

## 2019 SIX-YEAR PLAN: NARRATIVE

### INSTITUTION: UNIVERSITY OF MARY WASHINGTON

#### OVERVIEW:

The totality of the six-year plan should describe the institution's goals as they relate to goals of The Virginia Plan for Higher Education, the Higher Education Opportunity Act of 2011 (TJ21) and the Restructured Higher Education Financial and Administrative Operations Act of 2005. The instructions under institutional mission and alignment to state goals, below, ask for specific strategies around four priority areas. Other sections will offer institutions the opportunity to describe additional strategies to advance institutional goals and state needs. *Please be as concise as possible with responses and save this narrative document with your institution's name added to the file name.*

**Section A. Institutional Mission, Vision, Goals, Strategies, and Alignment to State Goals:** Provide a statement of institutional mission and indicate if there are plans to change the mission over the six-year period.

Provide a brief description of your institutional vision and goals over the next six years, including numeric targets where appropriate. Include specific strategies (from Part 3 – Academic-Financial Plan and Part 4 – General Fund Request) related to the following areas: (1) access and enrollment, particularly for underrepresented students; (2) retention, completion and time to degree; (3) affordability and funding; and (4) workforce alignment and retention of graduates. Strategies also can cross several state goals, notably those related to improved two-year and four-year transfer, and should be included here. If applicable, include a short summary of strategies related to research. The description of any strategy should be one-half page or less in length. Be sure to use the same short title as used in the Part 3 and Part 4 worksheets.

#### RESPONSE:

##### 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.

### **Institutional Vision and Goals**

The University's strategic vision, goals, and tactical plans align with the Commonwealth's goals for higher education as set forth in The Virginia Plan for higher Education and the Higher Education Opportunity Act of 2011 in the following ways:

1. Access and enrollment: UMW will enhance access and enrollment, particularly for underrepresented groups, through strategic efforts such as diversifying the faculty and staff, expanding adult and continuing education courses and programs, and removing barriers to access for students with disabilities.
2. Completion: UMW will increase completion rates and reduce the time to degree by focusing on course redesign for high-DFW courses, establishing transfer pathways with PK-12 and community college partners (including dual enrollment courses), utilizing data analytics, and increasing support for transfer students, first generation students, and Pell eligible students.
3. Affordability and funding: UMW will increase affordability and funding through increased use of open educational resources, taking specific measures to reduce time to degree, creation of a domestic study-away program, and additional allocations for institutional financial aid.
4. Workforce alignment: UMW will increase workforce alignment through selective program expansion in high demand areas (geospatial analysis, computer science, communication and digital studies), a four-year degree to licensure in education, enhanced undergraduate research and other applied learning experiences, community engagement targeted at regional needs, and the expansion of the Career Center to include curricular, co-curricular, and work-study programs aimed at increasing the career readiness of all students.

### **Strategic Initiatives**

The University's strategic initiatives are summarized below:

1. **Reduce student unmet need with additional general fund allocation to UMW through the Virginia Student Financial Assistance Program (VSFAP)**: In 2006-07, SCHEV adopted the Partnership Model (PM) for making recommended institutional funding allocations under the Virginia Student Financial Assistance Program (VSFAP). The PM is the primary basis for institutional general fund appropriations through the VSFAP.

Funding allocations through the VSFAP vary widely in the extent to which need is met as defined through the PM. For FY20, the percent of need met ranges from 74.1% to 35.0% for the four-year institutions with an average of 39.6%. At 37.2% of unmet need funded, UMW ranks 10<sup>th</sup> out of the fifteen public universities (1 representing the highest funding level and 15 the lowest).

One of the key challenges UMW faces with regard to the VSFAP program is the significant change in its student demographics, particularly in the number of enrolled Pell eligible students from Virginia. Since 2006-07, UMW has seen its in-state Pell eligible students increase by 229%, which is the largest increase of any of the Virginia universities, which have an overall average

increase of 94%. Although the student data are updated annually in the PM, SCHEV staff have noted that due to the scale of the VSAFP, "it can take several years to raise an institution's relative standing".

The PM also does not take into account cost of living differences when calculating the Expected Family Contribution (EFC) for Virginia families. Families residing in high cost of living regions, such as northern Virginia, find it much more difficult to meet the EFC than families from areas with a lower cost of living. For example, Fairfax County has a cost of living index of 169.1 compared to 118.9 for Charlottesville, 102.5 for Richmond, and 98.5 for Harrisonburg. Based on fall 2018 undergraduate enrollment, about 33% of UMW's students are from northern Virginia.

UMW's history first as a small, teacher's college for women, then as the women's college of the University of Virginia, has an effect on alumni giving rates, which in turn impacts its endowment, which is relatively small compared to other schools in the Commonwealth. This puts us at a disadvantage in providing aid to meet the financial needs of students, particularly middle-class students who are just above the threshold for federal funding.

In order to close the gap, UMW has allocated significant additional funding from tuition revenue for institutional financial aid in recent years. In FY14, UMW allocated less than \$200,000 for in-state undergraduates through its institutional aid budget. For FY20, institutional aid spending for in-state students is projected to be \$6.9 million. Although the additional aid has made attendance at UMW more affordable, not all students benefit and the "sticker price" continues to rise. Allocating additional general fund support to UMW through the VSFAP program would relieve the institutional aid pressures on tuition rate setting.

UMW seeks a general fund increase of \$1.2 million in its VSFAP allocation beginning in FY21. This amount was determined by calculating the percent of PM need met for the top eight institutions of the fifteen public universities, which is 49.5% in FY20, and applying that amount to UMW's total PM need of \$9.8 million. This calculation results in a total VSFAP funding level for UMW of \$4.8 million or an increase of \$1.2 million from its FY20 funding of \$3.6 million.

*Virginia Plan alignment*

- Provide affordable access for all.

*Initiative Cost Estimate*

- Additional general fund allocation: \$1.2 million

2. **Develop an integrated data warehouse and management system with advanced analytics:** UMW needs to enhance its capacity to store, maintain, and utilize its data on an ongoing basis in order to track student progress toward success and improve institutional decision making. UMW has many systems, but these systems are not integrated to allow easy reporting and access to data sets held in various operating units. This lack of system integration also impedes our ability to generate predictive enrollment and financial models that require data from multiple divisions and systems. This initiative seeks funding to support an integrated data management and utilization system to ensure that student data is accessible in a streamlined, transparent, and consistent fashion.

*Virginia Plan alignment*

- Optimize student success for work and life.
- Drive change and improvement through innovation and investment.

*Initiative Cost Estimates*

- Software, licensing, and development costs are estimated at \$200,000 annually.

3. **Increase the diversity of students, faculty and staff:** UMW has made significant progress in increasing the diversity of its student population since 2014, with minority students by ethnicity/race constituting 31% of the entering freshmen class in 2018 as compared to 23% in the class of 2014. At the same time, the percentage of Pell eligible students has increased from 18% of the entering first-year class in 2014 to 20% in the class of 2018. UMW has also made improvements in its academic profile during this same time period, with an average SAT score increase from 1183 in 2014 to 1217 in 2018 and an average GPA increase from 3.52 in 2014 to 3.59 in 2018. UMW has also made increasing the diversity of its faculty and staff a priority. In 2017-2018, UMW initiated new recruitment processes and procedures for hiring faculty which included mandatory new training for all search committees, aggressive advertising in venues likely to attract diverse faculty, targeted outreach to HBCUs and other institutions with graduate programs with diverse students, and outreach to professional organization. UMW also committed funds to make and meet competitive offers and to address existing salaries in areas where the new hire salary would create severe salary compression or inversion. While these new procedures have only been in place for two academic year faculty search cycles, data already shows success. Of 8 full-time tenure track searches in 2017-2018, 4 candidates hired were from underrepresented populations; for 2018-2019, of 8 full-time tenure track searches 3 candidates hired were from underrepresented populations. Preliminary data indicates that overall, the applicant pools were also more diverse. In the last three years, the diversity of the overall applicant pools has increased from 20% to 30% of the total pool, and this while the number of PhDs has remained constant.

In order to continue progress in increasing the diversity of its students, faculty, and staff, UMW must allocate additional resources for need-based financial aid and academic support services for students. For faculty and staff, additional resources are needed for competitive salary offers in the recruitment process, resources for selected counter-offers for candidates receiving multiple offers as well as counter offers for faculty retention; funds are also needed to address salary compression and inversion caused by new hire salaries.

*Virginia Plan alignment*

- *Provide affordable access for all.*
- *Optimize student success for work and life.*
- *Advance the economic and cultural prosperity of the Commonwealth and its regions.*

*Initiative Cost Estimates*

- Need-based student aid: \$500,000 annual increase in institutional aid in each of the next four-years. The additional aid would be used to close the gap in remaining need for underrepresented students and would give UMW the ability to provide one-time micro-grants to students facing short-term financial challenges in an effort to improve completion. These additional funds will help address rising unmet need, which, among FAFSA filers, was \$8,918 for fall 2017 and \$9,007 in fall 2018.
  - One full-time advisor in the Student Transition Program (support for diverse and underrepresented students): UMW has a significant summer bridge program for underrepresented students with proven retention and completion benefits. The number of students accepted to the program has doubled in the past five years and additional advising support is needed. \$100,000 (salary/benefits)
  - Faculty/staff pool for competitive salaries/counter-offers: \$75,000
4. **Increase retention efforts for specific student sub-populations:** Retention data indicate that selected student sub-populations retain at lower rates. These sub-populations include commuter students, transfer students, first generation students and Pell eligible students. Higher retention reduces time to degree for students, enhances graduation rates, strengthens the university's financial position, and ultimately improves student employment prospects. Additional resources

will be used to expand tutoring services, offer enhanced learning resources, and provide more intensive academic advising.

*Virginia Plan alignment*

- *Optimize student success for work and life.*
- *Advance the economic and cultural prosperity of the Commonwealth and its regions.*

*Initiative Cost Estimates*

- Tutoring: \$25,000
- Learning resources: \$15,000
- Two FTE advisor (salary/benefits): \$170,000

5. **Enhance support for students, faculty and staff with disabilities:** The percentage of students registered with the Office of Disability Resources (11%) at UMW is more than twice that of other public institutions in the Commonwealth. Size and mission make UMW a popular recommendation among school counselors seeking to find a good fit for students with disabilities. As a result, the University is especially challenged in meeting student needs ranging from fully accessible classrooms/furniture (in buildings that have not been renovated in the past decade), assistive technologies, learning resources and supports, and appropriate advising/counseling resources (at UMW, the staff to student ratio is twice the recognized standard).

Support for faculty and staff with disabilities: Meeting needs of more diverse faculty/ staff includes providing the appropriate accommodations to ensure a fully accessible workplace environment. This can include providing specialized furniture for employees with mobility challenges, assistive technologies on computing and other devices for employees with physical impairments, and retrofitting offices.

*Virginia Plan alignment*

- *Optimize student success for work and life.*

*Initiative Cost Estimates*

- Additional counselor/learning coach: \$110,000 (salary/benefits)
- Classroom retrofitting: \$60,000 per classroom at two per year = \$120,000
- Office and workstation retrofitting as needed for employees: \$60,000
- Assistive technologies and services for students: \$150,000
- Assistive technologies and other services for employees: \$75,000

6. **Expand adult degree completion and continuing education programs:** Based on census data and a regional market survey conducted by the Division of Continuing and Professional Education, approximately a fifth to a third of residents in counties surrounding Fredericksburg have some college, no degree or an associate degree. Many are working and require course scheduling options that provide flexible paths to degree completion, including on-line and hybrid courses and evening and weekend coursework.

In order to support this effort, UMW requires an instructional designer to assist faculty with on-line course development and additional adjunct faculty to support an increase in evening and weekend course offerings.

*Virginia Plan alignment*

- *Optimize student success for work and life.*
- *Drive change and improvement through innovation and investment.*
- *Advance the economic and cultural prosperity of the Commonwealth and its regions.*

*Initiative Cost Estimates*

- One full-time instructional designer: \$140,000 (salary/benefits)

- Additional adjunct faculty: \$50,000

7. **Expand Computer Science program:** Market growth is anticipated to occur within the areas of computer science, including cybersecurity as a major and as critical component in other academic disciplines. In addition to overall demand, UMW has also engaged in several initiatives that will also increase student demand in computer science including: a new degree program in cyber security; new curricular pathway agreements with VCCS partners in computer science to facilitate transfer students; UMW is now part of GMU's CCI hub application, Northern Virginia Regional Node; UMW is also building a partnership with Germanna Community College and several Pk-12 school systems, and regional business and agencies to create a course of study in computer science beginning in high school with dual enrollment classes, tracking into Germanna Community College, and then the pathway into UMW.

*Virginia Plan alignment*

- *Advance the economic and cultural prosperity of the Commonwealth and its regions.*

*Initiative Cost Estimates*

- Three FTE Computer Science faculty positions: \$270,000 (salary/benefits)

8. **Expand BSN program:** Increased enrollment in our BSN completion program has required additional faculty and demand is projected to increase. At the same time, regional shortages are expected to be particularly acute over the next decade. UMW currently has a partnership with Germanna Community College to facilitate the transfer of Germanna students into UMW nursing and is working to develop a plan to increase the number of high school students taking dual enrollment courses in nursing who would then come directly to UMW or to Germanna and then UMW. UMW is currently staffing BSN completion with only one FT faculty member in nursing and a large number of adjuncts. To ensure high quality advising and instruction, and to maintain current Commission on Collegiate Nursing Education (CCNE) accreditation, will require additional FT faculty.

*Virginia Plan alignment*

- *Advance the economic and cultural prosperity of the Commonwealth and its regions.*

*Initiative Cost Estimates*

- Two FTE faculty positions: \$180,000 (salary/benefits)

9. **Expand College of Education programs to meet critical teacher shortage areas in Special Education, Elementary Education, and math education:** In addition to working to meet the shortage of Special Education teachers in the Commonwealth, UMW has integrated components of the special education curriculum into the course of study for all education students. Undergraduate program development in special education, in addition to the certification path, now includes learning outcomes in the other areas to help prepare elementary, PK – 12 and secondary students to meet the needs of students with disabilities in the regular classroom. Most students with disabilities are in the general education classroom for most of the school day and all teachers today need to be able to work with this increasingly diverse population of students. UMW's College of Education has also developed a new four-year degree leading to licensure in Elementary education, which will be submitted to SCHEV for approval fall 2019. Finally, math education continues to be a shortage area, now even more critical for regional workforce development, as a solid foundation in mathematics is also the foundation for future study and career pathways in computer science and other high STEM fields.

*Virginia Plan alignment*

- *Advance the economic and cultural prosperity of the Commonwealth and its regions.*

*Initiative Cost Estimates*

- Two FTE faculty positions, one in Special Education; one in math education : \$154,000 (salary/benefits)

10. **Expand Masters in Geospatial Analysis (MSGA) program:** MSGA graduates bring important technology skills to a wide variety of professional fields including environmental science, regional planning, geography and cartography. Cartography is projected to be one of the highest growing job markets in Virginia and the DC area from now through 2026. UMW has one of two programs in Virginia and is within proximity to the National Geospatial-Intelligence Agency, the CIA, Quantico, and numerous other government agencies and government contractors that actively recruit our students. The Department of Geography is also currently exploring a new four-year Bachelor of Science degree with the GIS track, and prospective employers have indicated that jobs for the BS degree are in high demand and salaries for the BS degree average 25-30K more than those for the BA. New resources will be used to hire two full-time faculty members and purchase GIS hardware and software used in classrooms and labs.

