finance to develop a list of common fiscal and outcome measures to be used for all institutions and updated annually.
- Facilitate **six-year plans**. These plans occur each year and are the start of the process for budget planning for higher education. Public institutions submit these plans to be reviewed by staff of the legislative money committees, the Secretary of Education, the Secretary of Finance, the director of the Department of Planning and Budget and the Director SCHEV (commonly referred to as "Op-Six"). SCHEV facilitates this process.
- **Financial aid:**
 - Implement the [Pell Initiative](#) added in the 2022 session. This is focused on increasing the **recruitment and retention of low-income/Pell** students. Funding is provided in the first year to have a national expert identify strategies and \$25 million is provided in the second year to provide support to institutions.
 - Simplify **awarding of state financial aid**. In 2019, SCHEV began a process to review undergraduate need-based financial aid. The first part focused on how aid was distributed to institutions from the state. It resulted in changes to the formula to distribute to aid in a fair and equitable manner for low- and middle-income students. The second part was to focus on awarding practices at the institutions. However, due to additional activities related to COVID and expected changes in the administration, SCHEV postponed the project in 2021. SCHEV worked with the Joint Legislative Audit and Review Commission (JLARC) on higher education projects that aligned with member interest and JLARC is currently reviewing this topic. A report is expected in November 2022. SCHEV will identify implementation steps once the report is available.
 - Implement a system to support the assessment of the **financial need of undocumented students** www.vasaapp.org. This project began in 2020 with the passage of legislation to allow certain students who did not qualify to receive [in-state tuition](#). The legislation was later expanded to allow the students to be eligible for state need-based students. SCHEV is responsible for administering a system that assesses the financial need of these students.
 - **Standardize financial aid award letters**. In 2017, SCHEV was charged in budget language to simplify award letters for student to improve the clarity of the information provided. Work continues to monitor how well the award letters are working to better assist students in comparing award packages.
 - **Launch a loan ombudsman course**. SCHEV's Office of the [Loan Ombudsman](#) was established in statute to provide support for individuals

planning to receive, or who have received, student loans. The office is required to provide a course that offers resources to potential students, current students and those in repayment. This course is currently in the launch phase.

- **Other:**
 - Publish the [Insights](#) report, which interprets and visualizes data and policies related to higher education.
 - Present and provide updates on the SCHEV [data research](#) website.

Finally, SCHEV issues several [reports](#) throughout the year that relate to topics covered by the Resources and Planning Committee. These include the following:

- **Tuition and fees report:** Annual report of tuition and fees charges at institutions. Published in August.
- **Budget and policy recommendations:** Annual recommendations related to higher education. Published in October.
- **Higher Education Funding:** Trends and Baselines in operating and financial aid. Biennial reports related to funding in various areas in July.
- **Workforce Credential Grant Annual Report:** Issued in January each year.
- **Office of the Qualified Loan Ombudsman:** Issued in December each year.
- **Insights** (shorter write ups on current topics).

Materials Provided: See above.

Financial Impact: None

Timetable for Further Review: None

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

At each meeting, staff will discuss how each item relates to the goals of *The Virginia Plan*.

Resolution: None

State Council of Higher Education for Virginia Agenda Item

Item: #II.D. - Resources and Planning Committee – Discussion of State Budget and Preparation for 2023 General Assembly Session

Date of Meeting: July 19, 2022

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

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date: May 16, 2022

Action: The Council received an update on the conference report from 2022 General Assembly session.

Purpose of Agenda Item:

The purpose of this agenda item is to report the final budget the 2022 General Assembly provided for higher education in 2022-24 biennium and to begin discussions with Council members regarding the SCHEV policies and systemwide 2022-24 budget amendments for the 2023 General Assembly session.

Background Information/Summary of Major Elements:

The 2022 legislative session related to budget development lasted longer this year. The conference committee did not agree on the state budget and the regular session adjourned on March 12. The conference committee continued its work and issued its report on May 27. Governor Youngkin proposed amendments and the House and Senate voted on those amendments June 17.

2022-2024 Budget Highlights

The following is a summary 2022-24 biennium budget for higher education. The introduced budget included additional funding that totaled \$924 million--the highest amount the state has invested in higher education in a biennium. The conference and Governor's amendments added over \$122.5 million to that total. Table 1 provides a break out by program area.

Table 1: Higher Education Additional Appropriations by Program

Program	FY 2023	FY 2024	Total
E&G	\$299,348,659	\$393,107,936	\$692,456,595
Financial Aid	\$49,247,017	\$195,859,578	\$245,106,595
Research	\$35,934,063	\$26,735,882	\$62,669,945
Other	\$22,653,792	\$23,966,868	\$46,620,660
Total	\$407,183,531	\$639,670,264	\$1,046,853,795

*Includes estimates for salary increases in central accounts

Education and General Support (E&G): Funding increased in this area by \$692 million for the biennium. SCHEV estimates that this equates to an average increase in institution’s budgets of 16% in the first year and 22% in the second year over the state supported share (General Fund) of their FY 2022 base budget. A large part of the funding in this area is to support the 5% salary increases each year for faculty and staff. At the start of the session, the Department of Planning and Budget estimated the total state share of salary increases at \$292 million for the biennium, representing approximately 42% of the education and general (E&G) related support \$692 million in funding provided to institutions. That estimate excludes the cost of a one-time bonus of \$1,000 provided in December 2022.

The state only funds a portion of salaries (approximately 50% on average) with the remaining amount supported by the institution (primarily through tuition revenue). While additional funding was provided in the budget to offset the additional institution cost through a “maintain affordable access” fund (\$286 million), institutions indicated they would need to raise tuition and fees. SCHEV highlighted in its initial budget recommendations that institutions were expected to experienced increased costs related to nonpersonal services as a result of inflation and to replace one-time funding that was provided in the prior year of \$40 million. Governor Youngkin asked all institutions to keep tuition and fees flat for the upcoming year for in-state undergraduates. Some institutions did not increase, while others increased their tuition but offered one-time scholarships to in-state undergraduate students to offset the increase.

Additional institutional support includes operations and maintenance of new buildings opening in FY 2023 (using SCHEV budget recommendations) and institution-specific initiatives. The conference report included two major changes at VCCS and JMU. VCCS funding in the introduced budget primarily for G3 capacity building was reduced and placed in a central account to be distributed after review by executive and legislative leaders (similar to the internship funding). JMU received an increase in base operational support.

Financial aid: Total investments in financial aid are \$245 million for the biennium. The largest increase is in undergraduate need-based aid (\$20 million in the first and \$130 million in the second). SCHEV estimates that this is an increase of 8% in the first year and 45% in the second year over the state supported FY 2022 budget. This aligns with SCHEV budget recommendations to address affordability for low- and middle-income

families and to increase support at institutions with some of the highest unmet need for these students. SCHEV included a write-up regarding undergraduate aid in a recent [Insights post](#) to explain the additional need. NSU and VSU also receive \$2.5 million each year to expand the Virginia College Affordability Network and another \$2.5 million in each year of the biennium was added through the SCHEV budget to transfer to NSU and VSU for financial aid (\$1.25 million of each institution annually).

In addition, \$25 million is added in the second year to support a Pell initiative through a program administered by SCHEV. The tuition assistance grant is supported at \$4,500 in the first year and \$5,000 in the second year for both undergraduate students and graduate programs that are eligible (online students are supported at half of that amount). An additional \$7,500 each year is provided for students attending TAG-eligible HBCUs.

Research: Research funding primarily focuses on cancer research at UVA and VCU. Additional funding is provided in other areas and research institutions, including VT and its extension offices, VIMS, Hampton, ODU, Jefferson labs and JMU.

Other funding is provided to support other entities that support higher education, such as higher education centers, EVMS and SCHEV.

Capital: For capital, several projects were deferred, additional funding was added to support increased costs due to inflation and all projects proposed for planning in the introduced budget were deferred in the final budget.

Table 2 provides the total funding by recipient type.

Table 2: Higher Education Additional Appropriations by Type

Type	FY 2023	FY 2024	Biennial Total
Institutions	\$364,442,584	\$563,886,542	\$928,329,126
SCHEV	\$25,232,007	\$64,389,568	\$89,621,575
Affiliates	\$17,508,940	\$11,394,154	\$28,903,094
Total	\$407,183,531	\$639,670,264	\$1,046,853,795

Other areas (including SCHEV): The General Assembly also approved increased funding for the Innovative Internship Program (also known as the Virginia Talent + Opportunity Partnership) at \$13 million (SCHEV recommended \$20 million). These funds will be held in central account and released based on a review by executive and legislative officials. The same budget item also includes funding, subject to the same review, for program development at the Virginia Community College System, for the advanced manufacturing grants and for grants to public school divisions for skilled trades education.

Also, a mental health pilot program recommended by SCHEV (\$500,000 each year) was approved to increase the mental health worker pipeline and provide added support for institutions.

Other additional tasks that were added are highlighted below.

- **Lab schools:** The budget provides \$100 million in the first year to support [college partnership lab schools](#). Of this, \$25 million is provided for start-up programs with remaining funds distributed to programs on a per-pupil cost basis. The Governor's [amendment](#) (see amendment 33) adjusted the eligible institutions to include higher education centers and institutions eligible to receive TAG.
- **Six-year plans and freedom of expression:** Governor Youngkin added an [amendment](#) to require each public institution of higher education to adopt an official policy on academic freedom and to include its policy in its six-year plan and in annual amendments. It also requires annual reporting on free speech and expression.
- **Other items involving SCHEV:**
 - **Pell initiative:** This initiative creates an initiative to recruit and retain [Pell students](#). The program provides \$250,000 in the first year to hire a consultant and \$25 million in the second to establish a pilot to provide support to institutions.
 - **Dual enrollment grant program:** This funding (\$200,000) for the biennium adds money for SCHEV to develop a grant program to support public high school teachers to complete coursework to teach dual enrollment courses.
 - **Data science innovation hub:** Provides \$350,000 in the first year for SCHEV to work with institutions and partners to assess the need for a [data science hub](#) in the Hampton Roads/Tidewater area.
 - **Staffing support and increased costs:** Funding is provided to support additional staffing needs and increases in agency information technology costs, which were included in the introduced budget.
 - **New tech initiative:** The budget includes nearly \$67 million for investments in the biotechnology, life sciences and pharmaceutical manufacturing industry cluster and directs Virginia Housing and Community Development, in collaboration with SCHEV and other partners, to establish a taskforce to recommend funding.
 - **Review of debt collection policies:** Charges the Secretary of Education to work with the Office of the Attorney General and with assistance from SCHEV and the public institutions to evaluate [debt collection practices](#).
 - **Items removed:** Three items removed in the conference report include funding support for FAFSA (Free Application for Federal Student Aid) completion, a nursing study (this was redirected to the Health Workforce Advisory Council) and SCHEV's support services review. SCHEV will be working with partners to continue to support increased FAFSA completion and will issue a report on support services at a future meeting.
 - **Other HBCU funding:** Money was also provided in the SCHEV budget to provide support to the City of Richmond for an HBCU Innovation Center (\$2

million). Hampton University's Proton Beam Therapy Institute also received \$2 million through the Department of Health.

Budget Planning for FY 2024

Despite the recent passing of the biennial budget, budget and policy planning processes begin in August for the upcoming 2023 session with the Governor's office issuing budget requests to be submitted in September/October. SCHEV staff will provide a draft for these recommendations at the September meeting to align with these processes.

The following is a summary of the processes on budget and policy recommendations and initial options to propose.

Process: SCHEV's typical process for developing recommendations includes the following assessments with the three goals of the Pathways to Opportunity Plan (equitable, affordable and transformative) considered for each area:

- **Institution requests**: This process begins with the six-year plans and SCHEV's review of planned items to determine needs (potential unavoidable costs) versus wants (capacity building). Plans were received July 11 and SCHEV is in the process of reviewing these requests along with staff of the money committees, the Secretary of Finance, the Secretary of Education and the Department of Planning and Budget.
- **Fiscal and outcomes measures**: This is an assessment of fiscal and outcomes measures to help understand areas of opportunity. For fiscal measures, this can include a review of funding and costs per full-time equivalent student (FTE), fiscal health of the institution and comparisons to national averages at a state or institutional level. For outcomes, this can include changes in enrollment, retention and completion of students (including subgroups).
- **Economic factors**: This includes assessing current economic conditions, such as the impact of costs due to inflation, minimum wage increases, etc. Last year, SCHEV estimated increased costs at institution for non-personal services due to changes in minimum wage and inflationary costs. In addition, SCHEV looks at revenue forecasts for the state in terms of whether additional funds may be available or if cuts may need be considered (in the case of an economic downturn). Current economic trends indicate growing inflation rates
- **State or regional needs**: In addition, other factors to support workforce and regional needs may be considered. For example, the new economy workforce credential grant and Tech Talent programs were established to address workforce shortages. The credential grant program provides funding for short term credentials and the Tech Talent programs supports increase degrees in computer science as part of the Amazon H2Q agreement.

Preliminary recommendation areas

SCHEV will continue to refine and collect information in the areas above, but based on an initial review, staff have identified the following areas for consideration:

Inflation impacts on nonpersonal services: The latest economic update from the Bureau of Labor and Statistics indicates that in May 2022, the CPI has grown over 8.6% (without a seasonal adjustment). Growth is in all areas, including energy, food, shelter, and gas. This is expected to increase costs in the nonpersonal services area in the coming year, which are approximately 24% of an institution's budget.

