

## 2019 SIX-YEAR PLAN: EXECUTIVE SUMMARY

### James Madison University

#### Meeting the Needs of the Commonwealth

As we always have, JMU embraces the Commonwealth's mission to enhance the well-being of its citizens. Our faculty's research and scholarship keep them on the leading edge of their fields, which allows them to work with our eager students on the dynamic skills and abilities that they need to succeed in the workplace. And we're hearing about that success because we maintain close ties with our employers through our office of Career and Academic Planning. We know, for instance, based on the "First Destinations Career Outcomes" report, that 95% of JMU undergraduates were employed, in graduate school or involved in other career endeavors within six months of graduation.

The fact is, JMU students are known for their effectiveness – from the classroom to the boardroom – for their high-quality technical skills as well as for critical thinking, leadership, collaboration, problem-solving, ethical reasoning and entrepreneurship.

But more than that, JMU's focus on civic engagement and civic competencies allows us to foster not just the building of 21<sup>st</sup> century skills, but 21<sup>st</sup> century *citizens*. The James Madison Center for Civic Engagement is nationally recognized for leadership in this area, just as you might expect from the university named for our fourth president and the Father of the Constitution.

Further, we continue to adapt our offerings to meet regional demands while maintaining our own internal standards of quality and institutional character. As is seen in our 2019 Six-Year Plan, we understand the importance of staying nimble. We welcome the opportunity to grow as an institution through innovative offerings that support the citizens of the Commonwealth.

#### The Value of a JMU Degree

Evidence that a student's investment in JMU reaps great awards is also confirmed by what is said and written about us.

- *The Wall Street Journal* and *Times Higher Education* named JMU the most student-recommended university in the United States. More than 200,000 current students at colleges across the country were asked how likely they would be to recommend their current school to friends or family. Students at JMU were more likely to recommend their school than students at any other school in the nation. Stanford ranked second.
- JMU achieves the #1 highest graduation rate in the U.S. for large, master's level public universities of 10,000 or more students according to the National Center for Education Statistics.
- *U.S. News & World Report* ranked JMU the No. 2 "Most Innovative School" in the region. This category recognizes innovation in curriculum, faculty, student, campus life, technology or facilities.
- JMU continues to hold a place in the Princeton Review's annual recommendations of the nation's best colleges for academics, affordability and career prospects. The university is also included in "Colleges That Pay You Back: The 200 Schools That Give You the Best Bang for Your Tuition Buck, which is an expansion of the Princeton Review's list. JMU has been listed in the books since 2009.
- *U.S. News & World Report* ranks undergraduate engineering programs accredited by the Accreditation Board for Engineering and Technology. JMU tied with four other schools to place No. 30 in the country, up from No. 38 in 2017.

## 2019 Areas of Focus

### ***Focus #1: Meeting the Comprehensive Needs of the Commonwealth***

JMU is ready and willing to provide academic programs that help meet the needs of the Commonwealth. We have been a leading producer of teachers since JMU's inception as a state normal school and are as committed to the initial charge of training public school teachers now as we were then. Our focus has evolved along with the profession, and we are developing inventive programs that aim to increase the number of teachers in areas including STEM and support teacher retention through innovative graduate programs.

Academic offerings under development at JMU are not limited to traditional areas. Our successful Computer Science programs continue to produce talented graduates, and we plan to increase our capacity in those regions. A proposed Information Technology degree will be a strong technical complement to our existing computing programs. We also seek to build on our expertise in applied sciences and technology to grow offerings in the Data Sciences area.

### ***Focus #2: Access, Inclusion, Diversity and Affordability***

JMU values providing access to all students who would benefit from and contribute to the Madison Experience. With exceptional graduation and retention rates, the university provides appropriate support and challenge for our students' success. Interest from students with low socioeconomic backgrounds is growing, but the lack of financial aid resources at JMU hinders our efforts with expanding diversity. However, those who are able to attend experience an environment that is welcoming and meaningful.

We also continue our leadership as the Commonwealth's most underfunded and proudly leanest institution. As of 2017-18, JMU ranks the lowest in general fund per in-state FTE as compared to fourteen Virginia public institutions. We're known for squeezing the most value out of every dollar we receive – from our state government, generous donors and our students, whose families work very hard to send them to JMU.

We're also proud of these accomplishment related to our second area of focus:

- This year, we're celebrating the first graduating class of a program we call Valley Scholars, which serves first-generation, financially eligible students, who are motivated and show academic promise in middle school and throughout high school. Twenty-five Valley Scholars students have completed the process to attend JMU. Students will also be attending UVA, Virginia State University, VCU and ODU, and two will attend local community colleges.
- Our Centennial Scholars program provides financial assistance and a multi-level academic support network, to retain eligible under-represented students. We believe that qualified and deserving Virginia students who are not able to finance the cost of attending college should have the opportunity to graduate from a higher-education institution. In addition, we feel a holistic support system is essential in order to provide assistance and help students grow throughout their undergraduate careers. Perhaps the greatest testament to the success of Centennial Scholars is that these students have *higher* retention and graduation rates than the student body average.
- Further, we are hard at work building pathways across the state:
  - We've enjoyed 15 years of success with our *Professor in Residence* programs in designated middle schools and high schools.
  - We host 3000 Virginia middle schoolers through our visit program.
  - We host the College Partnership program – serving 9<sup>th</sup> and 10<sup>th</sup> graders from Fairfax County.

- The *Wednesdays @ Madison* program welcomes first-generation and low-income students to learn more about what JMU can offer them.
- We're working with the Aspen Institute to create transfer pathways for specific majors.

As much as we've accomplished, and as much as we are grateful for what the Commonwealth has provided, we are in great need of increased financial aid support. When it comes to Access, Inclusion, Diversity and Affordability, expanded state support for financial aid remains our greatest need and most urgent request.

### **Academic Achievements and Competencies**

Being the most recommended university in America and having the highest graduation rate in our category across the country aren't just functions of the quality of our students, but reflect a deep commitment to our academic mission. Key achievements from the past year included:

- JMU hosted the inaugural Engagement for the Public Good conference, attracting 250 national and international participants.
- JMU students are acing certification exams, with Accounting scores in the top 3% nationally for first-time pass rates on the CPA exam. Audiology, Physician Assistant, School Psychology and Speech Pathology programs achieve 100% pass rates for students on licensure exams on their first attempt.
- An Engineering student team competed in the global Invent for the Planet competition, hosted by Texas A&M, with 25 international teams. JMU was one of only two U.S. teams in the final five.
- The Department of Chemistry and Biochemistry is nationally recognized in scholarship and teaching, with faculty that include three Cottrell Scholars, two Dreyfus Scholars, two ACS Fellows, one AAAS Fellow and one NSF Presidential Early Career Award Recipient.
- Students at JMU are receiving substantial competitive awards. Seventeen JMU students – twelve with majors in the College of Arts and Letters – received awards from the Fulbright U.S. Student Program. Two JMU students were recognized as Goldwater Scholars for the Barry M. Goldwater Scholarship Program. Eighteen students were awarded by the Benjamin A. Gilman Scholarship for study abroad this year.
- The College of Education is doing its part to address the teacher shortage in the commonwealth. Effective fall 2019, JMU will offer five new education majors that meet the requirements of 16 teacher endorsements.
- Madison New Works Lab, initiated in 2018, aims to develop new musicals and plays from a national call for proposals. The lab brings the work of Broadway professionals, faculty and JMU students together and has been generously funded for the next four seasons by single donor.
- JMU scores high in college rankings. The Industrial Design program is ranked #2 by Value Colleges in the Top 50 Best Value Bachelor's in Industrial Design Degrees. *College Factual* ranks the School of Music #15 out of 371 schools of music in the U.S. and the School of Art, Design and Art History #24 out of 314 schools in the U.S. For the second year in a row, *College Factual* rated JMU's Marketing program #1.

## 2019 SIX-YEAR PLAN: NARRATIVE

### James Madison University

#### **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:**

##### **Institutional Mission**

The JMU mission is woven throughout the culture of the institution: "We are a community committed to preparing students to be educated and enlightened citizens who lead productive and meaningful lives." The statement directly addresses our pledge to educating our students while reiterating the university's long-time commitment to meeting the needs of the greater community. The mission statement was revisited and reaffirmed in 2011, and there are no plans to modify the statement within the next six years.

JMU holds as its vision to be the national model for the engaged university: engaged with ideas and the world. This engagement is a critical part of our strategic planning and program development.

##### **Institutional Planning**

JMU is growing and adapting to the needs of the commonwealth. Always a competitive university for traditional college students, the JMU environment is shifting to meet the requirements for changing demographics. For example, since 2014 our enrollment of first generation students has increased by 42 percent and the percentage of non-white students has grown by 24.5 percent. To address these students' needs, we have continued a partnership between Academic Student Services and First Year Involvement using peer tutors to work with identified at-risk students following the fall semester, resulting in increased completion of early career courses. At the same time, JMU has established guaranteed admissions agreements with all Virginia community colleges and Richard Bland College. We have steadily increased the number of admitted transfer students, with 1,000 accepted from the 2360 applications in fall 2018. Work has begun on a Transfer Student Center to identify the needs of this population and provide targeted assistance.

## Institutional Goals

JMU recognizes that the institution's goals correspond with the Virginia goals and, as a result, has developed a series of academic initiatives that align with the Virginia Plan and the JMU strategic plan. Specifically, our six-year plan strategies have been developed to enable and support student success and degree attainment with proposals to enhance affordability. The strategies provide engaging learning experiences that lead to new degree offerings and career path opportunities in Education, Health, Technology and other needed areas. Goals to advance the needs of the commonwealth are also included, as are opportunities to increase the scholarship of faculty and students.

Virginia Plan goals and their corresponding institutional strategies are shown below, followed with additional descriptive details.