*Virginia Plan alignment*

- *Advance the economic and cultural prosperity of the Commonwealth and its regions.*

*Initiative Cost Estimates*

- Two FTE faculty (salary/benefits): \$250,000
- GIS equipment: \$75,000

11. **Expand undergraduate research and applied learning programs:** Undergraduate research is a top priority at UMW that prepares students for the challenges of graduate study and the professional world through immersion in applied learning experiences and intensive individual mentorship with faculty. UMW is currently in discussions with George Mason University, Virginia Tech, and UVA on more pathways and articulated admissions agreements for UMW students into graduate programs; our students are in high demand as graduate students because they come with such strong research and applied experience. These high impact applied learning experiences are integrated into all majors, but we have expanded and invested considerably in undergraduate STEM research support, including a very successful Summer Science program. The need for program expansion is particularly acute in the Honors Program, which has doubled in size in the past four years, moving from an annual cohort of 50 to more than 100 students.

In 2018-2019, 130 students from 14 different academic departments received \$123,000 in Undergraduate Research Grants from UMW. These funds cover research-related supplies and materials, travel and attendance at professional meetings and conferences where students present their research.

*Virginia Plan alignment*

- *Advance the economic and cultural prosperity of the Commonwealth and its regions.*

*Initiative Cost Estimates*

- Increase operating support: \$75,000

12. **Expand community engagement/service learning:** In response to SCHEV's requirement that UMW begin assessing civic and community engagement, UMW plans to launch a Center for Civic Engagement in Fall 2019 that builds upon the University's long-standing commitment to service and community. At the same time, the University seeks to add civic and community engagement to the undergraduate General Education curriculum through designated "CE" coursework.

*Virginia Plan alignment*

- *Advance the economic and cultural prosperity of the Commonwealth and its regions.*

*Initiative Cost Estimates*

- Increase operating support: \$50,000 for operational funds to support training, faculty and course development, and community partnerships and programs.

13. **Develop Domestic Study Away program:** Similar to a study abroad program, domestic study away programs provide students with opportunities to engage in applied learning and cultural experiences outside of campus at sites throughout the United States; these programs are particularly attractive to STEM and other majors with heavily sequenced course requirements that are difficult to incorporate into a traditional study abroad program

This initiative seeks additional funding to support development of a domestic study away program as an alternative to the traditional study abroad concept. Funding will support one full-time program coordinator.

*Virginia Plan alignment*

- *Optimize student success for work and life.*
- *Advance the economic and cultural prosperity of the Commonwealth and its regions.*

*Initiative Cost Estimates*

- One FTE coordinator: \$70,000 (salary/benefits)

14. **Expand the development of Open Education Resources (OER):** Textbooks, media and other course materials represent a significant component of the cost of attendance for students. The use of open educational resources (OER) is a viable option for reducing these student costs. In accordance with SCHEV's strategic plan and UMW's policy on OER, UMW seeks to expand its support of OER by providing course-release time to faculty developing OER materials for their courses. Faculty development to ensure the accessibility of OER is particularly important.

*Virginia Plan alignment*

- *Provide affordable access for all.*
- *Drive change and improvement through innovation and investment.*

*Initiative Cost Estimates*

- Faculty release time (additional adjuncts): \$50,000

**Section B. Tuition and Fees Predictability Plans:** Provide information about the assumptions used to develop tuition and fee charges shown in PART 1. The tuition and fee charges for in-state undergraduate students should reflect the institution's estimate of reasonable and necessary charges to students based on the institution's mission, market capacity and other factors. Include information, if applicable, on tuition increase plans for program- and level-specific charges or on any other alternative tuition and fee arrangement.

**RESPONSE:**

For Tuition/Mandatory E&G Fees, Part 1A includes three scenarios. Scenario 1 assumes no new general fund support. Without new general fund support, the university estimates that annual tuition increases of 7.5% would be required for in-state undergraduates through 2022-23 in order to support its strategic initiatives and other operating cost increase.

Scenario 2 assumes that the funding of new initiatives and other E&G cost increases would be fund split on about a 50/50 basis between new general funds and tuition. However, the fund split assumption has not been applied to the university's initiative to make market-based salary adjustments for faculty and staff, which is funded entirely from tuition. Under this scenario, annual tuition increases would be 3.5% through 2022-23.



Scenario 3 assumes new general fund support about midway between Scenario 1 (no new general funds) and Scenario 2 (50/50 fund split).

For UMW's mandatory non-E&G Fee, two scenarios are presented. Both scenarios fall under the exemption language included in Chapter 854, which permits UMW to exceed the 3% cap on mandatory non-E&G fees through the end of fiscal year 2023-24 in order to undertake a realignment of student charges between housing, dining, and the auxiliary comprehensive fee. Currently, housing and dining operations subsidize other auxiliary programs, such as intercollegiate athletics, student recreation, and other student programs and facilities. Over time, this has caused a misalignment between student charges and various auxiliary programs and services. In an effort to provide greater transparency, UMW is undertaking a multi-year effort to eliminate the subsidies provided by housing and dining and adjust the auxiliary comprehensive fee accordingly. In this regard, two scenarios are presented for the auxiliary comprehensive fee. Scenario 1 assumes a three-year realignment strategy with annual increases of 11% and Scenario 2 spreads the implementation over a four-year period with annual increases of 8%.

**Section C. Other Budget Items:** This section includes any other budget items for which the institution wishes to provide detail. Descriptions of each of these items should be one-half page or less.

### **RESPONSE:**

UMW's financial plans include a limited number of Other Operating Cost Increases as presented in Section 3B. The various cost components in this section are summarized below.

UMW plans to continue its multi-year initiative to make strategic, market-based salary adjustments for faculty and staff over the next biennium. Preliminary estimates reflect three budget pools from which to make salary adjustments, \$225,000 each year for teaching faculty, \$25,000 each year for administrative faculty and \$250,000 each year for classified staff. Increases will be targeted and variable based on a position-by-position review of gaps between current pay levels and market benchmarks. In prior years, the university used salary studies from private research firms that identified benchmarks by academic discipline using data from peer institutions for teaching faculty and by comparable position classifications for staff positions. Updated benchmark and UMW salary data by position will be used for the next phase of market-based adjustments.

Additional operation and maintenance costs for new facilities coming on-line have been included in UMW's financial plans. These facilities include the 42,000 square foot addition at the Jepson Science Center and the renovation 47,000 square foot renovation of Seacobeck Hall, which is transitioning as the former dining hall to the new home of the College of Education. For cost estimating purposes, \$6 per square foot was applied for custodial, maintenance, and utilities.

Other Current Operation Cost Increases include annual cost escalation for leases and contracts, including software licensing and maintenance fees, additional funding to reach a four-year replacement cycle for PCs, funding for a facilities equipment replacement pool, replacement of a Police Communications System in 2021-22, which has reached the end of its life, and additional funding to support utility cost increases assuming 3% annual rate increases.

**Section D. Programs and Instructional Sites:** Provide information on any new academic programs, including credentials and certificates, or new instructional sites, supported by all types of funding, that the institutions will be undertaking during the six-year period. Note that as part of the revised SCHEV program approval process, institutions will be asked to indicate if a proposed new program was included in its six-year plan. Also, provide information on plans to discontinue any programs.

### **RESPONSE:**

UMW's College of Education is developing a new four-year major and new undergraduate degree leading to licensure in elementary education, and several four-year curricular pathways leading to licensure in P-

12-secondary; these new programs are expected to receive all internal and Board approvals in the fall with submission to SCHEV by November 2019.

UMW's College of Business is developing three new Certificates: Certificate in Program Management; Certificate in Data Analytics (in conjunction with the College of Arts and Sciences) and a Certificate in Contract and Procurement Management.

UMW's College of Arts and Sciences is developing the following new programs: a new track in the Biology major in Biomedical Sciences; a new Masters in Data Science; a Bachelor of Science degree in Geography (with GIS) and an accredited certificate program, accredited by the United States Geospatial Intelligence Foundation.

**Section E. Financial Aid:** TJ21 requires "plans for providing financial aid to help mitigate the impact of tuition and fee increases on low-income and middle-income students and their families, including the projected mix of grants and loans." Virginia's definitions of low-income and middle-income under TJ21 are based on HHS Poverty Guidelines. A table that outlines the HHS guidelines and the definitions is attached.

### **RESPONSE:**

UMW will continue 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.

*In 2018-2019 UMW's 28 Rappahannock Scholars received \$271,276 in additional institutional support.*

Our Jepson Scholars program is another example of how UMW is leveraging funds to mitigate costs. Twenty Jepson Scholars will be enrolled this fall from the 1<sup>st</sup> and 2<sup>nd</sup> cohort as part of the NSF grant program that will provide two paid summer science research experiences and significant scholarships over the next four years of undergraduate enrollment. The staff in the Office of Admissions created a marketing campaign and communication plan to promote to students, parents, and STEM high schools throughout the state and region. In addition, staff coordinated half day visit programs to meet students, introduce them to facilities (including Jepson renovation plans), and interview with faculty.

In summary, 51 students applied for the Jepson Scholars program. Twenty-five candidates met academic criteria, had financial need, and were invited to interview with the selection committee. A total of fourteen were offered a scholarship ranging from \$4,000-10,000 depending on need.

### ***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 (EFC). 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.

*UMW awarded the FSEOG to 230 students in 2018-2019.*

### ***Federal Work Study Program***

With the increasing need of UMW students we have continued to evolve our work study program to help students. For the 2019-20 aid year work study was added to student award packages in order to promote job opportunities earlier in the process to help fund their education. Students have the opportunity through community outreach in work study to work and gain skills at two local elementary schools and one high school.

### ***VA State Grant Funding***

UMW has drastically changed as a campus over the past ten years with the goal of increasing diversity among the student body to be more representative of the state of Virginia. Looking back at 2006-07 shows that we had a Pell population of 7.9% and it has grown to 21.6% as of 2017-18. This 13.7% increase in Pell recipients has strained our state resources because of how the current funding formula was created. Our largest awards are targeted towards our Pell grant students helping them close the gap to make college more affordable. With limited funding we are unable to fully meet the financial gaps these students have. Our middle class families struggle the most because they do not receive Pell grant funding and we are unable to provide adequate state funding. As a result we have had to delicately balance our state grant awards to provide as much support for all students with financial need knowing we fall short on many occasions. Currently, in 2018-19 771 students received a VA state grant.

### ***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 EFC 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.

### ***Expanded Outreach in 2018-2019***

UMW's Office of Financial Aid has expanded its outreach efforts by visiting more high schools throughout Virginia. This includes hosting Financial Aid nights and FAFSA workshops in Norfolk, the Northern Neck, and in Spotsylvania, Stafford, Arlington, Fredericksburg, and Washington D.C. In addition we have provide multiple Financial Aid online chats as a resource for families to ask and have questions answered throughout the year.

### ***Success of Our Approach***

UMW's approach to keeping costs low for students is best reflected in its low student loan default rate. Our cohort default rate is 1.8% compared to the national average of 10.8%

Retrieved from <https://www2.ed.gov/offices/OSFAP/defaultmanagement/cdr.html>

UMW continues to be 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. Identifying resources for institutional aid has been a priority at UMW in recent years with

institutional supported funding increases that total \$7 million over the last four years with a current budget estimate of \$9.6 million in 2019-20.

UMW partnered with Attigo formerly Great Lakes to utilize the college cost meter program. This allows us to send student debt letters so they have a better understanding of how much they will owe upon graduating and reduce over borrowing.

### ***New Student Success Plan***

We have rolled out a new student success plan that places an emphasis on retention that will lead to improved graduation rates. We are currently researching the use of micro grants to determine the best approach to improve retention. Micro grants are used to help students who are short a few hundred dollars to cover their bill so they can continue their studies. We know the average gift aid difference between those that are retained and not retained from the incoming freshmen and transfer 2017-18 class was around \$1,000.

**Section F. Capital Outlay:** Provide information on your institution's top two Education and General Programs capital outlay projects, including new construction as well as renovations, that might be proposed over the Six-Year Plan period that could have a significant impact on strategies, funding, student charges, or current square footage. Do not include projects for which construction (not planning) funding has been appropriated.

### **RESPONSE:**

Although construction funding has been appropriated for UMW's project to renovate Seacobeck Hall, the level of funding is not sufficient to meet current construction costs, due primarily to limited contractor competition and market escalation. As a result, UMW has stopped the project until the funding shortfall can be resolved. Unfortunately, the delay in construction will ultimately mean even higher construction costs. UMW will be requesting supplemental construction funding as part of the state budget process for the 2020 session of the General Assembly. By necessity, supplemental funding for the renovation of Seacobeck Hall is UMW's top priority.

In addition to Seacobeck Hall, UMW's top two E&G capital outlay priorities are:

1. Construction of a Fine and Performing Arts Center/Renovation of the Fine Arts Complex: This project includes construction of a new Theatre building and an extensive renovation of the existing Fine Arts Complex, consisting of DuPont, Melchers and Pollard Halls. The current facilities for the departments of Art & Art History, Music and Theatre are outdated, lacking in ADA compliance and do not adequately support academic programming needs. These facilities were constructed in the 1950s when enrollment was about a quarter of the size it is today resulting in significant overcrowding. The project cost is estimated at \$74 million.
2. Renovation of Simpson Library: This project will address public safety and accessibility improvements at the Library and enhance program integration with the Hurley Convergence Center. Systems improvements will be made to HVAC, fire, lighting, interior architecture, fenestration and the roof. The Simpson Library, constructed in 1988, is approximately 70,000 square feet and has had no subsequent renovations since the original project was completed. The project cost is estimated at \$25.3 million.

**Section G. Restructuring:** Provide information about any plans your institution has to seek an increased level of authority, relief from administrative or operational requirements, or renegotiation of existing management agreements.

### **RESPONSE:**

UMW has no current plans to seek increased level of authority, relief from administrative or operational requirements, or renegotiate existing management agreements.

**Section H. Performance Pilots (optional):** For this topic, any institution that wishes to include a Performance Pilot and provided notification by April 1 to relevant parties, should select one or more of the strategies presented in the institution's Academic and Financial plan (PART 3) and General Fund Request (PART 4) that constitute(s) "one innovative proposal" as defined in subsection F of § 23.1-306. Describe the proposal, the proposed performance measures and the requested authority or support from the Commonwealth.

**RESPONSE:**

Too many students are being left behind by our current system of education. To respond to this challenge, our country is in desperate need of a revolution in how we educate our citizenry. The old model is outdated and is increasingly out of reach for more and more students. Student loan debt is at an unsustainable level, and the current model is not scalable to meet the Commonwealth's need for talent. The *Fredericksburg Region's Pipeline to Promise* offers another way. Through a community-based, civic-minded collaboration between all sectors of education and industry, this concept creates greater efficiencies while expanding opportunities for more students who otherwise could not access the power of a higher education.

