



VCU

2019 SIX-YEAR PLAN: NARRATIVE INSTITUTION: Virginia Commonwealth 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.

A. Institutional Mission

Virginia Commonwealth University and its academic health center serve as one national urban public research institution dedicated to the success and well-being of our students, patients, faculty, staff and community through:

- Real-world learning that furthers civic engagement, inquiry, discovery and innovation
- Research that expands the boundaries of new knowledge and creative expression and promotes translational applications to improve the quality of human life
- Interdisciplinary collaborations and community partnerships that advance innovation, enhance culture and economic vitality, and solve society's most complex problems
- Health sciences that preserve and restore health for all people, seek the cause and cure of diseases through groundbreaking research, and educate those who serve humanity
- Deeply engrained core values of diversity, inclusion and equity that provide a safe, trusting and supportive environment to explore, create, learn and serve

VCU revised its mission and vision statements as part of its most recent strategic planning process. The new plan, VCU Quest 2025: Together We Transform provides guidance toward current and future priorities for the period 2019-2025. The university submitted its rationale and justification for the

proposed mission statement to SCHEV for review and approval in accordance with the January 10, 2018 policy on mission statement changes. SCHEV approved the modification to the mission statement and sent a letter to President Rao on May 15, 2019. However, as required by Code of Virginia § 23.1-203, SCHEV will report this approval to the Governor and General Assembly. The new mission statement will take effect 30 days following the adjournment of the next General Assembly Session. For purposes of this narrative we will proceed with the proposed mission statement.

Vision statement

As a preeminent national, urban, public university and academic health center, Virginia Commonwealth University will be distinguished by its commitments to inclusion, access and excellence; innovative and transformative learning; impactful research; exceptional patient care and beneficial community impact.

Goals

Our goal is to create a university culture that transforms the lives of our distinctive and diverse student population. The Virginia Plan for Higher Education report calls for postsecondary institutions to improve lives of individuals through education to meet current job demands. VCU, in close alignment with the Virginia Plan for Higher Education, takes pride in serving a highly diverse student body, both in race and ethnicity composition and in the socio-economic profile of our students. VCU educates more low-income students than any of its Tier 3 peers.

VCU's strategic plan, Quest 2025, outlines a comprehensive set of goals associated with our students' path as they progress from matriculation to graduation. The Quest 2025 Plan defines student success as the intersection between a student's own goals, those established by the institution, and expectations of employers as graduates enter and advance in the workplace. The VCU2019 Six Year Plan detailed below takes a similar approach and has grouped the strategies for the upcoming biennium by student access and affordability, institutional support, and commonwealth impact.

Student Access and Affordability

As stated in the Virginia Plan, access and affordability, particularly for underrepresented students, is critical to reduce the gaps in educational attainment. Approximately 17 percent of VCU students move up two or more income quartiles after they graduate, among the highest of any university in the mid-Atlantic. Yet, VCU students also graduate with higher levels of debt than those from peer institutions. Increasing undergraduate need based aid is paramount to VCU's goal of lowering student debt. Additional need based aid funds combined with enhanced financial services in Strategic Enrollment Management (SEM) will launch VCU closer to closing the gap on affordability. Decreasing the cost associated with course materials is another strategy VCU is committed to for the ultimate goal of affordability and access.

Institutional Support

The strategies focused on student success closely align with the Virginia Plan goal to optimize student success for work and life. VCU strives to put students at the center of all we do for the goal of improved retention and completion rates. These strategies include:

- Enhance services in Student Success areas: advising, career services, academic support services, i.e. tutoring
- Work to transform the General Education curriculum as well as continuing to advance work on innovating specific high-impact classes
- Reduce the class size in critical introductory classes for freshman and transfer students
- Expand online programs
- Increase research productivity through faculty success programs

Commonwealth Impact

Strategies outlined under this goal will better prepare our graduates to make an impact on the economic development of the Commonwealth. These strategies approach student success through the lens of the employer and align with two Virginia Plan goals; (#2) drive change and improvement through innovation and investment, and (#4) advance the economic and cultural prosperity of the Commonwealth and its regions. VCU's vision and mission translates specifically to support the value postsecondary education offers its citizens, its region and current and future businesses. VCU's mission embodies our commitment as a positive force for progress to improve lives, save lives and to give life meaning. As such, VCU serves as the consummate catalyst for the Commonwealth, with a \$6B economic impact.