Virginia Plan	Virginia Plan Strategies	JMU Six Year Plan Strategies
<b>#1 Provide Affordable Access for All</b>		
	1.4 Align state appropriations, financial aid and tuition and fees such that students have broader access to postsecondary education opportunities regardless of their ability to pay	Increase Undergraduate Student Financial Aid
<b>#2. Student Success</b>		
	2.2 Provide effective academic and student services infrastructures focused on persistence and completion	Address Academic and Institutional Support Resource Needs
	2.3 Increase on-time completion of certificates and degrees <i>and</i>	Improve Student Success and Timely Degree Completion
	2.4 Engage adults and veterans in certificate and degree completion and lifelong learning	
<b>#3. Innovation and Investment</b>		
	3.2 Cultivate innovations that enrich quality, promote collaboration and improve efficiency	Establish the Libraries as an Innovative Learning and Creativity Nexus
	3.3 Foster faculty excellence, scholarship and diversity	Emphasize Innovation, Creativity, Collaboration, and Entrepreneurship
<b>#4. Advance Economic &amp; Cultural Prosperity Of The Commonwealth &amp; Its Regions</b>		
	4.1 Build a competitive, future-ready workforce for all regions	Increase Graduates in Strategic Talent Areas (Performance Plan)
	4.1 Build a competitive, future-ready workforce for all regions	Expand Cyber Intelligence Program
	4.1 Build a competitive, future-ready workforce for all regions	Address Teacher Shortages in Virginia
	4.1 Build a competitive, future-ready workforce for all regions	Grow Digital Design Programs in Emerging Disciplines
	4.4 Expand participation and engagement in public service & institutional service to the community	Emphasize Community Involvement

### **Virginia Plan #1. Provide Affordable Access for All**

1.4 Align state appropriations, financial aid and tuition and fees such that students have a broader access to postsecondary education opportunities regardless of their ability to pay

**Provide Additional Undergraduate Student Financial Aid. (University Strategy #5)** In 2018-19, the university met an average of 31 percent of remaining need for those with estimated family contribution (EFC) up to \$10,250 (approximately 2,686 students). For future strategies, we will continue investigating new programs to assist in the matriculation of low-income students and to provide additional support for middle-income students. In order to reach more of the unmet need, the university will rely on a combination of state general fund support, institutional support and private dollars. Our primary goal is to annually increase the EFC used for grant awards until we reach the point of being equal to 50% of the Cost of Attendance (COA). In 2019-20, the EFC will be 43 percent of the COA. A secondary goal is to increase the award to equal an average of 50 percent of remaining need. In 2019-20, the average will be 32 percent.

- FY 2020-21 \$1,870,484
- FY 2021-22 \$2,920,304

### **Virginia Plan #2. Student Success**

#### *2.2 Provide effective academic and student services infrastructures focused on persistence and completion*

**Address Academic and Institutional Support Resource Needs. (University Strategy #15)** Provide faculty and operating resources based on the university's current student to faculty ratio of 16 to 1. Twenty percent of the needed full-time equivalent faculty will be part-time faculty. Provide staff and operating resources based on a student to staff ratio of 18 to 1. These additions will address the university's projected regular session on-campus full-time equivalent student enrollment increases for the biennium.

- FY 2020-21 9.00 FTE, \$889,992 salary + benefits + \$57,474 operating costs
  - Total cost \$947,466, Reallocation \$230,000
- FY 2021-22 17.00 FTE, \$1,660,538 salary + benefits + \$92,474 operating costs
  - Total cost \$1,753,012, Reallocation \$280,000

#### *2.3 Increase on-time completion of certificates and degrees / 2.4 Engage adults and veterans in certificate and degree completion and lifelong learning*

**Improve Student Success and Timely Degree Completion. (University Strategy #8)** Expand academic and student services to support and mentor academically at-risk first year and transfer students, particularly those in their first year. Extend existing partnerships and connect the work of units offering student support as a continuum of resources available to academically at-risk students. Provide additional support for advising resources that lead to timely completion of degree programs. Increase the number of advisers, improve advising technology and develop more interactive web resources, including four-year academic plans. Improve coordination, quality, accessibility, and assessment of online learning offerings, including increased attention on summer school to increase timely graduation. Expand online offerings and flexible scheduling for nontraditional students, adult learners with some college credit, and veterans through partnerships with internal and external constituencies for credit and non-credit courses and workforce development. Increase curricular opportunities within the Adult Degree Program.

- FY 2020-21 15.81 FTE, \$559,000 salary + benefits + \$42,782 operating costs
  - Total cost \$601,782
- FY 2021-22 19.45 FTE, \$893,447 salary + benefits + \$140,346 operating costs
  - Total cost \$1,033,793

### **Virginia Plan #3. Innovation and Investment**

#### *3.2 Cultivate innovations that enrich quality, promote collaboration and improve efficiency*

**Establish the Libraries as an Innovative Learning and Creativity Nexus. (University Strategy #12)** Partner with faculty, students, and units across campus to enable cross-disciplinary connections and foster creative exploration and innovations in digital research and scholarly communication. Provide structured and unstructured opportunities, spaces, and equipment to support information literacy, critical thinking, multi-modal communication, and other competencies essential to 21<sup>st</sup> century success. Advance teaching and learning by partnering with faculty to bring the libraries' resources and expertise to students and produce and offer more affordable course materials. Heighten JMU's national prominence by increasing open access to publicly-funded and local scholarship.

- FY 2020-21 0.00 FTE, \$0 salary + benefits + \$0 operating costs

- Total cost \$0
- FY 2021-22 8.00 FTE, \$659,930 salary + benefits + \$189,000 operating costs
  - Total cost \$848,930

### 3.3 Foster faculty excellence, scholarship and diversity

#### **Emphasize Innovation, Creativity, Collaboration and Entrepreneurship. (University Strategy #13)**

Cultivate a culture of innovation, creativity, collaboration, and entrepreneurship (ICCE) throughout the university community. Create spaces and co-curricular opportunities for students and faculty to engage, interact, and prototype innovations resulting from research, scholarship, and course work. Expand ICCE work through Amazon Web Services. Promote collaboration with statewide research and development initiatives, including the Commonwealth Cyber Initiative (CCI). Encourage the translation of innovations to social and commercial entrepreneurship activities that add value to the region and the commonwealth. Offer additional courses focusing on augmented and virtual reality for the university and local communities through the X-Labs.

- FY 2020-21 0.00 FTE, \$0 salary + benefits + \$0 operating costs
  - Total cost \$0
- FY 2021-22 11.15 FTE, \$773,657 salary + benefits + \$55,789 operating costs
  - Total cost \$829,446

#### **Virginia Plan #4. Advance Economic & Cultural Prosperity of The Commonwealth & Its Regions**

##### 4.1 Build a competitive, future-ready workforce for all regions

**Increase Graduates in Strategic Talent Areas (Performance Plan). (University Strategy #7)** Cultivate graduates who are employment-ready in strategic areas that meet the needs of the commonwealth, including nurses, data scientists, and STEM teachers. Prepare nursing graduates who can immediately practice across the continuum of care for complex patients in a dynamic health care system. Explore innovative interdisciplinary and interprofessional curricular foci that lead to employment for our graduates in the biomedical sciences and big data/health informatics fields. Increase the number of graduates in science and math education programs. Create strong programs in robotics, cyber hygiene, coding, and cyber security for existing teachers to increase retention of educators in technology areas. Support initiatives that strengthen strategic talent development related to nursing, data science, and STEM educator preparation.

- FY 2020-21 8.74 FTE, \$719,326 salary + benefits + \$122,750 operating costs
  - Total cost \$842,076
- FY 2021-22 10.74 FTE, \$953,239 salary + benefits + \$167,750 operating costs
  - Total cost \$1,120,989

**Expand Cyber Intelligence Program. (University Strategy #9)** Expand the online cyber intelligence program, which involves tactical and strategic analysis of cyber security threats and adversaries to support proactive decision making. Fill a critical gap in the cyber security pipeline by providing opportunities for students with a domain expertise (e.g., healthcare) to expand their competencies to fulfill new positions as hybrid cyber specialists (e.g., cyber analysts) and cyber security educators.

- FY 2020-21 1.00 FTE, \$124,191 salary + benefits + \$20,000 operating costs
  - Total cost \$144,191
- FY 2021-22 2.00 FTE, \$248,382 salary + benefits + \$25,000 operating costs
  - Total cost \$273,382

**Address Teacher Shortages in Virginia. (University Strategy #10)** Partner with local school divisions to attract future teachers to the profession and to teacher education programs at JMU. Create intentional support systems for supervising teachers who mentor students during field placements. Expand options to host teachers in residence at JMU. Investigate innovative post-baccalaureate programs that expand opportunities and improve retention.

- FY 2020-21 1.57 FTE, \$116,802 salary + benefits + \$23,982 operating costs
  - Total cost \$140,784

- FY 2021-22 3.57 FTE, \$304,609 salary + benefits + \$33,982 operating costs
  - Total cost \$338,591

**Grow Digital Design Programs in Emerging Disciplines. (University Strategy #11)** Support the rapid growth and continued workplace demand for three programs (Industrial Design, Architectural Design, and Graphic Design) that provide students with hands-on opportunities in these competitive, highly technology-driven fields. Establish the JMU Digital Initiative for Social Science and Humanities (DISSH), using campus expertise in digital humanities and data-intensive approaches to social sciences for preparation of students in the workplace.

- FY 2020-21 1.52 FTE, 144,811 salary + benefits + \$13,982 operating costs
  - Total cost \$158,793
- FY 2021-22 3.58 FTE, \$353,833 salary + benefits + \$32,964 operating costs
  - Total cost \$386,797

*4.4 Expand participation and engagement in public service & institutional service to the community*

**Emphasize Community Involvement. (University Strategy #14)** Increase collaborative endeavors with multiple disciplines, community organizations, and educational institutions through projects like the Center for Inclusive Music Engagement. Continue supporting the JMU Honors College as it continues to grow in size and academic options. Expand the reach of the James Madison Center for Civic Engagement, which provides the primary leadership for and coordination of activities advancing our vision of civic engagement.

- FY 2020-21 0.00 FTE, \$0 salary + benefits + \$0 operating costs
  - Total cost \$0
- FY 2021-22 2.51 FTE, \$205,864 salary + benefits + \$125,982 operating costs
  - Total cost \$331,846



**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:**

James Madison University embraces the commonwealth's mission to enhance the well-being of its citizens. JMU is proud to provide access to all students who would benefit from and contribute to the Madison Experience. With exceptional graduation and retention rates, the university provides appropriate support and challenge for our students' success.

James Madison University is committed to providing our students with a high-quality education while ensuring access and affordability. JMU students are known for their effectiveness – from the classroom to the boardroom – and for their high-quality technical skills as well as for their critical thinking, leadership, collaboration, problem-solving, ethical reasoning and entrepreneurship.

Institutional affordability continues to be a university priority: JMU ranks eleventh lowest for in-state tuition and tenth lowest in total cost for in-state students for FY 2018-19, compared to Virginia peers. The university continues to balance affordability with meeting the higher education goals of the commonwealth and institutional progress.

We also continue our leadership as one of the commonwealth's most underfunded and proudly leanest institutions. JMU ranks the lowest in general fund per in-state FTE as compared to fourteen Virginia public institutions. We're known for efficiency by our state government, generous donors, and our students and their families.