The *Fredericksburg Region's Pipeline to Promise Initiative* proposes to eliminate some of the inefficiencies inherent in a stratified system of education by creating college degree pathways that begin in high school and end with a job and a degree that offers the promise of future social mobility. The *Fredericksburg Pipeline* partners three K-12 school districts, a community college, a public liberal arts university, and industry to develop a curriculum that accelerates time to degree, lowers cost of attendance, eliminates the skills gap that exists between educational experiences and work, reduces the reliance on student loan debt to finance both the degree and competencies required to compete in the 21<sup>st</sup> century, and produces career-ready graduates whose experiences will empower them both socially and economically into their futures.

We propose this as a pilot program that focuses on three sectors of the economy where there is great demand for talent in Virginia: Nursing (healthcare), cybersecurity (technology), and teaching (education). In each case, the school districts of Stafford County, Spotsylvania County, and Fredericksburg City will partner with Germanna Community College, the University of Mary Washington, and industry partners to develop a curriculum that begins in high school where students are offered early college experiences that lead to an Associate's degree at the time of their high school graduation. After earning the Associate's degree, the student can seamlessly move on to earn a bachelor's degree in only two years, reducing time to degree by as much as 50% which saves two years of cost to both the student and the Commonwealth. The entire curriculum is infused with experiential learning opportunities such as internships with industry partners. These internships ensure job readiness and allow industry to collaboratively develop talent with its educational partners. For students, these experiences also reinforce the relevancy of their secondary and post-secondary education, keeping them engaged and motivated to continue their education. It is important to note that industry partners are a part of the curriculum development from the very beginning, helping design the learning outcomes and skills needed for post-graduate success.

It is important to note that while these pathways are meant to respond to the need for talent in these targeted sectors of Virginia's economy (technology, healthcare, and education), they will not be so specialized as to limit a student's future career choices. By partnering K-12, community college, and industry with a public liberal arts university, these pathways will accentuate what American higher education has done exceptionally well over the generations: ground professional talent development in a liberal education. Also, the pipeline culminates with a bachelor's degree from a liberal arts university so students can benefit from the social opportunities offered on traditional campuses. In addition, the chance to apply their learning in an actual workplace throughout the pipeline will provide a value-added experience campus life cannot replicate.

*A more detailed description of UMW's IPPA proposal may be found in the Appendix to this document.*

**Section I. Evaluation of Previous Six-Year Plan:** Briefly summarize progress made in strategies identified in your institution's previous six-year plan. Note how additional general fund support and reallocations were used to further the strategies.

**RESPONSE:**

**1. Enhance the Career and Professional Development Center**

Through reallocations, UMW's 2018-19 operating budget funded a search to hire a Director for the Center for Career and Professional Development. A job offer has been extended, and the new Director is expected to begin work by July 1, 2019. The new position of Assistant Director for Career and Professional Development was established through reallocations and has been filled. Additional general fund support, appropriated for 2019-20, will fund the Director's position and will also be used to hire career coaches, train and support career advisors, and provide expanded operating support for the Center to develop a network and pipeline to potential employers. Initial developments are underway. Through additional reallocations, annual career employer fairs have been enhanced and new resources made available to students to help boost their chances for success in interviews and other encounters with prospective employers.

**2. Increase Academic Support for Adult and Continuing Education Students**

Through a position reallocation, additional staff support was provided to the Center for Continuing and Professional Studies to facilitate customer service support at the Stafford campus, especially for "walk in" advice and assistance. Through budget reallocations, several classes in high-demand by students in the Bachelor of Liberal Studies program, UMW's degree program for non-traditional students, have been redesigned to be offered in an online delivery modality to provide increased flexibility for working students continuing their education. (Courses will continue to be available in a face-to-face formats for those who prefer that approach.) A Memorandum of Understanding is under development with the Naval Surface Warfare Center Dahlgren Division (NSWDD) to offer the Project Management Certificate at the University's Dahlgren Campus to a cohort of employees at NSWDD, beginning in the fall 2019 semester.

**3. Expand Graduate Programs**

Through reallocations, UMW is increasing efforts to identify, recruit and enroll additional graduate students. These efforts involve the identification of emerging markets and demographic shifts in order to meet the graduate education needs of the region. Revisions to the structure and requirements of the Masters of Business Administration (pending approval by SCHEV), and new electives in the Master of Science in Geospatial Analysis (SCHEV approval not required), will take effect in fall 2019 and were designed to strengthen, streamline, and facilitate growth in these programs. Finally, given the Commonwealth's decision to allow students to earn a bachelor's degree in education in order to address chronic teacher shortages, UMW is focusing attention on how to revise its two Master's degree programs in education in order to sustain their vitality in a changing educational market (students will no longer need the Master's to achieve initial licensure).

**4. Expand and Enhance the Use of Technology**

Through reallocations, UMW: (a) continued cloud migration of applications, data storage and email; (b) completed implementation of the Degree Works degree auditing and curriculum planning tool; (c) implemented the Campus Labs Accreditation tool (to support development and presentation of the required SACSCOC fifth-year interim report); (d) continued investments in establishing a PC replacement pool; and (e) began implementation of CourseLeaf Catalog and Curriculum, 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 that will replace current homegrown solutions, which operate in separate phases and are highly labor intensive.

**5. Expand Student Support Staff to Optimize Student Success**

Through reallocations, an Assistive Technology Specialist was hired for the Office of Disability Resources to provide specialized staffing and expertise for faculty and students regarding technology for students with disabilities and other technological advances that support student learning. Also through reallocations, a staff member in the Office of Academic Services was assigned new and greater responsibilities for working with transfer students and ensuring their successful transition to UMW. In collaboration with Huron Consulting Group, the University has developed a comprehensive Student Success Plan, consisting of sequenced and prioritized steps to recruit, enroll, retain, and graduate students who belong at UMW. Finally, UMW negotiated new agreements with Northern Virginia Community College and Germanna Community College to develop robust and feasible transfer pathways from the community colleges to UMW degree programs.

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

Through reallocations, a new position of Vice President for Equity and Access was established and filled. In academic year 2017-2018, the university initiated new faculty and staff recruitment procedures designed to increase the diversity of applicant pools and attract more candidates from underrepresented populations; through reallocations, funds were also provided to make more competitive offers, counter offers, and address salary compression or inversion created by new hire salaries. Two-year data shows encouraging results including more diverse applicant pools and increasing percentage of successful hires from underrepresented populations. A Campus Environment Presidential *Ad Hoc* Committee was established to conduct an audit of public displays of history and culture in campus buildings and common areas and to make recommendations where appropriate. The Committee's goal is to recognize and preserve the school's history while updating and contextualizing displays to reflect changes in the student body and to create a fully welcoming environment for all students, faculty, and staff. The committee is also charged with making sure that the physical environments on our campuses more generally reflect our commitment to diversity and inclusion. *Creating a diverse and inclusive community as an essential requirement for academic excellence and academic success* is one of the four goals President Troy Paino outlined in his strategic vision.

**7. Integrate Digital Environment and Academic Programs**

Through reallocations, a new Lead Instructional Designer was hired to assist faculty in developing fully on-line courses, especially ones targeted to the "non-traditional" degree completion program (BLS program). In March 2019, SCHEV approved the University's new degree program in Communication and Digital Studies that will help students build a sophisticated set of communication skills and the analytical and critical skills necessary to design, interpret, and deliver effective communication through the wide array of digital communication networks that make up the world in which they live. A comprehensive review of the general education program resulted in the establishment of a new "Digital Intensive" course requirement, which goes into effect in fall 2020. In summer 2019, a faculty group will further develop full details for implementing the new requirement.

**8. Establish and Promote Academic Areas of Distinction**

Through reallocations, UMW developed a new Center for Community Engagement that has taken the lead in formally developing a series of "Community Engagement" courses, which require that students complete 15 hours of engagement with the community organization/activity as well as complete a formal reflection of the experience as part course requirements. A new faculty director and a staff-level assistant director were named to lead community engagement efforts, which serve as a catalyst for community engagement and build bridges between students, faculty, staff, and community partners through effective relationships that bring about student learning and positive social change. These efforts build directly on another of President Paino's strategic vision goals – *promoting the values of service and community and civic engagement*. The programs advanced by

the Center complement UMW traditions exemplified by the legacy of former Professor James Farmer and alumna Jean Donovan, a lay missionary who gave her life while caring for the poor in the midst of a civil war in El Salvador.

#### **9. Continue Development of First-Year Experience Program**

Through reallocation, UMW's ambitious Quality Enhancement Plan (developed as part of SACSCOC reaffirmation) has transitioned to a first-year experience program that will institutionalize and advance curricular activities that ensure students will have a strong foundation for their studies at UMW and that they will develop the skills necessary to be valued contributors to the 21st century job market. A new faculty director has been named and a set of specific duties has been identified. An operating budget has been established to support faculty development, recruitment of new instructors for first-year seminars, funding of day trips and excursions to enrich first-year seminar courses, management of the "common read" program, and assessment activities related to the first year experience.

#### **10. Enhance Space Utilization Across All UMW Facilities and Campuses**

Through reallocations, UMW purchased College Net's 25Live, web-based solution for campus-wide class, event, space, and resource management. This automated scheduling system will ensure that the university's space on its Fredericksburg, Stafford and Dahlgren campuses is efficiently utilized and it will support space needs for classroom instruction, labs, meetings, and events. A key functionality of this product is its ability to evaluate the inventory of rooms and schedule of courses to determine optimal matching according to class size, room features, location, and other attributes. Product installation is being evaluated in a test environment with a projected "go live" implementation date of February 2020 in order to create the course schedule for fall 2020 semester.

**Section J. Economic Development Annual Report (Due October 1):** Describe the institution's contributions to stimulate the economic development of the Commonwealth and/or area in which the institution is located. If applicable, the information should include:

1. University-led or public-private partnerships in real estate and/or community redevelopment.
2. State industries to which the institution's research efforts have direct relevance.
3. High-impact programs designed to meet the needs of local families, community partners, and businesses.
4. Business management/consulting assistance.

### **RESPONSE:**

#### **Contributions to Economic Development**

The University of Mary Washington Center for Economic Development (CED) inspires and enables entrepreneurs and their organizations to pursue economic growth through education, consulting, connecting, and supportive research. UMW's Center for Economic Development offers eight high-impact programs designed to meet the needs of the community, students, faculty, economic stakeholders, resource partners, and businesses. Our ecosystem includes the EagleWorks Business Incubation Center, StartUpUMW, the Eagle Innovation Seed Capital Event, the Small Business Development Center, the Government Contracting Assistance Center, Regional Initiatives, the Peer to Peer Advising Program and the Rappahannock Economic Development Corporation (a U. S. Small Business Administration chartered Certified Development Company).

- 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, student intern access, faculty mentoring access, 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 rooms 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, and peer to peer roundtables. EagleWorks meets the unique start-up or growth needs of each business through flexible client plans. In FY2019 the EagleWorks BIC served 7 residential clients and 13 virtual clients including a 1 UMW student company. There were no graduations at the end of the year. However there has been the introduction of two high growth Federal Contracting clients. Both have connections to advanced scientific processes and have high quality regional economic impact potential. Fiscal year impacts include the following:

- *6 new startup companies.*
  - *24 FTE and 1 PTE new jobs created.*
  - *\$353,750 in new capital investment.*
  - *\$50,000 in CIT Commonwealth Research and Commercialization Funding.*
  - *\$27,884,604 million in client sales and contracts.*
- StartUpUMW: The UMW Center for Economic Development offers an interdisciplinary college and secondary school student entrepreneur education program called StartUpUMW (SU). SU is a program that teaches young entrepreneurs essential skills and effective strategies for starting and running a business. This program is designed to engage and inspire students who learn by doing from successful business owners and local professionals and UMW staff. 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 seed capital through Eagle Innovation; and,
    - fulfillment of Experiential Learning, Internship Experience, or Independent Study.

Fiscal year impacts for StartUpUMW students include the following:

- 23 graduates
- 12 new startup companies
- \$3000 in new investment
- 11 new jobs
- \$150,000 in sales
- 8 experiential learning internships (for credit)

StartUpUMW also serves secondary schools in the Northern Neck and Middle Peninsula Planning District Regions. In FY19 there were 3 cohorts serving Rappahannock High School, Northumberland High School and Essex High School. Sixty-Nine (69) students were taught entrepreneurial approaches to problem solving, customer experience, market identification, business modeling, and business creation and operation.

A cohort is planned through a collaboration between StartUpUMW and Rappahannock Community College. The collaboration will include 8 sessions across 4 weeks in the Business 101 course.

- Eagle Innovation 1.0: The Center for Economic Development and College of Business Students re-launched a seed capital competition in the spring of 2019 called Eagle Innovation. Eagle Innovation is a one-day business pitch competition open to all UMW and Germanna Community College students. Students showcase their concepts to a “trade show” style audience to compete for a privilege to pitch their idea to a panel of business professionals. The three top teams of five finalists receive seed capital. Seed capital recipients are validated by having an established legal structure and a commercial bank account where they can receive funds. The event is a collaboration between the UMW Center for Economic Development and a team of student leaders from the College of Business. Fiscal year 2019 impacts include the following.
  - \$5,750 event capital raised
  - \$3,500 seed capital awarded
  - 22 student teams prepared concepts
  - 14 student teams competed
  - As of August 15, all 3 recipients were in growth phases
  
- UMW Small Business Development Centers: The University of Mary Washington Small Business Development Centers (UMWSBDC) are resource centers in Planning Districts 16, 17 and 18 that provide 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 (hosted at George Mason University), the University of Mary Washington operates an urban office in Fredericksburg that serves Planning District 16 and the greater region and a rural office in Warsaw that serves the Northern Neck and Middle Peninsula. Impacts in the contract year for UMWSBDC (calendar year 2018) include the following:
  - 472 business clients were served
  - 58 new companies were launched
  - 277 new jobs were created
  - 432 jobs were retained
  - \$5,889,112 new capital was invested in commercial pursuits
  - \$7,430,300 sales increases
  - 94 Management courses taught
  - 935 Total attendees
  - 96% Satisfaction rating
  
- Innovation and Commercialization Assistance Program: The UMWSBDC is a partner with the Virginia Innovation and Commercialization Program (ICAP) and the Center for Innovative Technology (CIT). This partnership combines efforts by the University of Mary Washington, George Mason University, and CIT to grow a stronger ecosystem for technology development and commercialization. ICAP is a program based on the National Science Foundation’s I-Corps™ program for Lean Startups. ICAP helps inventors and innovation entrepreneurs take orderly first steps in bringing new technologies and innovations to market. The program includes training and counseling services offered through ICAP instructors and local SBDC advisors. ICAP helps startups identify potential customers and develop successful business models based on that knowledge. UMW provides an innovation Peer to Peer program to complement the accelerated commercialization track. Fiscal year impacts include the following:
  - 8 ICAP companies
  - 6 Peer to Peer companies
  - 1 recipient of CIT CRCF
  - \$50,000 CRCF award

- 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. This program also closely collaborates with the UMW procurement department to support the UMW SWAM goals. The 4 FastTRAC engagements and the 39 SWAM certifications are impacts that produce value for both the external community and the contracting compliance for the University of Mary Washington. It facilitates one-on-one customized 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. Fiscal year impacts follow:
  - 37 State Contracting consultations
  - 22 Federal Contracting consultations
  - 19 System for Award Management registrations
  - 39 SWaM certifications
  - 34 eVA registrations
  - 10 Woman Owned Small Business self-certifications
  - 5 Service Disabled Veteran Owned Small Business verifications
  - 11 8(a) certifications
  - 3 HUBZone certifications
  - 3 Disadvantaged Business Enterprise Certifications
  - 4 Fast Track applications
  
- Regional Initiatives: The UMW Center for Economic Development supports collaborative convening, experiential learning, and information transfer through this capability. FY19 projects represented collaborative engagements with the College of Business. All work featured faculty and graduate student engagement for the following projects.
  - The UMW Center for Economic Development publishes a Virginia Business Reference Guide annually. Fiscal 2019 ushered the 13<sup>th</sup> edition of this publication of web accessible resources designed for Virginia business. [https://issuu.com/umwced1/docs/business\\_reference\\_guide\\_9\\_11\\_2018. f9679a1d99a1c0?e=31239955/64427058](https://issuu.com/umwced1/docs/business_reference_guide_9_11_2018. f9679a1d99a1c0?e=31239955/64427058)
  - Environmental Scans for a Richmond-based expansion company. The projects included a distribution channel scan, a Virginia new market penetration scan, a real estate acquisition for manufacturing scan, a brand restructuring scan, and a growth model opportunity cost scan. These studies were done in conjunction with UMW College of Business graduate students.
  - Strategic planning for a regional behavioral health center. This study produced a Balanced Scorecard, RACI chart, and supporting documentation for a growth strategy.
  - Strategic planning for a regional homeless shelter. This study produced a Balanced Scorecard, RACI chart, and supporting documentation for a growth strategy. It also supported a strategy for a workforce training program for solar energy technology.
  - Strategic planning for a growth company in Richmond, Virginia with intent to expand to Charlottesville and Hampton Roads. This study produced a Balanced Scorecard, RACI chart, and supporting documentation for a growth strategy.
  - Risk Management Plan for the Virginia Renaissance Faire. This work synthesized risk mitigation tactics with a strategic plan to grow the VRF value proposition.
  - Fredericksburg Main Street Inc. Peak Sales study. The Peak Sales resource is industry segment and market specific. The study updated data to help business owners in the FMSI district better understand cyclical effects on their sales. The Peak Sales results

provide cyclical influenced data to support financial forecasting and strategic and tactical decision making.

