

Six-Year Plans - Part I (2017): 2018-20 through 2022-24

Due: July 1, 2017

Institution:

Institution UNITID:

Individual responsible for plan

Name:

Email address:

Telephone number:

Six-Year Plans - Part I (2017): 2018-20 through 2022-24
University of Mary Washington

ACADEMIC AND FINANCIAL PLAN

Instructions: In the column entitled "Academic and Support Service Strategies for Six-Year Period (2018-2024)," please provide titles to identify strategies (for the three biennia of this six-year period) associated with goals in the Virginia Plan. *Please use this title to identify a more detailed description of the strategy in the separate Word document (Part II - Narrative).*

Priority Ranking	ACADEMIC AND SUPPORT SERVICE STRATEGIES FOR SIX-YEAR PERIOD (2018-2024)							Narrative	Narrative	
	Biennium 2018-2020 (7/1/18-6/30/20)				Biennium 2020-2022 (7/1/20-6/30/22)					
	Strategies (Short Title)	VP Goal	Cost: Incremental, Savings, Reallocation							
			2018-2019			2019-2020				
Total Amount			Amount From Tuition Revenue	Total Amount	Amount From Tuition Revenue					
1	Enhance the Career and Professional Development Center	2	Incremental:	\$357,000	\$357,000	\$357,000	\$357,000	Program fully-funded in 2018-19 and includes support for a Director of the Center for Career and Professional Development and two Career Coaches.	Evaluate program effectiveness and modify as appropriate.	
			Savings:	\$0	\$0	\$0	\$0			
			Reallocation:	\$0	\$0	\$0	\$0			
2	Increase Academic Support for Adult and Continuing Education Studies	1, 2, 3, 4	Incremental:	\$329,000	\$329,000	\$329,000	\$329,000	Program fully-funded in 2018-19. Funding will be used to provide service and support to non-traditional students and professional development needs of the regional workforce.	Evaluate program effectiveness and modify as appropriate.	
			Savings:	\$0	\$0	\$0	\$0			
			Reallocation:	\$0	\$0	\$0	\$0			
3	Expand Graduate Programs	1, 2, 4	Incremental:	\$50,000	\$50,000	\$50,000	\$50,000	Funding sufficient to identify emerging markets for graduate student enrollment.	Begin graduate program expansion as indicated through market analysis. Initial program needs addressed through reallocations and tuition revenue.	
			Savings:	\$0	\$0	\$0	\$0			
			Reallocation:	\$0	\$0	\$0	\$0			
4	Expand and Enhance the Use of Technology	2, 3, 4	Incremental:	\$579,000	\$299,100	\$1,724,000	\$1,355,100	In 2018-19, funding will be used for one-time costs and to begin a multi-year effort toward full-funding in order to minimize the impact on tuition in a given year.	Initial effort fully-funded in 2019-20. Moving forward, additional technological opportunities will be evaluated as appropriate.	
			Savings:	\$0	\$0	\$0	\$0			
			Reallocation:	\$279,900	\$0	\$368,900	\$0			
5	Expand Student Support Staff to Optimize Student Success	1, 2, 3, 4	Incremental:	\$80,000	\$0	\$153,000	\$73,000	Funding in 2018-19 will allow for the hiring of an Assistive Technology Specialist in the Office of Disability Resources.	In 2019-20, funding will support a new Student Success Coordinator to ensure the success of underrepresented and at-risk students.	
			Savings:	\$0	\$0	\$0	\$0			
			Reallocation:	\$80,000	\$0	\$80,000	\$0			
6	Increase the Diversity and Inclusiveness of UMW's Student Population, Faculty and Staff	1, 2, 4	Incremental:	\$205,000	\$0	\$205,000	\$0	Program fully-funded in 2018-19 and includes aid for disadvantage/underrepresented students and efforts to enhance faculty/staff recruitment and enhance an inclusive environment campus-wide.	Evaluate program effectiveness and modify as appropriate.	
			Savings:	\$0	\$0	\$0	\$0			
			Reallocation:	\$205,000	\$0	\$205,000	\$0			
7	Integrate Digital Environment and Academic Programs	1, 2, 3, 4	Incremental:	\$50,000	\$50,000	\$200,000	\$200,000	Begin multi-year effort to integrate the digital environment across all disciplines and appropriate programs.	Additional funding provided in 2019-20 through the 2022-24 biennium. Full-funding is estimated at \$600,000.	
			Savings:	\$0	\$0	\$0	\$0			
			Reallocation:	\$0	\$0	\$0	\$0			
8	Establish and Promote Academic Areas of Distinction	2, 4	Incremental:	\$100,000	\$100,000	\$250,000	\$250,000	For 2018-19, funding will be allocated to support planning for programs linked to Washington, Richmond and the Chesapeake Bay region.	In 2019-20, additional funding will be allocated to UMW's distinctive programming in undergraduate research, service learning and fine arts programming.	
			Savings:	\$0	\$0	\$0	\$0			
			Reallocation:	\$0	\$0	\$0	\$0			
9	Continue Development of First-Year Experience Program	2, 3, 4	Incremental:	\$50,000	\$0	\$50,000	\$0	Funding in 2018-19 will support deployment of student facing mobile technology beginning with orientation and throughout the first year.	Evaluate program effectiveness and modify as appropriate.	
			Savings:	\$0	\$0	\$0	\$0			
			Reallocation:	\$50,000	\$0	\$50,000	\$0			
15	Enhance Space Utilization Across All UMW Facilities and Campuses	3	Incremental:	\$100,000	\$0	\$200,000	\$100,000	For 2018-19, partial funding will be set aside for an automated scheduling system to be purchased in 2019-20.	Funding will be used to support a one-time expense of \$200,000 in 2019-20. Annual operating costs are estimated at \$75,000.	
			Savings:	\$0	\$0	\$0	\$0			
			Reallocation:	\$100,000	\$0	\$100,000	\$0			
Total 2018-2020 Costs										
Incremental (Included in Financial Plan line 61)				\$1,900,000	\$1,185,100	\$3,518,000	\$2,714,100			
Savings				\$0	\$0	\$0	\$0			
Reallocation				\$714,900	\$0	\$803,900	\$0			

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ACADEMIC AND FINANCIAL PLAN

Six-Year Financial Plan for Educational and General Programs, Incremental Operating Budget Need
 2018-2020 Biennium
 (Assuming No Additional General Fund)

Items	2018-2019		2019-2020		2016-17	2017-18	
	Total Amount	Amount From Tuition Revenue	Total Amount	Amount From Tuition Revenue	Salary Increase Rate and Tuition Amount	Total Amount	Amount From Tuition Revenue
Total Incremental Cost from Academic Plan¹	\$1,900,000	\$1,185,100	\$3,518,000	\$2,714,100			
10 Increase T&R Faculty Salaries ²	\$190,000	\$190,000	\$382,000	\$382,000	\$305,000	\$540,000	\$336,000
T&R Faculty Salary Increase Rate ³	1.00%	1.00%	2.00%	2.00%	2.50%	3.00%	1.00%
12 Increase Admin. Faculty Salaries ²	\$105,000	\$105,000	\$212,000	\$212,000	\$0	\$305,000	\$191,000
Admin. Faculty Salary Increase Rate	1.00%	1.00%	2.00%	2.00%	0.00%	3.00%	1.00%
Increase Classified Staff Salaries ²	\$125,000	\$125,000	\$252,000	\$252,000	\$0	\$375,000	\$210,000
11 Classified Salary Increase Rate	1.00%	1.00%	2.00%	2.00%	0.00%	3.00%	0.00%
Increase University Staff Salaries ²	\$0	\$0	\$0	\$0	\$0	\$0	\$0
University Staff Salary Increase Rate	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
14 Increase Adjunct Faculty Pay Scale	\$25,000	\$25,000	\$50,000	\$50,000			
13 Increase Number of Full-Time T&R Faculty ⁴ (\$)	\$270,000	\$270,000	\$270,000	\$270,000			
Increase Number of Full-Time T&R Faculty ⁴ (FTE)	3	3	3	3			
Increase Number of Full-Time Admin. Faculty ⁴ (\$)	\$0	\$0	\$0	\$0			
Increase Number of Full-Time Admin. Faculty ⁴ (FTE)	0	0	0	0			
Increase Number of Part-Time Faculty ⁴ (\$)	\$0	\$0	\$0	\$0			
Increase Number of Part-Time Faculty ⁴ (FTE)	0	0	0	0			
Increase Number of Classified Staff ⁴ (\$)	\$0	\$0	\$0	\$0			
Increase Number of Classified Staff ⁴ (FTE)	0	0	0	0			
Increase Number of University Staff ⁴ (\$)	\$0	\$0	\$0	\$0			
Increase Number of University Staff ⁴ (FTE)	0	0	0	0			
Library Enhancement ⁴ (\$)	\$0	\$0	\$0	\$0			
Library Enhancement ⁴ (FTE)	0	0	0	0			
Technology Enhancement ⁴ (\$)	\$0	\$0	\$0	\$0			
Technology Enhancement ⁴ (FTE)	0	0	0	0			
O&M for New Facilities ⁴ (\$)	\$0	\$0	\$0	\$0			
O&M for New Facilities ⁴ (FTE)	0	0	0	0			
16 Utility Cost Increase	\$175,000	\$175,000	\$360,000	\$360,000			
NGF share of state authorized salary increase/bonus	\$0	\$0	\$0	\$0			
Fringe/health insurance benefits increase	\$0	\$0	\$0	\$0			
VRS increase	\$0	\$0	\$0	\$0			
Additional In-State Student Financial Aid From Tuition Revenue	\$0	\$0	\$0	\$0			
Others (Specify, insert lines below)	\$0	\$0	\$0	\$0			
Safety and Security Enhancement	\$0	\$0	\$0	\$0			
Total Additional Funding Need	\$2,790,000	\$2,075,100	\$5,044,000	\$4,240,100			

Six-Year Plans - Part I (2017): 2018-20 through 2022-24
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Six-Year Financial Plan for Tuition and Fee Increases and Nongeneral Fund Revenue Estimates