The university's proposed tuition and fees are based on financial modeling practices and assumptions, which include enrollment projections (volume and demographic), other nonfee revenue trends, the higher education market, and the projected costs of university investments. However, the plan does not include cost drivers of health insurance and fringe benefit changes that could affect the university's ability to fund the outlined investment priorities and may influence the proposed student tuition and fees.

In support of the state's higher education goals, the strategies included in JMU's 2019 Six Year Plan focus on these areas of university investment and emphasis:

- Operations and maintenance for the expanded College of Business facility
- Faculty and staff compensation
- Financial assistance that increases access and affordability
- Academic strategies that prepare our students to be competitive in the workforce through expanded degree avenues and options that increase opportunities for diverse and nontraditional students.
- Enhanced innovation and entrepreneurship experiences that foster scholarship for faculty and students
- Technology enhancements

The institution continues to be committed to planning strategically, identifying operation efficiencies and implementing a long-term and sustainable financial model that began with the implementation of the first year of the Madison Pledge in the fall of 2018. However, due to the significant increase in state general funds for 2019-20, JMU's Board of Visitors unanimously voted in April 2019 to freeze in-state tuition for the fall of 2019 and defer the second year of the university's Madison Pledge to 2020-21. The university is very appreciative of the increased state support and the resulting savings to our students.

In the second year of the Madison Pledge, annual tuition is projected to increase by \$1,000 for the incoming class of in-state freshman students in fall of 2020 with a guarantee that in-state tuition will not increase by more than three percent each year as long as state funding remains relatively stable. The Madison Pledge communicates to students and their families our commitment to tuition rates during their time at Madison that will be predictable and will ensure continued success.

**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:**

**Operation and Maintenance - New Facilities. (University Strategy #1)** The expanded College of Business academic building is scheduled to open April 2020. This facility will include 216,763 gross square feet (gsf) of classrooms, faculty offices, and meeting/conference space and a ground level food venue. The projected operation and maintenance costs for an additional nine months are expected to be \$886,575 in each year of the FY 2020-22 biennium.

- FY 2020-21 10.00 FTE, \$410,718 salary + benefits + \$475,857 operating costs
  - Total cost \$886,575
- FY 2021-22 10.00 FTE, \$410,718 salary + benefits + \$475,857 operating costs
  - Total cost \$886,575

**Increase Institutional Instructional Faculty Salaries. (University Strategy #2)** Faculty and staff compensation continues to be a challenge for the university and represents one of our most important areas of emphasis. To provide on-going guidance and research-based recommendations in this area, the university's Compensation Advisory Council (CAC) provides compensation-related advice to senior leadership. As a part of spring recommendations, the CAC continues to support the university and state's compensation priorities for instructional faculty. Current instructional faculty salary structure in general is lagging behind that of other peer institutions, particularly at the ranks of associate and full professor. Compared to peers, institutional salaries are at the 58<sup>th</sup> percentile at the Assistant Professor rank, the 42<sup>nd</sup> percentile at the Associate Professor rank and the 42<sup>nd</sup> percentile at the Professor rank. Therefore, the university will work toward a goal of keeping instructional faculty salaries at the 50<sup>th</sup> percentile of the university's peer groups for each academic rank by providing a three percent merit increase in each year of the 2020-22 biennium for instructional faculty.

- FY 2020-21 \$1,925,562 salary + benefits (13 pay periods)
- FY 2021-22 \$5,535,496 salary + benefits (24 pay periods)

**Increase Institutional Administrative and Professional (A&P) Faculty Salaries. (University Strategy #3)** Faculty and staff compensation continues to be a challenge for the university and represents one of our most important areas of emphasis. To provide on-going guidance and research-based recommendations in this area, the university's Compensation Advisory Council (CAC) provides compensation-related advice to senior leadership. As a part of spring recommendations, the CAC continues to support the university and state's compensation priorities for Administrative and Professional faculty. A third party consultant recently conducted an A&P Market Study, which indicated that JMU A&P salaries average nine percent below the same benchmark positions of peer institutions when adjusted for geographic location. To maintain A&P salaries and prevent them from lagging behind peers, a two percent salary increase for A&P Faculty will be provided in each year of the 2020-22 biennium for administrative and professional faculty salaries.

- FY 2020-21 \$376,983 salary + benefits (13 pay periods)
- FY 2021-22 \$1,080,195 salary + benefits (24 pay periods)

**Increase Classified Salaries - Bonus. (University Strategy #4)** Faculty and staff compensation continues to be a challenge for the university and represents one of our most important areas of emphasis. To provide on-going guidance and research-based recommendations in this area, the university's Compensation Advisory Council (CAC) provides compensation-related advice to senior leadership. As a part of spring recommendations, the CAC continues to support the university and state's compensation priorities for classified employees. While progress has been made, classified pay adjustments have not kept pace with inflation over the decade and salaries are lagging behind the market. Therefore, the university will provide a two percent bonus for classified employees in each year of the 2020-22 biennium.

- FY 2020-21 \$1,024,862 salary + benefits
- FY 2021-22 \$1,024,862 salary + benefits

**Address Utility Cost Increases. (University Strategy #6)** Based on current facility occupancy, usage, and energy price increase estimates, JMU will require additional funding for utilities. The average utility increase is estimated at approximately 1.2 percent per year in the 2020-22 biennium.

- FY 2020-21 \$154,178
- FY 2021-22 \$332,732

**Address Nongeneral Funds for Current Operations. (University Strategy #16)** Additional resources will be required for annual cost-to-continue needs of the university due to the impact of inflationary factors and operations. Additionally, as technological innovation continues and demands for technology services at the university expand, additional information technology resources will be required to address information security requirements, additional software tools, subscription costs and increased personnel to maintain service levels.

- FY 2020-21 2.00 FTE, \$185,651 salary + benefits + \$1,063,437 operating costs
  - Total cost \$1,249,088
- FY 2021-22 6.00 FTE, \$519,672 salary + benefits + \$1,510,627 operating costs
  - Total cost \$2,030,299

**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:**

***New Programs***

Bachelor of Science in Information Technology

Bachelor of Science in Teaching English as a Second Language

Bachelor of Science in Health Analytics (Previously labeled Data Sciences)

Master of Science in Dietetics

Master of Social Work

Bachelor of Arts in Music

Master of Fine Arts in Industrial Design

Bachelor of Science in Applied Behavior Analysis

***Discontinued Program***

Master of Science in Communication Sciences and Disorders (Plan to discontinue fall 2019)

***New Sites***

None

**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:**

The university is very appreciative of the state’s commitment to providing additional general funds for student financial assistance in the 2018-20 biennium. The additional state resources continue to provide opportunities for our students, supporting state and institutional goals for access and engagement.

In 2009-10 the percentage of undergraduate students receiving a Federal Pell Grant was 12.2 percent. One of our goals has been to increase this number to help attract and assist more low-income students in attending JMU. While we have been successful in doing so, our efforts in this area will continue. The percentage of undergraduate students receiving a Federal Pell Grant for the three most recent award years is:

- 2018-19: 15.8%
- 2017-18: 16.1%
- 2016-17: 15.4%

Not only are we providing resources to assist low income students, but we are also dedicating more resources toward middle income families. Our long term for Virginia undergraduates who qualify for the Virginia Student Financial Assistance Programs (VSFAP) is to provide grants that equal 50 percent of a student’s remaining need to students who have an Expected Family Contribution (EFC) less than or equal to 50 percent of the Cost of Attendance (COA).

- For 2018-19, our average VSFAP award (or JMU equivalent once VSFAP funds were depleted) was equal to 31 percent of a student’s remaining need (range from 29% - 33% with an EFC cutoff equal to 38 percent of the COA). Awards were made to 2,686 students.
  - Flat awards (not based on a percentage of remaining need) of \$2,000 or \$4,000 (based on one or two terms) were awarded to an additional 558 students. These are students who either missed the FAFSA Priority Filing Date for VSFAP consideration and/or had EFC’s higher than the \$10,250 threshold.
- For 2019-20, we anticipate increasing the VSFAP award to an average of 32 percent (range from 30% - 34%) and an EFC cutoff equal to 43 percent of the COA.
- The plan’s goal is to prioritize reaching the 50 percent of COA metric over the 50 percent of remaining need, which explains the aggressive increase with the COA metric for 2019-20. Once that 50 percent metric is reached, the plan is to maintain the 50 percent level and then dedicate more resources to the remaining need metric.

To address the challenges associated with the rising cost of college, James Madison University uses institutional, state and federal funding to help mitigate the effect of rising costs on students from low- and middle-income families.

JMU awards financial aid based on the U.S. Department of Education’s Federal Methodology (FM). FM is used in all of JMU’s aid packaging that includes institutional, state and federal funding. With FM, data elements other than household income are considered. For example, household size, number of family members in college, assets of students and parents, and Adjusted Gross Income are incorporated into Federal Methodology to determine the amount of aid for which a student is eligible. Consequently, some families whose household income falls into the high- or middle-high income ranges may receive need-based aid because of the combination of data elements considered in the formula.

James Madison’s financial aid packaging processes and procedures target the neediest enrolled applicants, as required under state and federal law. Based on the Health and Human Services poverty levels<sup>1</sup>, about 40 percent of JMU’s enrolled undergraduate applicants for federal financial aid fall into the low- and middle-income range. The tables below reflect all applicants (Table 1) and those applicants who are active students (Table 2).

<b>Table 1</b>			
<b>Applications for Financial Aid by Income Level Undergraduates</b>			
<b>Income Level</b>	<b>2017-18</b>	<b>2018-19</b>	<b>Projected 2019-20</b>
Low Income	17%	16%	16%
Middle Income	23%	22%	22%
High Income	60%	62%	62%

<b>Table 2</b>			
<b>Active Students for Financial Aid by Income Level Undergraduates</b>			
<b>Income Level</b>	<b>2017-18</b>	<b>2018-19</b>	<b>Projected 2019-20</b>
Low Income	17%	18%	17%
Middle Income	25%	25%	24%
High Income	57%	58%	58%

James Madison University’s definition of low-income and middle-income within the financial aid plan is as follows:

- A. Low Income Students in 2018-19 (In-State):
  - Definition = Expected Family Contribution of \$0 – \$5,486 (Pell Grant eligible students)
  - Number of students receiving aid from institutional dollars = 1,294
- B. Middle Income Students:
  - Definition = Expected Family Contribution of \$5,487 - \$10,250
  - Number of students receiving aid from institutional dollars = 396

<sup>1</sup> For 2019 [Academic Year (AY) 2019-20], HHS Poverty was determined as \$12,490 for the first person and \$4,420 for each additional person. For 2018 (AY 2018-19), these thresholds were \$12,140 and \$4,320. For FY 2017 (AY 2017-18), these thresholds were \$12,060 and \$4,180. Based on SCHEV guidelines, Low Income is defined as 200% or below of HHS Poverty Guidelines and Middle Income is defined as 400% or below of the guidelines.