- Fredericksburg Main Street Inc. Micro Loan Fund. This collaborative project makes small project funding available for Main Street business owners. The funds are no-interest and can be scaled as injection to attract greater financing with an emphasis on business growth, operations improvement and historic preservation in the district. The UMW CED helped create the underwriting model.
  - The Virginia Business Incubation Association mapping tool is a continuously updating feature managed by the UMW Center for Economic Development and available at [www.VBIA.org](http://www.VBIA.org). It is an interactive map that assists business owners, advising professionals and economic development practitioners with a point and click approach to finding the right business incubation resource in Virginia for their needs.
- Peer to Peer Roundtables: The UMW Center for Economic Development expanded the peer to peer model in FY2019 to include Innovation, Home Based Business, Women-Owned, Food-Based Business and a Main Street Merchant model. All of them were successful with the exception of the Main Street Merchant model (a brief of findings is in progress). Business owners tend to share common challenges. The Edward Lowe Foundation reports that business owners tend to learn more and process faster the information that they exchange with each other. A peer advisory group serves as your informal board of directors who listen, advise and validate your experiences. Joining a peer advisory group widens your circle of contacts across diverse backgrounds and industries. Teaming alliances may be forged with other members. Peer advisors respect all aspects of each member's confidential privilege. Members of entrepreneurial peer advisory groups can develop strategic alliances and promote strategies for growing their businesses. The UMW-CED peer to peer experience provides a 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. Sixty-Four (64) companies benefitted from this program in FY2019.
  - Veterans Business Advisory Council: This offering was ended in FY2019 and will become a Peer to Peer offering in FY2020 in collaboration with the Rappahannock Economic Development Corporation.
  - Chartered Certified Development Corporation: The Rappahannock Economic Development Corporation is co-located and now directly partners with the UMW Center for Economic Development. Under a mission to support "other economic development activity" in the region, REDCO supports StartUpUMW, Eagle Innovation, the UMW Small Business Development Centers at Fredericksburg and Warsaw, and the EagleWorks Business Incubation Center. The partnership has resulted in increased fixed asset financing, micro loan financing, financial management education, student startup seed capital, and peer to peer moderation. CED and REDCO staff team on issues that grow the entrepreneurial ecosystem, develop loan underwriting systems that benefit traditionally underserved populations, and promote youth in entrepreneurship. Fiscal year impacts include the following:
    - 16 total project approved
    - \$21,190,000 new projects funded
    - 134 new jobs created
    - 5 rural projects
    - 2 veteran owned projects
    - 4 minority owned projects
    - 5 women owned projects

# **APPENDIX**

UNIVERSITY OF MARY WASHINGTON

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Proposed Performance Pilot &  
Institutional Partnership Performance Agreement

Fredericksburg Region

# *PIPELINE TO PROMISE*

## Initiative

Submitted Pursuant to Virginia Code § 23.1-306 – July 1, 2019

### INTRODUCTION

In March, Governor Northam signed into law innovative legislation adopted by the General Assembly earlier this year that enables institutions of higher education to propose performance pilots that advance the Commonwealth's economic and workforce development priorities. As provided in Virginia Code §23.1-306, the performance pilot may include or constitute an institutional partnership performance agreement (IPPA) that embodies mutual commitments by the proposing higher education institution, its identified partners, and the Commonwealth.

The University of Mary Washington (UMW) forwarded the requisite notice before April 1 of its intention to propose an IPPA. UMW now submits this proposal for the purpose of initiating such an Agreement. We look forward to discussing the proposal with the reviewers (informally known as the "Op 6 Group") during the six-year plan review and comment process.

### PROGRAM SUMMARY

UMW's proposal—the *FREDERICKSBURG REGION PIPELINE TO PROMISE INITIATIVE*—is an innovative public-private partnership that creatively addresses the Commonwealth's pressing priorities for strategic talent development and more affordable access to highly marketable education and skills. As elaborated in the "Commonwealth Priorities" section below, the program's promise is substantial:

- If successful as a pilot in producing a pipeline of graduates in designated high-demand disciplines in the Fredericksburg region, it has the potential to provide a template for broader deployment throughout the Virginia higher education system in ways that efficiently address regional and statewide workforce needs.
- By providing students with a path to Virginia-based employment, it will help stem the well-documented recent loss of talented young Virginians to other states.
- Through collaboration with industry partners, the program design will be sustainable and relevant to the evolving needs of industry partners in key fields to ensure that the graduating students are ready to meaningfully contribute to the workforce earlier and with greater impact.
- Most important, it will provide young Virginians with a streamlined, affordable program of study that leads to a good job and along the way provides an invaluable combination of workplace experience and liberal arts instruction, thereby preparing students for lifelong resilience, success, and citizenship.

The *FREDERICKSBURG PIPELINE* initiative envisions a partnership between a public liberal arts university (UMW), a community college (Germanna), three public school systems (Fredericksburg, Spotsylvania, and Stafford), and public- and private-sector employers to develop a curriculum that accelerates time to degree, lowers cost of attendance and reliance on student debt, meets the workforce needs of a growing and diversifying regional and state economy, and produces career-ready graduates whose educational and workplace experiences empower them socially and economically for the future. As a pilot program, the initiative will focus on three sectors of the economy where there is pressing demand for talent regionally and across Virginia: nursing (healthcare), computer science (technology), and teaching (education). This pilot is ideally suited for the greater Fredericksburg region, which is strategically positioned midway between Washington and Richmond and is projected to experience a 30% increase in population over the next decade.

UMW, Germanna, and the three K-12 school districts will partner with industry to develop a curriculum that begins in high school, where students will be offered early college experiences that lead to an associate's degree at the time of their high school graduation. After earning the associate's degree, students will be able to seamlessly move on to earn a bachelor's degree in only two years, reducing time to degree by as much as 50%, a savings to both the student and the Commonwealth. The entire six-year course of study will be infused with experiential learning opportunities such as internships with industry partners. These internships will ensure job readiness and will allow employers to develop talent collaboratively with their educational partners. For students, such experiences will reinforce the relevancy of their secondary and postsecondary education, keeping them engaged and motivated to continue their studies. Industry partners will be part of the curriculum development from the very beginning, helping to design the competencies, learning outcomes, and skills needed for post-graduate success.

The proposal not only calls for intensive public-private collaboration in creating practical new pathways; it is a reflection of ongoing community engagement and partnership in the Fredericksburg region toward that end. Beginning earlier this year, Presidents Troy Paino (UMW) and Janet Gullickson (Germanna) convened a series of meetings focused on regional collaboration, from which the *FREDERICKSBURG PIPELINE* proposal emerged. The proposal builds on significant experience that UMW and Germanna already have in the administration of early college and access programs, such as the James Farmer Scholars Program, the Rappahannock Scholars Program, the Germanna Scholars Program, and the Gladys P. Todd Academy. It also builds on the regional economic and workforce development efforts of the Fredericksburg Regional Alliance and "GO Virginia" Region Six.

Some key partnership relationships with employers already are in place, and others are in the active recruitment and development phase. Internship and employment opportunities for students preparing for teaching careers will be provided through the three participating public school systems. For nursing students, those opportunities initially will be provided through Mary Washington Healthcare, the region's



largest healthcare provider and employer. The Fredericksburg Regional Alliance recently convened a well-attended gathering of potential technology industry partners and others with extensive need for graduates with computer science degrees, and found interest in the *FREDERICKSBURG PIPELINE* initiative to be quite robust. These ongoing partnership developments are elaborated in the “Program Partners” section below.

Importantly, the *FREDERICKSBURG PIPELINE* pilot program is not intended to be a substitute for pathways to success that already work well for students. It does, however, reflect a growing recognition that existing pathways to traditional universities, and from there into the job market, do not work for everyone. In particular, the traditional approach may not work especially well for underrepresented and first-generation student populations, for low- and middle-income families facing financial stress, and for students who lack workplace familiarity and the means to gain it. Conversely, at the opposite end of the educational spectrum, technical training programs and online options may provide students with an insufficiently broad and engaging educational experience. While this proposal addresses the particular need for talent in the targeted sectors of healthcare, technology, and teaching, the educational experience afforded by the program will not be so specialized as to limit a student’s future career choices. By combining a K-12, community college, and industry pathway with a public liberal arts university experience, the *FREDERICKSBURG PIPELINE* program will accentuate what American higher education has done exceptionally well over the generations: ground professional talent development in a liberal education. In addition, spending the final two years of the program on a university campus will impart social opportunities and other educational benefits of traditional campus life. Finally, the chance to apply classroom learning in an actual workplace throughout the pipeline will provide a value-added experience for which there is no substitute.

In short, while not for everyone, this creative proposal could supply the template for an alternative pathway that works for many. Its great promise lies in its simultaneously addressing three overarching goals: providing affordable access for students to a program that significantly enhances their social mobility; meeting the pressing talent needs of Virginia employers; and supporting the Commonwealth’s goals for educational excellence and efficiency and economic growth and diversification.

As a pilot, it will be important that the program ramp up at a sustainable pace, with the ability to adapt based on experience. Starting in academic year 2021-2022, cohorts of up to 50 students for each of the three sectors will be identified and recruited following the completion of 9<sup>th</sup> grade. By 2025, total enrollment in the program is projected to reach between 500 and 600 students.

Support for the program will be performance-based, as emphasized in the enabling legislation. In the developmental phase, key measures of performance will include the recruitment of industry partners, the qualitative commitments of the partners (curriculum design, internship opportunities, projected hires, financial and other forms of support, etc.), and, most important, the recruitment and enrollment of students. As the program matures, operating phase performance metrics will focus less on student enrollment and partner inputs and more on student completion, job placement, employer satisfaction, and graduate earnings over time. Assuming achievement of key developmental and operating phase metrics, a scale-up plan will identify additional target disciplines/sectors as well as recruitment of a geographically broader set of program partners. UMW looks forward to working with the Op. 6 Group to further refine the performance metrics for each of these phases as part of the proposed Agreement.

For the upcoming biennium, UMW seeks \$1,471,833 in funding for the developmental phase of the initiative (\$658,696 the first year, and \$795,090 the second year.). As outlined in the “Performance Metrics and Requested Support” section below, \$514,000 will be provided from resources dedicated by UMW, for a total biennial investment of \$1,985,833.

## COMMONWEALTH PRIORITIES

The proposed *FREDERICKSBURG PIPELINE* program achieves the central purpose of the performance pilot/IPPA legislation—aligning institutional initiatives (and partner contributions) with the state’s major economic development and workforce development objectives—exceedingly well.

The alignment with state priorities is addressed in two ways in Virginia Code § 23.1-306:

1. Eligibility Requirements. To be eligible for approval as performance pilot, a proposal must “advance the [Commonwealth’s] objectives ... related to college access, affordability, cost predictability, enrollment management subject to specified commitments regarding undergraduate in-state student enrollment, alternative tuition and fee structures and affordable pathways to degree attainment, internships and work study, employment pathways for undergraduate Virginia students, strategic talent development, state or regional economic development, pathways to increase timely degree completion, or other priorities set out in the general appropriation act.”
2. Sources to Consult. In developing the proposal, the institution must consider the educational and economic policies and priorities of the Commonwealth, including those “reflected in the Virginia Plan for Higher Education issued by [SCHEV], the economic development policy developed pursuant to § 2.2-205, the strategic plan developed pursuant to § 2.2-2237.1, relevant regional economic growth and diversification plans prepared by regional councils pursuant to the Virginia Growth and Opportunity Act (§ 2.2-2484 et seq.), and any additional guidance provided by the Joint Subcommittee on the Future Competitiveness of Virginia Higher Education and the Governor.”

The *FREDERICKSBURG PIPELINE* proposal qualifies for approval as a performance pilot by meeting multiple state objectives identified in the new performance pilot/IPPA law as threshold eligibility criteria, including:

- “... college access [and] affordability”
- “... affordable pathways to degree attainment”
- “... internships and work study”
- “... employment pathways for undergraduate Virginia students”
- “... strategic talent development”
- “... regional economic development”
- “... pathways to increase timely degree completion”

UMW’s pipeline proposal aligns with the Virginia Plan for Higher Education by addressing the following Framework strategies adopted by SCHEV:

- “Cultivate affordable postsecondary education pathways for traditional, non-traditional, and returning students” (Strategy 1.3)
- “Strengthen curricular options to ensure that graduates are prepared with the competencies necessary for employment and civic engagement” (Strategy 2.1)
- “Increase on-time completion of certificates and degrees” (Strategy 2.3)
- “Cultivate innovations that enrich quality, promote collaboration and improve efficiency” (Strategy 3.2)
- “Build a competitive, future-ready workforce for all regions” (Strategy 4.1)
- “Demonstrate the impact of higher education on state and regional economic development” (Strategy 4.5)

The *FREDERICKSBURG PIPELINE* initiative aligns closely with the Commonwealth’s Strategic Plan for Economic Development, including its specific strategies to “push new boundaries as a U.S. leader in informational technology” and “strengthen Virginia’s human capital development engine.” After noting the key role that human capital plays in a state’s economic competitiveness, the Plan states:

Virginia has one of the best higher education systems in America, but it is not producing enough graduates in computer science and related fields to keep up with the talent needs of its technology sector.