Items	2016-2017 (Estimated)		2017-2018 (Estimated)			2018-2019 (Planned)			2019-2020 (Planned)		
	Student Charge	Total Revenue	Student Charge	Rate Increase	Total Revenue	Student Charge	Rate Increase	Total Revenue	Student Charge	Rate Increase	Total Revenue
E&G Programs											
Undergraduate, In-State	\$7,948	\$30,500,000	\$8,306	4.5%	\$31,785,000	\$8,680	4.5%	\$33,220,000	\$9,070	4.5%	\$34,700,000
Undergraduate, Out-of-State	\$22,538	\$10,100,000	\$23,552	4.5%	\$10,475,000	\$24,612	4.5%	\$10,950,000	\$25,720	4.5%	\$11,450,000
Graduate, In-State	\$7,650	\$2,550,000	\$7,974	4.2%	\$2,665,000	\$8,332	4.5%	\$2,780,000	\$8,708	4.5%	\$2,900,000
Graduate, Out-of-State	\$16,524	\$310,000	\$17,262	4.5%	\$325,000	\$18,038	4.5%	\$335,000	\$18,850	4.5%	\$350,000
Law, In-State	\$0	\$0	\$0	%	\$0	\$0	%	\$0	\$0	%	\$0
Law, Out-of-State	\$0	\$0	\$0	%	\$0	\$0	%	\$0	\$0	%	\$0
Medicine, In-State	\$0	\$0	\$0	%	\$0	\$0	%	\$0	\$0	%	\$0
Medicine, Out-of-State	\$0	\$0	\$0	%	\$0	\$0	%	\$0	\$0	%	\$0
Dentistry, In-State	\$0	\$0	\$0	%	\$0	\$0	%	\$0	\$0	%	\$0
Dentistry, Out-of-State	\$0	\$0	\$0	%	\$0	\$0	%	\$0	\$0	%	\$0
PharmD, In-State	\$0	\$0	\$0	%	\$0	\$0	%	\$0	\$0	%	\$0
PharmD, Out-of-State	\$0	\$0	\$0	%	\$0	\$0	%	\$0	\$0	%	\$0
Veterinary Medicine, In-State	\$0	\$0	\$0	%	\$0	\$0	%	\$0	\$0	%	\$0
Veterinary Medicine, Out-of-State	\$0	\$0	\$0	%	\$0	\$0	%	\$0	\$0	%	\$0
Other NGF		\$1,750,000			\$1,800,000			\$1,850,000			\$1,900,000
Total E&G Revenue - Gross		\$45,210,000			\$47,050,000			\$49,135,000			\$51,300,000
Total E&G Revenue - Net of Financial Aid		\$39,610,000			\$39,950,000			\$42,035,000			\$44,200,000
E&G Revenue Used for Faculty Salary Increases		\$305,000			\$336,000			\$190,000			\$191,000
Average T&R Faculty Salary Increase Rate		2.50%			3.00%			1.00%			1.00%
Auxiliary Program											
Mandatory Non-E&G Fees											
Undergraduate	\$3,622		\$3,822	5.5%		\$4,032	5.5%		\$4,254	5.5%	
Graduate	\$1,908		\$2,016	5.7%		\$2,126	5.5%		\$2,242	5.5%	
Law	\$0		\$0	%		\$0	%		\$0	%	
Medicine	\$0		\$0	%		\$0	%		\$0	%	
Dentistry	\$0		\$0	%		\$0	%		\$0	%	
PharmD	\$0		\$0	%		\$0	%		\$0	%	
Veterinary Medicine	\$0		\$0	%		\$0	%		\$0	%	
Total Auxiliary Revenue (ALL including room and board)		\$39,675,000			\$41,125,000			\$42,600,000			\$44,150,000
Total Tuition and Fees											
Undergraduate, In-State	\$11,570		\$12,128	4.8%		\$12,712	4.8%		\$13,324	4.8%	
Undergraduate, Out-of-State	\$26,160		\$27,374	4.6%		\$28,644	4.6%		\$29,974	4.6%	
Graduate, In-State	\$9,558		\$9,990	4.5%		\$10,458	4.7%		\$10,950	4.7%	
Graduate, Out-of-State	\$18,432		\$19,278	4.6%		\$20,164	4.6%		\$21,092	4.6%	
Law, In-State	\$0		\$0	%		\$0	%		\$0	%	
Law, Out-of-State	\$0		\$0	%		\$0	%		\$0	%	
Medicine, In-State	\$0		\$0	%		\$0	%		\$0	%	
Medicine, Out-of-State	\$0		\$0	%		\$0	%		\$0	%	
Dentistry, In-State	\$0		\$0	%		\$0	%		\$0	%	
Dentistry, Out-of-State	\$0		\$0	%		\$0	%		\$0	%	
PharmD, In-State	\$0		\$0	%		\$0	%		\$0	%	
PharmD, Out-of-State	\$0		\$0	%		\$0	%		\$0	%	
Veterinary Medicine, In-State	\$0		\$0	%		\$0	%		\$0	%	
Veterinary Medicine, Out-of-State	\$0		\$0	%		\$0	%		\$0	%	
Student Financial Aid (Program 108)		\$5,600,000			\$7,100,000			\$7,100,000			\$7,100,000
Sponsored Programs (Program 110)		\$750,000			\$800,000			\$850,000			\$900,000
Unique Military Activities		\$0			\$0			\$0			\$0
Workforce Development		\$0			\$0			\$0			\$0
Other (Specify)		\$0			\$0			\$0			\$0

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FINANCIAL AID PLAN

Note: If you do not have actual amounts for Tuition Revenue for Financial Aid by student category, please provide an estimate. If values are not distributed for Tuition Revenue for Financial Aid, a distribution may be calculated for your institution.

Allocation of Tuition Revenue Used for Student Financial Aid				
2015-16 (Actual)				
T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid
Undergraduate, In-State	\$28,850,000	\$2,671,393	9.3%	\$2,671,393
Undergraduate, Out-of-State	\$10,475,000	\$1,398,082	13.3%	\$1,398,082
Graduate, In-State	\$2,410,000	\$34,509	1.4%	\$34,509
Graduate, Out-of-State	\$280,000	\$1,014	0.4%	\$1,014
First Professional, In-State	\$0	\$0	%	\$0
First Professional, Out-of-State	\$0	\$0	%	\$0
Total	\$42,015,000	\$4,104,998	9.8%	\$4,104,998
In-State Sub-Total	\$31,260,000	\$2,705,902	8.7%	\$2,705,902

*2016-17 (Estimated) Please see footnote below				
T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid
Undergraduate, In-State	\$30,500,000	\$3,645,000	12.0%	\$3,645,000
Undergraduate, Out-of-State	\$10,100,000	\$1,910,000	18.9%	\$1,910,000
Graduate, In-State	\$2,550,000	\$43,500	1.7%	\$43,500
Graduate, Out-of-State	\$310,000	\$1,500	0.5%	\$1,500
First Professional, In-State	\$0	\$0	%	\$0
First Professional, Out-of-State	\$0	\$0	%	\$0
Total	\$43,460,000	\$5,600,000	12.9%	\$5,600,000
Total from Finance-T&F worksheet	\$45,210,000	\$5,600,000	12.4%	
In-State Sub-Total	\$33,050,000	\$3,688,500	11.2%	\$3,688,500

2017-18 (Planned)				
T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid
Undergraduate, In-State	\$31,785,000	\$4,625,000	14.6%	\$4,625,000
Undergraduate, Out-of-State	\$10,475,000	\$2,415,000	23.1%	\$2,415,000
Graduate, In-State	\$2,665,000	\$58,200	2.2%	\$58,200
Graduate, Out-of-State	\$325,000	\$1,800	0.6%	\$1,800
First Professional, In-State	\$0	\$0	%	\$0
First Professional, Out-of-State	\$0	\$0	%	\$0
Total	\$45,250,000	\$7,100,000	15.7%	\$7,100,000
Total from Finance-T&F worksheet	\$47,050,000	\$7,100,000	15.1%	
In-State Sub-Total	\$34,450,000	\$4,683,200	13.6%	\$4,683,200
Additional In-State	\$1,400,000	\$994,700	71.1%	\$994,700

2018-19 (Planned)				
T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid
Undergraduate, In-State	\$33,220,000	\$4,625,000	13.9%	\$4,625,000
Undergraduate, Out-of-State	\$10,950,000	\$2,415,000	22.1%	\$2,415,000
Graduate, In-State	\$2,780,000	\$58,200	2.1%	\$58,200
Graduate, Out-of-State	\$335,000	\$1,800	0.5%	\$1,800
First Professional, In-State	\$0	\$0	%	\$0
First Professional, Out-of-State	\$0	\$0	%	\$0
Total	\$47,285,000	\$7,100,000	15.0%	\$7,100,000
Total from Finance-T&F worksheet	\$49,135,000	\$7,100,000	14.4%	
In-State Sub-Total	\$36,000,000	\$4,683,200	13.0%	\$4,683,200
Additional In-State	\$1,550,000	\$0	%	\$0
Additional In-State from Financial Plan		\$0	%	\$0

2019-20 (Planned)				
T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid
Undergraduate, In-State	\$34,700,000	\$4,625,000	13.3%	\$4,625,000
Undergraduate, Out-of-State	\$11,450,000	\$2,415,000	21.1%	\$2,415,000
Graduate, In-State	\$2,900,000	\$58,200	2.0%	\$58,200
Graduate, Out-of-State	\$350,000	\$1,800	0.5%	\$1,800
First Professional, In-State	\$0	\$0	%	\$0
First Professional, Out-of-State	\$0	\$0	%	\$0
Total	\$49,400,000	\$7,100,000	14.4%	\$7,100,000
Total from Finance-T&F worksheet	\$51,300,000	\$7,100,000	13.8%	
In-State Sub-Total	\$37,600,000	\$4,683,200	12.5%	\$4,683,200
Additional In-State	\$1,600,000	\$0	%	\$0
Additional In-State from Financial Plan		\$0	%	\$0

** Please note that the totals reported here will be compared with those reported by the financial aid office on the institution's annual S1/S2 report. Since the six-year plan is estimated and the S1/S2 is "actual," the numbers do not have to match perfectly but these totals should reconcile to within a reasonable tolerance level. Please be sure that all institutional offices reporting tuition/fee revenue used for aid have the same understanding of what is to be reported for this category of aid.*

Six-Year Plans - Part I (2017): FY2016-2017

University of Mary Washington

INTELLECTUAL PROPERTY ASSIGNMENTS AND EXTERNALLY SPONSORED RESEARCH

Background

The intellectual property (IP) worksheet captures report information for the most recently ended fiscal year as required by § 23.1-102 subdivision 2 of the Code of Virginia. Assignment of IP interests to persons or nongovernmental entities and the value of externally sponsored research funds received during the year from a person or nongovernmental entity by the institution, any foundation supporting the IP research performed by the institution, or any entity affiliated with the institution are captured by the worksheet. Information is sought on research that yields IP regardless of the project's intent. Information is sought about IP transferred as a result of either basic or applied research. The worksheet is structured to capture separate aggregate data on entities that have a principal place of business in Virginia and those with a principal place of business outside of Virginia.