VCU produces talent in our graduates whose skills meet the needs of area business and other organizations. This success is a result of the network opportunities provided by innovative university programs highlighted in strategies related to expansion of the Relevant, Experiential, and Applied Learning (REAL) initiative, the da Vinci Center, and Undergraduate Research Opportunity Program (UROP).

In summary, VCU is a rare place of both access and excellence. According to *Diverse: Issues in Higher Education's* 2017 "top 100 Degree Producers" rankings, approximately sixty percent of our academic programs rank in the top 10 nationally for graduating underrepresented students. Very few universities can tell the story of increasing graduation rates, diversity and academic standards – all at the same time. In all its work, VCU will encompass diversity and inclusion principles while striving to achieve the three-pronged approach to student success.

Additional Description of Proposed Strategies

Student Access and Affordability

Undergraduate Need Based Aid (Priority Ranking #1)

VCU's commitment to ensuring higher education access and success for all Virginians is paramount in our strategic goals and is one of our highest institutional priorities. This commitment to college affordability is evidenced by Board approved support, in the past four years, to increase the tuition revenue institutional need-based aid, even authorizing funding reallocations when necessary. In FY 2020, \$6.2M of funding reductions were implemented to ensure VCU's commitment to all institutional priorities including a 0% tuition increase and providing additional need-based aid.

VCU serves a significant population of students with financial need, and as reported recently to SCHEV:

- More than 31% of VCU's undergraduate, in-state student body is Pell-eligible
- Over half of degree seeking students at VCU are financial aid recipients. Among undergraduate's financial aid recipients approximately 53% are low income and 36% are middle income
- Approximately 50% of institutional (tuition) sourced funding goes to undergraduate students based on need or need/merit

Increased funding and strategic awarding of institutional aid in combination with key student success strategies have led to improved retention and graduation rates and decreased time to degree.

- VCU students who receive institutional financial aid graduate at higher graduation rates than their peers. Institutional aid recipients in the fall 2013 cohort had a 4-year graduation rate of 51.3%, in contrast to the 38.4% for non-institutional aid recipients.
- VCU has nearly eliminated the equity gap in the 6-year graduation rate of the fall 2012 cohort for Pell recipient students (63.1%) compared to the institution's overall 6-year graduate rate (67.4%).
- VCU has seen a decrease in the average time to graduate from 4.71 years to 4.53 years.

Given both the need of our students and the positive return on investment, continued growth in institutional funding for financial aid remains VCU's highest priority. It is important to note that while need is the primary filter for any institutional aid, nearly one third of VCU's aid strategy includes a merit component to provide funding to students with financial need who have a stellar academic record. National data suggests a correlation between family income and high school GPA and test scores. Thus this strategy seeks to provide need-based money to families that have unmet need but may not fall among the neediest student populations.

Enhance Strategic Enrollment Management (Priority Ranking #1)

VCU's diverse population, including significant numbers of high-need and first generation students, create a set of unique challenges for those offices engaged in front-line student contact, particularly around the complex and highly individualized issues of financial planning. These challenges have been compounded in recent years with students' increasingly digital practices and expectations. Starting with one-time funding in FY20, VCU will reorganize the Office of Strategic Enrollment Management to a more proactive and technology rich student-facing model. The outcome of the restructuring will:

- Create a new Student Financial Services Unit staffed at levels based on national averages (1:1000). Rather than the former reactive focus on immediate billing and payment issues, the new unit will provide financial literacy counseling and proactive coaching with the student to "get to a zero balance".
- Reengineer the processes, communication, quality assurance and responsiveness of the Financial Aid Operations Unit to ensure better compliance and data management. This will also assist in optimizing VCU's financial aid resources.
- Engage students by creating new Peer Counselor and Peer Ambassador positions.
- Fund technology needs for auto Chatbot to serve as an artificial intelligence tool for financial aid and finance related questions, a virtual attendance tracking system and the Blackboard Call center.

Open & Affordable Course Content (Priority Ranking #1)

The high cost of course materials is a concern for both students and parents. As noted in the 2018-19 [College Board report](#), undergraduates at four-year public universities are expected to budget \$1,250 on average for textbooks and supplies. The inability to bear these costs can place students at academic risk as student may avoid purchasing the necessary course materials.