Importantly, although UMW is not seeking funding from the newly established Tech Talent Investment Program for the developmental phase of the *FREDERICKSBURG PIPELINE* program, we anticipate that the program will qualify for such support when operationally mature. Indeed, by shortening the time to degree and engaging tech-sector employers as active partners in curriculum development and internship opportunities, we believe the *FREDERICKSBURG PIPELINE* initiative can develop a comparatively cost-efficient alternative for the production of tech-related degrees, thereby addressing one of the Commonwealth's top economic priorities.

UMW's proposal resonates with the "GO Virginia" Region 6 Economic Growth and Diversification Plan in several important ways, including:

- Enhancing the general alignment between UMW's degree production and the region's workforce needs.
- Addressing identified workforce needs, particularly skills gaps related to nursing/healthcare and certain "professional, scientific, technical services," including custom computer programming, computer system design, and other computer-related services.
- Providing "[g]reater engagement and exposure of students with actual businesses during the academic years [to] assist in orienting students to the expectations of the work environment."

Finally, while the Joint Subcommittee on the Future Competitiveness of Virginia Higher Education has not issued specific guidance pursuant to the new performance pilot/IPPA law, its mandate in the appropriations act suggests several policy areas of focus that the *FREDERICKSBURG PIPELINE* initiative addresses. These areas of focus include:

- "review[ing] ways to maintain and improve the quality of higher education, while providing for broad access and affordability"
- "identify[ing] best practices to make the system more efficient, including shared services, institutional flexibility, and easily accessible academic pathways"
- "review[ing] current need-based financial aid programs and alternative models to best provide for student affordability and completion"
- "evaluat[ing] the effectiveness of dual enrollment in reducing the cost of higher education"
- "study[ing] the effectiveness of preparing teachers to enter the K-12 system"

Taking all of the foregoing into account, it is difficult to imagine a "performance pilot" initiative that could be better tailored to meet articulated state priorities ranging from higher education policy innovation and reform, to affordable access, to strategic workforce development, to regional and state economic competitiveness. Moreover, as a pilot, the *FREDERICKSBURG PIPELINE* initiative has the potential to provide a template for collaboration between higher education, K-12, and industry that could have a transformational impact on the social mobility of students, on Virginia-based businesses' ability to access the well-prepared talent they need in order to grow, and on the cost-effectiveness of education expenditures in the Commonwealth.

## PROGRAM PARTNERS

The innovative public-private partnership envisioned for the *FREDERICKSBURG PIPELINE* initiative is multi-faceted and reflects three forms of collaboration that the Commonwealth has been strongly encouraging for some time: collaboration among higher education institutions; collaboration between higher education and K-12; and collaboration between educational institutions and employers. The pilot program also has a three-fold disciplinary focus—on teaching, nursing, and technology—with distinctive partners and partner contributions associated with each.

Educational Partners: UMW and Germanna Community College already have established, long-standing relationships with our regional school systems. This track will build on existing high school interest programs like Teachers for Tomorrow (TFT), to recruit students, expand dual enrollment course offerings for those students, and track students into additional study at Germanna or directly into UMW's College of Education to complete their degree. Our K-12 partners for this track are high schools in Stafford County, Fredericksburg City, and Spotsylvania County. UMW will be implementing an early pilot of this program fall 2019 at Chancellor High School in Spotsylvania County, using the VDOE Teachers for Tomorrow Curriculum. Chancellor High School was selected because there is an elementary and a middle school in close proximity which will facilitate field experiences and internships for the High School students. UMW has committed one full-time UMW staff person at least half time in the school each week, recruiting students into TFT, selecting and training the teachers for the program, working with Germanna on course offerings, training faculty, and co-teaching the classes; this program will also identify and train additional Clinical Faculty at Chancellor through UMW's VDOE clinical grant program, thus supporting teacher professional development as well. The Pipeline project builds on the experiences and existing commitments like TFT between UMW, GCC, and the K-12 systems.

Healthcare Partners: UMW and Germanna Community College both have on-going and substantive relationships with Mary Washington Healthcare and Mary Washington Hospital. UMW and Germanna currently collaborate on our BSN completion program and work closely together moving these students through the Germanna and UMW curricula, providing academic and career counseling, clinical placements, and eventually job placement. This track will build on Germanna's existing dual enrollment offerings preparing students for nursing careers, we will be working with our regional health care partners to create practica and internships sites, as well as other field experiences for these students, and providing a clear pathway for those students through dual enrollment, Germanna, and UMW to the BSN degree.

Industry/Technology Partners: UMW and Germanna Community College are tapping our existing external connections through alumni and community boards and councils. The Fredericksburg Regional Alliance is also working to assemble industry partners for summit meetings where we share the vision for the Pipeline as well as gain input and buy-in. For example, the most recent summit was held on June 24, 2019, and included 60 business leaders from eight industries. Industries represented included healthcare, construction, technology, government, professional services (law), and financial services. Participants discussed the pipeline concept, how they might fit into the overall initiative and were overwhelmingly in agreement that there is value in pursuing this initiative. We also asked them to identify any barriers that they might see in implementing the pipeline initiative. The number one barrier for the employers was developing a meaningful internship experience that provides educational value in addition to the value to their organizations. For that reason, we are requesting funds to develop a series of templates for small, medium, and large organizations to use in designing internships that have educational value that can be credited to the student's academic record.

## PERFORMANCE MEASURES AND REQUESTED SUPPORT

Recognizing that the enabling statute requires that proposals include "clearly defined performance measures, and any corresponding authority and support requested from the Commonwealth," we conclude this submission with a request for Developmental Phase financial support tied to performance measures appropriate for that phase.

### Developmental Phase (FY2021-2022)

This proposal contemplates that, beginning in the 2021-2022 academic year, cohorts of up to 50 students for each of the three target sectors will be recruited to the program following the completion of the 9<sup>th</sup> grade. To launch the program on that timeframe, the curriculum (included experiential learning elements) will need to be collaboratively developed with educational partners, and students and parents will need to

be informed and recruited as participants. Other logistical and administrative tasks also will require attention and, in most cases, collaboration.

During this developmental period, the primary indicators of success will be quantitative and qualitative progress in the collaborative development of curriculum, and outreach to prospective students and their eventual enrollment. UMW will work with the Op 6 Group and/or other designated state officials to assign a satisfactory degree of specificity to these development-phase performance metrics, including, as appropriate numerical targets for recruiting students.

The developmental phase will continue through the first full year of actual operation, which will be the 2021-2022 school year. The anticipated cost of the developmental phase through FY 2022 is estimated to be \$1,985,833, which is broken out annually below. Also shown below is the projected resource reallocation by UMW to support the program.

| Fiscal Year | Total Cost  | Reallocation | GF Approp. |
|-------------|-------------|--------------|------------|
| 2019-20     | -           | -            | -          |
| 2020-21     | \$870,696   | \$212,000    | \$658,696  |
| 2021-22     | \$1,115,137 | \$302,000    | \$813,137  |

A summary of the key cost drivers is presented below.

| Cost Components |  | 2020-21   | 2021-22     |
|-----------------|--|-----------|-------------|
| 1.              | Teacher Tuition                          | \$182,196 | \$208,224   |
| 2.              | Professional development – H.S. teachers | -         | 28,413      |
| 3.              | Additional teaching faculty - UMW        |           |             |
|                 | Computer Science                         | 180,000   | 270,000     |
|                 | Nursing                                  | 90,000    | 180,000     |
|                 | College of Education                     | 154,000   | 154,000     |
| 4.              | Dual enrollment tuition – H.S. students  | 85,500    | 85,500      |
| 5.              | Program support                          |           |             |
|                 | Program administrator                    | 70,000    | 70,000      |
|                 | Administrative support staff             | 55,000    | 55,000      |
|                 | Faculty development stipends             | 40,000    | 40,000      |
| 6.              | Annual demand/need study                 | 4,000     | 4,000       |
| 7.              | Internship template development          | 10,000    | 20,000      |
| Grand Total     |  | \$870,696 | \$1,115,137 |

The primary resources required to implement this program are those that go to support teacher development and funds to defray the costs to students. Dual enrollment courses provide college credit and therefore must be taught by properly trained and credentialed high school faculty. A major impediment for high school faculty to seek and receive this training and credentialing is covering the tuition for the required courses. Providing tuition grants for participants will be a major factor in recruiting and retaining these high school teachers in the program. Two significant barriers to student recruitment and retention are the cost of the dual enrollment courses and ancillary costs pertaining to transportation to classes and field experiences and internships.

The key cost drivers are those identified in the summary table above, and include teacher tuition costs, additional full-time faculty in Computer Science, Nursing and the College of Education, program operational costs including an administrator, staff support and faculty development stipends, the development of a program template for internships. UMW will cost share an estimated \$212,000 in FY2021 and \$302,000 in FY2022 from incremental tuition revenues.

In addition to the proposed financial support, UMW requests (i) that any necessary program approvals or other administrative action at the state level be expedited, and (ii) that the Virginia Economic Development Partnership (VEDP) and State Council of Higher Education for Virginia (SCHEV) designate

liaisons to work collaboratively with UMW and the *FREDERICKSBURG PIPELINE* coordinating group during the two-year developmental phase.

### Operational Phase (FY2023-TBD)

The total annual cost of this proposal once fully operational in FY2023 is estimated at \$1,181,252. This estimate assumes relatively stable participation levels during the first three years of operation. We anticipate that the program will qualify for Tech Talent Investment Program support in this phase.

### Scale-Up Phase (TBD)

The proposal here is to pilot this program with three academic tracks and three K-12 systems. If the pilot demonstrates that the program successfully shortens time to degree, engages employers as active partners in curriculum development and internship opportunities, is attractive and beneficial to both students and employers, and provides a comparatively cost-efficient alternative for degree production, we anticipate expanding the curricular and geographic region of the program in partnership with the Commonwealth and with the Commonwealth's further financial support.

## CONCLUSION

Thank you in advance for your consideration of this proposal.

The *FREDERICKSBURG REGION PIPELINE TO PROMISE INITIATIVE* creatively and practically addresses key educational and economic priorities of the Commonwealth. As an innovative performance-based pilot program, it has the potential to provide a valuable, perhaps even transformational, template for collaborative public-private workforce development in the Commonwealth. It also promises to provide a more affordable alternative through which students of all backgrounds can access an education-to-employment pipeline that provides industry-tailored instruction, formative workplace experiences, and the proven benefits of a liberal arts education.

UMW seeks a partnership with the Commonwealth to bring this innovative concept to life and to make it attractive to industry and other partners. We look forward to discussing the proposal with the Op. 6 Group and to working toward an appropriations act provision that approves the program as an Institutional Performance Partnership Agreement or like initiative.

## 2019 OP SIX COMMENTS TO INSTITUTIONS

### UNIVERSITY OF MARY WASHINGTON

#### GENERAL COMMENTS

1. Please provide more detailed information on the attached form for any new programs the institution plans to seek approval for over the next two years.

**UMW Response:** Please see the completed form on Program Plans included with this submission.

2. What is the institution doing to prepare for an economic downturn?

**UMW Response:** UMW is undertaking a number of steps to prepare for an economic downturn, with a primary focus on strengthening its overall financial position. Current efforts in this regard are summarized below.

- a) UMW is currently undertaking a process to strengthen its position in the higher education marketplace by focusing on its core competencies. This effort may result in reductions to programs and services not central to the recruitment, education, retention, and graduation of students. It may also mean partnering with other institutions to take advantage of efficiencies and shared expertise. In addition to focusing on its core mission, UMW is also planning for projected declines in the number of high school graduates and even more intense competition from other Virginia schools, all of which will likely result in a smaller number of students at UMW. However, coming from a position of mission focus and strength, UMW will be better able to withstand an economic downturn, whether from smaller enrollments or declines in funding support.
- b) UMW is taking positive steps to improve various financial ratios used to measure an institution's financial position, such as the Composite Financial Index (CFI). Although some initial progress has been made, this will be a multi-year effort employing a number of strategies, including a reduction in fixed costs. For example, efforts have been initiated to develop a plan to reduce staffing by 5-10% over the next five years, using a strategic, mission-focused approach. Also, following the current renovation of one of its first residence halls, UMW will implement a five-year moratorium on incurring additional long-term debt. This effort will reduce our annual debt service costs as existing debt is retired and will also reduce the share of debt service expenses to the total expenditure budget, thereby providing greater budget flexibility.

- c) UMW is also working toward a realignment of its auxiliary enterprise budgets. Historically, the university has operated its auxiliary programs as a single budget entity. UMW is changing this approach so that individual operating units, such as housing, dining, and parking, operate under dedicated revenue streams supporting those operations. This will result in more transparency between student fees and program costs and will strengthen the financial viability of auxiliary programs by linking expenditure budgets to revenues. As a part of the effort to strengthen the auxiliary programs budget, UMW is establishing dedicated repair and renewal funds through the budget process in order to more adequately address needs of auxiliary facilities, reduce long-term debt requirements, and reduce facilities costs through enhanced maintenance efforts.
- d) UMW has adopted a new Student Success Plan. This is an action plan of prioritized steps to recruit, enroll, retain, and graduate students. Implementation efforts are currently underway and will prioritize those action items that will help improve retention, rebrand the Mary Washington experience, and improve the yield of admitted students. Improving retention and yield will have an immediate impact on UMW's ability to increase net-tuition and fee revenue, sustain academic quality, and enhance the university's academic reputation. Each of these goals will help strengthen the university's financial position and enable it to better withstand fluctuations in the state and national economies.

## UMW

1. What definition is UMW using to categorize a student as having a disability?

**UMW Response:** In accord with the Americans with Disabilities Act (ADA), UMW defines a person with a disability as a person who has a physical or mental impairment that substantially limits one or more major life activities. Students categorized as students with a disability at UMW are those students who have chosen to disclose their disability to the Office of Disability Resources, provided documentation of their impairment, and are subsequently recognized by the office as having a documented disability.



**PROGRAM PLANS FORM****INSTITUTION NAME: University of Mary Washington****CONTACT NAME AND EMAIL ADDRESS: John T. Morello, [jmorello@umw.edu](mailto:jmorello@umw.edu)**

For each program for which the institution expects to apply for SCHEV approval at any time prior to the end of 2021, provide information as indicated for each column in the table below. Add rows as needed. If you have any questions, please contact Joe DeFilippo ([joedefilippo@schev.edu](mailto:joedefilippo@schev.edu)).