For 2018-19, the EFC cutoff for awarding Virginia Student Financial Assistance Program (VSFAP) and university grants to on-time, in-state and undergraduate financial aid filers was \$10,250. This was an increase over the \$9,500 EFC used in 2017-18 and the definition of middle class that was used to award financial aid dollars to needy students. Our ultimate goal for the future is to increase the EFC cutoff that will be equal to 50 percent of the Cost of Attendance. The \$10,250 EFC cutoff in 2018-19 equaled 38 percent of the full-time, in-state Cost of Attendance.

**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:**

The following projects are included in the university's six-year capital outlay plan and are top priorities for the university:

***Education & General Projects***

- **Carrier Library Renovation and Expansion.** Adequate library facilities are necessary to support the academic mission of the university. As a part of the university's master plan, it was concluded by a third party that our current library facilities are inadequate to serve current and future user populations. Originally constructed in 1938, Carrier Library does not meet today's basic life safety, circulation and accessibility standards. Additions were completed in 1969, 1980, and 1991, but there have been no comprehensive renovations over the last 80 years. Ongoing failures of the antiquated MEP and Life Safety systems create disruptions of critical services. This project proposes upgrades throughout the entire 157,542 gsf of building systems to include fire protective systems, upgrades to the existing fire wall separations, life safety and ADA-driven improvements to student circulation, and egress to be accomplished through efficient use of existing space along with 56,400 gsf of additional space. Total planning and construction costs (excluding furnishings and equipment) are \$95,724,899.
  - Operation and Maintenance Costs – The total estimated education and general costs for maintenance personnel, utilities, and equipment have been considered. The costs are included within the university's six-year capital outlay plan.
  
- **Johnston Hall Renovation.** Johnston Hall was originally constructed in 1929 as a residence hall and converted into faculty offices in the early 1970s. Significant modifications are required to meet program requirements, building code standards, and ADA accessibility requirements. The project proposes upgrades throughout the entire 26,272 gsf of building systems to include fire protective systems and life safety and ADA-driven improvements. After renovation, Johnston Hall will continue to house faculty offices, labs, and multiuse instructional space. Total planning and construction costs (excluding furnishings and equipment) are \$17,918,133.
  - Operation and Maintenance Costs – The total estimated education and general costs for maintenance personnel, utilities, and equipment have been considered. The costs are included within the university's six-year capital outlay plan.

**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:**

After years of strong financial management and with Level 2.5 delegated authority successfully implemented, the university began the process to obtain Level III delegated authority in 2018. After completion of the extensive process with collaboration and support from the commonwealth, on February 21, 2019, JMU became the first institution since 2008 to be granted Level III delegated authority. JMU was also the first comprehensive institution to obtain Level III delegated autonomy with an approved management agreement between the university and the Commonwealth. The university joined the University of Virginia, Virginia Tech, College of William & Mary, and Virginia Commonwealth University as the only Level III institutions in the state.

In the future, the university will systematically review the areas of autonomy and strategically implement policies and programs which support efficiency and operational flexibility while focusing on the continued goal of providing efficient services to our students and their families through the good stewardship of resources.

**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:**

To meet the needs of the Commonwealth in multiple areas of strategic importance, JMU has developed an innovative proposal to prepare employment-ready graduates in high-demand areas including Education, Nursing and Data Science. These plans are contingent upon state general fund support and our ability to strategically manage our approach to in-state tuition and enrollment growth projections.

### ***Nursing***

According to the Virginia Nursing Association, one in three Virginians will not receive the health care they need due to the shortage of registered nurses by 2020<sup>2</sup>. This proposal would endeavor to enlarge JMU's well established master's level program to produce 50+ nurses each year. These nurses will be qualified to assume leadership roles in the industry as well as train and teach future nurses, thus proliferating the number of nurses into the profession.

The increase in nurses will come from a three-semester, fifth year master's program, taught in a cohort model. This program structure is less expensive than a traditional M.S.N. program and will help meet the high demand JMU currently has from students, while maintaining its 1 to 8 ratio for clinical settings.

- FY 2020-21 2.17 FTE, Total cost \$228,298
- FY 2021-22 3.17 FTE, Total cost \$361,191

### ***Data Science***

A new undergraduate Data Science program will produce up to 25 graduates per year who are prepared to meet the ever-increasing demands of technology employment in the Commonwealth and beyond, with a focus on data-driven approaches to solutions for industries facing social, political and economic pressures to adjust current models and meet the needs of a changing population.

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<sup>2</sup> [http://services.dlas.virginia.gov/user\\_db/frmjchc.aspx?viewid=689](http://services.dlas.virginia.gov/user_db/frmjchc.aspx?viewid=689)

The Bachelor of Science program will be distinctive because of its applied research capstone that builds on JMU's signature strengths in undergraduate research and provides an experience that is less common for mathematics, statistics, and Computer Science majors. The program is designed to enhance faculty scholarship, establish partnerships and pathways for future employment, and support integration of data science into programs across campus. Data Science graduates will be prepared to step directly into the workforce and pursue advanced degrees in areas of strategic interest (e.g. health care, bioinformatics, geophysics, computational chemistry).

- FY 2020-21 4.74 FTE, Total cost \$386,284
- FY 2021-22 5.74 FTE, Total cost \$497,304

### ***Education***

The teacher shortage in Virginia is well established, and teachers in science and math education are particularly in high demand. This initiative is designed to increase the number of science and math teachers who graduate from JMU over the next six years.

The programs in this initiative will have a direct impact on the commonwealth with employment of 100% expected, as well as an increase in the retention of in-service teachers within our partnership districts who participate in these retention-themed, research-based professional development offerings.

- FY 2020-21 1.83 FTE, Total cost \$227,494
- FY 2021-22 1.83 FTE, Total cost \$262,494

**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:**

- **Annualize FY 2017-18 Salary Costs.** The annualized cost of the FY 2017-18 three percent salary increase for instructional faculty, administrative and professional faculty, and classified positions were provided for two pay periods in FY 2018-19. Includes additional annualized cost for instructional compression and high turnover classified positions.

#### ***Funding***

2018-19 Funding Sources: General Funds \$223,725, Nongeneral Funds \$975,187

2019-20 Funding Sources: General Funds \$223,725, Nongeneral Funds \$975,187

- **Increase Medical Insurance.** Medical insurance increased 6.1 percent in FY 2018-19. The university's weighted average medical cost per employee increased \$844 to \$14,676.

#### ***Funding***

2018-19 Funding Sources: General Funds \$789,984, Nongeneral Funds \$1,184,976

2019-20 Funding Sources: General Funds \$789,984, Nongeneral Funds \$1,184,976

- **Operation and Maintenance - New Facilities & Utilities.** The expanded College of Business academic building is scheduled to open April 2020. Three months of annual operation and maintenance costs are budgeted to be provided in FY 2019-20. A total of 10.0 positions were allocated to meet facility and operations needs for the opening of the new building. The Wilson Hall renovation project will also be completed with twelve months of operating costs, and there will be an allocation for a slight increase in overall utility costs in FY 2020.

#### ***Funding***

2018-19 Funding Sources: General Funds \$0, Nongeneral Funds \$0



2019-20 Funding Sources: General Funds \$783,286, Reallocation \$125,000

- **Increase Institutional Instructional Faculty Salaries.** Faculty and staff compensation continues to be a challenge for the university and represents one of our most important areas of emphasis. In an effort to move instructional faculty toward the 50<sup>th</sup> percentile of our peer group for each academic rank, the university's compensation strategy in FY 2019 provided a two percent merit increase for instructional faculty for 13 pay periods and an increase for a compression/inversion pool with all salary adjustments annualized in FY 2019-20 for 24 pay periods. Additionally, the university is very appreciative of the commonwealth's support of instructional faculty compensation and providing the associated funding for the general fund costs for a three percent salary increase in FY 2019-20 for 24 pay periods.

***Funding***

2018-19 Funding Sources: General Funds \$0, Nongeneral Funds \$1,826,795

2019-20 Funding Sources: General Funds \$1,813,461, Nongeneral Funds \$4,892,045

- **Increase Institutional Administrative and Professional Faculty Salaries.** Faculty and staff compensation continues to be a challenge for the university and represents one of our most important areas of emphasis. In an effort to make up for lagging deficits, the university provided a two percent merit increase for A&P Faculty for compression in FY 2018-19 for 13 pay periods with the salary adjustment annualized in FY 2019-20 for 24 pay periods. Additionally, the university is very appreciative of the commonwealth's support of Administrative and Professional faculty employee compensation and providing the associated funding for the general fund costs of a three percent salary increase for A&P Faculty provided in FY 2019-20 for 24 pay periods.

***Funding***

2018-19 Funding Sources: General Funds \$0, Nongeneral Funds \$457,656

2019-20 Funding Sources: General Funds \$443,186, Nongeneral Funds \$1,258,715

- **Increase Classified Salaries.** The university is very appreciative of the Commonwealth's support of state employee compensation as faculty and staff compensation continues to be a challenge for the university and represents one of our most important areas of emphasis. With funding to support the general fund cost from the state, the university will provide a 2.75 percent salary increase and 2.25 percent merit increase for classified employees in FY 2019-20 for 24 pay periods.

***Funding***

2018-19 Funding Sources: General Funds \$0, Nongeneral Funds \$0

2019-20 Funding Sources: General Funds \$1,287,400, Nongeneral Funds \$1,692,819

- **Provide Classified Bonus.** The university is very appreciative of the Commonwealth's support of state employee compensation as faculty and staff compensation continues to be a challenge for the university and represents one of our most important areas of emphasis. In FY 2018-19, JMU provided a two percent bonus for classified staff. The bonus funding in FY 2018-19 will be reallocated in FY 2019-20 to assist in the support of the university's estimated nongeneral fund cost of the planned classified salary increase and classified merit increase.

***Funding***

2018-19 Funding Sources: General Funds \$0, Nongeneral Funds \$863,066

2019-20 Funding Sources: Reallocation \$863,066

- **Increase Number of Instructional Faculty & Staff to Address Enrollment and Continuing Operations.** The university has allocated funding in both years of the 2018-20 biennium to provide faculty, staff, and operating resources based on the university's current and projected FY 2019-20

regular session (Fall/Spring) on-campus full-time-equivalent. This strategy continues a focus on the resources needed to maintain a 16 to 1 faculty ratio and an 18 to 1 staff ratio. Areas of support staff emphasis include student services (counseling center and disability services), instruction, academic support and life safety.