Data Collection

Special Note: The information requested below pertains to the institution as well as any affiliated entity.

FY 2016-2017	Principal Place of Business in VA	Principal Place of Business outside VA
Number of assignments of intellectual property interests to persons or nongovernmental entities	0	0
Value of funds from persons or nongovernmental entities to support intellectual property research	\$0	\$0
Number of patents (by type) developed in whole or part from external projects funded by persons or nongovernmental entities:		
Patent Type - Design	0	0
Patent Type - Plant	0	0
Patent Type - Utility	0	0
Total	0	0

Definitions

Assignment: A transfer of ownership of Intellectual Property from one entity to another, including exclusive and royalty bearing licenses.

Design Patent: A patent that may be granted to anyone who invents a new, original, and ornamental design for an article of manufacture.

Intellectual Property: Creations of the mind – creative works or ideas embodied in a form that can be shared or can enable others to recreate, emulate, or manufacture them.

Nongovernmental Entities: An entity not associated with any federal, national or local government.

Patent: A property right granted by the Government of the United States of America to an inventor "to exclude others from making, using, offering for sale, or selling the invention throughout the United States or importing the invention into the United States" for a limited time in exchange for public disclosure of the invention when the patent is granted.

Plant Patent: A patent that may be granted to anyone who invents or discovers and asexually reproduces any distinct and new variety of plant.

Sponsored Research: Research that is supported and compensated by a sponsoring agency.

Utility Patent: A patent that may be granted to anyone who invents or discovers any new, useful, and nonobvious process, machine, article of manufacture, or composition of matter, or any new and useful improvement thereof.

Value of Funds: Total value of all monetary and in-kind support provided by an external sponsor of Intellectual Property research.

Six-Year Plans - Part I (2017): FY2016-2017
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ECONOMIC DEVELOPMENT: CONTRIBUTIONS (HB515)

Requirement: As per § 23.1-306 (A) of the Code of Virginia each such plan and amendment to or affirmation of such plan shall include a report of the institution's active contributions to efforts to stimulate the economic development of the Commonwealth, the area in which the institution is located, and, for those institutions subject to a management agreement set forth in Article 4 (§ 23.1-1004 et seq.) of Chapter 10, the areas that lag behind the Commonwealth in terms of income, employment, and other factors.

Special Note: After a thorough review of existing documents and surveys, a workgroup comprised of mostly institutional members recommended that the following metrics be used to satisfy this reporting requirement. The reporting period is FY17. The metrics serve as a menu of items that institutions should respond to as applicable and available to them. Please leave fields blank, if information is unavailable.

Section A: Provide information for research and development (R&D) expenditures by source of fund with a breakdown by Science and Engineering (S&E) specific and non-S&E.

VA PLAN Strategy Reference	Section A: Research and Development (R&D) Expenditures by Source of Fund			
	Source of Funds	*S&E	Non S&E	Total
4.3	Federal Government	\$115,445.00	\$334,031.00	\$449,476.00
	State and Local Government		\$110,106.00	\$110,106.00
	Institution Funds			\$0.00
	Business			\$0.00
	Nonprofit Organizations	\$21,359.00	\$74,109.00	\$95,468.00
	All Other Sources			\$0.00
	Total	\$136,804.00	\$518,246.00	\$655,050.00
	* S&E - Science and Engineering			

Section B: Provide number and dollar value of grants, contracts and sub-agreements by discipline. If your institution prefers to report by industry, please modify table accordingly.

VA PLAN Strategy Reference	Section B: Grants, Contracts and Sub-Agreements by Discipline						
	Discipline	Category					
		Grants		Contracts		Sub-agreements	
		No.	\$ Value	No.	\$ Value	No.	\$ Value
4.3	Engineering						
	Physical Science	1	\$66,142.00	1	\$7,571.00	1	\$18,419.00
	Environmental Science	1	\$23,313.00				
	Computer Science						
	Life Sciences						
	Psych/Social	2	\$56,000.00			1	\$9,999.00
	Other Science						
	Non-Science and Engineering (non-S&E)	13	\$302,301.00	5	\$42,441.00	1	\$128,864.00
	Total	17	\$447,756.00	6	\$50,012.00	3	\$157,282.00

Section C: For the following items, provide responses in appropriate fields. Insert an X for yes/no responses. Use Number/Amount field for other information. A Comments field has been provided for any special information your institution may want to provide.

VA PLAN Strategy Reference	Section C: General Questions	Yes	No	Number/A mount	Comments
4.1	Does your institution offer an innovation/ entrepreneurship/career-themed student living-learning community?	X		2	
4.1	Does your institution offer startup incubation/accelerator programs?	X		2	EagleWorks Business Incubation Center (BIC)
4.2	Does your institution offer maker-space?	X		3	

4.2	Does your institution have an entrepreneurship center?	X		1	
4.2	Does your institution have Executive(s)-in-Residence?	X		1	
4.1	Number of students paid through externally funded grants or contracts.	X		\$32,001/22	
4.1	Number of entrepreneurship degrees/ courses/programs (credit and noncredit) offered?	X		43 courses and 7 programs	Includes BIC and SBDC
4.1	Pertaining to question above, number of participants of these degrees/courses/programs? Include degree programs with concentrations in entrepreneurship separately as well as special trainings for students and faculty.			1,002	Through BIC and SBDC programs
4.1	Number of academic units that have courses/programs requiring a capstone project, experiential learning activities, or internships.	X		11	
4.2	Number of intellectual property licenses executed.		X	0	
4.2	Amount of licensing revenue resulting from intellectual property licenses executed.		X	\$0.00	
4.2	Number of university start-ups from faculty intellectual property.		X	0	
4.5	Number of jobs created as a result of university start-ups during the last fiscal year.		X	0	
4.5	Average wages of alumni living (in-state).			\$31,263.00	SCHEV website for Four-Year Bachelor's Degree 2011-12
4.4	Number of outside organizations/businesses served, for example but not limited to companies working with your career center, companies sponsoring research, etc.			889	500 employers through Career Center and 389 Center for Economic Development
4.4	Number of units offering K-12 STEM outreach programs.	X		1	
4.4	Count or estimate of K-12 STEM outreach program participants.			350+	Includes students and teachers
4.4	Number of units offering other outreach/extension/public service programs related to STEM-H.	X		3	
4.4	Count or estimate of other outreach/extension/public service program participants.			1,042	Center for Economic Development
4.3	Number of Small Business Innovation Research Grants (SBIR and STTR).		X	0	
4.3	Dollar value of Small Business Innovation Research Grants (SBIR and STTR).		X	\$0.00	
4.3	Number of Commonwealth Research and Commercialization Fund awards (CRCF).		X	0	
4.3	Dollar value of CRCF awards.		X	\$0.00	
4.1	Does your institution's tenure policy support commercialization? If yes, please provide brief explanation in comments section.	X			
4.2	Does your institution offer a seed fund and/or proof of concept fund? If yes, provide dollar amount available in FY17 in the number/amount field.	X		\$7,250 /24	
4.1	Does your institution offer continuing education programs to industry? If yes , please provide dollar value or headcount for such programs in the number/amount field.		X	977	Center for Economic Development

Section D: These items are VCCS specific. Please provide responses in appropriate fields. A Comments field has been provided for any special information the VCCS may want to provide.

VA PLAN Strategy Reference	Section D: General Questions - VCCS Specific	Number	Value	Comments
4.1	Number and value of federal, state or private grant resources to support development of, or access to, training programs leading to workforce credentials, certifications and licensures.			
4.1	Number of training programs leading to workforce certifications and licensures.			
4.1	Number of students who earned industry recognized credentials stemming from training programs.			
4.1	Number of industry-recognized credentials obtained, including certifications and licenses.			
4.1	Number of Career/Technical Education certificates, diplomas and degrees awarded that meets regional workforce needs.			

UMW Mission Statement

(Adopted on November 20, 2010 by the Rector and Visitors of the University of Mary Washington - Approved by SCHEV on January 15, 2014. Currently, there are no plans to change UMW's mission statement.)

The University of Mary Washington is one of Virginia's outstanding public liberal arts universities, providing a superior education that inspires and enables our students to make positive changes in the world.

The University is a place where faculty, students, and staff share in the creation and exploration of knowledge through freedom of inquiry, personal responsibility, and service. UMW regards the provision of high-quality instruction as its most important function. The University offers a wide range of undergraduate and graduate programs focusing on both disciplinary and interdisciplinary studies. These academic programs afford students opportunities to integrate and apply their knowledge within broad educational experiences, to develop their professional interests, and to practice the habits of mind necessary for life-long learning. Through a professionally engaged faculty, the University supports ongoing research appropriate to the development of student abilities and faculty interests. It especially encourages the participation of undergraduates in research.

UMW's size, dedicated faculty, and historical commitment to fine teaching create an institutional culture where both undergraduate and graduate students benefit from strong connections with their faculty and multiple opportunities for active learning.

Located in Fredericksburg, between our nation's capital and the capital of the Commonwealth of Virginia, the University of Mary Washington is a nexus for engagement among diverse communities and is dedicated to supporting professional advancement and economic development and to improving the regional quality of life.