**Columns:**

- 1: Indicate degree award, e.g., MA, MS, BA, BS
- 2: Indicate the Title of the Program, e.g., "Biology," "Mechanical Engineering," "Occupational Therapy"
- 3: Indicate the CIP code that most closely matches the content of the curriculum
- 4: Board approval date, anticipated or actual
- 5: Month/Year it is anticipated the submission will be made to SCHEV
- 6: Anticipated academic year in which first enrollment in the program would occur
- 7: Anticipated academic year in which degrees will first be conferred
- 8: Projected graduates'/year once the program reaches full enrollment
- 9A: Indicate total tuition revenue attributable to the program based on projected full enrollment
- 9B: Indicate whether specific new funds will be needed for the program and their source, e.g., a budget request to the General Assembly to initiate or maintain the program, or Tech Talent Investment funds

| <b>1</b> | <b>2</b>             | <b>3</b> | <b>4</b>     | <b>5</b>         | <b>6</b>           | <b>7</b>                | <b>8</b>             | <b>9</b>               |                  |
|----------|----------------------|----------|--------------|------------------|--------------------|-------------------------|----------------------|------------------------|------------------|
| Award    | Title                | CIP Code | BOV Approval | SCHEV Submission | Program Start Year | Year of First Graduates | Projected Grads/Year | Projected Budget Needs |                  |
|          |                      |          |              |                  |                    |                         |                      | A. Tuition Revenue     | B. General Funds |
| B.S.Ed.  | Elementary Education | 13.1202  | 11/15/19     | 12/4/19          | Fall 2020          | 2025                    | 32                   | \$533,870              | \$0              |

**2019 SIX-YEAR PLAN: 2020-22 through 2024-26**

**Due: October 1, 2019**

**Institution:**

**Institution UNITID:**

**Individual responsible for plan**

**Name:**

**Email address:**

**Telephone number:**

**Part 1A: Tuition and Fees Predictability Plans for Institutions without Undergraduate Tuition Differentials  
University of Mary Washington**

**In-State Undergraduate Tuition and Fees Predictability Plans**

**Instructions:** Provide no less than three years (the worksheet allows for four years based on the biennial budget structure) of planned increases in in-state undergraduate tuition and mandatory E&G fees and mandatory non-E&G fees. The tuition and fee charges for in-state undergraduate students should reflect the institution's estimate of reasonable and necessary charges to students based on the mission, market capacity and other factors. Plans shall include a range of tuitions based on available state resources, but must contain a scenario that includes the assumption of no new state general fund support (SCENARIO 1). Add scenarios and tables, if more are needed, and provide brief information about the assumptions for each scenario. Include more detailed information about assumptions used to calculate increases in Section B of the Narrative document. Include anticipated tuition and fee charges affecting first-year students. (Please do not alter the shaded cells that contain formulas.)

**In-State Undergraduate Tuition and Mandatory E&G Fees**

|                       | 2019-20 | 2020-21 |            | 2021-22 |            | 2022-23 |            | 2023-24 |            |
|-----------------------|---------|---------|------------|---------|------------|---------|------------|---------|------------|
|                       | Charge  | Charge  | % Increase | Charge  | % Increase | Charge  | % Increase | Charge  | % Increase |
| Scenario 1: No new GF | 8,678   | 9,328   | 7.5%       | 10,028  | 7.5%       | 10,780  | 7.5%       |         | -100.0%    |
| Scenario 2:           | 8,678   | 8,982   | 3.5%       | 9,296   | 3.5%       | 9,622   | 3.5%       |         | -100.0%    |
| Scenario 3:           | 8,678   | 9,156   | 5.5%       | 9,660   | 5.5%       | 10,192  | 5.5%       |         | -100.0%    |

**Assumptions for:**

|            |  |
|------------|--|
| Scenario 2 | Assumes about a 50/50 cost share between general funds and tuition to support UMW's strategic initiatives and other operating cost increases. The cost share assumption does not include market-based salary adjustments for faculty and staff, which are supported entirely from tuition. |
| Scenario 3 | Assumes general fund support is mid-way between Scenarios 1 and 2.   |

**In-State Undergraduate Mandatory Non-E&G Fees**

|             | 2019-20 | 2020-21 |            | 2021-22 |            | 2022-23 |            | 2023-24 |            |
|-------------|---------|---------|------------|---------|------------|---------|------------|---------|------------|
|             | Charge  | Charge  | % Increase | Charge  | % Increase | Charge  | % Increase | Charge  | % Increase |
| Scenario 1: | 4,532   | 5,030   | 11.0%      | 5,584   | 11.0%      | 6,198   | 11.0%      | 6,384   | 3.0%       |
| Scenario 2: | 4,532   | 4,894   | 8.0%       | 5,286   | 8.0%       | 5,708   | 8.0%       | 6,164   | 8.0%       |

**Assumptions for:**

|            |   |
|------------|---|
| Scenario 1 | Assumes a 3-year phase-in to eliminate the budget subsidy from housing/dining operations to other auxiliary programs, such as athletics, recreation, student center, etc. |
| Scenario 2 | Assumes a 4-year phase-in to eliminate the budget subsidy from housing/dining operations.   |

**Part 1B: Tuition and Fees Predictability Plans for Institutions with Undergraduate Tuition Differentials  
University of Mary Washington**

**In-State Undergraduate Tuition and Fees Predictability Plans**

**Instructions:** Provide no less than three years (the worksheet allows for four years based on the biennial budget structure) of planned increases in in-state undergraduate tuition and mandatory E&G fees and mandatory non-E&G fees. The tuition and fee charges for in-state undergraduate students should reflect the institution's estimate of reasonable and necessary charges to students based on the mission, market capacity and other factors. Plans shall include a range of tuitions based on available state resources, but must contain a scenario that includes the assumption of no new state general fund support (SCENARIO 1). Add scenarios and tables, if more are needed, and provide brief information about the assumptions for each scenario. Include more detailed information about assumptions used to calculate increases in Section B of the Narrative document. Include anticipated tuition and fee charges affecting first-year students. For institutions that have differential tuition and fee charges by program or level, provide (a) anticipated tuition and fee charges for majority students; (b) a weighted average charge of all first-year students (with a detailed worksheet as attachment); and (c) additional spreadsheets with associated anticipated charges for all undergraduate students by program and level. (Please do not alter the shaded cells that contain formulas.)

**In-State Undergraduate Tuition and Mandatory E&G Fees**

|                              | 2019-20 | 2020-21 |            | 2021-22 |            | 2022-23 |            | 2023-24 |            |
|------------------------------|---------|---------|------------|---------|------------|---------|------------|---------|------------|
|                              | Charge  | Charge  | % Increase | Charge  | % Increase | Charge  | % Increase | Charge  | % Increase |
| Scenario 1: No new GF        |         |         |            |         |            |         |            |         |            |
| Majority First-Year Students |         |         | %          |         | %          |         | %          |         | %          |
| All First-Year Students      |         |         | %          |         | %          |         | %          |         | %          |
| Scenario 2:                  |         |         |            |         |            |         |            |         |            |
| Majority First-Year Students |         |         | %          |         | %          |         | %          |         | %          |
| All First-Year Students      |         |         | %          |         | %          |         | %          |         | %          |
| Scenario 3:                  |         |         |            |         |            |         |            |         |            |
| Majority First-Year Students |         |         | %          |         | %          |         | %          |         | %          |
| All First-Year Students      |         |         | %          |         | %          |         | %          |         | %          |

**Assumptions for:**

|            |  |
|------------|--|
| Scenario 2 |  |
| Scenario 3 |  |

**In-State Undergraduate Mandatory Non-E&G Fees**

|             | 2019-20 | 2020-21 |            | 2021-22 |            | 2022-23 |            | 2023-24 |            |
|-------------|---------|---------|------------|---------|------------|---------|------------|---------|------------|
|             | Charge  | Charge  | % Increase | Charge  | % Increase | Charge  | % Increase | Charge  | % Increase |
| Scenario 1: |         |         | %          |         | %          |         | %          |         | %          |
| Scenario 2: |         |         | %          |         | %          |         | %          |         | %          |

**Assumptions for:**

|            |  |
|------------|--|
| Scenario 1 |  |
| Scenario 2 |  |

**Part 2: Tuition and Other Nongeneral Fund (NGF) Revenue**  
**University of Mary Washington**

**Tuition and Fee Increases and Nongeneral Fund (NGF) Revenue Estimates Based on the Assumption of No New General Fund (GF)**

**Instructions:** Based on enrollment changes and other institution-specific assumptions, provide the total revenue for educational and general (E&G) programs, by student level and domicile. Provide other anticipated NGF revenue, tuition used for financial aid (Program 108) and anticipated non-E&G fee revenue for in-state undergraduates and then all other students. (Please do not alter the shaded cells that contain formulas.)

| Items   | 2018-2019 (Estimated) | 2019-2020 (Estimated) | 2020-2021 (Planned) | 2021-2022 (Planned) |
|---|-----------------------|-----------------------|---------------------|---------------------|
|   | Total Revenue         | Total Revenue         | Total Revenue       | Total Revenue       |
| <b>E&amp;G Programs</b>                         |                       |                       |                     |                     |
| Undergraduate, In-State                         | \$33,109,000          | \$33,109,000          | \$35,592,000        | \$38,262,000        |
| Undergraduate, Out-of-State                     | \$9,825,000           | \$10,021,000          | \$10,222,000        | \$10,426,000        |
| Graduate, In-State                              | \$2,430,000           | \$2,527,000           | \$2,578,000         | \$2,629,000         |
| Graduate, Out-of-State                          | \$233,000             | \$238,000             | \$243,000           | \$248,000           |
| 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                 |
| Other NGF                                       | \$2,325,000           | \$2,325,000           | \$2,325,000         | \$2,325,000         |
| Total E&G Revenue - Gross                       | \$47,922,000          | \$48,220,000          | \$50,960,000        | \$53,890,000        |
| Total E&G Revenue - Net of Financial Aid        | \$39,307,000          | \$38,620,000          | \$40,860,000        | \$43,290,000        |
| <b>Tuition used for Financial Aid (Pgm 108)</b> | \$8,615,000           | \$9,600,000           | \$10,100,000        | \$10,600,000        |
| <b>Non-E&amp;G Fee Revenue</b>                  |                       |                       |                     |                     |
| In-State undergraduates                         | \$14,685,000          | \$16,740,000          | \$18,415,000        | \$20,256,000        |
| All Other students                              | \$2,209,000           | \$2,518,000           | \$2,770,000         | \$3,047,000         |
| Total non-E&G fee revenue                       | \$16,894,000          | \$19,258,000          | \$21,185,000        | \$23,303,000        |

**Part 3: ACADEMIC-FINANCIAL PLAN**  
**University of Mary Washington**

**Academic and Financial Plan**

**3A: Six-Year Plan for Academic and Support Service Strategies for Six-year Period (2020-2026)**

**Instructions for 3A:** In the column entitled "Academic and Support Service Strategies for Six-Year Period (2020-2026)," please provide short titles to identify institutional strategies associated with goals in the Virginia Plan. Provide a concise description of the strategy in the Description of Strategy column (column J). Within this column, provide a specific reference as to where more detailed information can be found in the Narrative document. Note the goal(s) with which the strategy is aligned with the Virginia Plan (in particular, the related priority areas) in the VP Goal column and give it a Priority Ranking in column A. Additional information for 2022-2026 should be provided in column K (Two Additional Biennia). Strategies for student financial aid, other than those that are provided through tuition revenue, should not be included on this table; they should be included in Part 4, General Fund Request, of the plan. If an institution wishes to include any information about FTEs or fringe benefit adjustments (using DPB's FY2020 start-up instructions available by the end of May), it should list them as strategies in the Academic Plan not the Financial Plan. Funding amounts in the first year should be incremental. However, if the costs continue into the second year, they should be reflected cumulatively. Additional rows for strategies must be added before the gray line. Please update total cost formulas if necessary. **ASSUME NO ADDITIONAL GENERAL FUND IN THIS WORKSHEET.**

| SECTION A: ACADEMIC AND SUPPORT SERVICE STRATEGIES FOR SIX-YEAR PERIOD (2020-2026) |   |         |                                       |              |                             |              |              |                             |  |  |
|--|---|---------|---------------------------------------|--------------|-----------------------------|--------------|--------------|-----------------------------|--|--|
| Priority Ranking   | Strategies (Short Title)  | VP Goal | Biennium 2020-2022 (7/1/20-6/30/22)   |              |                             |              |              |                             | Description of Strategy  | Two Additional Biennia   |
|  |   |         | 2020-2021                             |              |                             | 2021-2022    |              |                             |  |  |
|  |   |         | Total Amount                          | Reallocation | Amount From Tuition Revenue | Total Amount | Reallocation | Amount From Tuition Revenue |  |  |
|  |   |         | Concise Information for Each Strategy |              |                             |              |              |                             |  |  |
| 1  | Develop integrated data warehouse and management system with advanced analytics | 2, 3    | \$200,000                             | \$0          | \$200,000                   | \$200,000    | \$0          | \$200,000                   | Will be used to track student progress toward success and improve institutional decision making. (Page 3)  | Enhance and modify management system as required to meet student success goals.  |
| 2  | Increase the diversity of students, faculty and staff                           | 1, 2, 4 | \$580,000                             | \$0          | \$580,000                   | \$1,175,000  | \$0          | \$1,175,000                 | Provides additional need-based institutional aid, support for UMW's student transition (bridge) program and resources for competitive salary/retention offers for diverse faculty and staff. (Page 4)  | Allocations for need-based institutional aid will increase by \$500,000 annually in both 2022-23 and 2023-24.                      |
| 3  | Increase retention efforts for specific student sub-populations.                | 2, 4    | \$125,000                             | \$0          | \$125,000                   | \$210,000    | \$0          | \$210,000                   | Provides additional tutoring, advising, and learning resources for commuter, transfer, first generation and Pell eligible students. (Page 4)   | Continue and potentially enhance funding support based on program success and enrollment levels for the targeted student groups.   |
| 4  | Enhance support for students, faculty and staff with disabilities.              | 2       | \$255,000                             | \$0          | \$255,000                   | \$515,000    | \$0          | \$515,000                   | Supports a counselor/learning coach position for students, assistive technologies students, faculty and staff and classroom and office retrofitting. (Page 5)  | Additional resources for staff support may be required if enrollment of students with disabilities continues at its current pace.  |
| 5  | Expand adult degree completion and continuing education programs.               | 2, 3, 4 | \$95,000                              | \$0          | \$95,000                    | \$190,000    | \$0          | \$190,000                   | Funding will support an instructional designer to assist faculty with on-line course development in order to provide flexible paths to degree completion, including on-line and hybrid courses. (Page 5)                                     | As the program expands, additional adjunct faculty will be hired to support an increase in evening and weekend course offerings.   |
| 6  | Expand Computer Science program.  | 4       | \$180,000                             | \$0          | \$180,000                   | \$270,000    | \$0          | \$270,000                   | Three additional FTE faculty will support anticipated market growth in computer science and additional enrollment through pathway agreements with VCCS. (Page 6)   | Additional faculty may be required depending on computer science enrollment growth and other departmental capacity considerations. |
| 7  | Expand BSN program  | 4       | \$90,000                              | \$0          | \$90,000                    | \$180,000    | \$0          | \$180,000                   | Two additional FTE faculty will support anticipated market growth in the BSN program and additional enrollment through pathway agreements with VCCS. (Page 6)  | Additional faculty may be required depending on BSN enrollment growth and other departmental capacity considerations.              |
| 8  | Expand COE programs   | 4       | \$154,000                             | \$0          | \$154,000                   | \$154,000    | \$0          | \$154,000                   | One faculty member in Special Education and one in STEM to meet critical teach shortages. These new faculty will also support of faculty in the College of Education in meeting pathway demands with the VCCS. (Page 6)                      | Additional faculty may be required depending on demand in the Special Education and STEM fields.                                   |
| 9  | Expand Masters in Geospatial Analysis program                                   | 4       | \$0                                   | \$0          | \$0                         | \$325,000    | \$0          | \$325,000                   | Two additional FTE faculty and additional funding for equipment are needed to meet estimated market and enrollment demand. (Page 7)  | Program demand will be evaluated and considered for potential program modifications.   |
| 10   | Expand undergraduate research program   | 4       | \$50,000                              | \$0          | \$50,000                    | \$75,000     | \$0          | \$75,000                    | Students participating in undergraduate research benefit through immersion in applied learning experience and intensive individual mentorship with faculty. (Page 7)   | No additional changes are anticipated at this time pending a review of program capacity with a larger number of participants.      |
| 11   | Expand community engagement and service learning program.                       | 4       | \$25,000                              | \$0          | \$25,000                    | \$50,000     | \$0          | \$50,000                    | UMW plans to launch a Center for Civic Engagement that will build upon UMW's long-standing commitment to service and community. Civic and community engagement will be evaluated for inclusion in the General Education curriculum. (Page 7) | Evaluate for potential expansion once the Center is fully operational.   |