**Funding**

2018-19 Funding Sources: General Funds \$0, Nongeneral Funds \$2,520,711

2019-20 Funding Sources: General Funds \$3,611,196 Nongeneral Funds \$2,896,950

- **Provide Additional Undergraduate Student Financial Aid.** The university is very appreciative of state funding allocated to the institution in support of access for our students. In 2018-19, the university met an average of 31 percent of remaining need for those with estimated family contribution (EFC) up to \$10,250 (approximately 2,686 students). Through additional resources, the EFC threshold was increased by \$750. In 2019-20, the EFC will be 43% of the Cost of Attendance. Our primary goal is to annually increase the EFC used for grant awards until we reach the point where it is equal to 50% of the Cost of Attendance.

**Funding**

2018-19 Funding Sources: General Funds \$877,354, Nongeneral Funds \$1,635,796

2019-20 Funding Sources: General Funds \$2,905,042, Nongeneral Funds \$1,635,796

- **Targeted Degree Completion Areas.** In response to the Governor of Virginia's call for increased degree completion in Data Science and Technology, Science and Engineering, Healthcare, and Education, JMU is dedicated to growing enrollment, retention and completion in specific academic areas. The university has plans to increase student enrollment in highly prescribed majors with limits on student/faculty ratios, including Nursing; to increase retention in majors with gateway courses that frequently derail students' four-year graduation plans, including Biology, Biotechnology, Mathematics, Statistics, Health Sciences and Engineering; and to expand retention in specific academic areas that have struggled with overall enrollments, including Education. The goal of more degree completers will also be addressed with new curricular programs, such as the development of a cross disciplinary major in Data Sciences.

**Funding**

2018-19 Funding Sources: General Funds \$0, Nongeneral Funds \$0

2019-20 Funding Sources: General Funds \$2,445,920, Nongeneral Funds \$0

- **Support the Honors College.** Continued supporting the recently established JMU Honors College by establishing an operational structure through additional staffing in the amount of \$278,385 and 2.00 FTE in FY 2019. Additional wage support is budgeted in FY 2020 to further curriculum development support. A strong Honors College will help increase JMU's national visibility in the area of honors education and will heighten our university's overall distinction and prestige. The Honors College is a thriving academic component of the university with a population of over 850 students and continues to grow.

**Funding**

2018-19 Funding Sources: General Funds \$0, Nongeneral Funds \$278,385

2019-20 Funding Sources: General Funds \$22,607, Nongeneral Funds \$278,385

- **Connect Student Resources.** Connect the work of the Learning Centers, Learning Strategies Instruction and Academic Student Services as a continuum of resources available to students who are having academic difficulty. Continue the partnership between Academic Student Services and

First Year Involvement using peer tutors to work with identified at-risk students following the fall semester.

***Funding***

2018-19 Funding Sources: General Funds \$0, Nongeneral Funds \$0

2019-20 Funding Sources: General Funds \$88,062, Nongeneral Funds \$0

- **Decrease Time to Degree Completion.** Provided additional support for advising resources that lead to timely completion of degree programs. Increased the number of advisers, improve advising technology and develop more interactive web resources. Improved coordination, quality, accessibility, and assessment of online learning offerings, including increased attention on summer school to increase timely graduation. FY 2019 allocated resources included discipline-specific faculty advisers and operational funds. Budgeted resources for FY 2020 includes additional academic advisers and staffing for transfer credit evaluation plus additional advising software.

***Funding***

2018-19 Funding Sources: General Funds \$0, Nongeneral Funds \$454,795

2019-20 Funding Sources: General Funds \$603,650, Nongeneral Funds \$454,795

- **Establish the Libraries as an Innovative Learning and Creativity Nexus.** To enhance and provide efficient core services and programs, a multi-year strategy implementation began in FY 2019 with the creation of a library specialist and technology specialist in the amount of \$169,668. Phase two of the multi-year strategy was budgeted in FY 2020 for \$144,919 and 2.00 FTE which provides additional resources to continue the efficient use of staff while partnering with faculty, students and units across campus to enable creative exploration, cross-disciplinary connections, and engagement in evolving forms of scholarship.

***Funding***

2018-19 Funding Sources: General Funds \$0, Nongeneral Funds \$169,668

2019-20 Funding Sources: General Funds \$144,919, Nongeneral Funds \$169,668, Reallocation \$95,956

- **Invest in Technology.** The majority of projects and applications initiated and implemented across the university impact underlying technologies. As part of the FY 2020 budget, an additional infrastructure engineer and endpoint position will be established to assist information technology with increases in constituent needs and security initiatives.

***Funding***

2018-19 Funding Sources: General Funds \$0, Nongeneral Funds \$0

2019-20 Funding Sources: General Funds \$191,751, Nongeneral Funds \$0

- **Efficiency and Effectiveness Reallocation.** The university is committed to identifying operation efficiencies and implementing innovative practices throughout the campus. Specific areas of efficiency focus included facilities sub-metering, enhanced procurement practices, and technologically innovative workflow processes. Additional FY 2019-20 reallocations are shown within individual specific strategies.

***Funding***

2018-19 Funding Sources: Reallocation \$434,429

2019-20 Funding Sources: Reallocation \$434,429

**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:**

JMU has continued to do significant work in the area of economic development for the Harrisonburg-Rockingham County area, as well as for the Commonwealth.

**University-Lead Partnerships**

The university is actively engaged in driving partnerships within the community. Examples include:

- Partnered with Blue Ridge Community College and Virginia Economic Development Partnership to secure \$1 billion dollar workforce development project at the Merck pharmaceutical plant in Elkton. The Commonwealth of Virginia Major Employment & Investment (MEI) Joint Subcommittee appropriated \$2.5 million to JMU and Blue Ridge Community College to be shared for joint programming and independent initiatives in automated process engineering, biotechnology, and workforce development training and degree completion over the course of five years. The initiative will build a pipeline of workers to address Merck's initial and ongoing needs for employees with specialized skillsets. This strategy is intended to have a regional impact by addressing the workforce needs of other major area employers including Miller Coors, Danone/WhiteWave, Shamrock Farms, and Hershey.
- Fall Community Innovations class: Featured in the February 10, 2019, *Chronicle of Higher Education*, the class explored several problems in the community and worked with community stakeholders, students, and faculty to develop real-world solutions that could be implemented including a maker space for an elementary school; a subscription book service for a thrift shop to recycle books; and a suitcase clinic to support migrant workers.
- Spring Community Innovations class: Worked with the local United Way on ways to engage the Asset Limited, Income Constrained, Employed (ALICE) population. The students focused on issues of transportation, healthcare, childcare, education, and homelessness. United Way plans to adapt the class for future use, which will include the community stakeholders working directly with the students in the class.
- Medical Innovations class: Addressed the Opioid Crisis, which the class has done previously. Two teams developed appliances (a methadone dispenser and a patches pain management system) and are still working on establishing intellectual property and starting businesses related to the course.
- The Shenandoah Valley Partnership (SVP), a JMU-sponsored program, works with public and private partners at the local, regional, and state level to develop an economic climate for business success throughout the Shenandoah Valley. Through regional cooperation, the SVP brings together business, government, and education leaders to attract new business to the area, help existing businesses expand, and guide strategic workforce development to grow and sustain a healthy economic future for the Shenandoah Valley region.

## State Industries

The university's research efforts frequently have direct relevance to the Commonwealth industries.

Examples include:

- Internet of Things (IoT): IoT programs are expanding rapidly throughout the Commonwealth. Understanding how these systems work, how we can integrate them with each other, and how to use the data collected by IoT systems in a safe, secure, and ethical manner are high-demand skills, especially as Amazon moves their headquarters to northern Virginia. Amazon products like Alexa and related hardware are at the heart of IoT, so JMU students are learning skills that will contribute directly to Amazon's success. However, many emerging solutions to agriculture, communications, animal tracking, etc. are based on IoT, so this is a critically important topic for high-growth companies throughout the state.
  - Wineries: Several student teams in the IoT class developed solutions to monitor and control agricultural production (primarily for vineyards) using skills and ideas developed in the Internet of Things course. One team has participated in a large venture accelerator.
  - Fish and Wildlife: Drones and IoT classes are developing sensors and monitoring equipment that will help wildlife managers and scientists track animals, monitor their health, and better understand their activity. Partners include the Smithsonian, Virginia Department of Game and Inland Fisheries, AT&T, Verizon, and Amazon.
- Augmented and Virtual Reality: Many companies, from DOD to entertainment, are developing solutions that require virtual and augmented reality skills. Newport News Shipbuilders have ramped up the use of Augmented Reality as a tool in ship construction. Medical device and medical training companies are working with JMU to develop solutions and better align the skills of our students with their needs. At least three major AR/VR companies are actively recruiting students with experiences gained in the X-Labs.
- Autonomous vehicles: The JMU autonomous vehicle class is providing the industry with undergraduate students prepared to address a broad perspective of integration issues, system design/implementation, ethics, and legal concerns.
- Drones: JMU students are well-prepared to address the burgeoning demand for data analytics, remote sensing, systems integration, autonomous controls, ethics, and societal concerns with the use of drones in public.
  - Oysters: A student team developed a submersible drone and created a detailed model of an oyster reef, which is a critical step in helping the Virginia oyster industry recover. Reports indicate a 90% decline in oyster populations over the past five years, so even a small improvement is beneficial to the industry. Work continues on a 3D cement printer that will be able to reproduce the model for field testing.
  - Bees/pollinators/agriculture: Several teams in the drone class discovered that pollinators (bees) had realized a significant population decline in recent years. The team developed a method of capturing images of fields using a drone, processing the images in an AI system, and determining the field's capacity to support pollinators.
- Military simulations and decision making (NATO project): A team in the Hacking 4 Diplomacy class was asked to help NATO develop a more efficient decision-making process, particularly for the European partners. Building the future generation of problem-solvers in service to DOD and DOD contractors is critical to the future of a significant portion of Virginia's economy.
- Government and Defense Contracting: Robotic Process Automation (RPA) is an entry-level artificial intelligence system that can automate many simple, repetitive tasks that make

companies and human interactions much more efficient. This is a skill-set that is in high demand from DOD and other technology-related companies as well as non-tech companies looking for more efficient operations.

- Tourism and Museums: JMU students created a living archive of the Furious Flower Center from 25 years of collections of African American poetry and literature. The system they developed brought the archives to life and included educational tools to help K12 teachers put the archives into their curriculum. The results help the public and librarians realize new methods of sharing archival data. The website and the exhibit will be on display at the Smithsonian's African American History Museum in September.
- JMU's Center for STEM Education & Outreach hosted the Virginia Science, Technology, Engineering, and Math (STEM) Education Commission for their inaugural meeting. Established by Governor Ralph Northam, the charge of the Commission is to "develop a State STEM plan to create a unified statewide vision and dynamic set of shared goals to strategically inform how we prepare Virginia's students for the STEM jobs of the future."