VCU launched an innovative initiative to address this pervasive problem: the VCU Libraries program for Affordable Course Content. Through the program, faculty are encouraged to identify a range of cost reduction solutions using open or free educational resources. To date over 60 faculty have either participated in workshops or received funding to develop free textbooks including several key entry-level courses. Estimated impact to date is over 20,000 students with a savings of over \$2.1M. The plan mapped out for the upcoming biennium would permanently fund the librarian dedicated to support open course content, enhance the faculty awards and expand the collection.

Institutional Support

Student Success (Priority #3)

VCU's student success unit will need to add capacity to support enrollment and retention initiatives. As such, additional personnel lines for FY21 will be added to support communications and senior advising. A communications specialist will help us deliver positive and motivating messaging to engage students in the existing student success services.

Advising professionals will focus on student groups who are the most impacted by high fail and drop rate courses, especially in first year courses in STEM and pre-health majors. Programs that have the lowest first to second year retention rates will also have a high level focus. These types of targeted interventions will help VCU retain and eventually graduate students on time.

Curricular innovation of General Education (Priority #5)

VCU is taking a dual track approach to improve learning outcomes: the transformation of the general education curriculum and the redesign of high enrollment courses. The transformed general education program will provide a diverse student body with a broad base of knowledge and the intellectual skills to participate actively in a changing world. To those ends, the VCU general education program challenge students to seek creative answers to complex problems, see connections between disciplines and between ideas, and develop an informed perspective on the varieties of human experience. This coherent rationale defines areas of inquiry that are the organizational structure for the GenEd30 model. Funding will support incentivizing the development of interdisciplinary and collaborative new courses and comprehensive assessment efforts.

Course Re-design (Priority #5)

Learning in the 21st century entails meeting certain core competencies such as collaboration or teamwork, critical thinking and problem-solving. The learning style of current students is also an evolving process. Ensuring that VCU students have the proper skills to be successful in the workplace requires a campus-wide initiative focused on the redesign of large-enrollment, multi-section undergraduate courses using technology-supported active-learning strategies. The objectives of the program are to:

- Adopt new ways to improve student-learning outcomes
- Demonstrate the improvements by way of rigorous assessment
- Reduce institutional costs
- Increase consistency across multiple-section courses
- Develop the internal capacity of VCU's faculty and staff to continue the redesign process on an ongoing basis

Using best practices in academic transformation, undergraduate courses were selected from a competitive proposal process for course redesign. Funding will cover the cost of summer faculty salaries, software development, equipment, video production and training, faculty training on how to use of open educational resources, utilization of peer instruction, and new pedagogical strategies for student engagement in the learning process.

Reducing Class Size for Foundational Courses (Priority #3)

The university has identified its Focused Inquiry classes as a key introductory experience for both freshman and transfer students. The courses themselves are designed to cultivate curiosity and

support academic success through a rigorous, process-oriented shared curriculum. The faculty who teach these courses are specialists in a wide range of disciplines and are dedicated to engaging students in big interdisciplinary questions before those students become advanced thinkers in their own fields. Given the critical nature of these courses, VCU will reduce class size to 19 students over the upcoming biennium, requiring funding for additional faculty to teach additional sections. Reducing the class size in these foundational courses of inquiry allows students to have a more enriching classroom experience.

Expand Online (Priority #3)

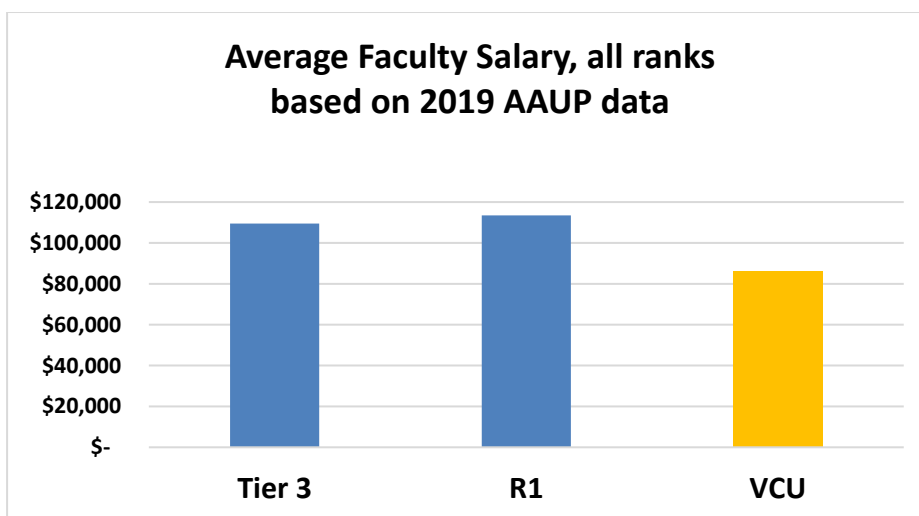
New online programs are planned strategies for the current and coming years. Considerable progress has been made in expanding Online@VCU and ensuring sustainability by partnering with a third party program manager, Noodle Partners. The new programs will improve student experience from recruitment to graduation with a holistic and integrated approach to online technology and added field placement flexibility allowing VCU to expand program reach. The university is deliberately taking a measured approach to ensure that program and student quality, and faculty engagement remain high.