We fulfill our mission by fostering students' intellectual and creative independence, facilitating their immersion in local, regional, national, and international communities, and by inculcating the values of honor and integrity. UMW graduates are models of adaptive learning, personal achievement, responsible leadership, service to others, and engaged citizenship in a global and diverse society.

Elaboration of 2017 Six-Year Plan Strategies

1. Enhance the Career and Professional Development Center

The Center for Career and Professional Development, is located just off the “living room” of the new University Center. It is a place where UMW’s institutional capacities converge to support and inform student transitions from college to career and the world of work. Its central placement symbolizes the University’s core belief that a liberal arts and sciences education prepares students for meaningful post-graduation opportunities in the constantly changing job market. The Center shall evolve as a place where students, alumni, employers, and academic programs converge in a variety of programs, opportunities, and services related to career and professional development. The Center will work with students to develop educational and occupational plans and skills that will prepare them for productive lives after college. In order for the Center to deliver on these objectives, a new full-time director, support staff, and a significant operating budget are required. These investments will help foster essential connections with employers that will provide productive pathways for UMW students into internship and career opportunities.

- (1) Hire: Director of the Center for Career and Professional Development (\$85,000 + benefits)
- (2) Hire: Career Coaches (2) in the Center for Career and Professional Development (\$55,000 + benefits)
- (3) Train and Support Career Advisors: UMW endeavors to train and support faculty who are tasked with serving as “career advisors” in academic programs. Presently, each program has an identified career advisor, however there is no compensation or faculty development support associated with this role. Formalizing and enhancing this role will significantly enhance the career readiness of UMW graduates, while ensuring a successful transition from college to career. (\$65,000)

2. Increase Academic Support for Adult and Continuing Education Students

In order to provide increased service and support to “non-traditional” students and address professional development needs in the regional workforce, UMW will enhance its efforts to serve this population of students and career professionals. UMW has created the position of Executive Director of Continuing and Professional Studies and with initial funding from the State, UMW plans for this individual to be in place by July 2017. As a first step, and following results of market research, UMW will target new resources to programs that are shown to have the greatest potential for meeting the academic needs of the large adult education population in the region, including veterans and other non-traditional students. Additional advising support, especially “walk in” advice and assistance, will be made available. Options for developing the course schedule flexibility and convenience suited to

working adults (e.g., evening, weekend, on-line, hybrid, low-residency, 8-week semesters) will be carefully examined and implemented.

3. Expand Graduate Programs

As identified in UMW's Strategic Enrollment Plan, the university will increase efforts to identify, recruit and enroll additional graduate students. These efforts will include the identification of emerging markets and demographic shifts in order to meet the graduate education needs of the region.

4. Expand and Enhance the Use of Technology

Funding estimates for this item will support technology enhancements in four broad areas, with clear priority given to those that directly support students.

A. The first area for technology enhancement is focused on student success and includes the following components:

- (1) Implement SSC Campus: SSC Campus (Student Success Collaborative) is a web-based student performance monitoring system that provides automated student services and communication between faculty, academic support services and students. (\$35,000 annually)
- (2) Implement Guide: Guide is a facing mobile application that helps students navigate roadblocks to graduation and provides a communication platform to reach students with direct, timely, and individually tailored messages. (\$74,000 annually)
- (3) Procure a Degree Planning Tool: UMW currently uses Banner CAPP (Curriculum, Advising and Program Planning) for degree planning and audit. While CAPP provides some value to the degree planning process, it is increasingly obsolete and will need to be replaced with a more full-featured, user-friendly product. Many competitors in the Commonwealth have transitioned to Degree Works (including William and Mary, George Mason, VCU, and ODU). A move to Degree Works would advance institutional efforts to support student success by enhancing retention and reducing time to graduation. Students would benefit from Degree Works through real-time advice and counsel and a clear road map to graduation. Advisors would have access to real-time delivery of academic advice, consistent degree plans, reduced paperwork, and uniformity. (\$175,000 (one-time cost) and \$10,000 annual maintenance)
- (4) Procure Data Analytics Platform: UMW has no coherent, comprehensive, or compelling system for using extant student information resources to make informed decisions. Much like the imperative to build a CRM for managing relationships with prospective students in admissions, we need to use data insights to support institutional performance and maximize student success. A student data analytics

platform would provide critical tools to make data informed decisions for both individual students and larger subgroups. Specifically, it would: (1) enhance administrative decision making by providing executive-level tools for reporting and judging effectiveness at the university, college, or program level; (2) support institutional efforts with respect to student success (retention and graduation), help us improve the quality of the student experience for individual students, and support timely interventions; (3) provide all academic advisors with an advising dashboard containing a host of easily accessible information resources to help students make good decisions about their academic plan; (4) assist in making resource allocations decisions to target the highest ROI students. (\$54,000 one-time start-up and \$136,000 annually)

- (5) Implement an integrated curriculum management and catalog production software application suite that supports a unified workflow from the curriculum approval process through production and maintenance of the academic catalogs. Implementation of this technology would replace UMW current homegrown solutions, which operate in separate phases and are highly labor intensive. Instead of a separate University Curriculum Committee web site for curriculum approvals, and separate online and print catalogs, one package would seamlessly bring all phases of the process together. An initial investment of \$150,000 plus an on-going annual cost of \$35,000 would be required.
- B. The second broad area is \$250,000 to support a four-year PC replacement cycle for faculty and staff. Funding for PC replacement was one of the first programs eliminated during recent funding cuts. Updated and fully functional PCs are a critical component for instruction, support and business operations.
- C. The third component of this item is \$500,000 for ongoing Banner enhancements focused in the areas of Admissions, Financial Aid, Student Records, Academic Support and Finance. The Banner enterprise system affects nearly every aspect of university operations and it is critical to effective and efficient operations that the various modules are up-to-date and fully utilized.
- D. The fourth component of this item is \$475,000 to support the first phase of cloud migration of UMW's applications, data storage and email. The first phase will address cloud migration of Banner, which is UMW's finance, student, and human resources enterprise system. Future migration efforts will expand to other operating applications and include disaster recovery and data back up and mitigation of hardware replacement needs.

5. Expand Student Support Staff to Optimize Student Success

Achieving the goals of expanded outreach to traditionally underserved populations, and increasing the number of Virginians enrolling in and completing higher education, requires

institutions to put in place supports necessary to ensure their success. This involves investing in both the personnel and tools necessary to helping them realize and complete their degrees in a timely fashion. This strategy will enhance all aspects of the University's recruitment and student success efforts with particular emphasis on students with disabilities.

- (1) Hire: Assistive Technology Specialist (new position in Office of Disability Resources) Technology needs of students with disabilities have increased dramatically since 2012-13 with a 61.76% increase in technology related needs seen by the ODR (an increase from 102 students in fall 2012 to 165 in fall 2015). In conjunction with advances in assistive technology for students with disabilities and other technological advances that support student learning, there is a need for specialized staffing and expertise within the ODR office relating to technology. This need is all the more critical as we seek to advance several digital-based initiatives. The Disability Coordinator/Assistive Technology Specialist will investigate, and implement new assistive technology and resources for students, assist students with disabilities with their assistive technology needs, disseminate knowledge of assistive technology throughout the university, and help provide resources to support infrastructure interaction with the use of assistive technology. The goals of developing this new position would be: (a) to integrate assistive technology in the areas of instruction, research, and learning for students with disabilities, and (b) to provide university-wide coordination and resources for computer and online information resources for students with disabilities for increased accessibility to the curriculum. The addition of a Disability Coordinator/Assistive Technology specialist would provide the opportunity for proactive outreach, planning, and support for disability related technology needs for the ODR and across the campus community. This includes initiatives surrounding online instruction accessibility, video captioning, and website accessibility. The addition of an ODR Disability Coordinator/Technology Specialist is critical, not only to student success, but also to ensure the University's continued compliance with state and federal disability laws. (\$50,000 + benefits).
- (2) Hire: Student Success Coordinator (new position in Academic Services). The need for greater institutional support to ensure the success of underrepresented and at-risk students was outlined in the 2015 Federal TRIO grant submission and has been further affirmed by the Secretary of Education. This need is further highlighted by the draft strategic plan, which calls for increased recruitment and support services for underrepresented students. Currently, about 30% of each incoming class is comprised of underrepresented students, based on either race/ethnicity, income level, or first-generation in college status. While the full program envisioned in the TRIO grant proposal is not fiscally possible at this time, it should be possible to make modest progress in this area by vesting coaching responsibilities in a student success coordinator in the office of Academic Services whose portfolio would involve working exclusively with this subpopulation. (\$45,000 + benefits)

6. Increase the diversity of our student population, faculty, and staff and promote initiatives that enhance the inclusiveness of the University environment.

As identified in UMW's Strategic Enrollment Plan, the university will increase efforts to identify, recruit and enroll students from underrepresented populations. These efforts will include new initiatives targeted to Hispanic students, increasing the number of students in the Rappahannock Scholars Program, creating new pipelines for first generation students, students whose families are economically disadvantaged, Pell eligible students, and students from underserved areas including the Northern Neck. (\$100,000)

Enhance faculty and staff recruitment efforts by providing training for all search committees on best and proven practices in recruitment of underrepresented populations; identify a pool of funds to make competitive offers. (\$75,000)

Develop and implement a plan for assessing the current university climate of inclusion and identify programs and initiatives that will enhance and sustain an inclusive environment for students, faculty, and staff. In fall 2016, the president appointed a Task Force on Diversity and Inclusion. That group will be submitting its recommendations to the president in June 2017. Areas of focus include assessment of campus climate, recruitment and retention of diverse students, faculty, staff, identifying measures that can educate and prevent insensitivity and discrimination, how best to address reported and suspected incidents of bias and remedial action. Preliminary recommendations are being implemented including fall 2017 training for all faculty and staff on working with students with disabilities, a faculty development program in August focused on implicit bias in the hiring process, and programs in the fall for faculty on developing culturally relevant pedagogies. (\$30,000)

7. Integrate Digital Environment and Academic Programs

The digital environment is an integral part of the global work, educational, creative, social, and communications environment. UMW will expand and enhance teaching and learning within a digital environment across all disciplines and appropriate programs. Included in this initiative are efforts to ensure that all digital course content is fully accessible. This initiative also includes full implementation of the Domain of One's Own project, which aims to help students think about and work in a technological world in an increasingly self-aware, deliberative, and thoughtful way. Also included in this initiative is the funding required to support growth of online programs and courses that will expand access to the University's programs, particularly for non-traditional students. Funding estimates for these initiatives, and resources needed to make digital course materials fully accessible for persons with visual and/or auditory learning impairments, are \$600,000 over six years.