Salary impacts: Institutions will need to support their portion of the 5% salary increases for FY 2024. While money was added to the budget, SCHEV will look at the estimated costs to determine to support the increase.

Operation costs of new facilities: Last year, SCHEV estimated the operations and maintenance costs of new facilities. The introduced budget included funding for the state share of new facilities for FY 2022. SCHEV will assess facilities estimates for FY 2024.

Tuition and fee impacts: With the above-mentioned costs, SCHEV will work to identify the potential impact on tuition and fees for in-state undergraduates and compare that to proposed increases in institution's six-year plans.

Financial aid: After a significant investment in the budget, SCHEV does not expect additional need in this area. In addition, SCHEV will be working with money and Governor's staff regarding investments of the \$25 million to support the Pell initiative in FY 2024.

Other strategic investments or policy considerations: There were other projects in the budget for FY 2023 that may have a budget impact for the upcoming year. This includes:

- Cost study alignment: A few areas identified in the initial analysis may require budget and code changes to further support implementation. One identified change is the approach to additional funding for capacity building through placement of funds in a central account for several years to ensure expected outcomes are met. Institution requests in 6-year plans could be reviewed using this approach.
- Six-year plan alignment/fiscal and outcome measures: This is an initiative by the administration to increase the focus on data measures. If these are incorporated into the process, then some code or budget language changes may be needed.
- Student services improvements: SCHEV is in the process of completing a review of student services at institutions that may require additional recommendations.
- Institutional debt practices: This was a review assigned to the Secretary of Education in the budget and could require policy or code changes.
- Financial aid award simplification: This was an initiative started by SCHEV to look at methods simplify and improve how need-based aid is awarded by

institutions. JLARC is currently reviewing this practice and SCHEV will identify options for changes once a draft is available.

- Dual enrollment pricing: This is another area of interest by the Council and JLARC is conducting a review. Once a draft is available (sometime in the early fall), staff will identify potential recommendations.
- Program alignment: There is no specific assignment in this area, but there are several mentions in the budget to ensure programs and initiatives are aligned to economic needs.
- Data science hub: Assigned to SCHEV for review in FY 2023 and may have additional funding or policy needs depending on when the review is complete.
- Investments in strategies to support student academic success: The pandemic caused disruptions in learning in both high school and college that could have lasting consequences. To the extent colleges and universities observe and document what's been called "learning loss," the state may want to develop strategies to address gaps created by the pandemic.
- Other policy changes: Adjustments to the maximum award for the Workforce Credential Grant given inflationary increases (current award is capped \$3,000 and has not increased since the creation in in 2016) and the percent cap for one program; Tech Talent reporting timeframes (change from May to September); conforming state aid practices to federal aid.

Materials Provided: None

Financial Impact: None

Timetable for Further Review: SCHEV will bring draft recommendations in September to Council

Relationship to Goals of The Virginia Plan for Higher Education:
The budget and policy items relate to all goals of the Virginia Plan.

Resolutions: None

State Council of Higher Education for Virginia Agenda Item

Item: #II.E. - Resources and Planning Committee – Discussion of the Cost and Funding Needs Study

Date of Meeting: July 19, 2022

Presenters: Wendy Kang
Director of Finance Policy and Innovation
WendyKang@schev.edu

Tom Allison
Senior Associate for Finance Policy
TomAllison@schev.edu

Most Recent Review/Action:

No previous Council review/action

Previous review/action

Date: May 16, 2022

Review: Staff provided an update on the progress of the project.

Purpose of the Agenda Item:

The purpose of this item is to provide an update on the publication of the final report of the Higher Education Costs and Funding Needs Study and the implementation plan moving forward.

Background Information/Summary of Major Elements:

In 2021, the General Assembly directed the State Council on Higher Education in Virginia to study higher education costs and funding needs of the Commonwealth's public institutions and to submit a report with recommendations that "identify and recommend:

1. methods to determine appropriate costs, including a detailed cost analysis, of Virginia public institutions of higher education and peer institutions;
2. measures of efficiency and effectiveness, including identification of opportunities for mitigating costs, increasing financial efficiencies, and incorporating current best practices employed by Virginia institutions and other institutions nationwide;
3. provisions for any new reporting requirements, including a possible periodic review of cost and strategies employed to implement efficient and effective operational practices;
4. strategies to allocate limited public resources based on outcomes that align with state needs related to affordability, access, completion, and workforce alignment, and the impact on tuition and pricing;
5. the impact of funding on underrepresented student populations; and
6. a timeline for implementation."

Pursuant to this charge, an interagency panel selected NCHEMS to assist with conducting this study through an RFP process. SCHEV identified four major deliverables as part of the review, which are listed below along with key findings from the project. Throughout the project, NCHEMS worked closely with SCHEV to produce and refine every significant element, and both consulted regularly with key stakeholders, particularly OpSix (a body established in Virginia statute to review institutional six-year plans consisting of the Staff Directors of the House Appropriations Committee and the Senate Finance and Appropriations Committee, the Director of the Department of Planning and Budget, the Director of SCHEV, the Secretary of Finance, the Secretary of Education, or their designees) and institutional finance officers but also other institutional leaders, the Council of Presidents, and important advocacy groups. This study was narrowly aimed at Virginia's approach to funding its public institutions' Education and General (E&G) operating budgets.¹ While important, other aspects of state funding support to higher education were not within the scope of the study, including capital funding for higher education, state-funded financial aid, auxiliaries (e.g., housing, bookstore operations, athletics), and endowments.

- **Deliverable 1: Review of funding policies:**
 - States should strategically align funding with statewide goals.
 - Base funding approaches in other states are rarely strategic.
 - Formulas are a better basis for rational and strategic funding approaches.
 - Virginia's current base funding formula no longer serves as a strategic and rational mechanism for resource allocation
 - State funding should address foundational costs, be sensitive to institutional missions, and embed incentives linked to state goals.
 - State funding policies should be mindful of differences in institutional capacity to generate tuition revenue.

- **Deliverable 2: Efficiency and effectiveness review**
 - Virginia's institutions are active in seeking efficiencies, most commonly by making improvements internally (versus collaboratively) and with a focus on administrative services.
 - Multi-institutional collaborations can yield substantial savings.
 - Activity in Virginia is similar to those in other states.
 - Savings are reinvested in institutional priorities, which can include better service to students.

- **Deliverable 3: Identification of trends in costs and determination of estimated costs for higher education:**
 - Virginia's total education revenue per FTE was nearly identical to the national median in FY2021. State revenue per student is below the national median and tuition revenue per student is above the national median.
 - State funding levels have been volatile in recent years; the resulting unpredictability inhibits good institutional planning.
 - Virginia's public institutions spend fewer E&G dollars per student.

¹ Education and General (E&G) funding and expenditures refer to the core activities related to the institution's instructional mission such as faculty salaries, institutional support, student supports, libraries and other academic support costs, etc.

- Affordability for resident students remains a significant problem.
- Differences between Virginia’s institutions are substantial.
- **Deliverable 4: Recommendations for a new funding model:**
 - Design principles guided development of the funding model.
 - A typology of institutional costs provided a framework for the cost and funding model, including estimating “frugal” foundational funding, cost per credit hour, performance and incentive funding, and capacity building.
 - While consensus was reached on the conceptual framework, further work is needed to operationalize the components.
 - The funding model is dynamic and can adjust to changing conditions.

Institutional Funding Adequacy Framework

			Category	Function and Roles	
			Other	Advancement, auxiliaries, athletics, etc.	
			Externally Funded Research and Public Service	Grants management, community engagement, museums, arts, extension services	
Funding Model	Incentive Funding, Tied to State Goals & to Six-Year Plans			Purchase of Goods and Services	Funding for specific purposes, e.g., research on tobacco usage in Southwest Virginia, incentives to seed and support shared academic program delivery, noncredit offerings
				Capacity Building	Funding needed to start new programs or fund initiatives prioritized by the General Assembly, the Governor’s office, or through the 6-year plan process
				Performance / Incentives	Factors in the model that recognize: activities related to strategic plan, closing equity gaps, economic development
		Cost Model	Variable Costs	Audience	Semester credit hours (SCH) weighted by student characteristic(s) or added weights applied to headcount
				Scale & Scope	Semester credit hours (SCH) weighted by level and discipline
	Fixed Costs			Preventative maintenance as applied to facilities, technology, and personnel	Shares of facilities replacement value of facilities, technology value, payroll (for professional development)
				"Frugal" foundational funding	Benchmarked against similar institutions with relatively low spending on administrative expenses

Recommendations:

As this report is released, additional elements remain under review. Several factors, including delays in the 2022 General Assembly session and budgeting process, changes in administration that occurred partway through the project, and the need for ongoing review of data inputs and metrics have slowed progress toward the complete

adoption of a new funding model. The following provides recommendations on the deliverables and notes where additional work remains to be completed.

1. **Adopt the conceptual framework and continue to refine the parameters and data sources for use in the model.** Virginia should make it a goal to allocate General Fund support to public institutions in accordance with this conceptual framework and with the recommendations for specific appropriations levels that SCHEV will make using the framework and the model. While additional work is needed to further refine the data sources and funding parameters, the conceptual framework that details a strategic approach to funding has general consensus among key stakeholder groups. NCHEMS provided recommended parameters and an interactive model that are under review and should continue to be refined over the next six months.
2. **Adopt differential cost-sharing targets.** Virginia should adopt differential cost-sharing targets to aid in prioritizing the allocation of state support to public institutions in alignment with state goals and in recognition of the differences in mission. While Virginia's current base adequacy model accounts for the mix of in-state and out-of-state students in assessing whether or not the state's support level met the cost-sharing target, it does not have a formal method of determining an institution's ability to raise tuition and fees given the variation of income levels of in-state students. In addition, the Commonwealth should consider excluding the "frugal" base funding requirement from the cost-sharing calculation.
3. **Implement an incentives and performance component of the conceptual framework that rewards institutions for making progress toward state goals.** Further development and testing of metrics for the incentives component of the framework are needed. Such a component should allocate sufficient funding to steer institutional decisions, yet limit competition among them that is not productive. The incentives and how achieving them translates into dollar amounts should also be transparent and predictable. A system built on fixed dollar amounts per point, paired with a thoughtful approach to making strategic adjustments when Virginia's institutions collectively earn more funding than the legislature appropriated for the incentive funding pool and when they collectively earn less than that amount, can address these criteria.

Additionally, the Institutional Performance Standard (IPS) funding should also be re-evaluated for its impact and relevance, particularly for the six education-related measures. Once a more fully developed incentive model is ready, it is not logical to maintain the IPS process separately from the more robust and integrated approach to be built.

4. **Use the model to prioritize the funding components.** Ensure that funding needs related to the cost estimates (fixed and variable costs) and incentives and performance are met before allocating funds to new capacity building initiatives.

5. **Adopt a phased-in approach to using the new funding model.** Too abrupt a change in institutional funding can be disruptive and counter-productive to the achievement of state goals. As Virginia shifts to a new funding model, it should take a deliberate approach over several years by implementing a stop/loss strategy in the transition. A stop/loss strategy means that the state will implement some limits on how much an institution's budget can be affected during a transition to the new funding approach. Usually, such provisions include a specific schedule. For example, a stop/loss provision might specify that institutions will not be subjected to changes that exceed a percentage greater than plus or minus one percent in Year 1, plus or minus three percent in Year 2, and plus or minus five percent in Year 3. In Year 4, the new funding model would be fully implemented with no stop/loss in effect.
6. **Regularly review the funding model.** Ensure that the funding model is reviewed on a periodic basis—more regularly for technical issues and once every 8-10 years for adherence to policy priorities.
7. **Create and regularly convene a technical funding model workgroup.** Ensure that all institutions and their leaders have an in-house technical expert on how the formula works, and so that there is a sense of shared ownership for the technical aspects of the model's implementation. A standing workgroup consisting of experts on the technical aspects of the funding model design and its implementation, one for each institution, would ensure a sense of shared ownership among the institutions over the accuracy and performance of the model. Not only would this group help SCHEV with highly technical issues (e.g., the number of years to use as an average, the assumptions that may need to be reassessed) and comprise the core team for the regular technical reviews mentioned above, its members would also be well positioned to use the model and its simulation tool in assessing the impact on funding of decisions under consideration by institutional leaders.
8. **Identify strategies to mitigate tuition and fee increases that may result from state supported salary increases or other state required mandates.** Due to the split funded approach to higher education costs where the state pays a portion of costs (roughly 50%, but varies by institution), state supported increases in salaries often result in an increase to tuition and fees. While investments in salaries are a shared interest of the state and the institution, strategies should be considered to mitigate the concerns related to tuition and fee growth when this occurs.
9. **Create incentives that encourage institutions to collaborate for greater efficiency in administrative services and in academic delivery.** Virginia's institutions are active in seeking ways to streamline their operations, but typically do so on their own. Major savings and reinvestment opportunities are available through collaborative activity, as demonstrated by the Virginia Higher Education

Procurement Consortium (VHEPC) and the statewide library consortium (VIVA). Collaborations are difficult to implement and sustain, especially in academic delivery, but a compelling financial reason can induce participation by institutions on a voluntary basis. Funding that can seed and support the development of collaborative activities will likely be an investment strategy that states throughout the country will turn to more often, especially those seeking effective responses to converging enrollment and financial pressures. Efficiency gains to be derived from such efforts must be measured based on all the participating institutions and in terms of costs avoided by students and the state, and by the enhanced services collaboration can generate, rather than being viewed simply as benefits accruing to individual institutions.