To further enhance the university's ability to scale up quality online offerings, Online@VCU will further enhance programs to facilitate professional development courses for faculty on best practices for developing, instructing, and evaluating courses online. The courses, offered at least once per semester, and participants earning 80% or greater overall and completing the essential elements of the course receive a professional development certificate. The program can support up to 50 participants in each course. Over the next biennium, the program goal will scale-up and continue to improve the quality of online course development and instruction across the institution.

Faculty Recruitment and Retention (Priority Ranking #2)

Faculty and instructors are at the heart of student success. VCU is an institutional member of The National Center for Faculty Development & Diversity (NCFDD). VCU is dedicated to enrich both the professional and personal lives of faculty by helping them increase their research productivity.

VCU's goal remains an increase to the 60th percentile of our national peers and/or faculty salaries comparable to the Commonwealth's research universities. AAUP (FY2019) data indicates that VCU average salaries remain well below our fellow Tier 3 and R1 VA institutions. The cost of closing the equity gap ranges from \$20-\$26M.



To continue progress toward competitive salaries, the planning for FY21 and FY22 includes annual merit increases of 3% along with incremental funding to support normal promotion in rank for its full-time faculty. These merit amounts will be delayed until mid-year in order to realize cost savings. It is important to note that as long as similar increases are implemented by our peer institutions (as occurred in FY2019), the university will find it difficult to make progress towards closing this important equity gap.

Build and Sustain Initiatives to Enhance Diversity, Inclusion and Equity (Priority #2)

Funding request to support diversity initiatives pertaining to faculty recruitment, hiring programs, Pathways to the Professoriate program, and the Visiting Scholars program are needed for the development of the transdisciplinary cores. A new core involving faculty from Engineering and Life Sciences will be enabled through additional funding. In addition, programs for faculty-mentored research opportunities for students can be scaled-up to serve more students.

University Staff Competitive Salaries (Priority #2)

The university has already made stellar progress in the implementation of the Human Resource Redesign Initiative including the roll-out of a new performance management process and a new process to integrate performance, career and leadership development. At this point, 75% of all staff are in the new employee group, University and Academic Professionals (UAP) - many of those converted to the new plan in recognition of the benefits of a more modern HR program focused on career development and performance/market based pay. As a part of this process, the university evaluated position salary ranges and job families creating clear paths to advancement. However,

surveys of typical administrative and executive salaries indicates that VCU lags behind our Tier 3 peers in staff salary levels. An annual increase of 2% for UAP positions has been included as part of the strategies for the upcoming biennium. This increase will also be delayed by six months to realize cost savings.

Note: per instructions to exclude general funds, no increase has been assumed for Classified Staff.

Commonwealth Impact

Relevant, Experiential, and Applied Learning (REAL) (Priority #4)

VCU's Relevant, Experiential, and Applied Learning (REAL) initiative is a promise to provide all VCU students the opportunity to engage in socially conscious "hands-on" research, scholarship or creative work directly relevant to their personal and professional goals and to addressing today's most vexing social and economic challenges. REAL formalizes the connection between Undergraduate Research Opportunity Program (UROP) and many other groups on campus conducting experiential opportunities. The synergy that REAL brings promotes efficient use of resources for a common goal. Immediate plans for additional funds are highlighted below and VCU's long term commitment to REAL activities are outlined in Section H as the university's performance pilot.