8. Establish and Promote Academic Areas of Distinction

UMW has outstanding opportunities that with further development, support, and promotion will provide expanded opportunities for students to apply their knowledge and develop professionally through enriched field experiences that make specific use of the University's

location and our other regional resources, as well as bring greater visibility and recognition to the University. Among the *new initiatives* in the planning stages are: (1) engaging departments to propose programs and courses for a “Washington DC Semester” including, but not limited to, theatre and the arts, government, public policy, international affairs, economics, science, museum studies, social justice, and education; (2) engaging departments to propose programs and courses to be possibly offered in Richmond and that are related to state government, museum studies, history and historic preservation, education, and the arts; and (3) to increase courses and student/faculty research projects that focus on the Chesapeake Bay region and its challenges, threats, and opportunities. This strategy will also *enhance a number of ongoing programs of distinction* that could achieve even greater results with increased support. These programs produce demonstrably positive results in increased student engagement, student academic and professional success, and increased alumni giving from students who participated in these initiatives. Additional funds will be allocated to continue UMW’s distinctive programming for: (1) undergraduate research activities, (2) increased service learning activities, and (3) fine arts programming.

The estimated funding requirement to support this initiative is \$250,000 allocated over two years.

9. Continue Development of First-Year Experience Program

UMW’s ambitious curricular plan for first-year students reflects a more clearly defined set of integrated learning outcomes in the areas of information literacy, writing, and oral communication that will shape the development of this program. All of the online learning modules that support instruction in the student learning areas are now being used, UMW expanded and enhanced its living-learning experiences and opportunities. Current assessment data shows increased retention, academic success, and reports of student satisfaction with their UMW experience in the first year student population. In this next phase, UMW seeks to deploy a student facing mobile technology to enhance the first year experience from on-boarding through orientation and throughout the first year, as well as a degree planning tool to support student academic planning, progress to the degree, and enrollment management. (See 4.A.2 and 3 above.) As a result of the continued development of the first-year experience program, students will have a stronger foundation upon which to develop the skills necessary to be valued contributors to the 21st century job market.

10. Increase T&R Faculty Salaries

UMW, working with a private research firm, conducted a study on teaching and administrative faculty salaries. For teaching faculty, the study compared UMW salaries by academic discipline with salaries at member institutions in the Council of Public Liberal Arts Council (COPLAC), regional peers and selected aspirational peer institutions. The initial study results indicated that UMW would need to invest a total of \$1.2 million in teaching faculty salaries to close the identified salary gaps. In FY 17, UMW reallocated \$195,000 in funds to begin to address identified salary gaps and salary compression. The allocation of salary increases was strategically targeted to close the most severe gaps and compressions,

and therefore some faculty received a higher increase, some a lower increase, and some faculty no increase at all. After the planned salary actions in 2017-18, the funding gap to benchmark is estimated to be \$432,000. At July 1, 2017, 122 full-time teaching faculty out of a total of 234 have reached their salary benchmarks. To continue this progress, additional funding will be phased-in over a multi-year period.

11. Increase Classified Staff Salaries

State supported salary increases over the last ten years have been minimal and this has affected our generally lower paid classified employees the hardest. Many of our employees in housekeeping, grounds, and entry-level office support staff, barely earn a living wage; particularly in the Fredericksburg area, which shares a higher cost of living similar to the rest of northern Virginia. Low salaries affect employee morale and increase turnover costs. Given the planned increases for faculty, the university has an obligation to treat all of its employees in a fair and equitable manner. In this regard, UMW has engaged a private research firm for a salary study focused on classified staff that will be completed by June 2017. Pending the results of that study, the UMW's six-year plan reflects an annual 1% salary increase for classified staff as a placeholder.

12. Increase Administrative Faculty Salaries

As indicated in item #1, the UMW faculty salary study included both teaching and administrative faculty positions. Administrative faculty salaries at UMW were compared to similar positions using national and peer benchmarks. The study findings indicate that while many UMW administrative faculty were competitive (primarily at the higher-level positions), many were significantly below the benchmarks. As such, UMW's salary plan for administrative faculty calls for targeted salary adjustments consistent with the study's findings. Similar to the teaching faculty and classified staff increases, salary adjustments for administrative faculty will be phased-in over six-years.

13. Increase Number of Full-Time T&R Faculty

UMW's six-year plan includes an increase of three full-time teaching faculty targeted to academic departments with a higher than average number of students per teaching faculty. This initiative will help increase the number of seats in classes being taught by full time faculty, faculty who are also then available for academic advising, supervising internships, supervising undergraduate research, etc., and it will help to equalize teaching loads among departments. Providing more full time faculty will increase the number of faculty available to work one-on-one with students in classroom endeavors, advising and counseling, and other outside of class activities, all of which have been shown through research to have a positive effect on student success and retention. Cost of this initiative is \$90,000 per position (salary and benefits), totaling \$270,000.

14. Increase Quality of and Support for Part-Time Faculty

Pay for adjunct faculty at UMW needs to increase in order to hire the most highly qualified part-time faculty that can bring real-world expertise into the classroom for our students. In many programs (such as business, education, mathematics, psychology, and political science), the curriculum is enriched by bringing in practicing professionals who have an interest in teaching. These part-time faculty will teach selected topics in areas for which they have expertise and will offer students a classroom-to-real world connection. The part-time faculty can also provide valuable networking contacts for our students as they look for internships and jobs. UMW competes for adjunct faculty in the Washington, DC and Richmond area against a number of private universities that pay more than UMW is currently able to pay (our adjunct scale has been increased just twice in the last 10 years (including a projected increase in FY 2018 in which UMW will reallocate \$67,500 (in salaries and benefits) to increase the adjust pay scale by roughly 4.5%. In a number of programs (such as nursing, graduate programs, and technical fields such as computer science), adjunct pay needs to be much higher than it currently is in order to attract the most highly-qualified part-time faculty). An additional \$130,000 over a six-year period is needed to maximize the strategic benefit highly qualified part-time faculty may bring to our curriculum. Finally, the strategic use of part-time faculty will enable the university to more effectively and efficiently address high student demand for particular courses where there is a current shortage of course seats but not sufficient sustained enrollment to justify the hiring of a full-time faculty member.

15. Enhance Space Utilization Across All UMW Facilities and Campuses

An automated scheduling system is needed to ensure that the university's space on its Fredericksburg, Stafford and Dahlgren campuses is being efficiently scheduled and utilized and will support space needs for classroom instruction, labs, meetings, and events. Funding of \$200,000 the first year and ongoing costs of \$75,000 annually is required to support an online space scheduling system.

16. Utility Cost Increase

The cost estimate for this item is in anticipation of annual rate increases for utilities of 5% applied against actual costs.

Financial Aid

UMW plans to provide financial aid help to mitigate the impact of tuition and fee increases on low-income and middle-income student and their families in three specific ways; continuing a “First Dollar” model to aid awarding, continuing to require highest need in our FSEOG formula, and maintaining current EFC cutoffs in our aid strategy.

“First dollar” Awarding Strategy

To mitigate the impact of tuition and fee increases, UMW will continue to use the “first dollar” approach when awarding aid; students will continue to be offered loans last. The order/awarding criteria in which funds are counted toward meeting costs are important. Our awarding parameters call for grants (Federal and State) and outside scholarships to be used as ‘first dollar’ allocations and not “last dollar”.

Our Rappahannock Scholars program is an example of how UMW Foundation dollars and institutional dollars are awarded “first” before loans are offered. The Rappahannock Scholars Program is a partnership between the University of Mary Washington and six high schools in the Northern Neck region of Virginia. Rappahannock Scholars include students from Essex, King and Queen Central, Lancaster, Northumberland, Rappahannock, and Washington and Lee High Schools. Preference for admission to the program is given to under-represented students who would add to the cultural diversity of the UMW student body; students from economically disadvantaged backgrounds as defined by eligibility for the Federal free or reduced lunch program; and, student whose parents have not attained a college or university education.

UMW’s Rappahannock Scholars receive Tuition, Fees and Double Room and Board each year. The data below reflects the per student award the last three years (which again was offered before loans).

\$19,802 in 2014

\$22,540 in 2015

\$23,252 in 2016

*** 60% of scholarship aid awarded at UMW is need-based.*

Federal Supplemental Educational Opportunity Grant (FSEOG) Program Awarding

Under FSEOG awarding rules, awarding priority must be given to students who receive Federal Pell Grants, and awards must be made first to students who have the lowest expected family contributions. The minimum award is \$100 and the maximum award is \$4,000. Outside of these parameters, institutions have awarding discretion.

- UMW awards all FSEOG funds to student with the highest need (only).
- Our maximum FSEOG award is \$800.

*** The amount of federal funding FSEOG was \$728 million in the 2014-15 award year. The overall Pell budget was \$30 billion in the 2014-15 award year.*

Family Income

UMW encourages all families to complete the FAFSA, which assists the Office of Financial Aid with identifying possible funding sources across need-based and non-need based programs. Middle and high-income families need solutions for their children's higher education costs, as well as for students with financial need. Our focus is to provide options that limit borrowing and recognize academic achievement.

Our need-based plan has specific Expected Family Contribution ceilings which provide assistance on a high to low need spectrum in the form of increased gift aid award percentages to low and middle-income families. This approach ensures that more aid is directed to these family groups.”

Success of Our Approach

UMW's approach to keeping costs low for students is best reflected in its low student loan default rate. UMW recently ranked #1 in Virginia by Student Loan Report in the first National Student Loan Repayment Success survey. This survey looked at average student loan debt per borrower and early career pay. Nationally we were #44.