10. **Monitor progress toward greater efficiency and effectiveness using metrics.** SCHEV should seek to more regularly measure institutions' individual and joint efforts to improve efficiency and effectiveness. These efforts should rely on existing data as much as possible so as to avoid adding reporting burdens to institutions. Even if these data are already reported to SCHEV, it remains valuable to gather data from IPEDS for benchmarking purposes. Metrics that are relatively straightforward to calculate include: state and tuition revenues per graduate, degrees relative to enrollment, and expenditures relative to enrollment.
11. **Revise the approved group of comparison institutions.** After completing a review of candidate institutions for comparison groups—NCHEMS provided an initial group of national comparative institutions and, following a request to add to the number of institutions in the groups, particularly for some of the institutions, a second group of comparison institutions. These groups are important for benchmarking Virginia institutions in terms of their finances and their student outcomes. NCHEMS selected the comparison groups based on similarities in the mission they serve expressed primarily in their program array, research activity, student characteristics, and size, as well as some other important features (whether they operate a hospital, are a Land-Grant institution or HBCU, their geographic location, etc.). Notably, none of the selection criteria included data about their funding levels or student outcomes. The same groups should be used for all benchmarking analyses in order to avoid selecting institutions on the basis of the outcome they are examining. Details about the comparison groups and the process used to select them are provided in Appendix F. While NCHEMS' original comparison groups were named in the interim report, the expanded groups have not yet been shared with the institutions; there is a need to gather feedback from the institutions before they are finalized.
12. **Develop an implementation plan to identify next steps and policy changes that need to occur to support the recommendations included in this report.** As noted, there are several elements of the model that need to be adopted by stakeholders to meet the requirements outlined in the budget language for this

review. Revised comparison groups for each institution to be used for benchmarking and to assess the fitness of the funding model also need to be adopted, as are metrics for assessing institutional effectiveness and efficiency. SCHEV, in partnership with stakeholders, should develop a plan to continue this work and identify policy changes in code or budget language that need to be implemented to support these elements, with a target of completion by the 2023 General Assembly session.

Next Steps:

Staff are developing an implementation plan to operationalize the components of the model's conceptual framework. Staff will also continue to revise the selection and use of the institutional peer groups.

Materials Provided: The Higher Education Costs and Funding Needs study is available on [SCHEV's website](#).

Financial Impact: None

Timetable for Further Review/Action: Staff will provide another update at the September meeting.

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

This project primarily relates to the Plan's affordability goal and to the strategies related to the alignment of resources to state needs.

Resolution: None.

State Council of Higher Education for Virginia Agenda Item

Item: # II.F – Resources and Planning Committee – Discussion of Institutional Performance Standards

Date of Meeting: July 19, 2022

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: October 27, 2020

Action: Council acted to approve the 2020 Biennial Assessment and certification for institutions.

Purpose of the Agenda Item: The purpose of this agenda item is to present findings for the six general education-related performance measures that are part of the 2022 assessment of institutional performance. This information constitutes Part 1 of the assessment of institutions. Part 2 includes an assessment of financial and administrative standards.

Background Information/Summary of Major Elements:

SCHEV has assessed institutional performance for well over a decade, beginning with the Higher Education Restructuring Act in 2005, the Virginia Higher Education Opportunity Act of 2011 (Top Jobs Act or TJ21) and related Code of Virginia amendments. The Appropriation Act of 2022-24, Chapter 2, under General Provisions, outlines the assessment process and lists the six education-related measures and the Financial and Administrative Standards by which the Council shall base its assessment and certification.

The preliminary results for the six measures are included in this agenda item. The Department of Planning and Budget staff will review the results for the Financial and Administrative Standards, and staff will provide those results at the September meeting.

The full text from the Appropriation Act is available [online](#). Specifically, the following text relates to SCHEV's responsibilities:

In general, institutions are expected to achieve all performance measures in order to be certified by SCHEV, but it is understood that there can be circumstances beyond an institution's control that may prevent achieving one or more performance measures. The Council

shall consider, in consultation with each institution, such factors in its review: (1) institutions meeting all performance measures will be certified by the Council and recommended to receive the financial benefits, (2) institutions that do not meet all performance measures will be evaluated by the Council and the Council may take one or more of the following actions: (a) request the institution provide a remediation plan and recommend that the Governor withhold release of financial benefits until Council review of the remediation plan or (b) recommend that the Governor withhold all or part of financial benefits. Further, the State Council shall have broad authority to certify institutions as having met the standards on education-related measures. The State Council shall likewise have the authority to exempt institutions from certification on education-related measures that the State Council deems unrelated to an institution's mission or unnecessary given the institution's level of performance.

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

The Council uses results for the measures and standards to certify institutional performance. Institutions that meet certification criteria are eligible to receive financial benefits from the state. The language in § [23.1-1002.C](#) provides details about these financial benefits. The years under review for the 2022 Biennial Assessment are 2019-20 and 2020-21. The certification years are 2022-23 and 2023-24.

The assessment process involves two areas of measurement. The six general education-related measures comprise one area. The six measures are:

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

SCHEV staff provides the review for these measures. The years under review for the 2022 Biennial Assessment are 2019-20 and 2020-21. Preliminary results for the six measures indicate that, systemwide, all six measures were achieved. Table I contains the aggregate information.

TABLE 1
RESULTS FOR SIX GENERAL INSTITUTIONAL PERFORMANCE MEASURES
 Aggregate Information
 July 2022

PERFORMANCE MEASURE	2019-2020			2020-2021 (Biennium- M5 & M6)		
	Target	Actual	Result	Target	Actual	Result
1 - Institution meets at least 95 percent of its State Council-approved biennial projections for in-state undergraduate headcount enrollment .	294,790	294,770	100%	286,737	287,826	100%
2 - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of in-state associate and bachelor degree awards .	50,577	49,064	97%	51,435	51,251	100%
3 - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of in-state STEM-H associate and bachelor degree awards .	18,807	18,451	98%	19,126	19,891	104%
4 - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of in-state, upper level – sophomore level for two-year institutions and junior and senior level for four-year institutions – program-placed, full-time equivalent students .	69,588	79,403	114%	69,817	81,090	116%
5 - Maintain or increase the number of in-state associate and bachelor degrees awarded to students from underrepresented populations .	For this measure, we compare the average for the two years under review to the average for the three prior years.			30,281	31,358	+1,077
6 - Maintain or increase the number of in-state, two-year transfers to four-year institutions .	For this measure, we compare the average for the two years under review to the baseline figure from 2010-11.			9,579	10,863	+1,284

Table 2 contains the preliminary results by institution and measure.

TABLE 2
BIENNIAL ASSESSMENT RESULTS BY INSTITUTION AND MEASURE
 (Using 2019 Projections)
 July 2022

Institution	PM 1		PM 2		PM 3		PM 4		PM 5	PM 6
	19-20	20-21	19-20	20-21	19-20	20-21	19-20	20-21	Biennium	Biennium
CNU	P	P	P	92.3	77.4	83.5	P	P	-30	-36
CWM	P	P	P	92.7	P	P	P	P	-8	P
GMU	P	P	P	P	P	P	P	P	P	P
JMU	P	P	P	P	P	P	P	P	P	P
LU	P	P	80.9	74.7	76.3	56.4	P	P	-69	-10
NSU	P	P	85.2	86.4	70.2	69.2	P	P	-88	-154
ODU	P	P	P	P	P	P	P	P	P	P
RU	P	P	P	P	86.9	87.5	P	P	P	-79
UMW	P	P	P	P	P	P	P	P	P	P
UVA	P	P	P	P	P	P	P	P	P	P
UVA-W	P	91.3	P	P	P	P	P	P	-29	-45
VCU	P	94	89.6	P	76.5	85.1	P	P	P	-43
VMI	P	P	P	P	P	P	P	P	P	P
VSU	94	78.6	51.6	51.2	55.8	61.4	P	P	-118	-22
VT	P	P	P	P	P	P	P	P	P	P
VCCS	P	P	P	P	94	P	N/A	N/A	P	N/A
RBC	P	P	P	86	P	89.8	N/A	N/A	-16	N/A

PERFORMANCE MEASURES:

PM 1 - Institution meets at least 95 percent of its State Council-approved biennial projections for **in-state undergraduate headcount enrollment**.

PM 2 - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of **in-state associate and bachelor degree awards**.

PM 3 - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of **in-state STEM-H associate and bachelor degree awards**.

PM 4 - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of **in-state, upper level - sophomore level for two-year institutions and junior and senior level for four-year institutions - program-placed, full-time equivalent students**.

PM 5 - Maintain or increase the number of in-state associate and bachelor **degrees awarded to students from underrepresented populations**.

PM 6 - Maintain or increase the number of in-state **two-year transfers to four-year institutions**. Please note VMI has a different measure - the commissioning rate.

Results indicate that seven institutions achieved all six measures. These institutions are George Mason University, James Madison University, Old Dominion University, University of Mary Washington, University of Virginia, Virginia Military Institute and Virginia Tech.

Staff has worked with the other institutions to discuss the results and obtain feedback about any deficiencies. In particular, concerns exist regarding the institutions that show deficiencies for three or more measures. These institutions include Christopher Newport University, Longwood University, Norfolk State University, Richard Bland College, University of Virginia at Wise, Virginia Commonwealth University and Virginia State University.

Reasons provided for deficiencies include: the impact of the pandemic; inaccurate enrollment and degree projections; and, with regard to transfers, a smaller pool of transfers from the Virginia Community College System.

Table 3 contains staff’s recommendations regarding action for each institution. In past years, the Council has chosen to require remediation plans for institutions with deficiencies for three or more measures.

TABLE 3
BIENNIAL ASSESSMENT RESULTS BY INSTITUTION AND RECOMMENDATIONS
Performance Measures 1 - 6
July 2022

Institution	PM 1	PM2	PM 3	PM4	PM5	PM 6	Recommendations
CNU	P	F2	F1&F2	P	F	F	Remediation Plan
CWM	P	F2	P	P	F	P	Feedback Only
GMU	P	P	P	P	P	P	Passed
JMU	P	P	P	P	P	P	Passed
LU	P	F1&F2	F1&F2	P	F	F	Remediation Plan
NSU	P	F1&F2	F1&F2	P	F	F	Remediation Plan
ODU	P	P	P	P	P	P	Passed
RU	P	P	F1&F2	P	P	F	Feedback Only
UMW	P	P	P	P	P	P	Passed
UVA	P	P	P	P	P	P	Passed
UVA-W	F2	P	P	P	F	F	Remediation Plan
VCU	F2	F1	F1&F2	P	P	F	Remediation Plan
VMI	P	P	P	P	P	P	Passed
VSU	F1&F2	F1&F2	F1&F2	P	F	F	Remediation Plan
VT	P	P	P	P	P	P	Passed
VCCS	P	P	F1	N/A	P	N/A	Feedback Only
RBC	P	F2	F2	N/A	F	N/A	Remediation Plan

P = Pass F = Fail (F1 = Fail first year, 2019-20, and F2 = Fail second year, 2020-21) N/A = Not Applicable

PERFORMANCE MEASURES:

- PM 1 - Institution meets at least 95 percent of its State Council-approved biennial projections for in-state undergraduate **headcount enrollment**.
- PM 2 - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of **in-state associate and bachelor degree awards**.
- PM 3 - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of **in-state STEM-H associate and bachelor degree awards**.
- PM 4 - Institution meets at least 95 percent of its State Council-approved biennial projections for the number of **in-state, upper level- sophomore level for two-year institutions and junior and senior level for four-year institutions - program-placed, full-time equivalent students**.
- PM 5 - Maintain or increase the number of **in-state associate and bachelor degrees awarded to students from underrepresented populations**.
- PM 6 - Maintain or increase the number of **in-state two-year transfers to four-year institutions**.

Next Steps:

If Council agrees with staff’s recommendations regarding remediation plans, then staff will begin working with those institutions regarding their plans.

The second set of measures that are part of the assessment process are the Financial and Administrative Standards. The review for these standards is underway by the Department of Planning and Budget. Staff anticipates receiving this information and recommendations from the Office of the Secretary of Finance in mid-August. At the September Council Meeting, staff will present this information, as well as recommendations regarding the certification of the institutions.

In addition, as part of the Cost and Funding Need study, one recommendation is to consider merging or aligning this process into the Performance and Incentives component of the proposed new model. Staff will work on this recommendation in the coming year in cooperation with staff of the legislative money committees, the Secretary of Finance, the Secretary of Education and the Department of Planning and Budget.

Materials Provided: None.

Financial Impact: Certified institutions are eligible to receive financial benefits listed in § [23.1-1002.C](#).

Timetable for Further Review/Action: At the September Council Meeting, staff will present the final results with the administrative standards and provide recommendations regarding certification for institutions.

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

The IPS standards relate to all three of the plan's goals and align to measurements of awards, enrollments and underrepresented populations in the plan.