### **High-Impact Programs**

JMU is active in the development of high-impact programs designed to meet the needs of local families, community partners, and businesses. Examples include:

- Veteran's Leadership Program: JMU received a grant from the Bob Woodruff Foundation to create a backbone organization for local veterans to implement an idea from the Heinz Foundation in Pittsburgh. Using the existing Community Leadership program in place at the Chamber of Commerce, JMU teams are creating a program for veterans that are students as well as non-students. The local Chamber of Commerce is partnering with JMU to extend this program to veterans.
- JMU Center for STEM Education and Outreach: The center served over 4,000 K-12 students in 30 schools in 2018-19, which included hosting school groups on campus for STEM field trips, hosting family STEM nights at schools, and other events. This is a 50% increase in the number of students and a 70% increase in number of schools JMU engaged with from the previous year. The center served 130 K-12 teachers through their free programs. Also, 70 JMU students from 11 majors engaged with the K-12 STEM community through center programs, a 75% increase from the previous year.
- Office of Research and Scholarship: This office is coordinating efforts to connect local Shenandoah Valley businesses and educational institutions with the Commonwealth Cyber Initiative, to include research, workforce development, and entrepreneurial outcomes.
- Non-Profit Institute: This institute provides a professional development program for leaders in nonprofit organizations located throughout the Shenandoah Valley. It is designed to equip today's nonprofit manager with practical skills for effective leadership.
- Youth Programs: Offered by Professional and Continuing Education (PCE), these programs reached 746 students, a 60% increase from last year, and aligned closely with the university's goals of recruiting students from our local community, diversifying prospective students, providing access to first-generation college students, and making students feel more included in a college environment. PCE offers an array of programs to meet the interests of our diverse community, including the Arboretum Explorer Camp, College for Kids, Capital Region Celebration of Women in Computing Conference, Summer Honors Institute, Saturday Morning Physics, and Space Explorers Camp.
- Lifelong Learning Institute (LLI): This is a member organization grounded by a solid membership base of more than 600 active participants, who take classes purely for enjoyment. LLI offers more

than 100 educational classes and events each year and connects older adults to the world of ideas, fostering delight and curiosity while inspiring a sense of community and belonging. As such, it promotes physical, mental, and social activity among members as key elements of healthy aging.

- Campus Compact: JMU partners with national Campus Compact to lead and manage activities in Virginia. Campus Compact advances the public purposes of colleges and universities by deepening their ability to improve community life.

### **Business Management/Consulting Assistance**

JMU offerings have led to a variety of business and consulting collaborations across the state. Examples include:

- The Shenandoah Valley Technology Council brings together businesses and individuals to create technological growth in the greater Shenandoah Valley. SVTC brings technology creators and users together for education, networking, and business development. With over 75 members and a yearly reach event of over 800 people, SVTC provides a broad community for sustained economic vitality.
- The Madison Center for Community Development offered a variety of assistance options to public, nonprofit and private organizations, including technical assistance and training; organizational capacity and development; and research and analysis around economic, community, environmental, and social issues.
- Amazon and the FIRST Robotics Organization (parent to FIRST LEGO League (FLL)) asked JMU to help create 14 additional FLL teams and kick-start computer science programs in 14 Virginia schools. Teams were identified in the target area (around HQ2). JMU helped the teams get started and are working to create computer science programs in those schools. Amazon asked JMU to administer the granting process which resulted in the university being awarded \$158,000 for this project. This is one of the first community responsibility programs Amazon began after announcing their HQ2 location, and supporting them was an important first step in promoting their arrival.
- JMU has 600 FLL teams, totaling about 5,000 student participants, and about 300 Junior FLL teams (age 6-8).
- All of the programs listed under State Industries (above) have a corresponding community or industry partnership. Management and consulting experiences with those organizations are bi-directional and serve to help the institution, government, and industry we serve.
- JMU is highly involved in the Strategic Doing initiative, funded through the Virginia Provosts' Initiative on Integrated Economic Development. Through this funding, which is related to GoVA, JMU convened entrepreneurial ecosystem advocates including faculty, business leaders, and economic development councils in Region 8 (Shenandoah Valley) and Region 3 (Danville/Farmville) to learn and use the agile collaboration strategy known as Strategic Doing. From this process, several pilot projects emerged to address gaps in these regional ecosystems. The most successful and impactful project was the creation and refinement of an entrepreneurial roadmap guide and resource database for Region 8. In cooperation with the Staunton Creative Community Fund, the Shenandoah Valley Innovation Coalition (SVIC), and other partners, this database resource is being hosted on the SVIC website. JMU is in the process of obtaining community feedback, raising awareness, and encouraging participation and use of the resource.
- JMU has committed approximately 40% of the JMU Director of Technology Transfer's time to serve as the GoVA Region 8 entrepreneurial ecosystem coordinator. In this role, she will be responsible for working with the GoVA council to develop a strategy for the development of a

regional entrepreneur accelerator program along with identifying gaps in resources for student, faculty, and community entrepreneurs.

- JMU's Interim Vice Provost for Research and Scholarship was named Chair of the Northern Virginia Technology Council's Technology Innovations Committee. His focus is on renewing the committee to connect entrepreneurs with opportunities focused on Cloud Computing Security.
- Shenandoah Valley Angel Investors has injected \$7.1M in 19 companies to date. Four of these companies are founded by JMU alumni.
- The Shenandoah Valley Small Business Development Center offers no-fee, confidential consulting services to established and new business ventures.



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

**Due: July 1, 2019**

**Institution:**

**Institution UNITID:**

**Individual responsible for plan**

**Name:**

**Email address:**

**Telephone number:**

**Part 1B: Tuition and Fees Predictability Plans for Institutions with Undergraduate Tuition Differentials  
James Madison University**

**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	7,250	8,250	13.8%	8,498	3.0%	8,752	3.0%		
All First-Year Students	7,250	8,250	13.8%	8,498	3.0%	8,752	3.0%		
Scenario 2:									
Majority First-Year Students	7,250	8,250	13.8%	8,456	2.5%	8,668	2.5%		
All First-Year Students	7,250	8,250	13.8%	8,456	2.5%	8,668	2.5%		
Scenario 3:									
Majority First-Year Students			%		%		%		
All First-Year Students			%		%		%		

**Assumptions for:**

Scenario 2	Modeling scenario 2 assumes partial general fund support for academic & new facility strategies per potential university request to the state, providing tuition moderation for returning students.
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:	4,956	5,154	4.0%	5,360	4.0%	5,574	4.0%		
Scenario 2:	4,956	5,104	3.0%	5,256	3.0%	5,414	3.0%		

**Assumptions for:**

Scenario 1	Modeling scenario 1 includes enrollment projections, inflationary factors, salary increases and debt service costs per proposed Six-Year Capital Plan.
Scenario 2	Modeling scenario 2 includes enrollment projections, inflationary factors & salary increases without debt service costs per proposed Six-Year Capital Plan.

\* The tuition and fee rates shown are based on planning costs and for modeling purposes only.

**Part 1B: Tuition and Fees Predictability Plans for Institutions with Undergraduate Tuition Differentials:  
Additional Information  
James Madison University**

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

**Scenario #1:**

student type	FY21 % share Student body	UGIS Tuition			Non-E&G Fees			Tuition and Total Fees		
		2019-20	2020-21	% incr	2019-20	2020-21	% incr	2019-20	2020-21	% incr
Freshman	25%		\$8,250.00	13.8%		\$5,154	4.0%		\$13,404.00	9.8%
Sophomore	25%	\$7,250.00	\$7,468.00	3.0%	\$4,956	\$5,154	4.0%	\$12,206.00	\$12,622.00	3.4%
Junior	25%	\$7,250.00	\$7,468.00	3.0%	\$4,956	\$5,154	4.0%	\$12,206.00	\$12,622.00	3.4%
Senior	25%	\$6,620.00	\$6,818.00	3.0%	\$4,956	\$5,154	4.0%	\$11,576.00	\$11,972.00	3.4%
Graduated Senior	25%	\$6,620.00			\$4,956	\$5,154	4.0%	\$11,576.00		
weighted average		\$6,935.00	\$7,501.00	8.2%	\$4,956	\$5,154	4.0%	\$11,891.00	\$12,655.00	6.4%

Other UG                    6,830.00    \$7,251.33

student type	FY22 % share Student body	UGIS Tuition			Non-E&G Fees			Tuition and Total Fees		
		2020-21	2021-22	% incr	2020-21	2021-22	% incr	2020-21	2021-22	% incr
Freshman	25%		\$8,498.00	3.0%		\$5,360	4.0%		\$13,858.00	3.4%
Sophomore	25%	\$8,250.00	\$8,498.00	3.0%	\$5,154	\$5,360	4.0%	\$13,404.00	\$13,858.00	3.4%
Junior	25%	\$7,468.00	\$7,692.00	3.0%	\$5,154	\$5,360	4.0%	\$12,622.00	\$13,052.00	3.4%
Senior	25%	\$7,468.00	\$7,692.00	3.0%	\$5,154	\$5,360	4.0%	\$12,622.00	\$13,052.00	3.4%
Graduated Senior	25%	\$6,818.00			\$5,154	\$5,360	4.0%	\$11,972.00		
weighted average		\$7,501.00	\$8,095.00	7.9%	\$5,154	\$5,360	4.0%	\$12,655.00	\$13,455.00	6.3%

Other UG                    7,251.33    \$7,960.67

student type	FY23 % share Student body	UGIS Tuition			Non-E&G Fees			Tuition and Total Fees		
		2021-22	2022-23	% incr	2021-22	2022-23	% incr	2021-22	2022-23	% incr
Freshman	25%		\$8,752.00	3.0%		\$5,574	4.0%		\$14,326.00	3.4%
Sophomore	25%	\$8,498.00	\$8,752.00	3.0%	\$5,360	\$5,574	4.0%	\$13,858.00	\$14,326.00	3.4%
Junior	25%	\$8,498.00	\$8,752.00	3.0%	\$5,360	\$5,574	4.0%	\$13,858.00	\$14,326.00	3.4%
Senior	25%	\$7,692.00	\$7,922.00	3.0%	\$5,360	\$5,574	4.0%	\$13,052.00	\$13,496.00	3.4%
Graduated Senior	25%	\$7,692.00			\$5,360	\$5,574	4.0%	\$13,052.00		
weighted average		\$8,095.00	\$8,544.50	5.6%	\$5,360	\$5,574	4.0%	\$13,455.00	\$14,118.50	4.9%