<https://studentloans.net/student-debt-repayment-success-indicator-2017/>

As mentioned in Amy Scott's article *Default Rates Highlight Growing Student Loan Crisis*, “nearly 40 percent of student loan borrowers are either in default or more than 90 days past-due on their payments”. According to Scott, one likely reason is that people who don't graduate, and don't get that boost in the labor market, are twice as likely to default as those with degrees.”

UMW is committed to increasing graduation rates for our high need students, inspiring students to forego excess borrowing through financial literacy workshops and providing accessibility to post-secondary education for all income levels. As a state public institution, UMW strives to offer competitive institutional scholarships that help open doors to low and middle-income students and their families.

References:

NASFAA Taskforce report—Assessing Tuition and Debt Free Higher Education. Published January 2017

*NASFAA Taskforce report— Examining “One grant, One Loan”
Published August 2016*

*Default Rates Highlight Growing Student Loan Crisis. Retrieved from:
<https://www.marketplace.org/2017/02/01/education/high-default-rates-highlight-growing-student-loan-crisis>*

Evaluation of Previous Six-Year Plan

Increase T&R Faculty Salaries

The 2016 General Assembly adopted a 3% salary increase for T & R faculty contingent upon the state achieving specific revenue benchmarks. State funding for the salary increase was subsequently withdrawn due to a shortfall in state revenues. UMW, using matching funds set aside for the state increase and reallocated funds, provided a 2.5% increase to all full-time T & R faculty in December 2016. Additionally, UMW increased T & R faculty salaries in two other ways. First, the increments for promotion to the rank of associate professor and professor, which had not been increased since the mid-1990s, were increased. Secondly, funds were reallocated to begin making progress in bringing UMW salaries up to the market mid-points as determined by a faculty salary study the University commissioned. Close to half the faculty received either a promotion increase or a market adjustment.

In FY 17, UMW reallocated \$195,000 in budget to begin to address identified salary gaps and salary compression. The allocation of salary increases was strategically targeted to close the most severe gaps and compressions, and therefore some faculty received a higher increase, some a lower increase, and some faculty no increase at all. After the planned salary actions in 2017-18, the funding gap to benchmark is estimated to be \$432,000, compared to the initial study finding of a salary to benchmark funding gap of \$1.2 million. At July 1, 2017, 122 full-time teaching faculty out of a total of 234 will have reached their salary benchmark.

Increase Classified Staff Salaries

The 2016 General Assembly adopted a 3% salary increase for classified staff contingent upon the state achieving specific revenue benchmarks. State funding for the salary increase was subsequently withdrawn due to a shortfall in state revenues. UMW, using matching funds set aside for the state increase and other one-time funds, provided a \$1,000 bonus to all full-time classified staff in December 2016 as a stop-gap measure.

For 2017-18, full-time classified staff will receive a 3% permanent increase effective July 10, 2017, as adopted by the 2017 General Assembly. Further, UMW has engaged a private research firm to undertake a compensation study of classified staff positions that will be used as the basis for potential additional salary actions in the 2018-20 biennium.

Increase Administrative Faculty Salaries

The 2016 General Assembly adopted a 3% salary increase for administrative faculty contingent upon the state achieving specific revenue benchmarks. State funding for the salary increase was subsequently withdrawn due to a shortfall in state revenues. UMW, using matching funds set aside for the state increase and other one-time funds, provided a \$1,000 bonus to all full-time administrative faculty in December 2016 as a stop-gap measure.

For 2017-18, the 2017 General Assembly adopted a 2% increase for administrative faculty at UMW. In its 2017-18 operating budget, UMW allocated funds to support an additional 1% increase in 2017-18 in order to be consistent with compensation actions taken for classified staff.

Establish Sexual Assault Prevention and Education Program

A full-time Title IX investigator and a full-time Title IX Coordinator have been hired. Among the programs already implemented are: (1) mandatory training for all faculty and staff on sexual assault/ interpersonal violence, support and resources available, and reporting obligations; (2) required training for new students at orientation, including bystander training to prevent sexual violence/interpersonal violence; (3) the creation of a sexual assault and prevention peer mentor program; and (4) development of educational materials to promote prevention, education, reporting and provide on and off campus resources and support. Additionally, UMW applied for, and received, a \$299,926 grant from the Office on Violence Against Women to help victims of sexual assault, domestic violence and stalking. UMW was among just 45 institutions of higher education nationwide — one of only two in Virginia – to receive such a grant. The funding enables UMW to create a coordinated community response team made up of UMW staff, student groups, and local community partners such as the Fredericksburg Police Department and Empowerhouse – formerly the Rappahannock Council Against Sexual Assault. The grant also enables an expansion of victim services and prevention strategies and an enhancement of training efforts.

Establish and Promote Academic Areas of Distinction

UMW has implemented several strategies to capitalize on its proximity to the Richmond, VA and Washington, DC areas and the study and career opportunities for provided by its geographic location. In 2015/16, UMW concluded an agreement with The George Washington University medical school for conditional acceptance to the medical school during the student’s second year at UMW. Although this is a relatively new agreement, one UMW student has already been accepted into GWU’s medical school. This early acceptance program provides UMW students with an opportunity to gain a leg up on the competitive medical school application process. In 2017, UMW completed an agreement with the George Mason University Antonin Scalia Law School for an accelerated dual degree arrangement allowing students to earn a baccalaureate degree through UMW and the Juris Doctor from George Mason University in six years rather than the usual seven. Students admitted would receive the baccalaureate degree from UMW immediately upon successful completion of the first year of the law school program, and would receive the Juris Doctor (JD) from Mason’s Scalia Law School immediately upon completion of those requirements. Also, early planning is underway to assess the feasibility of developing a “domestic study away program” comprised of a group of courses that might be offered in DC (rather than on campus), thereby enabling students to hear guest presentations from a variety of DC professionals in addition to subject matter taught by the assigned UMW faculty member. Finally, and because many of the unpaid internships available to UMW students occur in the Richmond and Washington, DC regions, the College of Arts and Sciences has begun a program to provide funding support for eligible students participating in a significant *unpaid* internship experience in the summer. Internship grants are competitively awarded through a selection process administered by the office of the Dean of Arts and Sciences. These awards, at \$2,000 each, are supported by donations from the College of Arts and Sciences Advisory Board.

Technology Enhancements

In its 2017-18 budget, UMW will make initial investments in establishing a PC replacement pool and to begin a more focused effort to support IT cloud migration. The relatively small allocations in the 2017-18 budget are seen as the first step in a multi-year funding process that will extend through the 2018-20 biennium.

O&M for New Facilities

In December 2015, UMW completed renovations and new additions to Woodard and Mercer Halls, the new homes of the College of Business and Department of Psychology, respectively. Additional costs for operation and maintenance were addressed through reallocations and cost savings.

Increase Number of Full-Time T&R Faculty

Because of the higher priority placed on increasing T & R faculty salaries, UMW did not create any additional T & R faculty positions.

Increase Number of Part-Time Faculty

Rather than hiring additional part-time faculty, UMW placed a priority on addressing the adequacy of part-time faculty salaries. The adjunct pay scale UMW follows, which had not been increased since 2012, was increased. Additionally, Deans are now authorized to make part-time salary offers in certain highly-competitive fields (such as Nursing) at rates higher than the top end of the established adjunct pay scale. Any such offers require approval of the Provost. This flexibility enhances recruitment of the highest quality part-time faculty.

Expand Efforts to Optimize Student Success

In fall 2015, UMW moved to a tripartite first-year advising model in which first-year students are advised by their first-year seminar instructor who is supported by a professional advisor in the Office of Academic Services and a peer mentor who are assigned to each seminar. Also, UMW procured and implemented a student-facing mobile application for fall 2017 that will enhance the University's capacity to communicate directly with students while guiding them through critical pathways necessary for completion and connecting them with essential resources necessary for success. We also procured and implemented an advising and early alert system for fall 2017 that will enhance the University's ability to identify, respond to, and manage cases involving students who appear to be having difficulty. In addition, these tools will permit university staff to conduct advising campaigns targeted at specific populations of students who are in need of a specific intervention or action. The summer bridge program, which is focused on working with an at-risk student population in the summer before they begin their freshman year at UMW, has doubled in size and has incorporated new strategies designed to promote academic success skills for these students. Evidence indicates that students completing this pre-matriculation program have increased retention and program completion results. Beginning in spring 2017, UMW introduced a mandatory workshop for all students on probation that is driven by the latest research on student success which demonstrates that mindset and non-cognitive factors have an out-sized impact on student success. Finally, over the last two years, UMW has significantly enhanced its capacity to support transfer students through regular orientation programs, professional advisement, a transition semester experience, and published two-year

completion plans in addition to committing to enhanced transfer counseling at local community college campuses.

Enhance the Career and Professional Development Center

The Center for Career and Professional Development was established in the new University Center at the heart of the UMW campus in fall 2015 in order to emphasize the college-to-career imperative. In the last two years, the Center has undertaken several initiatives and programs in support of post-graduation success. A number of digital tools for personal, major and career exploration tools have been made available to all students. A career coaching program, designed to support first-year students in developing a four-year career plan, was inaugurated. A new online job and internship database also was implemented. Finally, UMW radically overhauled the approach it had been using to survey graduates about their career progression by developing a comprehensive “graduate exit survey” and “first destination survey” six months after graduation. These approaches will result in better information about the career plans and results of our students, which will help us to shape career and professional development activities to better meet the needs of our students.

Increase Support for the BSN Degree Completion Program

The Commission on Collegiate Nursing Education (CCNE) accredited UMW’s Bachelor of Science in Nursing program and has retroactively extended that accreditation to cover the program from its inception (fall 2014). Additional budget support was provided by the Office of the Provost to assist in meeting the necessary accreditation costs.