Resolution: None.

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
VWU BATTEN HONORS COLLEGE SESSION AND TOUR
May 16, 2022
DRAFT MINUTES**

Ms. Connelly called the session to order at 5:06 p.m. in the Joan P. Brock Room of the Brock Commons at Virginia Wesleyan University, Virginia Beach, VA.

Council members present: Marge Connelly, Mirza Baig, Henry Light, Katharine Webb, Victoria Harker, Alex Arriaga, Thaddeus Holloman, Alvin J. Schexnider, Jennie O'Holleran, John Broderick.

Council members absent: Ken Ampy, Jason El Koubi.

Staff members present: Tom Allison, Peter Blake, Grace Covello, Joseph DeFilippo, Alan Edwards, Jodi Fisler, Wendy Kang, Ashley Lockhart, Tod Massa, Beverly Rebar, Emily Salmon and Lyn Seuffert. Virginia Management Fellow Celeste Chalkley also attended.

Ramona Taylor from the Office of the Attorney General also attended.

VWU BATTEN HONORS COLLEGE

Marge Connelly, chair, introduced Scott Miller, president of Virginia Wesleyan, who provided an overview of the university's Batten Honors College and discussed how it empowers scholar-activist students to lead a global society's sustainable development. (His overview consisted of a slideshow presentation; no tour was conducted.) President Miller also introduced Travis Malone, dean of the Batten Honors College, and welcomed questions from attendees.

MOTION TO ADJOURN

The chair adjourned the educational session at 5:25 p.m.

Katharine Webb
Council Secretary

Alan Edwards
Director of Strategic Planning & Policy Studies

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
JOINT SCHEV/PRIVATE COLLEGE ADVISORY BOARD MEETING
May 16, 2022
DRAFT MINUTES**

Ms. Connelly called the meeting to order at 3:01 p.m. in the Joan P. Brock Room of the Brock Commons at Virginia Wesleyan University, Virginia Beach, VA.

Council members present: Marge Connelly, Mirza Baig, Henry Light, Katharine Webb, Victoria Harker, Alex Arriaga, Thaddeus Holloman, Alvin J. Schexnider, Jennie O'Holleran, John Broderick.

Council members absent: Ken Ampy, Jason El Koubi.

Staff members present: Tom Allison, Peter Blake, Grace Covello, Joseph DeFilippo, Alan Edwards, Jodi Fisler, Wendy Kang, Ashley Lockhart, Tod Massa, Beverly Rebar, Emily Salmon and Lyn Seuffert. Virginia Management Fellow Celeste Chalkley also attended.

Ramona Taylor from the Office of the Attorney General also attended.

WELCOME AND INTRODUCTIONS

On behalf of the Council, chair Marge Connelly greeted the presidents of the non-profit private institutions and stressed the importance of their colleges in meeting the goals and needs of the Commonwealth. On behalf of the Council of Independent Colleges in Virginia. Scott Miller, president of Virginia Wesleyan, thanked Council for its support of private colleges and its efforts to advance Virginia through higher education. (President Miller spoke in place of David Johns, CICV chair and Ferrum president, who was unable to attend.)

PRIORITIES FOR VIRGINIA HIGHER EDUCATION

Ms. Connelly introduced the Honorable Aimee Guidera, Secretary of Education, who presented the higher-education priorities of the Youngkin administration: vibrant campus life; affordability and reducing costs; preparation of students for the knowledge economy; and strengthening pathways and the college and career-ready pipeline. Secretary Guidera encouraged feedback and questions from attendees and responded to comments and queries from PCAB members and Council members.

DISCUSSION: CHALLENGES AND OPPORTUNITIES AFTER A TUMULTUOUS TWO YEARS

Peter Blake recognized and thanked the private colleges for their efforts during the global pandemic and the social changes of the past two years. He encouraged PCAB members to discuss the challenges their institutions faced and are facing still, as well as the lessons learned and opportunities for the future. Attendees pointed to issues such as student engagement/reengagement, learning loss and support services.

INSTITUTION HIGHLIGHT; APPALACHIAN SCHOOL OF LAW

Mr. Blake introduced B. Keith Faulkner, dean of the Appalachian School of Law, who provided an overview of his freestanding law school in Grundy, VA. A brief question-and-answer session followed.

UPDATES FROM SCHEV STAFF

Mr. Blake introduced Lee Andes, who discussed the 50-year history of the Virginia Tuition Assistance Grant program as well as recent changes thereto. Mr. Blake, in the interest of time, deferred discussion of the 2022 legislative session and directed attendees to a paper summary of relevant legislation. Mr. Blake introduced Emily Salmon, who summarized and solicited participation in a review of student-support services by SCHEV staff in support of *Pathways to Opportunity: The Virginia Plan for Higher Education*. Mr. Blake introduced Lynn Seuffert, who discussed efforts toward a statewide student-internship program – the Virginia Talent + Opportunity Program or VTOP – and provided information on opportunities for private colleges. Mr. Blake also introduced Jodi Fisler, who previewed the upcoming Day of Dialogue on civil discourse and welcomed additional registrations from the private colleges.

MOTION TO ADJOURN

The chair adjourned the joint meeting at 5:05 p.m.

Katharine Webb
Council Secretary

Alan Edwards
Director of Strategic Planning & Policy Studies

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
COUNCIL MEETING
May 16-17, 2022
DRAFT MINUTES**

Ms. Connelly called the meeting to order at 9:04 a.m. in the Joan P. Brock Room at Virginia Wesleyan University, Virginia Beach, VA.

Council members present: Marge Connelly, Mirza Baig, Henry Light, Katharine Webb, Victoria Harker, Alex Arriaga, Thaddeus Holloman, Alvin J. Schexnider, Jennie O'Holleran, John Broderick. Jason El Koubi joined virtually for a portion of the meeting.

Council member absent: Ken Ampy.

Staff members present: Tom Allison, Peter Blake, Grace Covello, Joseph DeFilippo, Alan Edwards, Jodi Fisler, Wendy Kang, Ashley Lockhart, Tod Massa, Beverly Rebar, Emily Salmon and Lyn Seuffert.

Ramona Taylor from the Office of the Attorney General also attended.

APPROVAL OF MINUTES

Ms. Connelly announced there would be a minor change to the minutes to note the attendance of Malik Watson, a student from Norfolk State University and a member of the SCHEV Student Advisory Committee, at the March Council meeting.

Ms. Harker made a motion to approve the March 22, 2022, minutes, which were seconded by Dr. Schexnider. The minutes meeting were approved unanimously.

REMARKS FROM SCOTT MILLER, PRESIDENT, VIRGINIA WESLEYAN UNIVERSITY

Ms. Connelly introduced President Miller, who discussed Virginia Wesleyan University and its recent projects and accomplishments. In 2015, the University approved a new comprehensive strategic plan. The university has since constructed a state-of-the-art environmental center, transitioned from a college to a university, launched a selective honors program, the Batten Honors College, added early assurance graduate programs, dedicated a new performing arts center, and added an equity partnership ownership in a campus in Tokyo, Japan. The university also has added online degree completion and workforce development programs. The transformation of campus was made possible through funding by private donors. He said that the university maintains a focus on student affordability. The full-time residential student population is 40% Pell eligible and a similar number of those are members of an underrepresented population.

Councilmember Broderick remarked upon the remarkable success of Virginia Wesleyan under President Miller.

REPORT OF THE AGENCY DIRECTOR

Mr. Blake highlighted the following items from his written report:

- 2022 General Assembly session and state budget decisions that are pending.

- Meetings with contractors from NCHEM progress on the cost and funding study.
- In May, the General Professional Advisory Committee met and heard from Secretary Guidera, who spoke about administration priorities. It was the last meeting to be attended by retiring Chancellor DuBois and President Paul Tribble.
- Met with U.S. Secretary of Education Cardona, and U.S. Senator Kaine at Reynolds Community College. Secretary Cardona commended the college for outreach to PK-12 schools and for workforce development efforts.
- Enrollment trends.
- COVES Policy Fellow recruitment.
- Decision Day in Virginia: Director Blake introduced Paula Robinson, who provided an overview of Decision Day, which occurred on May 1. This is when students across the country are making decision about where to go for postsecondary education. To celebrate Virginia students, SCHEV hosted events and sent out 4000 t-shirts to those students.
- To enhance staff engagement, the agency held a public service week event at Lewis Ginter Botanical Gardens.
- New telework policy. Council members engaged in discussion about the potential consequences of the change.
- Second quarterly report about VMI received.

DEI INITIATIVE: ACTION ON THE DISABILITIES ACTION PLAN

Dr. DeFilippo introduced Emily Salmon to present on the action plan to address higher education barriers faced by students with disabilities. Ms. Salmon presented on the objectives, the relationship of the action plan to the Pathways to Opportunity plan and the Governor’s Executive Order 10. Ms. Salmon reviewed the data that documents the need for the effort and detailed the elements of the domains of the plan, including data collection, access to higher education, and success in higher education. Council members engaged in discussion about the importance of institutional leadership on the issue and the availability of best practices to follow.

On motion by Ms. Arriaga and seconded by Dr. Schexnider, the following Resolution was approved unanimously:

BE IT RESOLVED that the State Council of Higher Education for Virginia adopts the Action Plan to Address Higher Education Barriers faced by Students with Disabilities and authorizes staff to work with institutions and advisors to implement its provisions.

UPDATE ON THE VIRGINIA PLAN FOR HIGHER EDUCATION: DATA-INFORMED INITIATIVES

Emily Salmon presented on data-informed initiatives in the Virginia Plan. She described aspects of staff’s efforts to track progress toward achieving the plan’s goals via two of the plan’s five baseline measures - enrollment and awards.

REPORT FROM THE COMMITTEES

Report from Academic Affairs Committee

Mr. Light summarized the following items addressed by the Committee:

The committee received a report from Dr. Smith with updates on the various transfer policies.

Program approval actions:

The committee's recommendation, seconded by Ms. Arriaga was approved unanimously (10-0) by Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to the University of Virginia to initiate a Bachelor of Science (B.S.) degree program in Behavioral Neuroscience (CIP: 42.2706), effective fall 2022.

The Council discussed aspects of program duplication and how they are reviewed through the new program approval process.

The committee's recommendation, seconded by Ms. Arriaga was approved unanimously (10-0) by Council:

BE IT RESOLVED that the Academic Affairs Committee authorizes staff to move the proposal for a Ph.D. degree program in Media Studies (CIP code: 09.0102) to the external review stage.

The committee's recommendation, seconded by Ms. Arriaga was approved unanimously (10-0) by Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia certifies Northeastern University to operate as a degree-granting postsecondary institution in the Commonwealth of Virginia, effective May 17, 2022.

The committee's recommendation, seconded by Ms. Arriaga was approved unanimously (10-0) by Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the Final Distance Learning Regulation (8VAC40-31-125). Council further authorizes staff to make any necessary technical or formatting changes that may be necessary to put the regulation into final form.

The committee's recommendation, seconded by Ms. Harker was approved unanimously (10-0) by Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia, in accord with Code of Virginia § 23.1-905.1, approves the updated State Policy on College Transfer, effective immediately.

Report from the Resources & Planning Committee

Ms. Harker reviewed the following discussion items from the Resources and Planning Committee meeting:

- Update on the budget.
- The current phase of the cost and funding needs study will be completed on June 1. The committee discussed the concept of performance incentives and how they could be incorporated into a new model.
- Grants to remove barriers to attainment through SCHEV's Fund for Excellence and Innovation.
- Institutional performance standards and the six year plan process.
- Tracking of credentials and certifications in top workforce programs.

At Ms. Connelly's request, Lynn Seuffert described the recipients of the Fund for Excellence and Innovation grants.

RECEIPT OF ITEMS DELEGATED TO STAFF

Mr. Blake informed members that the actions taken by staff on behalf of Council as delegated items were included in the agenda book.

REPORT ON COUNCIL ELECTIONS

Mr. Light and Ms. Arriaga reported on the process of identifying and selecting the next Council officers. The committee recommended Ken Ampy as Chair, Katie Webb as Vice Chair, and Victoria Harker as Secretary. A motion to accept the recommendations was made by Mr. Holloman and seconded by Dr. Schexnider. The motion was approved unanimously (10-0) by the Council.

ACTION ON RESOLUTIONS FOR DEPARTING COUNCIL MEMBERS

Mr. Blake commented on Mr. Light's service on the Council. Ms. Webb read the proposed resolution commending Mr. Light and made a motion for approval that was seconded by Ms. Harker and approved unanimously (10-0) by Council.

Mr. Blake commented on Ms. Connelly's service on the Council. Ms. Webb read the proposed resolution commending Ms. Connelly and made a motion for approval that was seconded by Ms. Harker and approved unanimously (10-0) by Council.

The text of both resolutions is attached.

OLD BUSINESS

None.

NEW BUSINESS

Mr. Blake commented on Council membership and the schedule of upcoming Council meeting.

Closed session began at 11:36 a.m. and ended at 12:22 p.m.

At 11:36 a.m., Ms. Connelly called for a closed session pursuant to Virginia Code section 2.2-371 (A)(1) and 2.2-371 I(A)(7), for the purposes of discussing personnel matters.