- Engage and prepare students of low income, first generation and transfer students through projects such as curriculum innovation grants, REAL Scholarships,, REAL events and student outreach, and infrastructure support
- Development of new technology platforms for tracking, monitoring, and assessing student engagement in experiential activities
- Development of a university level distinction pathway (Ram Scholars) with embedded research/discovery and ePortfolio components
- Invest in first-year programming, training, mentoring, faculty development and fellowships in undergraduate research learning outcomes through the UROP

da Vinci Center (Priority #4)

The da Vinci Center is a model hybrid unit at VCU and an emerging leader in higher education. The Center is cross-disciplinary, offers undergraduate and graduate certificates and degrees, and facilitates university-wide experiential learning opportunities for undergraduate, graduate, and professional students. The cross-disciplinary approach is receiving regional and national recognition. Academic Impressions, a leading professional development firm in higher education, has used the da Vinci Center as a national example for exemplary innovation and entrepreneurship centers since 2017, which has resulted in increased campus visits by peer institutions, enrollment increases, and significant gains in national prominence.

VCU has quickly ascended to prominence in this area in less than three years. To support these efforts tuition from da Vinci Center academic programs alone cannot sustain increasing demands from all students for experiential learning in innovation and entrepreneurship. Therefore, as is appropriate for a hybrid unit, this budget request outlines the specific costs, revenue streams, and in-kind resources

that support the da Vinci Center's academic offerings as well as the resources required to support experiential learning initiatives. Increasing enrollment in academic programs will contribute to financial sustainability of academic offerings and the hiring of additional faculty over time. This budget is intended to provide a baseline for VCU to continue to offer quality innovation and entrepreneurship programming for students while engaging in an aggressive fundraising campaign with corporations, foundations, and individuals to sustain future experiential program growth on par with peer institutions.

General Fund Request

Undergraduate Need Based Aid

Consistent with VCU's priorities for the upcoming biennium, the university is requesting a matching General Fund commitment for financial aid of \$4M and \$5M in FY21 and FY22 respectively.

VCU serves a significant population of students with financial need. Over half of degree seeking students at VCU are financial aid recipients. Among undergraduate's financial aid recipients approximately 53% of are low income and 36% are middle income. Students in these income brackets receive 100% of the available tuition-revenue sourced need-based aid, which while making college more affordable still leaves students with significant levels of unmet need.

According to FY 2018 data (source: VCU Institutional Research and Decision Support)

- 83% of the institutional need-based grants went to low income students (Pell Eligible), and 17% went to middle income students (Non-Pell Eligible).
- The total number of low to middle income students who were awarded institutional need-based grants in 2017-18 was 5,491, and the average grant amount was \$2,565.
- Most importantly, the median expected family contribution (EFC) for the grant recipients was \$445 toward a \$31,172 cost of attendance.
- Unmet need for Pell-eligible and students submitting the FAFSA was \$142 million

VCU's diverse student body looks like America: 43 percent of students are from minority populations, one-third of freshmen are first-generation college students, and 30 percent are low-income Pell-eligible. Our commitment to helping our students stay and succeed at VCU is evident in the fact that our Latinx, African-American, and Pell-eligible students graduate at nearly the same rate as their classmates from more privilege. This success puts us in rare company. By creating approaches to improve equity by meeting the students where they are, we believe we will completely eliminate this gap by the time our current first-year class graduates—something very few universities have done.

Increased funding has been essential to the university's significant strides in improving student success rates and in closing educational equity gaps. VCU remains committed to maintaining its exceptional record of serving a unique niche in the Commonwealth and providing access and success to a high

quality, research education for lower and middle income students. Meeting this commitment is key to Virginia realizing its goal of leading the nation in educational attainment by 2030.

Virginia Military Survivors & Dependents Education Program Waivers

VCU is requesting General Funds in support of Senate Bill 1173 which expanded eligibility for the Virginia Military Survivors & Dependents Education Program (VMSDEP). The VMSDEP program waives all tuition and mandatory fees for eight semesters at a Virginia public college or university to a spouse or dependent of a service member who is at least 90% disabled which occurred while on active duty. Prior to the expansion, eligible disability criteria was limited injuries received in a *combat situation*.

In order to calculate the cost of the increased waivers, VCU reviewed student files to determine those students currently receiving Federal Chapter 35 funds whose eligibility mirrors that of SB1173. It is estimated that 135 additional students will now be eligible for a 100% waiver at a cost of \$1,970,460. (Note this is higher than the DPB's proposed fiscal impact statement by 53 students.)