Continue Development of the First-Year Experience Program (UMW’s QEP)

UMW’s ambitious curricular plan for first-year students has implemented a more clearly defined set of integrated learning outcomes in the areas of information literacy, writing, and oral communication that will shape the development of this program. All of the online learning modules that will support instruction in the student learning areas have been developed. Additional faculty development initiatives are being planned to explain to faculty how they might employ the modules successfully in their courses. The rigorous assessment methodologies have been developed and are now being deployed to evaluate the extent to which student learning outcomes are being achieved and to gather data on the effectiveness of various programmatic elements. Beginning in fall 2015, UMW committed to providing a first-year seminar opportunity for all first-year students during their fall semester based upon data which showed that first year seminars taken in the first semester produce a GPA and retention benefit for students. Additional support is needed to diversify the academic disciplines that are contributing to the program by offering first-year seminar courses. As a result of the continued development of the first-year experience program, students will have a stronger foundation upon which to develop the skills necessary to be valued contributors to the 21st century job market.

Increase Academic Support for Adult and Continuing Education Students

In order to provide increased service and support to “non-traditional” students, UMW has refocused its efforts to better serve the region’s adult and continuing education students. A new Executive Director of Continuing and Professional Studies, with over twenty years of experience in the field, was hired in spring 2017. She will be responsible for expanding the University’s

credit and non-credit programs for adults, including the creation new certificate programs and other professional development opportunities in demand by the region's adult and continuing education students. UMW continues to review options for developing the course schedule flexibility and convenience that will be appealing to working adult students (such as evening, weekend, on-line, hybrid, low-residency, 8-week semester delivery formats). These efforts will be substantially enhanced by a \$250,000 appropriation awarded by the 2017 General Assembly to UMW as part of the 2017-18 budget.

Expand Summer Session Offerings

The 2016 summer session reversed a five-year trend that had seen UMW summer session enrollments decline by roughly 10% per year. Beginning in summer 2015, UMW embarked on a small but vigorous program to increase the number of online summer courses. From summer 2015 to 2017, the number of online courses offered as a part of the summer session increased from 21% of the summer session offerings to 31%. Summer enrollment in 2016 increased by 3.4% over the prior year. UMW also received a no-cost extension from the National Science Foundation (NSF) to continue a grant program that promotes STEM Talent Expansion through Research, Engagement, Preparation, and Scholarships. One facet of the plan brings high school students to campus in the summer to work on science research projects with UMW faculty and student mentors. Finally, UMW was awarded a new NSF that will expand the number of academically talented low income students who enter into STEM fields. Selected students will receive scholarships and will spend five weeks on campus prior to their first fall semester at UMW working on research projects in STEM fields. They will be mentored by faculty and upper-class STEM majors. This innovative project incorporates an early matriculation, intensive summer research experience, combined with peer-assisted study sessions, to increase the new student's self-efficacy and self-identity as a scientist, which will increase persistence through first-year gateway science courses.

Expand Graduate Programs in the College of Arts and Sciences

A new full-time faculty member with expertise in geospatial analysis joined the faculty in fall 2016 and is contributing to the teaching of the Master of Science in Geospatial Analysis degree program. The MSGA program is working to offer an expanded national advertising campaign to promote the program. Because almost 15% of the geospatial skills jobs advertised nationally are in the northern Virginia area, expanding the national presence of this program has the potential to attract more out of state students who will earn a degree and then relocate to Virginia in the growing geospatial employment sector. UMW is developing two new graduate programs to be housed in the College of Arts and Sciences. The first is a Master of Science in Nursing (MSN) degree program, beginning in spring 2019, that will provide the region with well-educated Family Nurse Practitioners (FNP). Mary Washington Healthcare (MWHC, the local hospital not affiliated with UMW) approached the University in 2016 and sought collaboration in building the program. They are providing \$1.4 million from the hospital foundation to support the program (mostly through forgivable loans to their nurses who complete the program and then work as an FNP for three years in the Fredericksburg region). MWHC estimates that at least 90 additional family nurse practitioners are needed to manage care in the community. Finally, work is under way to develop a proposal for a Master of Science in Data Science degree. The anticipated start date is fall 2019. This is a collaborative program between the Departments of

Computer Science and Mathematics, and the College of Business. This degree proposal targets a sector where Virginia and the United States are in need of well-educated graduates with the skills and knowledge needed to work with and analyze “big data.” A recent 2016 report foresees a shortage of 250,000 data scientists in the near future, even taking into account a projected 7% annual increase in graduates from new Data Science academic programs.

Tuition Rate Increases

The University of Mary Washington is frequently cited as a “best buy” by national publications such as the *Fiske Guide to Colleges, 2017*, and is lower in cost than one-half of the Virginia public universities. Further, UMW recently ranked #1 in Virginia by Student Loan Report in the first National Student Loan Repayment Success survey. This survey looked at average student loan debt per borrower and early career pay. Nationally, UMW ranked 44th.

For purposes of the 2017 six-year plan, UMW is estimating tuition rate increases of 4.5% in both 2018-19 and 2019-20*. These increases are required to make progress in the strategic academic initiatives identified in the six-year plan. These initiatives include efforts to enhance career opportunities for our students, increase academic success of both traditional and adult students, expand diversity and inclusiveness of students, faculty and staff, and address critical compensation needs of the university’s faculty and staff.

UMW expects to remain a “best buy” and be lower in cost than one-half of the public universities in Virginia through the 2018-20 biennium.

**These projected increases do not include the impact of potential state actions affecting faculty and staff salaries, increases in fringe benefit rates nor changes in the level of base state funding support.*

Contributions to Economic Development

The University of Mary Washington provides contributions to the economic development of the Commonwealth primarily through its Center for Business Research and the Center for Economic Development. A summary of each Center is provided below.

CENTER FOR BUSINESS RESEARCH

The University of Mary Washington established the Center for Business Research (CBR), formerly known as Center for Economic Research, in partnership with the Fredericksburg Regional Alliance and the Fredericksburg Regional Chamber of Commerce. The purpose of the CBR is to support economic development and business research at the University of Mary Washington. The CBR's Advisory Board consists of equal representation from all three partners. This board assesses the region's annual needs for research and reporting and holds quarterly meetings.

The CBR's Director reports to the Dean of the College of Business. All College of Business and other faculty engaged with the CBR coordinate with the Director of the Center.

University of Mary Washington (UMW) - a coeducational, public liberal arts and sciences institution in Fredericksburg, Virginia, that offers graduate and undergraduate degree programs. Founded in 1908, UMW has campuses in Stafford, Fredericksburg and Dahlgren, providing support for regional economic development as an important element of its mission to improve the regional quality of life. UMW has approximately 4,500 enrolled undergraduate and graduate students from 40 states and many foreign countries.

Fredericksburg Regional Alliance (FRA) - a public/private economic development partnership created to provide business executives and site selection consultants with a single source for comprehensive demographic, economic, and commercial site information for the Fredericksburg region (which includes the City of Fredericksburg and the counties of Caroline, King George, Spotsylvania, and Stafford). Through partnership, FRA also provides a wide range of services designed to facilitate the creation of jobs and increased capital investment while diversifying the economy.

Fredericksburg Regional Chamber of Commerce (FRCC) - With nearly 1,000 members, the FRCC, among the largest chambers in Virginia, has been an advocate for a continued strong business environment in this area for 100 years. It provides a wide range of benefits and programs to its membership while evolving to meet the changing needs of the business community. Partnerships formed with other regional organizations fuel the region's pro-business environment. The Chamber serves all of Planning District 16.

Goals of the CBR

The goal of the CBR is to collaboratively plan and conduct research activities by the College of Business (COB) faculty and interested UMW faculty members from the UMW Colleges of Arts and Science and Education, based on their interest and skill sets for regional impact-related activities. It is, however, primarily driven by the collaborative efforts of the COB faculty.

As a local source for regional economic analysis and expertise, the Center was strategically created as a part of UMW's College of Business to capitalize on access to highly regarded faculty and opportunities for student engagement. Through internships and employment opportunities, the Center will provide hands-on learning opportunities for students to assist the Center's faculty in the research and preparation of reports on the regional economy.

CBR Projects

A brief description and current status of CBR projects is summarized below. Projects are categorized depending on whether the project is funded through the CBR (internal) or from external sources.

CBR Funded Projects

1. Cost of Congestion (completed)

This project aims to study the landscape of cost imposed on households by traffic congestion on Interstate 95 covered under the George Washington Regional Commission, including the Fredericksburg Area Metropolitan Planning Organization area, a federally-recognized transportation planning commission serving Fredericksburg, Spotsylvania and Stafford. The sources of cost to be studied will include:

- The opportunity cost in terms of time wasted due to delays in traffic congestion;
- The cost of fuel spent while waiting in traffic; and
- The social cost of the adverse impact of traffic congestion.

Approach and methodology will be drawn from prominent studies conducted by INRIX, a global company specializing in traffic studies and projections. A quantification of costs to households through the impact of congestion on commuters will be examined, which will be used to study the impact on regional and city-wide economy.

2. Shift Share Analysis of Regional Competitiveness (completed)

Shift share analysis of regional competitiveness would be carried out to determine how much of the regional job growth can be attributed to national trends and how much is due to unique regional factors. Shift share would help answer why employment is growing or declining in a regional industry, cluster, or occupation.

To conduct shift share analysis, we split regional job growth into three components:

- Industrial mix effect;

- National growth effect; and
- Regional competitive effect.

In addition, a time frame (start year and end year) would be used to perform shift share analysis, since shift share deals with job growth over time.

For the purposes of this explanation, we will focus on shift share analysis of industries. The explanation works equally well for clusters, since they are simply aggregations of industries. For occupations, shift share analysis is primarily a workforce-oriented view of industry data, as occupational growth and decline are tied to the growth and decline of major industries employing workers in those occupations.

3. Economic Impact of Naval Support Services Activities for South Potomac Dahlgren/Indian Head – (in progress)

An economic impact study would focus on how income of workforce employed in Naval Support Services activities based in South Potomac (Dahlgren and Indian Head) and their operating expenditures contribute to local, regional, and national economies as measured by employment and tax revenue. Also, how economic impact analysis can provide more robust analysis to support business cases and inform the decision-making process on matters such as how impact outputs can contribute to national/state/local economies.

The total economic impact includes both direct impact and indirect impact. Direct impacts result from the wages; indirect impacts result from the employees of the South Potomac area purchasing goods and services at a household level.