At 12:22, the members reconvened in the open Council meeting and attested to the following:

We convened today in a Closed Meeting pursuant to a recorded vote on the motion above and in accordance with the Freedom of Information Act. Section 2.2-3711 of the Code of Virginia requires that SCHEY certify that, to the best of each member's knowledge (i) only public business matters lawfully exempt from open meeting requirements under this chapter and (ii) only such public business matters as were identified in the motion by which the closed meeting was convened were heard, discussed or considered. Any member who believes there was a departure from these requirements shall so state prior to the vote, indicating the substance of the departure that, in his or her judgment, has taken place. The statement of the departure will be recorded in the minutes.

A roll call vote was taken on above motion and all members verbally stated "aye."

Ms. Connelly presented the following motion that was seconded by Mr. Light and approved unanimously (10-0):

BE IT RESOLVED that pursuant to Council's employment agreement with the Director and the Appropriations Act, the Director will be awarded a performance bonus of 5% as soon as is practicable based on the Director's performance in 2021 and 2022.

MOTION TO ADJOURN

The meeting adjourned at 12:23 p.m.

Marge Connelly
Council Chair

Beverly Rebar
Senior Assoc. for Academic, Legislative and
Regulatory Affairs

Items Delegated to Director/Staff

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

Academic Program Actions

Institution	Degree/Program/CIP	Effective Date
George Mason University	Graduate Certificate Programs Approved: <ul style="list-style-type: none"> • Computing Foundations (11.0299) • Global Economic Policy and Technology (45.0605) • Information Security Management (52.1206) • Science Policy (44.0599) 	Fall 2022
George Mason University	Program Name Change Approved: Change the name of the Master of Arts degree program from International Commerce and Policy (45.0901) to Global Commerce and Policy (45.0901)	Fall 2022
George Mason University	Program Discontinuances Approved: <ul style="list-style-type: none"> • Bachelor of Science in Education in Health Education (13.1307) [Council Approval Date: August 1972] • Master of Science in Physical Education (13.1314) [Council Approval Date: August 1982] 	Spring 2022
John Tyler Community College	CIP Code Change Approved: Change the CIP code of the Associate of Applied Science degree program in Architecture Engineering Technology from (04.0901) to (15.0101)	Spring 2022
Virginia Commonwealth University	Baccalaureate Certificate Program Not Approved: <ul style="list-style-type: none"> • Public Health Laboratory Sciences (51.1005) 	February 16, 2022
Virginia Commonwealth University	Graduate Certificate Program Approved: Health Equity (51.2299)	Fall 2022
All Community Colleges	Certificate Program Name Change Approved: Change the name from the Certificate of General Education (24.0199) to Uniform Certificate of General Studies (24.0199)	Fall 2022
Virginia Polytechnic	Graduate Certificate Program Approved: Disaster Resilience (43.0399)	Summer 2022

Institution	Degree/Program/CIP	Effective Date
Institute and State University		

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

Internal and Off-Campus Organizational Changes

Institution	Change/Site	Effective Date
Radford University	Reorganize the School of Dance and Theatre to establish two departments: the Department of Dance , and the Department of Theatre and Cinema . The Departments will reside in the College of Visual and Performing Arts. The reorganization will allow the University to “accurately reflect the organizational structure and operation of the school as two separate departments.” The establishment of separate departments will also enable the University to address governance recommendations of the National Association of Schools of Dance (NASD).	July 1, 2022
Virginia Polytechnic Institute and State University	Establish the School of Animal Sciences from the reorganization of the Department of Animal and Poultry Sciences and the Department of Dairy Science. The departments will be closed. The School will reside in the College of Agriculture and Life Sciences. The reorganization will provide an overarching, common structure needed to support “cohesive” academic programming, efficient use of resources including personnel, and “strategic decision-making” for the animal science disciplines. The establishment of the proposed school will “ensure that one academic unit is responsible for leading and supporting all of the institution’s endeavors and initiatives for the discipline of animal sciences.”	July 1, 2022

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

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

Institution	Effective Date
Eastern Shore Community College	February 25, 2022
Riverside College of Health Careers	February 18, 2022

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

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

Institution	Location	Effective Date
Accelerated Dental Assisting Academy – Centreville	Centreville, VA	02/22/2022
Accelerated Dental Assisting Academy – Stafford	Stafford, VA	02/22/2022
Carter Machinery Academy for Construction Related Trades	Mechanicsville, VA Sterling, VA Salem, VA	01/22/2022
The Chrysm Institute of Esthetics	Hampton, VA	01/18/2022

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

CERTIFICATE OF RECOGNITION

Henry Light

WHEREAS, Henry Light served as an exemplary member of the State Council of Higher Education for Virginia since 2014; and

WHEREAS, Mr. Light served with distinction as Chair of the Academic Affairs Committee and ably as a member of multiple work groups, including the Nominating Committee, the Ad Hoc Committee on Educational Attainment and the Ad Hoc Committee on Research; and

WHEREAS, as a result of his professionalism, legal background and past experience on the Board of Visitors of Norfolk State University, Mr. Light brought considerable expertise as well as insightful perspectives to the work of Council; and

WHEREAS, Mr. Light has worked as a tireless advocate for Virginia higher education and sought consistently to enhance connections between Council's various duties and activities, and between Council and the colleges and universities, to meet the educational needs of students and the talent and innovation needs of the Commonwealth; and

WHEREAS, Mr. Light has been an unwavering champion for basic and applied research in Virginia universities, and for state support thereof, illuminating the importance and benefits of new discoveries on the health and well-being of Virginians, the Commonwealth, the United States and the planet; and

WHEREAS, Mr. Light approached his service on Council with humor and enthusiasm, always conducting himself with dignity, steadfast resolve and an earnest desire to ensure that Virginia colleges and universities maintain the highest standards of excellence in higher education; and

WHEREAS, through his diligent efforts, Mr. Light contributed substantively to the statewide strategic plan, *Pathways to Opportunity: The Virginia Plan for Higher Education*, which will continue to have positive impacts on future generations in the Commonwealth; and

WHEREAS, Mr. Light will continue to pursue progress in the best interests of Virginia higher education and will remain a trusted friend and valued advisor as the Council fulfills its mission 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 **Henry Light** for his distinguished service and enduring commitment to Virginia higher education, and extends to him best wishes for continued success in all future endeavors.

Marge Connelly
Chair

Peter Blake
Director

Approved this 17th day of May, 2022
State Council of Higher Education for Virginia

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

CERTIFICATE OF RECOGNITION

Marge Connelly

WHEREAS, Marge Connelly served with unwavering devotion, selfless dedication and a tireless work ethic as a member of the State Council of Higher Education for Virginia since 2014; and

WHEREAS, Ms. Connelly led the Council ably as Chair from 2020 through 2022, held the office of Vice Chair for one year, and served with distinction on numerous standing and ad hoc committees, including the Resources and Planning Committee, which she chaired, the Executive Committee and the Ad Hoc Committee on Data and Policy; and

WHEREAS, through her leadership and personal involvement, Ms. Connelly strengthened the relationships the Council holds with the institutions of higher education, the Office of the Governor, the General Assembly, the Department of Education, the private sector and other stakeholders; and

WHEREAS, as a result of her business acumen and her unique experience at Longwood University as both the Rector of the Board of Visitors and the Interim President, Ms. Connelly served the Council well in keeping public higher education accountable to Virginians; and

WHEREAS, via her enduring commitments to equity, efficiency, effectiveness and collaboration, Ms. Connelly helped formulate and advance *Pathways to Opportunity: The Virginia Plan for Higher Education*, which will affect future generations in Virginia positively and profoundly; and

WHEREAS, during her tenure as chair, Ms. Connelly shone as a guiding beacon of light and hope for the Council, its staff and indeed all of Virginia higher education through the unprecedented simultaneous challenges of a global pandemic and a societal social-justice reckoning; and

WHEREAS, from her leadership and deep commitment, Ms. Connelly has inspired confidence and respect among her colleagues and peers, as well as support and gratitude among all Council members who have enjoyed the honor and privilege of serving with her; now, therefore, be it

RESOLVED, that the State Council of Higher Education for Virginia expresses its sincere gratitude and appreciation to **Marge Connelly** for her distinguished service and commitment to advancing Virginia's system of higher education, and extends to her best wishes for continued success in all future endeavors.

*Ken Ampy
Vice Chair*

*Peter Blake
Director*

*Approved this 17th day of May, 2022
State Council of Higher Education for Virginia*

Dr. Janet Gullickson
President
Germanna Community College



Dr. Gullickson was appointed the first woman president of Germanna Community College, beginning July 1, 2017. She previously held leadership positions with the Colorado Department of Higher Education and Community College System, the Minnesota State Colleges and Universities system and Community Colleges of Spokane.

Germanna Community College is the fifth largest community college in Virginia, serving approximately 12,300 students annually with more than 800 full and part-time employees in suburban and rural regions, larger in total land area than the state of Delaware. Through its multi campuses and sites, the college has grown in overall enrollment for the last four years by nearly 16% with a 25% increase in African American enrollment, one of few community colleges in the country to grow. Germanna has been recognized twice as one of the top 150 colleges in the country by the Aspen Institute, as well as achieving high national rankings by WalletHub. The Aspen Institute, Johns Hopkins University and the Federal Reserve Bank of Richmond have examined its best practices, and the college has been featured in several national publications and podcasts. The college budget is roughly \$50,000,000 annually.

Since becoming president of Germanna, Dr. Gullickson worked with school divisions to improve education and services by creating single point-of-contact, concierge services for each division. Additionally, Germanna has increased partnership activity with county and city governments to broaden services and academic offerings to underserved geographic areas, resulting in the establishment of a Real Estate Foundation to oversee land holdings in Stafford County and a unique joint-use agreement among Culpeper County Schools, Culpeper County and Germanna. She was co-chair of the Virginia Community Colleges System's (VCCS) "Applying the Community College Mission to Virginia's 21st Century Needs" taskforce, producing a range of enrollment and retention strategies for Virginia. Along with another VCCS president, she co-chaired the "On-Boarding Redesign" taskforce to simplify the student enrollment process.

While president, Germanna was twice named one of the top 150 community colleges in the country by the Aspen Institute and the top community college in Virginia and 24th in the country in terms of career outcomes by the personal finance website, Wallet Hub. In 2019, the National Security Agency and the U.S. Department of Homeland Security designated Germanna as a National Center of Academic Excellence in Cyber Defense Education, one of Virginia's relatively few such institutions. In 2020, Germanna was awarded a National Science Foundation grant to expand pathways into the geospatial and unmanned aircraft systems technician workforce in partnership with other Virginia universities and the Virginia Space Grant Consortium. The college received a Federal Title III grant in 2022 to strengthen STEM achievement among high-risk students.

Dr. Gullickson serves on the boards of the Fredericksburg Regional Alliance, Community Foundation of the Rappahannock River Region, Smart Beginnings of the Rappahannock Area, Central Virginia Partnership for Economic Development, and Culpeper Career Partners. In 2022, she was named to the Board of Visitors for Marine Corps University. She has been a featured keynote speaker for various events around the country and is a member of Phi Kappa Phi and Gamma Sigma Delta Honorary Scholastic Societies. She has been recognized by the Boys and Girls Clubs of America with a National Service to Youth award. She recently received the Virginia Business Women in Leadership Award, presented by *Virginia Business Magazine*, one of 42 women recognized from across the Commonwealth.

Dr. Gullickson holds a doctor of leadership and policy in higher education degree from the University of Minnesota, a master of science degree in rural sociology and planning from South Dakota State University and she completed the Lean Six Sigma Enterprise certification.

She is most proud to be a wife and a mother to three, adult children, two of whom live in Virginia and have served their country as an Army JAG and as a Navy Nuclear Reactor Operator and Reactor Technician. Her husband is a U.S. Navy veteran, having served aboard the USS New Jersey battleship.

Dr. Sharon Morrissey
Interim Chancellor
Virginia's Community Colleges



On June 13, 2022, the VCCS State Board chose the system's Senior Vice-Chancellor for Academic and Workforce Programs, Dr. Sharon Morrissey, to be Interim Chancellor while the Board launches a new search for a permanent leader for our 23-college system.

Dr. Sharon Morrissey came to the Virginia Community College System in 2014. For the past several years, she has served as Senior Vice Chancellor for Academic and Workforce Programs, where she was responsible for state-level coordination of workforce education and college transfer programs, instructional and student support services, research and reporting, federal program administration, and related policy development for Virginia's 23 community colleges. Dr. Morrissey led initiatives to increase student success outcomes across the VCCS, including transfer program realignment to support mapped pathways; direct enrollment with co-requisite learning supports; stackable workforce credentials; credit for prior learning; dual enrollment redesign; and systemwide enterprise technology solutions to support student success. Dr. Morrissey co-chaired the VCCS strategic planning task force, which developed *Opportunity 2027*, a six-year plan to achieve equity in access, learning, and success for students from every race, ethnicity, gender, and socioeconomic group.

Prior to joining the VCCS, Dr. Morrissey had a 26-year higher education career in North Carolina, where she served as the Executive Vice President for Programs and Chief Academic Officer for the North Carolina Community College System. Dr. Morrissey also served as President of Richmond Community College, Vice President for Instruction at Asheville-Buncombe Technical Community College, and Vice President for Academic and Student Services at Fayetteville Technical Community College. She began her community college career as an English instructor at Central Carolina Community College.