Military service members — and their families — are a valued and vital component of the VCU population. We recognize and honor their sacrifices and their life experiences that broaden and diversify our community. VCU's Military Student Services office has proven successful at working with veterans, active service members, spouses and dependents to ensure a positive transition from military life to academics. This transition includes assisting eligible students in identifying all sources of funds available to advance their education. We welcome this opportunity to provide additional resources to respected members of our student community, but are concerned that without additional state funding support this happens at a cost to other students' financial aid.

Humanities, Arts Internship Opportunities

VCU is requesting \$2.3M of General Fund support to further expand the REAL initiative and provide high quality, paid experiential internship opportunities to students outside of those identified in VCU's performance pilot. These students will be paired with pre-internship career skills workshops and zero credit courses that will encourage development of career ready competencies that is designed to meet the needs of students and potential employers. The additional general funds will support the development of employability skills in creative thinking, critical thinking and problem solving for learners in the Humanities, Arts and other programs.

Massey Cancer Center

VCU is requesting \$2.5M of General Fund support to enhance the work of the Massey Cancer Center. In the upcoming biennium, the Cancer Center will be recruiting a new Director and will seek to become an NCI-designated Comprehensive Cancer Center, submitting materials for consideration in late FY21 and expecting final determination of status in FY22. The success of each of these efforts -- recruitment and Comprehensive designation -- depends on the other, and the promise of additional Commonwealth funding will be critical in demonstrating to potential candidates that there is a strong,

statewide commitment to Massey Cancer Center. As an existing member of the NCI Cancer Center community, Massey will build upon its prestigious position and its longstanding commitment to the community it serves in order:

- Impact the course of cancer research through contributions to the field, locally and nationally.
- Offer cancer treatment options based on the latest research findings.
- Help control risk, incidence, complications, and deaths related to cancer in Virginia and beyond.

One of VCU's most promising sponsored research areas is cancer research across many different disciplines. The cornerstone of these efforts is the Massey Cancer Center (Massey), one of only sixty-nine National Cancer Institute-designated cancer centers (NCI) in the United States. Massey is a vital resource for cancer research, prevention, treatment, education, and clinical trials. It has successfully maintained its NCI designation for forty-two years, despite an increasingly competitive grant renewal process. In January 2017, Massey received notice of its core grant renewal, maintaining its NCI designation for another six years.

Massey's particular focus is on translating promising research from the laboratory directly to the patient's bedside. These new discoveries are necessary for better treatments, and prevention and control of cancer that will be available first to Virginians. A lack of funding would restrict the ability of researchers to move the concepts from the laboratory to the clinic. Massey must continue to demonstrate its ability to continue to expand and enhance its basic, clinical and prevention and control research, and show trans-disciplinary collaboration. It will only be successful in reaching the goals set by NCI through funding that allows for growth of the center's research base through recruitments, expanding infrastructure and acquiring the latest technology to advance work in the laboratory, as well as providing state-of-the art clinical and research facilities. Within VCU Health Sciences and Health System, Massey will continue to serve as the pre-eminent model of interdisciplinary and transdisciplinary research, clinical excellence, and advanced training.

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.*

VCU was pleased to partner with the State in FY2020 in realizing a zero percent tuition rate change for FY2020. However, the implementation of this program resulted in a net budget shortfall of \$8.8M. This was addressed with one-time funds (State Health Plan holiday monies and \$6.5M from VCU reserves) creating additional pressures for more permanent funding in FY2021 forward. As part of VCU's annual budget process, university leadership and the Board of Visitors reviews a multi-year, multi-fund financial plan which evaluates expense and revenue growth as measured against progress towards strategic goals. The plan for FY2020 through FY2023 included several key assumptions:

- Advancing only the most essential and strategically important needs – including critically needed financial aid and equitable compensation
- Diversifying revenue through growth in non-resident, international and online students
- Modest enrollment expectations with measured growth targeting 2025 to meet Quest goals
- Conservative estimates for growth related to mandated operational costs such as utilities and contractual services
- Continued pressures to generate other revenues other than E&G to reduce tuition growth needs
- Mandated budget reductions and reallocations where necessary to minimize tuition rate growth. Such reductions would be implemented strategically but due to risk slowing progress to strategic goals given VCU's over \$40M in reductions (one time and permanent) implemented since 2015.
- Strategic use of one-time reserves to balance the budget while limiting undergraduate tuition rate growth. There is a clear mandate that such use of reserves must be extremely limited: first, as a prudent fiscal practice to safeguard adequate funds for unexpected outcomes, and second, to ensure adequate balances to maintain the university's current bond rating