**Part 3: ACADEMIC-FINANCIAL PLAN**  
**University of Mary Washington**

**Academic and Financial Plan**

**3A: Six-Year Plan for Academic and Support Service Strategies for Six-year Period (2020-2026)**

**Instructions for 3A:** In the column entitled "Academic and Support Service Strategies for Six-Year Period (2020-2026)," please provide short titles to identify institutional strategies associated with goals in the Virginia Plan. Provide a concise description of the strategy in the Description of Strategy column (column J). Within this column, provide a specific reference as to where more detailed information can be found in the Narrative document. Note the goal(s) with which the strategy is aligned with the Virginia Plan (in particular, the related priority areas) in the VP Goal column and give it a Priority Ranking in column A. Additional information for 2022-2026 should be provided in column K (Two Additional Biennia). Strategies for student financial aid, other than those that are provided through tuition revenue, should not be included on this table; they should be included in Part 4, General Fund Request, of the plan. If an institution wishes to include any information about FTEs or fringe benefit adjustments (using DPB's FY2020 start-up instructions available by the end of May), it should list them as strategies in the Academic Plan not the Financial Plan. Funding amounts in the first year should be incremental. However, if the costs continue into the second year, they should be reflected cumulatively. Additional rows for strategies must be added before the gray line. Please update total cost formulas if necessary. **ASSUME NO ADDITIONAL GENERAL FUND IN THIS WORKSHEET.**

| SECTION A: ACADEMIC AND SUPPORT SERVICE STRATEGIES FOR SIX-YEAR PERIOD (2020-2026) |  |         |                                       |              |                             |              |              |                             |   |   |
|--|--|---------|---------------------------------------|--------------|-----------------------------|--------------|--------------|-----------------------------|---|---|
| Priority Ranking   | Strategies (Short Title)                                 | VP Goal | Biennium 2020-2022 (7/1/20-6/30/22)   |              |                             |              |              |                             | Description of Strategy   | Two Additional Biennia  |
|  |  |         | 2020-2021                             |              |                             | 2021-2022    |              |                             |   |   |
|  |  |         | Total Amount                          | Reallocation | Amount From Tuition Revenue | Total Amount | Reallocation | Amount From Tuition Revenue |   |   |
|  |  |         | Concise Information for Each Strategy |              |                             |              |              |                             |   |   |
| 12   | Develop domestic study away program                      | 2, 4    | \$0                                   | \$0          | \$0                         | \$70,000     | \$0          | \$70,000                    | Provide students with opportunities to engage in applied learning and cultural experiences away from campus but within the US. (Page 8) | Continue development and expansion of viable program sites based on student participation levels. |
| 13   | Expand the development of Open Education Resources (OER) | 1, 3    | \$25,000                              | \$0          | \$25,000                    | \$50,000     | \$0          | \$50,000                    | Provide course-release time for faculty developing OER materials for their courses. (Page 8)  | Expand the program as more faculty are engaged in the development of OER materials.               |
|  |  |         | \$0                                   | \$0          | \$0                         | \$0          | \$0          | \$0                         |   |   |
| <b>Total 2020-2022 Costs (Included in Financial Plan *Total Additional Funding</b> |  |         | \$1,779,000                           | \$0          | \$1,779,000                 | \$3,464,000  | \$0          | \$3,464,000                 |   |   |

**Part 3: ACADEMIC-FINANCIAL PLAN**  
**University of Mary Washington**

| Academic and Financial Plan   |                          |         |                                     |              |                             |              |              |                                       |                            |                        |
|---|--------------------------|---------|-------------------------------------|--------------|-----------------------------|--------------|--------------|---------------------------------------|----------------------------|------------------------|
| 3A: Six-Year Plan for Academic and Support Service Strategies for Six-year Period (2020-2026)   |                          |         |                                     |              |                             |              |              |                                       |                            |                        |
| <p><b>Instructions for 3A:</b> In the column entitled "Academic and Support Service Strategies for Six-Year Period (2020-2026)," please provide short titles to identify institutional strategies associated with goals in the Virginia Plan. Provide a concise description of the strategy in the Description of Strategy column (column J). Within this column, provide a specific reference as to where more detailed information can be found in the Narrative document. Note the goal(s) with which the strategy is aligned with the Virginia Plan (in particular, the related priority areas) in the VP Goal column and give it a Priority Ranking in column A. Additional information for 2022-2026 should be provided in column K (Two Additional Biennia). Strategies for student financial aid, other than those that are provided through tuition revenue, should not be included on this table; they should be included in Part 4, General Fund Request, of the plan. If an institution wishes to include any information about FTEs or fringe benefit adjustments (using DPB's FY2020 start-up instructions available by the end of May), it should list them as strategies in the Academic Plan not the Financial Plan. Funding amounts in the first year should be incremental. However, if the costs continue into the second year, they should be reflected cumulatively. Additional rows for strategies must be added before the gray line. Please update total cost formulas if necessary. <b>ASSUME NO ADDITIONAL GENERAL FUND IN THIS WORKSHEET.</b></p> |                          |         |                                     |              |                             |              |              |                                       |                            |                        |
| SECTION A: ACADEMIC AND SUPPORT SERVICE STRATEGIES FOR SIX-YEAR PERIOD (2020-2026)  |                          |         |                                     |              |                             |              |              |                                       |                            |                        |
| Priority Ranking  | Strategies (Short Title) | VP Goal | Biennium 2020-2022 (7/1/20-6/30/22) |              |                             |              |              |                                       | Description of Strategy    | Two Additional Biennia |
|   |                          |         | 2020-2021                           |              |                             | 2021-2022    |              |                                       |                            |                        |
|   |                          |         | Total Amount                        | Reallocation | Amount From Tuition Revenue | Total Amount | Reallocation | Amount From Tuition Revenue           |                            |                        |
|   |                          |         |                                     |              |                             |              |              | Concise Information for Each Strategy | Information for 2022- 2026 |                        |

**3B: Six-Year Financial Plan for Educational and General Programs, Incremental Operating Budget Need 2020-2022 Biennium**

**Instructions for 3B:** Complete the lines appropriate to your institution. As completely as possible, the items in the Academic Plan (3A) and Financial Plan (3B) should represent a complete picture of the institution's anticipated use of projected tuition revenues. For every strategy in 3A and every item in 3B of the plan, the total amount and the sum of the reallocation and tuition revenue should equal one another. Two additional rows, "Anticipated Nongeneral Fund Carryover" and "Nongeneral Fund Revenue for Current Operations" are available for an institution's use, if an institution cannot allocated all of its tuition revenue to specific strategies in the plan. Also, given the long standing practice that agencies should not assume general fund support for operation and maintenance (O&M) of new facilities, O&M strategies should not be included in an institution's plan, unless they are completely supported by tuition revenue. **Please do not add additional rows to 3B without first contacting Jean Huskey.**

| Assuming No Additional General Fund                          |                    | 2020-2021    |                             |                    | 2021-2022    |                             |  |
|--|--------------------|--------------|-----------------------------|--------------------|--------------|-----------------------------|--|
| Items  | Total Amount       | Reallocation | Amount From Tuition Revenue | Total Amount       | Reallocation | Amount From Tuition Revenue |  |
| <b>Total Incremental Cost from Academic Plan<sup>1</sup></b> | \$1,779,000        | \$0          | \$1,779,000                 | \$3,464,000        | \$0          | \$3,464,000                 |  |
| Increase T&R Faculty Salaries (\$)                           | \$225,000          | \$0          | \$225,000                   | \$450,000          | \$0          | \$450,000                   |  |
| T&R Faculty Salary Increase Rate(%) <sup>2</sup>             | variable           |              | variable                    | variable           |              | variable                    |  |
| Increase Admin. Faculty Salaries (\$)                        | \$25,000           | \$0          | \$25,000                    | \$50,000           | \$0          | \$50,000                    |  |
| Admin. Faculty Salary Increase Rate (%) <sup>2</sup>         | variable           |              | variable                    | variable           |              | variable                    |  |
| Increase Classified Staff Salaries (\$)                      | \$250,000          | \$0          | \$250,000                   | \$500,000          | \$0          | \$500,000                   |  |
| Classified Salary Increase Rate (%) <sup>2</sup>             | variable           |              | variable                    | variable           |              | variable                    |  |
| Increase University Staff Salaries (\$)                      | \$0                | \$0          | \$0                         | \$0                | \$0          | \$0                         |  |
| University Staff Salary Increase Rate (%) <sup>2</sup>       | 0.00%              |              | 0.00%                       | 0.00%              |              | 0.00%                       |  |
| O&M for New Facilities                                       | \$393,000          | \$0          | \$393,000                   | \$534,000          | \$0          | \$534,000                   |  |
| Add'l In-State Student Financial Aid from Tuition Rev*       | \$0                | \$0          | \$0                         | \$0                | \$0          | \$0                         |  |
| Add'l Out-of-State Student Financial Aid from Tuition Rev*   | \$0                | \$0          | \$0                         | \$0                | \$0          | \$0                         |  |
| Anticipated Nongeneral Fund Carryover                        | \$0                | \$0          | \$0                         | \$0                | \$0          | \$0                         |  |
| Nongeneral Fund for Current Operations                       | \$210,000          | \$0          | \$210,000                   | \$770,000          | \$0          | \$770,000                   |  |
| Library Enhancement  | \$0                | \$0          | \$0                         | \$0                | \$0          | \$0                         |  |
| Utility Cost Increase  | \$100,000          | \$0          | \$100,000                   | \$200,000          | \$0          | \$200,000                   |  |
| <b>Total Additional Funding Need</b>                         | <b>\$2,982,000</b> | <b>\$0</b>   | <b>\$2,982,000</b>          | <b>\$5,968,000</b> | <b>\$0</b>   | <b>\$5,968,000</b>          |  |

Notes:  
(1) Please ensure that these items are not double counted if they are already included in the incremental cost of the academic plan.  
(2) If planned, enter the cost of any institution-wide increase.

\*Included in initiative to increase the diversity of students, faculty, and staff (Priority #2).



**Part 4: General Fund (GF) Request  
University of Mary Washington**

**Requesting General Fund Support**

**Instructions:** Indicate items for which you anticipate making a request for state general fund in the 2020-22 biennium. The item can be a supplement to a strategy or item from the academic and financial plan or it can be a free-standing request for which no tuition revenue would be used. If it is a supplement to a strategy or item from the academic and financial plan, then describe in the Notes column how additional general fund will enhance or expand the strategy. Requests for need-based financial aid appropriated in program 108 should be included here. If additional rows are added, please update the total costs formulas.

| Priority Ranking | Initiatives Requiring General Fund Support  |         |                                     |             |              |             | Notes   |
|------------------|---|---------|-------------------------------------|-------------|--------------|-------------|---|
|                  | Strategies (Match Academic-Financial Worksheet Short Title)   | VP Goal | Biennium 2020-2022 (7/1/20-6/30/22) |             |              |             |   |
|                  |   |         | 2020-2021                           |             | 2021-2022    |             |   |
|                  |   |         | Total Amount                        | GF Support  | Total Amount | GF Support  |   |
| 1                | Increase UMW's GF allocation through VSAFP  | 1, 3    | \$1,200,000                         | \$1,200,000 | \$1,200,000  | \$1,200,000 | Page 2  |
| 2                | Develop integrated data warehouse and management system with advanced analytics   | 2, 3    | \$200,000                           | \$100,000   | \$200,000    | \$100,000   | Page 3 (See Note below *)                     |
| 3                | Increase diversity of students, faculty and staff   | 1, 2, 4 | \$580,000                           | \$40,000    | \$1,175,000  | \$87,500    | Page 4 (See Note below *)                     |
| 4                | Increase retention efforts for specific student sub-populations   | 2, 4    | \$125,000                           | \$42,500    | \$210,000    | \$85,000    | Page 4 (See Note below *)                     |
| 5                | Enhance support students, faculty and staff with disabilities   | 2       | \$255,000                           | \$127,500   | \$515,000    | \$257,500   | Page 5 (See Note below *)                     |
| 6                | Expand adult degree completion and continuing education programs  | 2, 3, 4 | \$95,000                            | \$47,500    | \$190,000    | \$95,000    | Page 5 (See Note below *)                     |
| 7                | Expand Computer Science program   | 4       | \$180,000                           | \$90,000    | \$270,000    | \$135,000   | Page 6 (See Note below * / **)                |
| 8                | Expand BSN program  | 4       | \$90,000                            | \$45,000    | \$180,000    | \$90,000    | Page 6 (See Note below * / **)                |
| 9                | Expand programs in the College of Education   | 4       | \$154,000                           | \$77,000    | \$154,000    | \$77,000    | Page 6 (See Note below * / **)                |
| 10               | Expand Masters in Geospatial Analysis (MSGAs) program   | 4       | \$0                                 | \$0         | \$325,000    | \$162,500   | Page 7 (See Note below *)                     |
| 11               | Expand undergraduate research program   | 4       | \$50,000                            | \$25,000    | \$75,000     | \$37,500    | Page 7 (See Note below *)                     |
| 12               | Expand community engagement/service learning  | 4       | \$25,000                            | \$12,500    | \$50,000     | \$25,000    | Page 7 (See Note below *)                     |
| 13               | Develop Domestic Study Away program   | 4       | \$0                                 | \$0         | \$70,000     | \$35,000    | Page 8 (See Note below *)                     |
| 14               | Expand development of Open Education Resources (OER)  | 1, 3    | \$25,000                            | \$12,500    | \$50,000     | \$25,000    | Page 8 (See Note below *)                     |
| 15               | Fredericksburg Region's Pipeline to Promise (IPPA Proposal)   | 1,2,3,4 | \$447,000                           | \$447,000   | \$511,000    | \$511,000   | Page 12 and Appendix (See Note below * / ***) |
| 16               | Support operation and maintenance cost increases for new E&G facilities coming on-line  | N/A     | \$393,000                           | \$196,500   | \$534,000    | \$267,000   | Page 9 (See Note below *)                     |
| 17               | Current operations cost increases, including leases and contracts, PC replacement, facilities equipment replacement, campus safety communications system replacement, and utilities | N/A     | \$310,000                           | \$155,000   | \$970,000    | \$485,000   | Page 9 (See Note below *)                     |
|                  |   |         | \$4,129,000                         | \$2,618,000 | \$6,679,000  | \$3,675,000 |   |

**Notes**

\* For each of these strategic initiatives or current operating cost increases, the funding allocations above assume a level of state funding support (generally about 50/50). The initiatives all support priorities identified in the Virginia Plan or represent operating cost increases for state supported programs and operations. To the extent state funding is not provided, UMW will assess whether to pass the state's share on to students through higher tuition increases, scale-back the scope of the initiative, extend implementation over a longer time horizon, or forgo the initiative altogether.