Dr. Morrissey earned a bachelor's degree in comparative literature from the University of North Carolina at Chapel Hill, a master's in English and Education from Western Carolina University, and a doctorate in Education from North Carolina State University.

Dr. Morrissey serves on the boards of the Community College Research Center, the National Student Clearinghouse, and the Online Virginia Network. She is an adjunct assistant professor in the Department of Education Leadership, Policy & Human Development at North Carolina State University.

State Council of Higher Education for Virginia Agenda Item

Item: #III.H. - Council – Report of the Agency Director

Date of Meeting: July 19, 2022

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:

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

Background Information/Summary of Major Elements: N/A

Materials Provided: Report of the Agency Director.

Financial Impact: N/A

Timetable for Further Review/Action: N/A

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

Resolution: N/A

**State Council of Higher Education
Director's report
July 19, 2022**

New Council Members: On July 5, Peter Blake sent electronic messages of welcome to new Council members Bill Harvey, Cheryl Oldham and Walter Curt. He encouraged them to contact him with any questions, and he noted the Council's July 19 meeting at Germanna Community College.

2022 General Assembly session: The 2022 General Assembly met April 26 to consider the Governor's vetoes and amendments to legislation. It met again June 17 to approve or disapprove the Governor's budget amendments. The Governor did a ceremonial signing of the budget on June 21. The Resources and Planning Committee agenda includes a summary of the budget. Following this item is an overview of new SCHEV assignments, which staff will review at the meeting.

Crosswalk of SCHEV activities and Governor's priorities: In May, Governor Youngkin wrote a letter to public college and university presidents outlining his higher education priorities. We have taken his priorities and crosswalked them with related SCHEV initiatives. The attached document shows considerable alignment and opportunities to advance shared priorities.

Board of visitors orientation program planning: New board member orientation, which is [required by law](#), takes place October 18-19 in Richmond. Staff is putting together a planning group made up of representatives of the Governor's office and institutions.

Renaming of five community colleges: Following actions by the State Board for Community Colleges at various points during the past year, five of our community colleges have undergone name changes, as indicated below:

Previous Name	New Name	Effective Date
Dabney S. Lancaster Community College	Mountain Gateway Community College	July 1, 2022
John Tyler Community College	Brightpoint Community College	July 1, 2022
Lord Fairfax Community College	Laurel Ridge Community College	June 2, 2022
Patrick Henry Community College	Patrick & Henry Community College	July 1, 2022
Thomas Nelson Community College Community College	Virginia Peninsula Community College	July 1, 2022

Tuition and fee increases: SCHEV annually prepares a report on tuition and fees. The August 1, 2022, report will highlight board actions for 2022-23 student

charges. Preliminary reports indicate that most institutions will either keep tuition at the same level as last year or provide a one-time offset for in-state undergraduate students. We will have more information at the meeting.

Day of Dialogue: The "Day of Dialogue: Civic Learning & Engagement" was held on June 2 at James Madison University. More than 100 people from at least 30 Virginia colleges and universities attended in person; dozens more attended via livestream. Plenary sessions addressed the shifting context for civic learning and engagement, as well as the challenge of promoting civic learning and engagement in a polarized society. Additional information on the event can be found in the Academic Affairs section of the agenda book.

Op-Six Meeting: On July 8, SCHEV convened the first FY2023 meeting of the state officials dubbed Op-Six (Secretary of Education; Secretary of Finance; Department of Planning and Budget Director; SCHEV Director; Senate Finance and Appropriations Staff Committee Director; and House Appropriations Committee Staff Director). In addition to a review of the group's ongoing and new responsibilities, the agenda included updates on Tech Talent Investment Program, workforce-program funds in the recently approved state budget and the study of costs and funding needs.

VBHEC Conversation: Also on July 8, Peter Blake met with Kirk Cox, the new president of the Virginia Business-Higher Education Council. Primary among their topics of conversation was internships/VTOP (Virginia Talent + Opportunity Partnership).

Campus visits: In June, I met with the Longwood University board of visitors as part of its annual retreat. I had the opportunity to thank them for their service and for the warm reception Council members received when we met at Longwood in March. We met at the new [Baliles Center for Environmental Education](#) in Westmoreland County. Also in June, I met with the new president of the University of Lynchburg, Dr. Alison Morrison-Shetlar. In July, Council vice chair Katie Webb, SCHEV staff member Paula Robinson and I met with the Hollins University President Mary Dana Hinton and her leadership team.

Return to office and telework agreements: On July 5, staff members who have been largely teleworking returned to the office under new telework agreements. Over the last two years, we have learned that teleworking is effective and efficient. Under the new agreements, most staff members will telework up to 16 hours a week.

Website Redesign: On July 6, the agency launched a new website. The URL remains the same (www.schev.edu), but because of a change in hosting providers, a redesign was necessary. Navigation also remains the same; however, *pages bookmarked previously may require updating.*

New full-time staff: We have added several new staff members. Emma Donovan is a College Access Communications Specialist. She is a recent graduate of Christopher Newport University. Hillary Hinkle is an Associate for Financial Aid. She is graduate of Longwood University and has worked in financial aid offices at the University of Richmond and Virginia Commonwealth University. Sarah Beth Vernon is a Regional Manager for SCHEV's college access initiatives. She received a bachelor's degree from the University of Virginia and a master's degree from Mary Baldwin University. Jamie Porter also is a Regional Manager. She has been a school counselor and holds an undergraduate degree from Winston-Salem State University and a master's degree from Virginia State University.

Temporary staff: While not staff members, we have two Virginia Management Fellows and one COVES Policy Fellow. Evan Price and Celeste Chalkley are Management Fellows. Evan is a recent graduate of George Mason University majoring in government and international politics with a minor in data analysis. This is his first VMF placement. Celeste Chalkley is in her second VMF rotation, having served previously at the Department of Social Services. She is a graduate of The College of William & Mary. Jennifer Bertollo is a COVES (Commonwealth of Virginia Engineering and Science) Fellow. She is a doctoral student in clinical psychology at Virginia Tech and is assisting with our review of student support services.

Out and about: I attended the board meetings of Virginia 529 and the Southern Virginia Higher Education Center. I made presentations to the Grace E. Harris Leadership Institute at Virginia Commonwealth University and the Richmond Kiwanis Club. I attended functions for Virginia21 and the Virginia College Fund. I participated in meetings of the Southern Regional Education Board, the State Higher Education Executive Officers and the Education Commission of the States. I attended the induction of the class of 2022 Mandela Washington Scholars at The College of William & Mary.

SCHEV's new and expanded duties (2022 General Assembly):

Duty	Bill/Budget Item	Description	Responsible Department	Deadline
Virginia Plan Report (continues duty)	HJ 145/SJ 53	That the State Council of Higher Education for Virginia submit annually to the Governor and the General Assembly an executive summary and a report of its findings and recommendations for publication as a House or Senate document. The executive summary and report shall be submitted as provided in the procedures of the Division of Legislative Automated Systems for the processing of legislative documents and reports no later than the first day of each regular session of the General Assembly for six years, beginning with the 2022 Regular Session, and shall be posted on the Virginia General Assembly's website.	Policy Studies	January 2023 and each year on first day of regular session.
Data Comparison on Website	HB 355	The Council shall maintain on its website a comparison of each baccalaureate public institution of higher education to each other baccalaureate public institution of higher education on [certain enumerated measures].	Policy Analytics	Effective July 1, 2022
Partner with VDOE on Data	HB 1299/SB 738	Assist the Department of Education with collecting and compiling information for distribution to high school students that assist such students in making more informed decisions about post-high-school educational and training opportunities pursuant to § 22.1206.1.	Policy Analytics	Effective July 1, 2022

Duty	Bill/Budget Item	Description	Responsible Department	Deadline
Military Education/Training - Mapping	HB 1277	That the governing board of each public institution of higher education shall map the existing opportunities to earn education, experience, training, and credentials in the Armed Forces of the United States to the award of academic credit in its programs. The State Council of Higher Education shall update its guidelines developed pursuant to subsection B of § 23.1-904 of the Code of Virginia, as amended by this act, no later than February 1, 2023, and the governing board of each public institution of higher education shall update its policies implemented pursuant to subsection B of § 23.1-904 of the Code of Virginia, as amended by this act, no later than the beginning of the 2023-2024 academic year.	Academic Affairs	February 2, 2023
Collaborate with Board of Education on performance standards	HB 938	The Board of Education (the Board) shall collaborate with the Superintendent of Public Instruction and the Secretary of Education to convene a group of stakeholders to include parents, public school principals, public school superintendents, public school board members, public school teachers, institutions of higher education, the State Council of Higher Education for Virginia, industry partners and employers, and other concerned stakeholders to evaluate, to implement where possible, and to otherwise make recommendations to the General Assembly regarding the following goals: 1. Promoting excellence in instruction and student achievement in mathematics;	Academic Affairs	November 30, 2022

Duty	Bill/Budget Item	Description	Responsible Department	Deadline
		<p>2. Expanding the Advanced Studies Diploma as an option for students in public high schools in the Commonwealth;</p> <p>3. Increasing the transparency of performance measures for public elementary and secondary schools in the Commonwealth; Ensuring that performance measures for public elementary and secondary schools prioritize the attainment of grade-level proficiency and growth during the course of a school year and from school year to school year in reading and mathematics for all students, especially in grades kindergarten through five;</p> <p>5. Ensuring that the Commonwealth's proficiency standards on Standards of Learning assessments in reading and mathematics are maintained; and</p> <p>6. Ensuring a strong accreditation system that promotes meaningful accountability year-over-year.</p>		
Recruitment and Retention of Pell-Eligible Students	Item 142 M.	<p>M.1. Out of this appropriation \$250,000 the first year and \$25,000,000 the second year from the general fund is provided to enhance efforts to recruit and retain students eligible for Pell grant assistance at public institutions of higher education.</p> <p>2. The State Council of Higher Education for Virginia shall work with institutions with below average enrollment of Pell-eligible students to develop individualized recruitment and retention</p>	Finance Policy	Preliminary Plan October 1, 2022; Final report June 1, 2023.

Duty	Bill/Budget Item	Description	Responsible Department	Deadline
		<p>plans targeting low-income students. The Council shall partner with a nationally recognized consultant with experience in this area. The Council shall present a preliminary plan to the Governor, the Chairs of the House Appropriations and Senate Finance and Appropriations Committees no later than October 1, 2022. The Council shall present a final report on the final products for each institution to the same group no later than June 1, 2023.</p> <p>https://budget.lis.virginia.gov/item/2022/2/HB30/Enrolled/1/142/</p>		
Innovative Internship Program (expands duty)	SB 667	The Council shall partner with the Office of Education and Labor Market Alignment to collect and utilize data that includes the gaps that are most significant in hindering the Commonwealth from achieving the goals listed in subdivision B 2.	Policy Studies	Effective July 1, 2022; no report due.
Mental Health Pilot	Item 144 T.	T. Out of this appropriation, \$500,000 the first year and \$500,000 the second year from the general fund is provided to support a mental health workforce pilot at institutions of higher education in consultation with the Virginia Health Care Foundation. The pilot shall support the costs of required supervision for graduates of Masters of Social Work and Masters of Counseling programs seeking licensure. Eligible institutions include public institutions of higher education operating in Virginia. The State Council of Higher Education for Virginia shall	Policy Studies	December 1, 2022

Duty	Bill/Budget Item	Description	Responsible Department	Deadline
		<p>report the outcomes of the pilot annually to the Governor and General Assembly. https://budget.lis.virginia.gov/item/2022/2/HB30/Enrolled/1/144/</p>		
Debt Collection Practices	Item 128 C.	<p>C. The Secretary of Education, in collaboration with the Office of Attorney General, Debt Collection Division, and with the cooperation and assistance of the State Council of Higher Education for Virginia and public institutions of higher education and their affiliated entities, shall evaluate and submit to the General Assembly no later than December 1, 2022, a report on student debt collection practices and policies at public institutions of higher education in the Commonwealth. Such report shall include, but not be limited to: (i) the age of the debt; (ii) the institutional practices or policies governing student debt and the ability of the student to receive a transcript; (iii) demographic factors of the student such as race, age, domicile, income, and whether or not the student is a first generation college student; (iv) the unique circumstances that led to the student's debt in the first place; (v) similar practices and policies in neighboring states;(vi) financial counseling students receive upon entering the institution; and (vii) financial counseling students receive when preparing to leave the institution.</p>	Finance Policy	December 1, 2022.