Two scenarios have been developed for the current plan:

In Scenario 1:

- No additional general fund support is assumed to offset tuition needs
- Undergraduate tuition rates will be 7%, 4%, 3% in FY21-23, respectively. These rates are proposed after extensive review by leadership and still require substantial use of reserves and/or cuts
- With this increase VCU will still face \$8.8M in reallocations and reductions in 2021 and \$2.6M in reallocations and reductions in 2022 (4.8% budget cut in FY21)
- School of Engineering's differential is expected to increase by \$1,000 for only FY2021 and the School of the Arts is expected to increase by \$288 in FY2021 followed by \$173 and \$180 in FY2022 and FY2023
- There is a planned 3% increase in Technology and Library Fee from FY2021 through FY2023 to meet both typical infrastructure and operational needs
- University Fee is expected to increase by 3% from 2021 through 2023 to meet changing needs for students (excluding any increases due to debt service or salaries)

In Scenario 2:

- \$10M in additional general fund support is assumed to offset tuition needs in FY2021 followed by an additional \$3M in FY2022 and again in FY2023 for a total increase in permanent support of \$16M by FY2023
- Undergraduate tuition rates will be 4%, 3%, 2% in FY21-23, respectively.

- With this increase VCU will still face \$7.4M in reallocations and reductions in 2021 and \$1.7M in reallocations and reductions in 2022
- School of Engineering's differential is expected to increase by \$1,000 for only FY2021 and the School of the Arts is expected to increase by \$288 in FY2021 followed by \$173 and \$180 in FY2022 and FY2023
- There is a planned 3% increase in Technology and Library Fee from FY2021 through FY2023 to meet both typical infrastructure and operational needs
- University Fee is expected to increase by 3% from 2021 through 2023 to meet changing needs for students (excluding any increases due to debt service payments and salary increases)

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.*

Library enhancement

VCU Libraries is committed to providing access to materials critical for research and teaching while ensuring that spending commitments align with needs of the academic community. The Library conducts frequent assessments of journal usage and cost as responsible fiscal stewards in a rapidly evolving information landscape. The costs in the plan represent annual estimated costs increases related to journal publications.

Facilities, Utilities and Contractual Increase

The Division of Administration is dedicated to supporting the high-quality education and research that transform the lives of our students and improves our communities. The Division seeks improvements in operations and efficiencies across multiple campus-wide programs to reduce costs in facilities and administrative services. However, improving and maintaining VCU's considerable infrastructure requires a sustained resource investment simply to keep pace with inflation and mandated contractual increases:

- Operations and maintenance costs associated with the new Engineering Research Building which will open in 2020. Approximately 133,000 square feet, the O&M for this critical research and academic structure has been submitted as part of the SCHEV new space survey. The new four-story building will contain 24 flexible research laboratories and associated support space, plus a vivarium on the basement level. (Note that as per the instructions, only VCU costs are included.)
- Utility cost associated with anticipated contractual increases in utility costs. These costs are being mitigated in each year as VCU implements an energy performance contract identify relevant Energy Conservation Measures (ECMs) to reduce the consumption of energy in campus buildings
- Contract cost increases related to VCU's central rent, maintenance services, software, contracted post security, and safety and risk management contracts for hazards encountered

by employees in their work place; i.e., respirators used so as not to breath in hazardous fumes / particulates (example: painting studios, mold, ceramics). A conservative 3% inflator has been assumed for planning purposes.

Fringe/health benefits cost increase

VCU has assumed a fringe/health benefits increase of approximately 1% annually. This is based on a detailed review of prior year increases.

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

VCU strategically determines any new degree programs or certificate programs that align with Quest 2025: Together We Transform and the strategic priorities therein, such as the pending doctoral degree in pharmaceutical engineering, which if approved will be the first in the nation.

VCU strives to continuously improve in the areas of excellence, academic rigor and quality programs. Through both academic program review and program audit (productivity), programs are identified for further development/modification or potential discontinuance. Academic program review is a process that evaluates the effectiveness and progress of academic programs with the strategic direction of the institution and student needs. As such, programs are closed connected to strategic planning, resource allocation, and other decision-making at the program, department, school/college and university levels. VCU will re-institute a new program review process during the time period of the six-year plan and use the data derived from the process to make decision on any program that may appear to be less productive or in need of further enhancements.