Other UG                    7,960.67    \$8,475.33

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

**Scenario #2:**

student type	FY21 % share Student body	UGIS Tuition			Non-E&G Fees			Tuition and Total Fees		
		2019-20	2020-21	% incr	2019-20	2020-21	% incr	2019-20	2020-21	% incr
Freshman	25%		\$8,250.00	13.8%		\$5,154	4.0%		\$13,404.00	9.8%
Sophomore	25%	\$7,250.00	\$7,250.00	0.0%	\$4,956	\$5,154	4.0%	\$12,206.00	\$12,404.00	1.6%
Junior	25%	\$7,250.00	\$7,250.00	0.0%	\$4,956	\$5,154	4.0%	\$12,206.00	\$12,404.00	1.6%
Senior	25%	\$6,620.00	\$6,620.00	0.0%	\$4,956	\$5,154	4.0%	\$11,576.00	\$11,774.00	1.7%
Graduated Senior	25%	\$6,620.00			\$4,956	\$5,154	4.0%	\$11,576.00		
weighted average		\$6,935.00	\$7,342.50	5.9%	\$4,956	\$5,154	4.0%	\$11,891.00	\$12,496.50	5.1%

Other UG                    6,830.00    \$7,040.00

student type	FY22 % share Student body	UGIS Tuition			Non-E&G Fees			Tuition and Total Fees		
		2020-21	2021-22	% incr	2020-21	2021-22	% incr	2020-21	2021-22	% incr
Freshman	25%		\$8,456.00	2.5%		\$5,360	4.0%		\$13,816.00	3.1%
Sophomore	25%	\$8,250.00	\$8,456.00	2.5%	\$5,154	\$5,360	4.0%	\$13,404.00	\$13,816.00	3.1%
Junior	25%	\$7,250.00	\$7,432.00	2.5%	\$5,154	\$5,360	4.0%	\$12,404.00	\$12,792.00	3.1%
Senior	25%	\$7,250.00	\$7,432.00	2.5%	\$5,154	\$5,360	4.0%	\$12,404.00	\$12,792.00	3.1%
Graduated Senior	25%	\$6,620.00			\$5,154	\$5,360	4.0%	\$11,774.00		
weighted average		\$7,342.50	\$7,944.00	8.2%	\$5,154	\$5,360	4.0%	\$12,496.50	\$13,304.00	6.5%

Other UG                    7,040.00    \$7,773.33

student type	FY23 % share Student body	UGIS Tuition			Non-E&G Fees			Tuition and Total Fees		
		2021-22	2022-23	% incr	2021-22	2022-23	% incr	2021-22	2022-23	% incr
Freshman	25%		\$8,668.00	2.5%		\$5,574	4.0%		\$14,242.00	3.1%
Sophomore	25%	\$8,456.00	\$8,668.00	2.5%	\$5,360	\$5,574	4.0%	\$13,816.00	\$14,242.00	3.1%
Junior	25%	\$8,456.00	\$8,668.00	2.5%	\$5,360	\$5,574	4.0%	\$13,816.00	\$14,242.00	3.1%
Senior	25%	\$7,432.00	\$7,618.00	2.5%	\$5,360	\$5,574	4.0%	\$12,792.00	\$13,192.00	3.1%
Graduated Senior	25%	\$7,432.00			\$5,360	\$5,574	4.0%	\$12,792.00		
weighted average		\$7,944.00	\$8,405.50	5.8%	\$5,360	\$5,574	4.0%	\$13,304.00	\$13,979.50	5.1%

Other UG                    7,773.33    \$8,318.00

\* The tuition and fee rates shown are based on planning costs and for modeling purposes only.

**Part 2: Tuition and Other Nongeneral Fund (NGF) Revenue  
James Madison University**

**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	\$109,496,740	\$113,482,920	\$122,850,701	\$131,694,348
Undergraduate, Out-of-State	\$116,645,499	\$118,601,209	\$119,161,202	\$120,602,781
Graduate, In-State	\$11,505,056	\$10,922,633	\$10,996,526	\$11,007,894
Graduate, Out-of-State	\$7,247,643	\$6,889,038	\$6,923,638	\$6,924,344
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	\$5,250,725	\$5,655,657	\$5,712,214	\$5,769,339
Total E&G Revenue - Gross	\$250,145,663	\$255,551,457	\$265,644,281	\$275,998,706
Total E&G Revenue - Net of Financial Aid	\$241,252,383	\$246,658,177	\$254,880,517	\$264,185,122
<b>Tuition used for Financial Aid (Pgm 108)</b>				
	\$8,893,280	\$8,893,280	\$10,763,764	\$11,813,584
<b>Non-E&amp;G Fee Revenue</b>				
In-State undergraduates	\$66,273,932	\$69,528,365	\$73,117,026	\$76,346,587
All Other students	\$22,091,311	\$23,294,414	\$23,762,823	\$24,422,073
Total non-E&G fee revenue	\$88,365,243	\$92,822,779	\$96,879,849	\$100,768,660

**Part 3: ACADEMIC-FINANCIAL PLAN**  
**James Madison University**

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							
7	Increase Graduates in Strategic Talent Areas (Performance Plan)	4.1	\$842,076	\$0	\$842,076	\$1,120,989	\$0	\$1,120,989	Cultivate graduates who are employment ready in strategic areas that meet the needs of the Commonwealth, including nurses, data scientists and STEM teachers. (Narrative Pgs. 7, 15-16)	Support initiatives that strengthen strategic talent development related to nursing, data science and STEM educator preparation.
8	Improve Student Success and Timely Degree Completion	2.3 2.4	\$601,782	\$0	\$601,782	\$1,033,793	\$0	\$1,033,793	Expand offerings and flexible scheduling for nontraditional students, adult learners, and veterans through partnerships with internal and external constituencies for credit and non-credit courses and workforce development. (Narrative Pg. 6)	Expand academic and student services to support and mentor academically at-risk first year and transfer students, particularly those in their first year.
9	Expand Cyber Intelligence Program	4.1	\$144,191	\$0	\$144,191	\$273,382	\$0	\$273,382	Expand the online cyber intelligence program to fill a critical gap in the cyber security pipeline. (Narrative Pg. 7)	Continue to provide opportunities for students with a domain expertise to expand their competencies to fulfill new positions as hybrid cyber specialists and cyber security educators.
10	Address Teacher Shortages in Virginia	4.1	\$140,784	\$0	\$140,784	\$338,591	\$0	\$338,591	Partner with local school divisions to attract future teachers to the profession and to teacher education at JMU. Create support systems for supervising teachers who mentor students during field placements. (Narrative Pgs. 7-8)	Investigate innovative post-baccalaureate programs that expand opportunities and improve retention.
11	Grow Digital Design Programs in Emerging Disciplines	4.1	\$158,793	\$0	\$158,793	\$386,797	\$0	\$386,797	Support the rapid growth and continued workplace demand for three digital design programs (Industrial, Design, Graphic). Establish the JMU Digital Initiative for Social Science and Humanities (DISSH). (Narrative Pg. 8)	Continue to support digital design programs that lead to employment. Expand the reach of the DISSH.
13	Emphasize Innovation, Creativity, Collaboration and Entrepreneurship	3.3	\$0	\$0	\$0	\$829,446	\$0	\$829,446	Cultivate a culture of innovation, creativity, collaboration and entrepreneurship (ICCE) throughout the community. Promote collaboration with statewide research and development initiatives, including the Commonwealth Cyber Initiative (CCI). (Narrative Pg. 7)	Create spaces and co-curricular opportunities for students and faculty to engage, interact, and prototype innovations resulting from research, scholarship, and course work. Expand ICCE work through Amazon Web Services.
14	Emphasize Community Involvement	4.4	\$0	\$0	\$0	\$331,846	\$0	\$331,846	Increase collaborative endeavors with multiple disciplines, community organizations, and educational institutions. Continue to support the James Madison Center for Civic Engagement and Honors College. (Narrative Pg. 8)	Expand the reach of the Center for Civic Engagement as it provides the primary leadership for and coordination of activities advancing our vision of civic engagement.
15	Address Academic and Institutional Support Resource Needs	2.2	\$947,466	\$230,000	\$717,466	\$1,753,012	\$280,000	\$1,473,012	Provide faculty and operating resources based on the university's current student to faculty ratio of 16 to 1. Provide staff and operating resources based on a student to staff ratio of 18 to 1. (Narrative Pg. 6 )	Provide faculty and operating resources based on the university's current student to faculty ratio of 16 to 1. Provide staff and operating resources based on a student to staff ratio of 18 to 1.
			\$0	\$0	\$0	\$0	\$0	\$0		
			\$0	\$0	\$0	\$0	\$0	\$0		
Total 2020-2022 Costs (Included in Financial Plan "Total Additional Funding)			\$2,835,092	\$230,000	\$2,605,092	\$6,067,856	\$280,000	\$5,787,856		

**Part 3: ACADEMIC-FINANCIAL PLAN**  
**James Madison University**

**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							

**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>	\$2,835,092	\$230,000	\$2,605,092	\$6,067,856	\$280,000	\$5,787,856	
<b>2</b> Increase T&R Faculty Salaries (\$)	\$1,925,562	\$0	\$1,925,562	\$5,535,496	\$0	\$5,535,496	
T&R Faculty Salary Increase Rate(%) <sup>2</sup>	3.00%		3.00%	3.00%		3.00%	
<b>3</b> Increase Admin. Faculty Salaries (\$)	\$376,983	\$0	\$376,983	\$1,080,195	\$0	\$1,080,195	
Admin. Faculty Salary Increase Rate (%) <sup>2</sup>	2.00%		2.00%	2.00%		2.00%	
<b>4</b> Increase Salaries Classified Staff - Bonus (\$)	\$1,024,862	\$0	\$1,024,862	\$1,024,862	\$0	\$1,024,862	
Classified Salary Increase Rate (%) <sup>2</sup>	0.00%		0.00%	0.00%		0.00%	
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%	
<b>1</b> O&M for New Facilities	\$886,575	\$0	\$886,575	\$886,575	\$0	\$886,575	
<b>5</b> Provide Additional Undergraduate Student Financial Aid (In-state)	\$1,827,570	\$0	\$1,827,570	\$2,852,633	\$0	\$2,852,633	
<b>5</b> Provide Additional Undergraduate Student Financial Aid (Out-of-State)	\$42,914	\$0	\$42,914	\$67,671	\$0	\$67,671	
Anticipated Nongeneral Fund Carryover	\$0	\$0	\$0	\$0	\$0	\$0	
<b>16</b> Nongeneral Fund for Current Operations	\$1,249,088	\$0	\$1,249,088	\$2,030,299	\$0	\$2,030,299	
<b>12</b> Establish the Libraries as an Innovative Learning and Creativity Nexus	\$0	\$0	\$0	\$848,930	\$0	\$848,930	
<b>6</b> Utility Cost Increase	\$154,178	\$0	\$154,178	\$332,732	\$0	\$332,732	
<b>Total Additional Funding Need</b>	<b>\$10,322,824</b>	<b>\$230,000</b>	<b>\$10,092,824</b>	<b>\$20,727,249</b>	<b>\$280,000</b>	<b>\$20,447,249</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.