Duty	Bill/Budget Item	Description	Responsible Department	Deadline
Point of Contact for Foster Care Youth	Item 144 S.	<p>The State Council of Higher Education for Virginia shall examine the feasibility of having a point of contact at each public institution of higher education for students who have been involved in the foster care system. SCHEV shall investigate the possibility of using federal dollars for this purpose and report their findings to the Commission on Youth by November 30, 2022.</p> <p>https://budget.lis.virginia.gov/item/2022/2/HB30/Enrolled/1/144/</p>	Finance Policy	November 30, 2022
Data Science Innovation Hub Planning	Item 487.10	<p>A. Out of this appropriation, \$350,000 the first year from the general fund is designated to evaluate the need for a regional Data Science Innovation Hub by higher education research institutions in the Hampton Roads and Tidewater area.</p> <p>B. The State Council of Higher Education for Virginia shall convene a workgroup comprised of the College of William and Mary in Virginia, Old Dominion University, Norfolk State University, Christopher Newport University and Jefferson Labs for the expressed purpose of assessing need and, potentially, developing a plan for a Data Science Innovation Hub and the possible roles for the specific institutions.</p> <p>C. The Director, Department of Planning and Budget shall transfer from this item, \$350,000 the first year from the general fund to the Council for</p>	Academic Affairs	[none specified]

Duty	Bill/Budget Item	Description	Responsible Department	Deadline
		<p>costs associated with this planning. https://budget.lis.virginia.gov/item/2022/2/HB30/Enrolled/1/487.10/</p>		
<p>Biotechnology, Life Sciences, and Pharmaceutical Manufacturing Cluster</p>	<p>Item 115 T1.</p>	<p>T.1. The Department of Housing and Community Development, in collaboration with the State Council of Higher Education for Virginia shall convene a taskforce to review and recommend investments in regional initiatives to strengthen Virginia's Biotechnology, Life Sciences, and Pharmaceutical Manufacturing industry cluster (the taskforce). This taskforce shall be comprised of representatives of the Virginia Innovation Partnership Authority, Virginia Economic Development Partnership Authority, Virginia Initiative for Growth and Opportunity Board, State Council of Higher Education for Virginia, and the staff directors of the House Committee on Appropriations and the Senate Committee on Finance and Appropriations, or their designees. The taskforce shall use non-biased industry experts to help evaluate the investments below, but shall not receive guidance or advice from representatives of any company, institution, or organization with a vested interest in the projects outlined below.</p> <p>https://budget.lis.virginia.gov/item/2022/2/HB30/Enrolled/1/115/</p>	<p>Policy Studies</p>	<p>Grants to be awarded by June 15, 2023.</p>

Duty	Bill/Budget Item	Description	Responsible Department	Deadline
Dual Enrollment	Item 142 L.	<p>L. Out of this appropriation, \$100,000 the first year and \$100,000 the second year from the general fund is designated for the State Council of Higher Education for Virginia to develop a grant program to support public high school teachers who are completing college coursework in order to become credentialed for dual enrollment courses.</p> <p>https://budget.lis.virginia.gov/item/2022/2/HB30/Enrolled/1/142/</p>	Academic Affairs	[none specified]
Innovation Center at a Richmond HBCU	Item 144 V.	<p>V. Out of this appropriation, \$2,000,000 the first year from the general fund is designated for the creation and support of an Innovation Center at a Historically Black College or University in the City of Richmond. The Director, State Council of Higher Education for Virginia, shall transfer this funding to the City of Richmond for costs associated with the Innovation Center.</p>	Budget and Finance	[none specified]

SCHEV activities related to the Governor's priorities:

Theme	Position	SCHEV
Vibrant campus life	Ensure students continue to learn in-person and are part of safe and vibrant campuses	<p>In the summer of 2020, SCHEV conducted the submission and review of institutional COVID plans (a major staff effort involving more than 100 institutions) that enabled them to open for business in fall 2020. We would be able to work with Governor Youngkin on other initiatives to ensure safe and vibrant campuses.</p> <p>SCHEV annually convenes a Student Advisory Committee, made up of student representatives of public and private institutions. The committee meets throughout the year, identifies issues of concern and presents its findings to the board of SCHEV and to the General Professional Advisory Committee (comprising the public college and university presidents).</p>
	Value and promote a culture that embraces free inquiry and a commitment to free speech	<p>On June 2, SCHEV hosted a state conference “day of dialogue” on civic learning and engagement, one theme of which was the democratic value of engaging students in civil discourse across sincerely held ideological differences. We plan to continue this conversation with institutions, including (but not limited to) the college and university presidents at future meetings of the General Professional Advisory Committee (GPAC).</p>
	Prioritize the mental health and well-being of your students, faculty and staff	<p>SCHEV is conducting a comprehensive study of student needs and student services, one purpose of which is to identify “gaps” in the scope of services available to students and best practices that can be used to address them. Mental health is one important aspect of this study; other related aspects will include health, social, and disability services. We will work in coordination with the Secretaries of Health and Human Resources and Education.</p> <p>The 2022 General Assembly approved a budget amendment to establish a mental health licensure pilot program in cooperation with the Virginia Health Care Foundation. The purpose is to increase the number of licensed professionals.</p>

	Keep your campuses safe	<p>SCHEV coordinates the Sexual Violence Advisory Committee mandated by state law (https://schev.edu/index/agency-info/advisory-committees/sexual-violence-advisory-committee), which brings together public and private institutions and Attorney General counsels to review applicable state and federal laws and policies, and develop best in class responses to them.</p> <p>SCHEV staff and Council members have also served on numerous task forces and commissions over the years on matters related to campus safety.</p>
Affordability and reducing the cost of higher education	Reduce costs and keep tuition low	<p>SCHEV currently is engaged in a year-long study of higher education cost and funding needs. It includes information on current institutional practices to improve efficiency and effectiveness and will serve as a guideline for allocating limited state resources to colleges and universities.</p> <p>SCHEV previously collaborated with Strategy Labs on a study of strategic financing in Virginia. Among other findings, the report found that Virginia “confers degrees at a lower standardized cost than other states.”</p> <p>SCHEV staff regularly meets with college and university chief finance officers. They regularly share best practices on lowering costs and improving access and quality, including opportunities to find savings in academic and administrative services.</p> <p>SCHEV recently awarded Affordable Pathways Partnership Grants to three partnerships of institutions. The award was based on the success of the University Innovation Alliance.</p>
	Prioritize operating cost transparency	<p>The cost and funding needs study provides new metrics and builds a plausible estimation of the costs of higher education based on best practices and industry norms.</p> <p>SCHEV’s annual tuition and fee report sets the standard for a comprehensive look at college and university tuition and fees and factors that influence them.</p>

		<p>A 2020 SCHEV study documented baseline funding and trends for Educational and General Programs at public colleges and universities. It is an excellent reference point for assessing the general condition of Virginia higher education.</p>
<p>Prepare students for the increasing demands of the knowledge economy</p>	<p>Redefine success as job attainment</p>	<p>SCHEV led a study of academic program alignment with workforce needs that resulted in the creation of the Virginia Office of Education Economics (VOEE) at the Virginia Economic Development Partnership. SCHEV staff is working with VOEE to develop evaluation tools and criteria to ensure employment outcomes for new degree and certificate programs approved by SCHEV. These tools will include educational efforts for higher education institution staff so that designing programs for job attainment is a necessary feature at the front end of planning for new academic degree and certificate programs.</p> <p>SCHEV has managed its data collection and analysis efforts to prioritize the ability to track postgraduate outcomes. This includes SCHEV’s leadership of the Virginia Longitudinal Data System (VLDS: https://vlids.virginia.gov). One result of this work has been SCHEV’s maintenance of wage outcomes for graduates of Virginia (public and private) institutions. See copious resources available here: https://research.schev.edu/info/Reports.Guide-to-the-Post-Completion-Wages-of-Graduates.</p> <p>SCHEV worked closely with VEDP during the period of seeking Amazon HQ2 and subsequently on the design of the Tech Talent initiative. See Tech Talent initiative tracking here: https://research.schev.edu/techtalent. Similar resources can be brought to bear on other discipline-defined initiatives, including SCHEV’s ability to coordinate with different groups (presidents, chief finance officers, chief academic officers), to parallel what was accomplished with Tech Talent.</p> <p>With funding from the General Assembly, SCHEV recently concluded a survey of post-graduate outcomes from more than a decade’s worth of</p>

		<p>graduates from Virginia public institutions. The full suite of information from the <i>Virginia Educated</i> survey is available here: https://research.schev.edu/info/Reports.Virginia-Educated-Survey-Results. The posted information includes survey questions, data tables, institutional breakdowns and an Executive Summary. High-level upshots from the survey include: an appreciable degree of general satisfaction with the education graduates have received; concern with student debt; and suggestions for improvements to the education graduates have received (include personal finance education and more practical experiences).</p> <p>SCHEV facilitates the Workforce Credential Grant, also known as Fast Forward, preparing students with skills and training to land jobs in high demand by employers.</p> <p>SCHEV administers the Innovative Internship Fund and Program, which the legislature created in 2018 to: (i) award grants to institutions to expand paid and credit-bearing internships and other work-based learning opportunities in collaboration with employers; and (ii) facilitate the readiness of students, employers and institutions to participate in internships and work-based learning. In collaboration with the Virginia Chamber, SCHEV has marketed the IIF&P as the Virginia Talent + Opportunity Partnership, or VTOP (https://virginiatop.org/), since 2020. Resources have been created for employers, students and institutions, including online training modules and a Readiness Toolkit. Among VTOP's goals are 100,000 new internship slots at Virginia employers by 2033, and the opportunity for every student enrolled at a Virginia institution to graduate with a paid, employment-based, authentic, applied-learning experience.</p>
	<p>Prioritize efforts to support efficient attainment of credentials & degrees in the most in-demand skill areas</p>	<p>SCHEV is participating in an interagency workgroup to update the list of "high-demand occupations" which is maintained by the Virginia Board of Workforce Development. Programs in the G3 and Workforce Credential Grant program must be aligned with these occupations. Late last year, SCHEV published a document based on findings in selected regions of the state that serves as a resource for other regions and states to</p>

		<p>identify occupational shortages and implement successful efforts for addressing them.</p> <p>SCHEV continues to make the improvement of transfer a priority through a series of multi-year activities and policies. Recent innovations have included: establishing the transferability of dual enrollment coursework at all public institutions, the creation of pathway maps in high demand undergraduate bachelor degree disciplines, and support for the Transfer Virginia Portal (https://www.transfervirginia.org), which is under the management of the Virginia Community College System. SCHEV can facilitate ongoing and new efforts with institutions through its coordination of the State Committee on transfer (https://schev.edu/index/agency-info/advisory-committees/state-committee-on-transfer) as well as its standing advisory committees of presidents (GPAC) and chief academic officers (IPAC).</p>
<p>Build the college and career ready pipeline in partnership with K-12 school divisions</p>	<p>Lab schools, innovation</p>	<p>SCHEV is implementing a multi-year effort to support attainment through greater access and awareness of postsecondary options and supporting a college and career culture in PK-12 schools. This includes the following activities: (1) providing professional development to counselors and school staff to better equip staff to assist students and families; (2) creating communications and outreach materials for students and families in middle and high school, including checklists by grade of activities to complete; (3) growing school- and community-based events focused on learning about postsecondary options, applying to college, completing financial aid forms and deciding where to attend; (4) building infrastructure and support for a college and career-going culture through school-based assessments; and (5) working directly with a cohort of 7th low-income students over the next 7 years through a federal Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) grant to better assess best practices to improve postsecondary enrollment. SCHEV also is working with local school divisions to identify students who have not completed the FAFSA to ensure that students have the best opportunity to access federal and state financial aid.</p>

		SCHEV has compiled information from institutions relative to dual enrollment and other PK-12 partnership programs (attached).
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State Council of Higher Education for Virginia Agenda Item

Item: III.G: Update on *The Virginia Plan for Higher Education: Data-Informed Initiatives*

Date of Meeting: July 19, 2022

Presenter: Emily Salmon
Senior Associate for Strategic Planning and Policy Studies
emilysalmon@schev.edu

Most Recent Review/Action:

No previous Council review/action

Previous review/action

Date: May 17, 2022

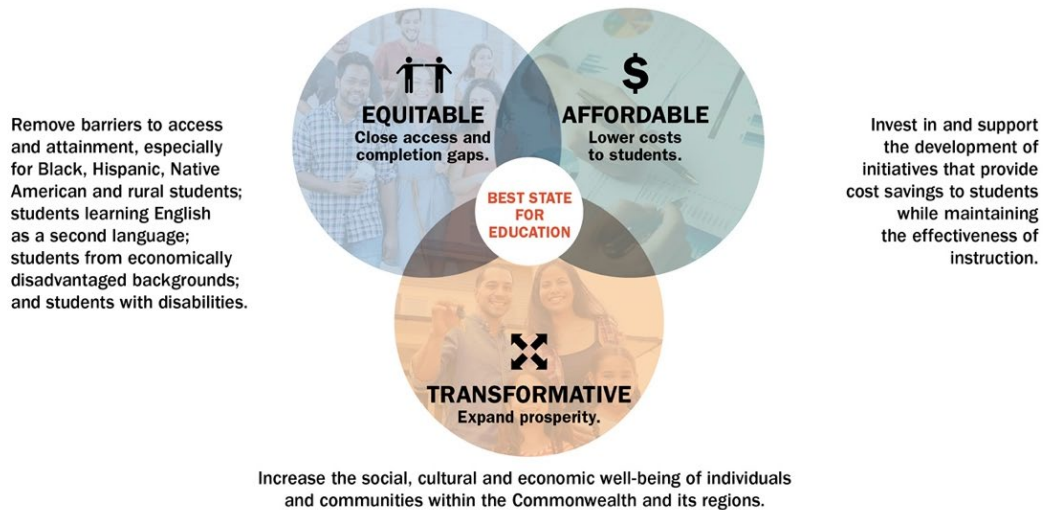
Review: Council reviewed relevant data on enrollment and awards presented by staff as the first of a two-part (May and July) update on data-informed Plan initiatives.