\*\* These initiatives also support UMW's IPPA, Fredericksburg Region's Pipeline to Promise.

\*\*\* These amounts represent the balance of costs associated with UMW's IPPA (Fredericksburg Region's Pipeline to Promise). Other costs for the IPPA are reflected in priorities 7, 8, & 9.

**Part 5: Financial Aid Plan**  
**University of Mary Washington**

**FINANCIAL AID PLAN**

*Instructions: Provide a breakdown of the projected source and distribution of tuition and fee revenue redirected to financial aid. To ensure compliance with the state prohibition that in-state students not subsidize out-of-state students and to provide the review group with a scope of the strategy, projections must be made for each of the indicated categories. Please be aware that this data will be compared with similar data provided by other institutional offices in order to ensure overall consistency. (Please do not alter shaded cells that contain formulas.)*

**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**

\*2018-19 (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                          | \$33,109,000          | \$6,197,000                                     | 18.7%                       | \$6,197,000                   |
| Undergraduate, Out-of-State                      | \$9,825,000           | \$2,251,000                                     | 22.9%                       | \$2,251,000                   |
| Graduate, In-State                               | \$2,430,000           | \$145,000                                       | 6.0%                        | \$145,000                     |
| Graduate, Out-of-State                           | \$233,000             | \$22,000  | 9.4%                        | \$22,000                      |
| First Professional, In-State                     | \$0                   | \$0   | %                           | \$0                           |
| First Professional, Out-of-State                 | \$0                   | \$0   | %                           | \$0                           |
| Total  | \$45,597,000          | \$8,615,000                                     | 18.9%                       | \$8,615,000                   |
| Total from Tuition & Other NGF Revenue worksheet | \$47,922,000          | \$8,615,000                                     | 18.0%                       |                               |
| In-State Sub-Total                               | \$35,539,000          | \$6,342,000                                     | 17.8%                       | \$6,342,000                   |

**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                          | \$33,109,000          | \$6,905,000                                     | 20.9%                       | \$6,905,000                   |
| Undergraduate, Out-of-State                      | \$10,021,000          | \$2,508,000                                     | 25.0%                       | \$2,508,000                   |
| Graduate, In-State                               | \$2,527,000           | \$162,000                                       | 6.4%                        | \$162,000                     |
| Graduate, Out-of-State                           | \$238,000             | \$25,000  | 10.5%                       | \$25,000                      |
| First Professional, In-State                     | \$0                   | \$0   | %                           | \$0                           |
| First Professional, Out-of-State                 | \$0                   | \$0   | %                           | \$0                           |
| Total  | \$45,895,000          | \$9,600,000                                     | 20.9%                       | \$9,600,000                   |
| Total from Tuition & Other NGF Revenue worksheet | \$48,220,000          | \$9,600,000                                     | 19.9%                       |                               |
| In-State Sub-Total                               | \$35,636,000          | \$7,067,000                                     | 19.8%                       | \$7,067,000                   |
| Additional In-State                              | \$97,000              | \$725,000                                       | 747.4%                      | \$725,000                     |

**2020-21 (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                          | \$35,592,000          | \$7,265,000                                     | 20.4%                       | \$7,265,000                   |
| Undergraduate, Out-of-State                      | \$10,222,000          | \$2,639,000                                     | 25.8%                       | \$2,639,000                   |
| Graduate, In-State                               | \$2,578,000           | \$170,000                                       | 6.6%                        | \$170,000                     |
| Graduate, Out-of-State                           | \$243,000             | \$26,000  | 10.7%                       | \$26,000                      |
| First Professional, In-State                     | \$0                   | \$0   | %                           | \$0                           |
| First Professional, Out-of-State                 | \$0                   | \$0   | %                           | \$0                           |
| Total  | \$48,635,000          | \$10,100,000                                    | 20.8%                       | \$10,100,000                  |
| Total from Tuition & Other NGF Revenue worksheet | \$50,960,000          | \$10,100,000                                    | 19.8%                       |                               |
| In-State Sub-Total                               | \$38,170,000          | \$7,435,000                                     | 19.5%                       | \$7,435,000                   |
| Additional In-State                              | \$2,534,000           | \$368,000                                       | 14.5%                       | \$368,000                     |
| Additional In-State from Financial Plan          |                       | \$0   | %                           |                               |

**2021-22 (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                          | \$38,262,000          | \$7,625,000                                     | 19.9%                       | \$7,625,000                   |
| Undergraduate, Out-of-State                      | \$10,426,000          | \$2,770,000                                     | 26.6%                       | \$2,770,000                   |
| Graduate, In-State                               | \$2,629,000           | \$178,000                                       | 6.8%                        | \$178,000                     |
| Graduate, Out-of-State                           | \$248,000             | \$27,000  | 10.9%                       | \$27,000                      |
| First Professional, In-State                     | \$0                   | \$0   | %                           | \$0                           |
| First Professional, Out-of-State                 | \$0                   | \$0   | %                           | \$0                           |
| Total  | \$51,565,000          | \$10,600,000                                    | 20.6%                       | \$10,600,000                  |
| Total from Tuition & Other NGF Revenue worksheet | \$53,890,000          | \$10,600,000                                    | 19.7%                       |                               |
| In-State Sub-Total                               | \$40,891,000          | \$7,803,000                                     | 19.1%                       | \$7,803,000                   |
| Additional In-State                              | \$2,721,000           | \$368,000                                       | 13.5%                       | \$368,000                     |
| Additional In-State from Financial Plan          |                       | \$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.

**Part 6: Economic Development Annual Report for 2018-19**  
**University of Mary Washington**

**ECONOMIC DEVELOPMENT: CONTRIBUTIONS (HB515; which was enacted as Chapter 149, Virginia Acts of Assembly, 2016 Session)**

**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.

**Instructions:** The reporting period is FY19. **THE REPORT IS NOT DUE UNTIL OCTOBER 1.** The metrics serve as a menu of items that institutions should respond to as applicable and when information is available to them. Leave fields blank, if information is unavailable. (Please do not alter shaded cells that contain formulas.) Please note the narrative question at the bottom of the page. The response should be provided in the separate Narrative document, Section J.

**6A: Provide information for research and development (R&D) expenditures through June 30, 2019 by source of fund with a breakdown by Science and Engineering (S&E) specific and non-S&E. (Definition: The response is an unaudited version of the data to be submitted to the NSF Higher Education R&D [HERD] Survey in early 2020.)**

| VA PLAN Strategy Reference | 6A: Research and Development (R&D) Expenditures by Source of Fund | *S&E         | Non S&E        | Total          |
|----------------------------|---|--------------|----------------|----------------|
|                            | <b>Source of Funds</b>  |              |                |                |
| 4.3                        | Federal Government  | \$44         | \$374          | \$418          |
|                            | State and Local Government  | \$0          | \$61           | \$61           |
|                            | Institution Funds   | \$138        | \$433          | \$571          |
|                            | Business  | \$0          | \$0            | \$0            |
|                            | Nonprofit Organizations   | \$24         | \$168          | \$192          |
|                            | All Other Sources   | \$0          | \$0            | \$0            |
|                            | <b>Total</b>  | <b>\$206</b> | <b>\$1,036</b> | <b>\$1,242</b> |

\* S&E - Science and Engineering

**6B: 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 | 6B: General Questions   | Yes | No | Number/Amount     | Comments  |
|----------------------------|---|-----|----|-------------------|---|
| 4.1                        | 1. Does your institution offer an innovation- or entrepreneurship-themed student living-learning community (student housing)?   | X   |    |                   |   |
| 4.1                        | 2. Does your institution offer startup incubation/accelerator programs? If yes, please comment if people/companies external to the institution can access them and, if so, how. (Definition: Incubation or accelerator programs are structured multi-week or multi-month programs for which a cohort of start-up companies are chosen; includes mentoring and connections to investors)   | X   |    | 20 companies      | The UMW EagleWorks BIC supports entrepreneurs through access to professional networks, office facilities, consulting services, peer engagement, student intern access, faculty mentoring access, and other business resources. It is an immersion program that helps improve business productivity by working in a professional full-service office ecosystem.  |
| 4.2                        | 3. Does your institution have an entrepreneurship center? If yes, please comment if people/companies external to the institution can access it and, if so, how.   | X   |    | 1,688 individuals | The University of Mary Washington Center for Economic Development (CED) inspires and enables entrepreneurs and their organizations to pursue economic growth through education, consulting, connecting, and supportive research. UMW's CED offer eight high-impact programs designed to meet the needs of the community, students, faculty, economic stakeholders, resource partners, and businesses.   |
| 4.2                        | 4. Does your institution use Entrepreneur(s)-in-Residence? (Definition: EIRS are usually experienced founders of high-growth start-up companies who partner with a university to explore active research projects and seek out opportunities to commercialize the products of research; alternatively, an EIR could be a grad student, post-doc, business major, etc., who assists to evaluate IP and provide assessments of market pull potential, business planning, etc.)  | X   |    |                   |   |
| 4.1                        | 5. Number of students paid through externally funded research grants or contracts.  |     |    | 20                |   |
| 4.1                        | 6. Please answer Yes if (i) your institution's written tenure policy specifically mentions the development of intellectual property and/or the commercialization of research; or (ii) the policies of any schools or other divisions mention IP and/or commercialization as a consideration for promotion and tenure; or (iii) the instructions for compiling a P&T portfolio include providing information about patents, licenses, and other commercialization activities? If Yes, please provide a brief explanation in the comments field. If No, use the comments field to describe other ways a promotion and tenure committee might value those contributions, if any. |     | X  |                   | While development of intellectual property and/or commercialization of research are not explicitly mentioned in the written tenure policy, these activities are part of a faculty member's professional activity. Professional activity is one of the three performance criteria that are assessed when tenure/promotion decisions are made. The instructions in the Faculty Handbook that provide guidance about materials to be included in the faculty member's portfolio would cover anyone who is submitting development of intellectual property or commercialization of research as part of the evidence of performance of professional activity that merits tenure/promotion. |
| 4.2                        | 7. Does your institution or an affiliated entity offer translational research and/or proof of concept funding? If yes, please provide the dollar amount awarded in FY19 in the number/amount field. In the comments field, please provide the number of grants awarded; additional comments can also be entered if needed.  | X   |    | \$6,499           | In an effort to promote increased submission of grant and contract proposals to external funding entities, the Office of the Provost established a research incentive funds program that provides faculty development awards to faculty who submitted proposals for external funding.   |
| 4.2                        | 8. Does your institution or an affiliated entity offer a seed fund or venture capital fund that awards money to start-ups? If yes, please comment on whether it awards funding only to university-based start-ups or to the general public as well? If yes, please provide dollar amount awarded in FY19 in the number/amount field and the number of awards made in the comments field.  |     | X  |                   |   |

**6C: Provide information for federal research and commercialization grants by type, number, and dollar value with a breakdown by college and department. If additional rows are needed, please contact Jean Mottley (jeanmottley@schev.edu) for assistance.**

| VA PLAN Strategy Reference | 6C: Research and Commercialization Grants | No. | \$ Value | College | Department |
|----------------------------|---|-----|----------|---------|------------|
| 4.3                        | SBIR - Small Business Innovation Research |     |          |         |            |
|                            | STTR - Small Technology Transfer Research |     |          |         |            |

**6D: The Intellectual Property (IP) section captures information on disclosure, patent, and licensing activities. It is divided into three tables. Tables 1 and 2 capture information regardless of source of funds or nature of entity to whom IP is transferred. Table 3 is required by § 23.1-102 subdivision 2 of the Code of Virginia. It details 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. 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. Tables 2 and 3 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.**

| VA PLAN Strategy Reference | 6D: Table 1 - All Activity for FY 2018-19                          | No. |
|----------------------------|--|-----|
| 4.2                        | 1. Number of Intellectual Property disclosures received            | 0   |
|                            | 2. Number of Provisional Patent Applications filed during the year | 0   |
|                            | 3. Number of Patent Applications filed during the year (by type)   |     |
|                            | Design   | 0   |
|                            | Plant  | 0   |

|  |          |
|--|----------|
| Utility  | 0        |
| <b>Total</b>   | <b>0</b> |
| 4. Total number of Patent Applications pending (by type) |          |
| Design   | 0        |
| Plant  | 0        |
| Utility  | 0        |
| <b>Total</b>   | <b>0</b> |
| 5. Number of Patents awarded during the year (by type)   |          |
| Design   | 0        |
| Plant  | 0        |
| Utility  | 0        |
| <b>Total</b>   | <b>0</b> |

|                            |   |                                   |  |
|----------------------------|---|-----------------------------------|--|
| VA PLAN Strategy Reference | <b>6D: Table 2 - All Activity for FY 2018-19</b>  | Principal Place of Business in VA | Principal Place of Business Outside VA |
| 4.2                        | 1. Total number of intellectual property licenses executed in FY18-19                       | 0                                 | 0                                      |
|                            | 2. Number of start-ups created through IP licensing in FY18-19                              | 0                                 | 0                                      |
|                            | 3. Amount of licensing revenue in FY18-19 resulting from all intellectual property licenses | \$0                               | \$0                                    |
|                            | 4. Number of jobs created as a result of university start-ups                               | 0                                 | 0                                      |

|                            |  |                                   |  |
|----------------------------|--|-----------------------------------|--|
| VA PLAN Strategy Reference | <b>6D: Table 3 - Research Supported by Persons or Nongovernmental Entities</b>   | Principal Place of Business in VA | Principal Place of Business Outside VA |
| 4.2                        | 1. Value of funds received (not expended) from persons or nongovernmental entities to support research   | \$0                               | \$0                                    |
|                            | 2. Number of patents awarded during the year (by type) developed in whole or part from research projects funded by persons or nongovernmental entities:  | This is a subset of Table 1, #5.  |  |
|                            | a. Design Patent   | 0                                 | 0                                      |
|                            | b. Plant Patent  | 0                                 | 0                                      |
|                            | c. Utility Patent  | 0                                 | 0                                      |
|                            | <b>d. Total</b>  | <b>0</b>                          | <b>0</b>                               |
|                            | 3. Number of assignments of intellectual property interests to persons or nongovernmental entities (definition: "assignment" is the outright conveyance, sale and transfer of the IP, in contrast to "license" of IP rights, which is the contractual permission given to another party to use the IP) | 0                                 | 0                                      |

**6E: 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 | <b>6E: General Questions - VCCS Specific</b>   | Number | Comments |
| 4.1                        | 1. Number of training programs leading to workforce certifications and licensures.                                     |        |          |
|                            | 2. Number of students who earned industry recognized credentials stemming from training programs.                      |        |          |
|                            | 3. Number of industry-recognized credentials obtained, including certifications and licenses.                          |        |          |
|                            | 4. Number of Career/Technical Education certificates, diplomas and degrees awarded that meet regional workforce needs. |        |          |

**NARRATIVE REQUIREMENT (Section J):**

**Contributions to Economic Development** – Describe the institution’s contributions to stimulate the economic development of the Commonwealth and/or area in which the institution is located. *If applicable*, the information should include:

- a. University-led or public-private partnerships in real estate and/or community redevelopment.
- b. State industries to which the institution’s research efforts have direct relevance.
- c. High-impact programs designed to meet the needs of local families, community partners, and businesses.
- d. Business management/consulting assistance.