**Part 4: General Fund (GF) Request  
James Madison University**

**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	Operation and Maintenance - New Facilities	2.2	\$886,575	\$425,556	\$886,575	\$425,556	General fund support will potentially impact tuition moderation and/or leverage additional strategic needs of the university and the commonwealth. (Narrative Pg. 10)
2	Provide Additional Undergraduate Student Financial Aid	1.4	\$1,870,484	\$877,234	\$2,920,304	\$1,369,264	General fund support will potentially impact tuition moderation and/or leverage additional strategic needs of the university and the commonwealth. (Narrative Pg. 6)
3	Increase Graduates in Strategic Talent Areas (Performance Plan)	4.1	\$842,076	\$404,196	\$1,120,989	\$538,075	General fund support will potentially impact tuition moderation and/or leverage additional strategic needs of the university and the commonwealth. (Narrative Pgs. 7, 15-16)
4	Improve Student Success and Timely Degree Completion	2.3 2.4	\$601,782	\$288,855	\$1,033,793	\$496,221	General fund support will potentially impact tuition moderation and/or leverage additional strategic needs of the university and the commonwealth. (Narrative Pg. 6)
5	Expand Cyber Intelligence Program	4.1	\$144,191	\$69,212	\$273,382	\$131,223	General fund support will potentially impact tuition moderation and/or leverage additional strategic needs of the university and the commonwealth. (Narrative Pg. 7)
6	Address Teacher Shortages in Virginia	4.1	\$140,784	\$67,576	\$338,591	\$162,524	General fund support will potentially impact tuition moderation and/or leverage additional strategic needs of the university and the commonwealth. (Narrative Pgs. 7-8)
7	Grow Digital Design Programs in Emerging Disciplines	4.1	\$158,793	\$76,221	\$386,797	\$185,663	General fund support will potentially impact tuition moderation and/or leverage additional strategic needs of the university and the commonwealth. (Narrative Pg. 8)
8	Establish the Libraries as an Innovative Learning and Creativity Nexus	3.2	\$0	\$0	\$848,930	\$407,486	General fund support will potentially impact tuition moderation and/or leverage additional strategic needs of the university and the commonwealth. (Narrative Pgs. 6-7)
9	Emphasize Innovation, Creativity, Collaboration and Entrepreneurship	3.3	\$0	\$0	\$829,446	\$398,134	General fund support will potentially impact tuition moderation and/or leverage additional strategic needs of the university and the commonwealth. (Narrative Pg. 7)
10	Emphasize Community Involvement	4.4	\$0	\$0	\$331,846	\$159,286	General fund support will potentially impact tuition moderation and/or leverage additional strategic needs of the university and the commonwealth. (Narrative Pg. 8)
11	Address Academic and Institutional Support Resource Needs	2.2	\$717,466	\$344,384	\$1,473,012	\$707,046	General fund support will potentially impact tuition moderation and/or leverage additional strategic needs of the university and the commonwealth. (Narrative Pg. 6)

**Part 4: General Fund (GF) Request  
James Madison University**

**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
	Biennium 2020-2022 (7/1/20-6/30/22)						
	Strategies (Match Academic-Financial Worksheet Short Title)	VP Goal	2020-2021		2021-2022		
			Total Amount	GF Support	Total Amount	GF Support	
			\$5,362,151	\$2,553,234	\$10,443,665	\$4,980,478	



**Part 5: Financial Aid Plan**  
**James Madison University**

<b>FINANCIAL AID PLAN</b>				
<i>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.)</i>				
<b>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.</b>				
<b>Allocation of Tuition Revenue Used for Student Financial Aid</b>				
<b>*2018-19 (Estimated) Please see footnote below.</b>				
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	\$109,496,740	\$3,975,827	3.6%	\$8,689,239
Undergraduate, Out-of-State	\$116,645,499	\$4,236,543	3.6%	\$204,041
Graduate, In-State	\$11,505,056	\$417,749	3.6%	\$0
Graduate, Out-of-State	\$7,247,643	\$263,162	3.6%	\$0
First Professional, In-State	\$0	\$0	%	\$0
First Professional, Out-of-State	\$0	\$0	%	\$0
Total	\$244,894,938	\$8,893,280	3.6%	\$8,893,280
Total from Tuition & Other NGF Revenue worksheet	\$250,145,663	\$8,893,280	3.6%	
In-State Sub-Total	\$121,001,796	\$4,393,575	3.6%	\$8,689,239
<b>2019-20 (Planned)</b>				
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	\$113,482,920	\$4,038,625	3.6%	\$8,689,239
Undergraduate, Out-of-State	\$118,601,209	\$4,220,774	3.6%	\$204,041
Graduate, In-State	\$10,922,633	\$388,714	3.6%	\$0
Graduate, Out-of-State	\$6,889,038	\$245,167	3.6%	\$0
First Professional, In-State	\$0	\$0	%	\$0
First Professional, Out-of-State	\$0	\$0	%	\$0
Total	\$249,895,800	\$8,893,280	3.6%	\$8,893,280
Total from Tuition & Other NGF Revenue worksheet	\$255,551,457	\$8,893,280	3.5%	
In-State Sub-Total	\$124,405,553	\$4,427,339	3.6%	\$8,689,239
Additional In-State	\$3,403,757	\$33,764	1.0%	\$0
<b>2020-21 (Planned)</b>				
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	\$122,850,701	\$5,087,235	4.1%	\$10,516,809
Undergraduate, Out-of-State	\$119,161,202	\$4,934,455	4.1%	\$246,955
Graduate, In-State	\$10,996,526	\$455,365	4.1%	\$0
Graduate, Out-of-State	\$6,923,638	\$286,709	4.1%	\$0
First Professional, In-State	\$0	\$0	%	\$0
First Professional, Out-of-State	\$0	\$0	%	\$0
Total	\$259,932,067	\$10,763,764	4.1%	\$10,763,764
Total from Tuition & Other NGF Revenue worksheet	\$265,644,281	\$10,763,764	4.1%	
In-State Sub-Total	\$133,847,227	\$5,542,600	4.1%	\$10,516,809
Additional In-State	\$9,441,674	\$1,115,261	11.8%	\$1,827,570
Additional In-State from Financial Plan		\$1,827,570	#DIV/0!	
<b>2021-22 (Planned)</b>				
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	\$131,694,348	\$5,757,265	4.4%	\$11,541,872
Undergraduate, Out-of-State	\$120,602,781	\$5,272,377	4.4%	\$271,712
Graduate, In-State	\$11,007,894	\$481,231	4.4%	\$0
Graduate, Out-of-State	\$6,924,344	\$302,711	4.4%	\$0
First Professional, In-State	\$0	\$0	%	\$0
First Professional, Out-of-State	\$0	\$0	%	\$0
Total	\$270,229,367	\$11,813,584	4.4%	\$11,813,584
Total from Tuition & Other NGF Revenue worksheet	\$275,998,706	\$11,813,584	4.3%	
In-State Sub-Total	\$142,702,242	\$6,238,496	4.4%	\$11,541,872
Additional In-State	\$8,855,015	\$695,896	7.9%	\$1,025,063
Additional In-State from Financial Plan		\$2,852,633	#DIV/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.

Institutional Note:  
 \*\* "Tuition Revenue for Financial Aid" distributed based on proportionality of total revenue collections by category. Education and General revenues are pooled and are not allocated by revenue type per expense.

**Part 6: Economic Development Annual Report for 2018-19**

**James Madison University**

**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
4.3	Federal Government	\$1,205,326	\$448,441	\$1,653,767
	State and Local Government	\$129,517	\$9,493	\$139,010
	Institution Funds	\$740,072	\$38,524	\$778,596
	Business	\$85,396	\$0	\$85,396
	Nonprofit Organizations	\$406,407	\$223,119	\$629,526
	All Other Sources	\$0	\$0	\$0
	<b>Total</b>	<b>\$2,566,718</b>	<b>\$719,577</b>	<b>\$3,286,295</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			Eight week summer student startup accelerator program run through the Gilliam Center for Entrepreneurship. Application based admission. Programming, coaches, and mentors assist teams in developing traction, marketing and pitching, and capital investments.
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			The Gilliam Center for Entrepreneurship promotes entrepreneurship on and off campus. Activities primarily support multidisciplinary interactions focused on student and faculty development. External entities may connect and interact through connection with the Center Director.
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			The Gilliam Center for Entrepreneurship and College of Business coordinates EIRS - seasoned entrepreneurs who advise entrepreneurs in pre-launch endeavors. The Office of Technology Innovation and Economic Development employs an analyst and graduate students to assist with IP evaluation and market awareness.
4.1	5. Number of students paid through externally funded research grants or contracts.	X		113	
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			Promotion and tenure guidelines are determined by academic unit. Consideration of IP and commercialization within promotion guidelines varies and is explicitly mentioned in several department guidelines.
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		2/\$10,000	Chronic Cough Suppression medical device and Animal Monitoring Station (Internet of Things ). Both are patent pending. Funding has been provided from donors and James Madison Innovations
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		JMU has a summer accelerator open to student entrepreneurs who receive a stipend from the Center for Entrepreneurship to work on their companies . These are generally not university-based startups. Seven teams have been selected for the third summer cohort beginning June 2019.

**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	1	\$40,000	Science and Mathema	Mathematics and Statistics

**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	5
	2. Number of Provisional Patent Applications filed during the year	1
	3. Number of Patent Applications filed during the year (by type)	
	Design	0
	Plant	0
	Utility	1
	<b>Total</b>	<b>1</b>
	4. Total number of Patent Applications pending (by type)	
	Design	0
	Plant	0
	Utility	4
	<b>Total</b>	<b>4</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	6D: Table 2 - All Activity for FY 2018-19	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	16

VA PLAN Strategy Reference	6D: Table 3 - Research Supported by Persons or Nongovernmental Entities	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	\$87,571	\$344,568
	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)	1	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	6E: General Questions - VCCS Specific	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.