4. Cyber Security Employment Landscape in the Region (completed)

What is the strength of the Fredericksburg region's cybersecurity workforce? The Cyberstates Report (CompTIA Properties LLC, 2015) annually provides employment data comparing states engaged in technology industries. The latest report indicates that Virginia has 19,314 technology companies and 280,906 technology occupations. Data in the 2015 report reveal that Virginia has a concentration of 9.4 percent high-technology workers compared with 5.7 percent nationally. How does the cybersecurity landscape appear, specifically, in the Fredericksburg Region? The following research questions are being explored:

1. What is the landscape of workforce in cybersecurity by industry, location, and employers (public and private) in Fredericksburg, Stafford, Spotsylvania, King George and Caroline?
2. What is the cybersecurity wage data landscape in the Fredericksburg Region?
3. What kind of competitiveness does the region possess in terms of education, training, and professional workforce skillset?

(Rationale: Since training an expert cybersecurity workforce is now a national priority, rising demand is prompting the creation of more programs at universities, community colleges, and specialized technical schools).

4. How can the Fredericksburg region cater to the demands of the industry?

(Rationale: Academic programs are moving away from teaching purely the principles and theory of security to focus more on the practices. This is largely driven by the demands of industry).

Externally Funded Projects

1. Stafford County – Saint Patrick Soccer Tournament (completed)
2. Stafford County – Swimming Tournament (completed)
3. Half-Marathon Marine Corp. Foundation/City of Fredericksburg (in progress)
4. Multi-unit Housing Assessment in Fredericksburg Region – Realtor’s Association (in progress)
5. Economic Impacts of Biosolids in Virginia – Advantus Strategies (in progress)

CENTER FOR ECONOMIC DEVELOPMENT

The Center for Economic Development offers seven high-impact programs designed to meet the needs of local families, community partners, and businesses. These include the EagleWorks Business Incubation Center, StartUpUMW, the Small Business Development Center, the Government Contracting Assistance Center, the Regional Initiatives Office, the Innovation Roundtable, and the Veterans Business Advisory Council.

- **EagleWorks Business Incubation Center:** Provides business development services to local startup and early-stage companies looking to grow their enterprises. Incubation programming supports entrepreneurs through access to professional networks, office facilities, consulting services, peer engagement opportunities, and other business resources. It is an immersion program that helps improve business productivity by working in a professional full-service office ecosystem. Clients can share ideas with other business owners in the incubator, meet with clients in the conference room and take advantage of the professional networks associated with the UMW Center for Economic Development. They receive professional advice from business consultants, entrepreneur mentors, and attend training courses, workshops, peer to peer roundtables. EagleWorks meets the unique start-up or growth needs of each business through flexible client plans.

- StartUpUMW: The UMW Center for Economic Development offers an interdisciplinary student entrepreneur education program, StartUpUMW, which teaches essential skills and effective strategies for starting and running a business. Through this semester-long program designed to engage and inspire, students will learn by doing from successful business owners and local professionals. Students gain valuable skills and knowledge customized to fit career goals through:
 - opportunities to learn from experienced, successful entrepreneurs and professionals;
 - greater understanding of what it means to be entrepreneurial;
 - access to research databases, business consultants and office space to ideate and commercialize;
 - tools to write a business plan which can be used to seek funding for a business venture;
 - feedback and guidance from the UMW Center for Economic Development's team of advisors;
 - opportunities to earn academic scholarship money; and,
 - fulfillment of the Experiential Learning credit or Internship Experience or Independent Study.

- UMW Small Business Development Centers: The University of Mary Washington Small Business Development Center (UMWSBDC) is a resource center that provides assistance to the small business community via management training, industrial and demographic research, and confidential one-on-one consulting with a focus on capital access and management planning. A partnership with the US Small Business Administration and the Virginia Small Business Centers Network, the University of Mary Washington operates an urban office in Fredericksburg that serves the Planning District 16 and the greater region and a rural office in Warsaw that serves the Northern Neck and Middle Peninsula.

- UMW Government Contracting Assistance Center: The GCAC is a program of the Small Business Development Center and collaborates with the US Small Business Administration, the Procurement Technical Assistance Program, and the Virginia Department of Small Business and Supplier Diversity. It facilitates one-on-one personalized government contracting assistance consultations with advisors who can coach across a number of topics in both the Federal and Virginia contracting disciplines. The GCAC also provides a FastTRAC program that prioritizes assistance for the preparation and attainment of valuable certifications that support contract fulfillment. These include registrations for Small-Woman-Minority Owned Business (SWAM) and the Federal System for Awards Management (SAM). Others include Historically Underutilized Business Zone certification, the 8(a) program, Small, Woman-Owned, Veteran-Owned, Service Disabled Veteran, Small Disadvantaged, and other certifications.

- Regional Initiatives Office: The UMW Center for Economic Development supports regional convening, applied research, and information transfer through this capability. Convening in the past year included 2 Virginia Business Incubation Association Summits on Rural Entrepreneurial Ecosystems and the Future for Virginia in Innovation. Other regional summits included the Second Annual Private Investment Summit and the Export Trade Summit. Regional Initiatives supports a number of inter-disciplinary applied research opportunities in conjunction with faculty and student teams in partnerships with regional clients that included the Fredericksburg Main Street Inc., Quantico Community Services, and the Northern Neck Planning District Commission. Studies included Down Town Cluster Analysis, Retail Gravity Analysis, Employment Shift Share Analysis, Business Gap Analysis, and Business Incubation Feasibility and Gap Analysis. Other engagements were direct service collaborations out of the Center for Economic Development to provide strategic planning facilitation for the Fredericksburg Area Museum and the Washington Heritage Museums.

There are three publications that are updated annually for continuous support of the entrepreneurial ecosystem. The “UMW Business Reference Guide” is a business intelligence tool that is a web accessible resource compilation for Virginia Business. This guide is updated annually for Virginia small businesses and systematizes internet resources in a hierarchical taxonomy for quick access. The “Listing of Virginia Non-Traditional Business Investment, Funding, and Financing Companies and Sources” compiles a quick reference to non-bank financing organizations in Virginia. It shares information ranging across micro-lenders, Community Development Financial Institutions, Angel Networks, Venture Funds, Crowd Funding, etc. The final annual publication is the Virginia Business Incubation Directory. This directory is updated monthly and tracks programs, their focus, and contact information for entrepreneurs who are seeking the services of a business incubation program or accelerator.

- Innovation Roundtable: The UMW Center for Economic Development hosts an Innovation Roundtable which provides a peer to peer learning exchange in a confidential and moderated environment. This program allows entrepreneurs to share problems and solutions with the goal of validating design and markets, identifying capital opportunities, potential teaming, and ultimately the more rapid commercialization of innovation.
- Veterans Business Advisory Council: The Veterans Business Advisory Council is an extension of the University of Mary Washington Center for Economic Development which advocates, collaborates in outreach, and partners on identifying new initiatives that advance and support veteran entrepreneurship, business success, and veterans missions that align with the University of Mary Washington. This council supports on-going Veteran Business peer to peer roundtables, the Veterans Endowment to support scholarship, the Regional Drug Treatment Court, advocating for Veteran-Owned Business, and student opportunity in Veteran enterprises.

Business management/consulting assistance

The University of Mary Washington Center for Economic Development collaborates with business, government, education, and private parties to promote personal, professional and economic growth by advancing knowledge through entrepreneurship, small business development, innovation and competitiveness, research and analysis, and outreach and engagement. It exists to provide the following:

- Small companies with free consulting, affordable access to management education and affordable access to business research;
- Access to capital through preparation and networking with finance professionals.
- UMW students with an interdisciplinary approach to entrepreneurial opportunity;
- Industry, government, and community based organizations with research and analysis and information transfer;
- Start-up and early stage businesses with a managed incubation growth-focused ecosystem;
- Virginia business incubation professionals with professional development and peer convening;
- Veterans with peer convening, management education, and advocacy initiatives.

Capital Outlay Priorities with a Significant Impact on the Operating Budget

The University of Mary Washington has four capital projects in its six-year capital outlay plan that could potentially have a significant impact on the operating budget.

The first project is the **Jepson Science Center addition**. This project is currently in planning and is ready to move to construction during 2018-20. The project calls for renovation of the existing building and a new addition estimated at 40,000 GSF. New E&G operating costs are estimated at \$250,000 annually. These costs include utilities, housekeeping services and a new full-time lab assistant. Student tuition and fees will need to increase to cover that portion of costs not supported by state general funds.

The second project planned for 2018-20 is the renovation of **Seacobeck Hall**. Seacobeck Hall formerly housed the main dining facilities for the university. With the completion of the University Center in July 2015, dining and the related operating budget moved from Seacobeck Hall to the University Center. Seacobeck Hall will be renovated for academic use and the space will be shifted from auxiliary to Education and General Programs. As such, a new operating budget will need to be established for Seacobeck Hall, which is approximately 43,000 square feet in size. The annual operating budget is estimated at \$175,000 and includes utilities, housekeeping, and security services. To the extent that general funds are not provided for operation and maintenance, student tuition and fees will need to be increased to cover these costs.

The university is in the early stages of planning the renovation of **residence halls** campus-wide, including new residence hall construction. This will be a multi-biennium undertaking with significant expense, much of which will be financed through state revenue bonds. The full cost of the debt service and associated operating costs will be supported through increases in residence hall room rents and higher occupancy levels.

The fourth project, also planned for 2018-20, is the construction of a new **Parking Deck**. As an auxiliary nongeneral fund project, the full cost of debt service will be supported from the university's auxiliary comprehensive fee. Debt service costs on an approximate \$20 million project will require a fee increase of about 6% or \$200 per full-time student.

Restructuring

The University of Mary Washington was approved for Level II operational authority in the functional areas of Information Technology and Procurement on October 29, 2013, which was renewed on November 1, 2016.

At this time, the University does not have any plans to seek additional operational authority either through legislation or renegotiated management agreements. However, UMW is open to continuing discussions on this matter as additional enhancements to higher education restructuring are considered by the Commonwealth.