Purpose of Agenda Item:

This item highlights key findings from baseline-measures data (2019-20 academic year) for the statewide strategic plan. These highlights focus on two measures – borrowing and wages, as well as consideration of baseline data to inform current priority initiatives and actions supporting plan implementation. Staff’s presentation on baseline measures for borrowing and wages is the second of a two-part series, intended to provide context that will inform Council’s review of actions to implement the priority initiatives.

Background Information/Summary of Major Elements:

Pathways to Opportunity: The Virginia Plan for Higher Education creates the framework for statewide action through 2027. The plan defines the vision, overarching attainment target, goals (three) and strategies (ten) that are guiding the Commonwealth’s efforts.



SCHEV is tracking progress toward achievement of the plan’s goals via five measures: (1) attainment; (2) enrollment; (3) awards; (4) borrowing; and (5) wages. These measures focus on students and student-success above all else.

Measures to Assess Goal Fulfillment

Goals	Measure	Definition	Target	Desired Outcome
Goal 1 - Equitable: Close access and completion gaps.	Attainment	Percent of 25- to 64- year-olds with an associate degree or higher.*	Close gaps in attainment of selected groups.	Improved attainment for all.
	Enrollment	Fall headcount of public and private undergraduates.	Close enrollment gaps of selected groups to reflect the population.	Improved access for all.
Goal 2 - Affordable: Lower costs to students.	Awards	Undergraduate degrees and credentials produced each year.	Close award gaps of selected groups to reflect enrollment.	Improved success for all students.
	Borrowing	Average debt of graduates.	Close gaps in borrowing of	Improved affordability for all students.

			selected groups.	
Goal 3 - Transformative: Expand prosperity.	Wages	Graduates' wages 10 years after graduation.	Close gaps in earnings of selected groups.	Improved prosperity for all graduates.

*Note: The Plan includes an overarching attainment objective as well as an attainment measure (above). The 70% attainment objective includes the percentage of 25- to 64- year-olds with a postsecondary certificate, certification or higher. The attainment measure includes the percentage of 25- to 64- year-olds with an associate degree or higher.

Data from AY2019-20 serve as the baseline from which to measure progress toward achieving the plan’s three goals. Given this two-year time lapse of data as well as persistent barriers to access, affordability and success, efforts into and beyond 2027 will be needed to close these gaps.

As the Commonwealth and SCHEV (via Council’s data-informed priority initiatives) actively pursue the plan’s goals, impacts and improvement should be evident over time. Progress will be tracked, identifying advancements as well as challenges where efforts should continue.

Key findings from both aggregate and disaggregated baseline-measures data inform the development of priority initiatives, identifying where the biggest gaps exist and where work should focus. Staff’s slide presentation, the second of two, will focus on specific measures, offering data insights supporting current initiatives and informing any modified actions in support of the initiatives that Council proposes in September.

Materials Provided:

Presentation: “Data-Informed Initiatives for *The Pathways to Opportunity Plan*: Part Two: Measures regarding Borrowing and Wages”

Financial Impact: None

Timetable for Further Review/Action:

- September: Review the list of biennial priority initiatives and actions; provide input on additional or modified actions to implement the initiatives.
- October: Review proposed actions to continue implementation of initiatives and to align with Council’s forthcoming recommendations on budget and policy matters, as applicable.

Relationship to Goals of The Virginia Plan for Higher Education:

This agenda item constitutes Council’s standing item regarding the statewide strategic plan for higher education. This iteration describes aspects of staff’s efforts to track progress toward achieving the plan’s goals via two of the plan’s five baseline measures.

Resolution: None

Items Delegated to Director/Staff

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

Academic Program Actions

Institution	Degree/Program/CIP	Effective Date
The College of William & Mary in Virginia	Graduate Certificate Program Approved: <ul style="list-style-type: none"> Investment Management (52.0807) 	Fall 2022
The College of William & Mary in Virginia	Program Modifications Approved: <ul style="list-style-type: none"> Add a traditional, face-to-face delivery format to the Post-Professional Certificate in Special Education, 6-12 (13.1019) Add a traditional, face-to-face delivery format to the Post-Professional Certificate in Special Education, K-6 (13.1017) 	Fall 2022
George Mason University	Program Modification Approved: Modify the credit hours of the Master of Science degree program in Nutrition (51.3102) from 39 to 39-45.	Fall 2022
George Mason University	Graduate Certificate Programs Approved: <ul style="list-style-type: none"> Cell and Molecular Biology (26.0406) Publishing Practice (09.1001) 	Fall 2022
Germanna Community College	Facilitated Staff Approval: <ul style="list-style-type: none"> Associate of Applied Science degree program in Emergency Medical Services - Paramedic (51.0904) 	Fall 2022
John Tyler Community College	Certificate Program Approved: Initiate the following new program: <ul style="list-style-type: none"> Energy Technology (15.0599) 	Fall 2022
Piedmont Virginia Community College	Facilitated Staff Approval: <ul style="list-style-type: none"> Associate of Applied Science degree program in Medical Laboratory Technology (51.1004) 	Fall 2022
University of Mary Washington	Baccalaureate Certificate Program Approved: <ul style="list-style-type: none"> Spanish for Health Care Professionals (16.0199) 	Fall 2022
University of Virginia	Graduate Certificate Program Approved: <ul style="list-style-type: none"> Public Health (51.2201) 	Fall 2022

Institution	Degree/Program/CIP	Effective Date
Virginia Commonwealth University	CIP Code Change Approved: Change the CIP code of the Master of Decision Analytics degree program in Decision Analytics from (52.1301) to (30.7101)	Fall 2022
Virginia Polytechnic Institute and State University	CIP Code Change Approved: Change the CIP code of the Graduate Certificate in Integrative STEM Education from (13.1399) to (13.1213)	Fall 2022
Virginia Polytechnic Institute and State University	Graduate Certificate Programs Approved: <ul style="list-style-type: none"> • Applied Economic Analytics (45.0602) • Organizational Communication Management (09.0901) • Religion and the Public Sphere (38.0299) 	Fall 2022

Pursuant to the Code of Virginia, § 23.1-203 and Council’s “Policies and Procedures for Program Approval and Changes,” the following items approved and reported:

Discontinued Programs

Institution	Degree/Program/CIP	Effective Date
Norfolk State University	Program Discontinuance Approved: <ul style="list-style-type: none"> • Bachelor of Science in Medical Technology (51.1005) [Council Approval Date: Unknown] 	Fall 2022
Old Dominion University	Program Discontinuance Approved: <ul style="list-style-type: none"> • Graduate Certificate in Military Child and Families (13.9999) 	Fall 2022
University of Virginia	Program Discontinuance Approved: <ul style="list-style-type: none"> • Post- Baccalaureate Certificate in Post-Baccalaureate Pre-Medical Program (51.1102) 	Summer 2022

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

Internal and Off-Campus Organizational Changes

Institution	Change/Site	Effective Date
George Mason University	Reorganize the College of Health and Human Services to close the Department of Rehabilitation Science . The department closure will address a	July 1, 2022

Institution	Change/Site	Effective Date
	<p>“recommendation of the Advisory Working Group” to close the department and will “accurately reflect the active academic programming in the College.” Closing the department will also allow the College “to focus resources (e.g., faculty, staff, and funding) toward the active academic programs” offered by other departments.</p>	
<p>Longwood University</p>	<p>Rename the Department of Health, Athletic Training, Recreation, and Kinesiology to the Department of Health, Recreation, and Kinesiology. The Department has been renamed to accurately reflect the academic programming offered in the department.</p>	<p>July 1, 2022</p>
<p>Virginia Polytechnic Institute and State University</p>	<p>Reorganize the College of Architecture and Urban Studies to relocate the School of Performing Arts to the College. The relocation of the school from the College of Liberal Arts and Human Sciences will co-locate the performance arts with the visual arts in one college. The reorganization “will ensure that all of the arts reside in the same college, thereby creating cohesion for the arts programming at the institution.” The reorganization will also “ensure all of the academic units and initiatives focused on related creative disciplines are effectively and efficiently managed.”</p>	<p>June 24, 2022</p>
<p>Virginia Polytechnic Institute and State University</p>	<p>Reorganize the College of Engineering to relocate the Myers-Lawson School of Construction to the College. The relocation of the school from the College of Architecture and Urban Studies will ensure “faculty are able to effectively coordinate and collaborate on projects, events, and experiential learning programs that involve construction and engineering.” Relocating the school to a college with academic units of related disciplinary focus will “support strategic faculty recruitment efforts” for the school and the college.</p>	<p>July 1, 2022</p>
<p>Virginia Polytechnic Institute and State University</p>	<p>Reorganize the College of Liberal Arts and Human Sciences to relocate the School of Public and International Affairs to the College. The relocation of the school from</p>	<p>June 24, 2022</p>

Institution	Change/Site	Effective Date
	the College of Architecture and Urban Studies places the school in same the college as closely related academic units. The reorganization will also strengthen faculty collaboration and research in the social sciences and humanities and promote a cohesive social sciences and humanities portfolio for the university.	
Virginia Polytechnic Institute and State University	Reorganize the School of Architecture + Design to establish two schools: the School of Architecture , and the School of Design . The Schools will reside in the College of Architecture and Urban Studies. The establishment of separate schools “would align Virginia Tech’s organizational structure of the academic units with the norm represented by SCHEV peer institutions.” Of the 15 peer institutions that offer architecture programming and design programming that is similar to that offered at Virginia Tech, “13 institutions house the architecture programs in a separate academic unit from the academic unit that houses the design programming.”	June 24, 2022
Virginia Polytechnic Institute and State University	Rename the College of Architecture and Urban Studies to the College of Architecture, Arts, and Design . The College has been renamed to ensure “the college has a name that is inclusive and reflects all of the academic units and programming for which it has oversight.”	July 1, 2022

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

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

Institution	Effective Date
Virginia University of Integrative Medicine	May 13, 2022

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

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

Institution		Effective Date
TEK School	Falls Church, VA	June 1, 2022

Financial Aid Action

Institutional Student Financial Aid Plans

Pursuant to §4-5.01.b.1.a of the 2022 Virginia Acts of Assembly, Chapter 2, staff has reviewed each individual institution's plan for expenditure of its appropriation for undergraduate student financial assistance and assumptions and calculations for determining the cost of education and student financial need. Each has been approved.

State Council of Higher Education for Virginia Agenda Item

Item: III.K. – Discussion of 2023 Meeting Schedule and Locations for Council Meetings

Date of Meeting: July 19, 2022

Presenters: Katie Webb, Vice Chair
katharinewebb@schev.edu

Laura Osberger, Interim Director of Board and Executive Affairs
lauraosberger@schev.edu

Most Recent Review/Action:

- No previous Council review/action
 Previous review/action

Date:

Action:

Purpose of Agenda Item:

The purpose of this item is to seek input from Council members on meeting dates and locations for calendar year 2023.

Background Information/Summary of Major Elements:

Traditionally, Council meets in the months of January, March, May, July, September and October.

The January and October meetings usually are held in the Richmond offices; the other four meetings, at colleges and universities, per Council's statutory duty to "visit and study the operations of each public institution of higher education."

With reasonable public notice, the Council chair may call for a meeting of an ad hoc committee of Council members and/or a retreat for the full Council membership.

Since 2009, Council has included in its schedule a meeting with public-institution chief executives, who convene as the Council of Presidents (COP). The date generally coincides with Council's September meeting, and the location is determined in coordination with the COP.

Council meets annually with the Private College Advisory Board (PCAB). The date generally coincides with Council's March or May meeting, and the location is determined in coordination with the Council of Independent Colleges in Virginia (CICV).

Council usually meets at a public two-year institution in July and at public four-year institutions in either March or May and in September.

Council meetings usually take place over two days – the afternoon of one day (committee meetings) and the morning (or more) of the following day (full membership). In the proposed schedule for 2023, Council’s January and July meetings would be single-day convenings (committees for much of the morning and the full Council for as much of the remaining day as necessary) in lieu of the usual day-and-a-half.

Council meetings generally are held on the third Monday and Tuesday of the month. An exception is the October meeting, which staff recommends be held on the fourth Monday/Tuesday. The later date affords staff an additional week to prepare for other activities, including college and university board-member training, which occurs in mid-October. All-day meetings (January and July; see above) are held on Tuesdays. For 2023, the January meeting is proposed for the second Tuesday of the month, prior to the opening of the General Assembly session.

PROPOSED 2023 SCHEDULE AND LOCATIONS:

- **January 10, 2023** – SCHEV (Richmond)
- **March 20-21, 2023** – Radford University (Radford)
- **May 15-16, 2023** (with Private College Advisory Board) – Virginia Union University (Richmond)
- **July 18, 2023** – Central Virginia Community College (Lynchburg)
- **September 18-19, 2023** (with Council of Presidents) – James Madison University (Harrisonburg)
- **October 23-24, 2023** – SCHEV (Richmond)

Materials Provided: Proposed schedule (immediately above).

Financial Impact: None.

Timetable for Further Review/Action: Staff will request Council action on its 2023 schedule, including locations, at the September meeting.

Resolution: None.