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.*

VCU’s Financial Aid packaging philosophy is to award institutional aid and state aid prior to awarding federal loans to undergraduate students. The offices of Admissions and Financial Aid partner each year to award an allocation of merit-based institutional grants. VCU budgeted \$9,996,740 for FY 2019 and \$11,592,740 for FY 2020 for these grant programs. Each of the need-based grants described below are in addition to any federal and state aid a student is qualified to receive unless otherwise indicated.

The VCU Poverty Access Grant is an award designed for students who meet the Federal Poverty Level guidelines established by the U.S. Department of Health and Human Services (as shown in the table below). VCU budgeted \$1,938,000 for FY 2019 and \$2,014,449 for FY 2020 for this grant and plans to continue that level of support in the next six-year period.

The VCU Academic Achievement Grant targets first-year students who demonstrate financial need but also had a high level of academic success during high school. This award would be in addition to other institutional, federal and state aid they would qualify to receive. VCU allocated \$750,000 for FY 2019 and \$730,172 for FY 2020 for this grant.

The VCU Achievement Grant is an award designed for continuing students who demonstrate financial need but also had a high level of academic success at VCU. This award would be in addition to other institutional and state aid they would qualify to receive. VCU allocated \$3,382,500 for FY 2019 and \$4,004,133 for FY 2020 for this grant.

The VCU Transfer Student Grant is available to students who demonstrate financial need and who transferred from one of the twenty-three Virginia Community Colleges (VCCS). VCU allocated \$195,000 for FY 2019 and \$663,790 for FY 2020 for this grant. This is additional funding support for those students' who receive the SCHEV Two-Year Transfer Grant.

The VCU Tuition Assistance Grant provides an award to students who demonstrate Pell Grant eligibility but also have remaining unmet financial need. VCU allocated \$3,709,000 for FY 2019 and \$3,857,589 for FY 2020 for this grant.

The VCU Residence Hall Grant is an award designed for students who demonstrate financial need but also have incurred campus-housing charges. This award would be in addition to other institutional, federal and state aid they would qualify to receive. VCU allocated \$1,384,000 for FY 2019 and \$1,192,110 for FY 2020 for this grant.

The VCU Junior/Senior Grant is awarded to students who demonstrate financial need but also are in their last two years of completing a bachelor's degree with VCU. This award would be in addition to other institutional, federal and state aid they would qualify to receive. VCU allocated \$1,509,750 for FY 2019 and \$1,668,643 for FY 2020 for this grant.

The VCU Gateway Grant assists continuing middle-income students who fall into the income range of \$44,701 to \$125,000 for FY 2019 and FY 2020 who are in good academic standing. This award would be in addition to other institutional, federal and state aid they would qualify to receive. VCU allocated \$2,409,000 for FY 2019 and \$2,688,518 for FY 2020 for this grant.

To maintain these grants and continue to make progress on increasing the amount of institutional aid available to VCU students, the proposed six-year plan would provide for additional funding allocations each year for financial aid from tuition revenue. VCU lags behind other research institutions in terms of total institutional aid available for students, yet has greater unmet financial need.

2019 POVERTY GUIDELINES FOR THE 48 CONTIGUOUS STATES AND THE DISTRICT OF COLUMBIA	
PERSONS IN FAMILY/HOUSEHOLD	POVERTY GUIDELINE
For families/households with more than 8 persons, add \$4,420 for each additional person.	
1	\$12,490
2	\$16,910
3	\$21,330
4	\$25,750
5	\$30,170
6	\$34,590
7	\$39,010
8	\$43,430

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.

Arts Innovation and Academic Building

Situated at the corner of Broad and Belvidere Streets, this building will anchor the east side of the Monroe Park Campus and act as a "front door" highlighting the university's status as a premier arts institution. This project will provide interdisciplinary instructional, performance and innovation space which draws on technology, media, science, art and design. The activities in this building will range from opera to quantum computing; integrating the disciplines of engineering, cinema, theater, immersive media technology, gaming and the creation of new knowledge. The facility must be highly flexible with the ability to rapidly reconfigure space on a regular basis.

Unlike any other facility on campus, this building will integrate multiple disciplines in a similar manner to the way the university's da Vinci program works now. Focusing on a single project or objective, teams from various areas of expertise will collaborate on projects allowing academic models to simulate the commercial media and product development experience. This building will enable the university to maintain its leadership position in arts education, innovation and media while also integrating other academic disciplines.

Interdisciplinary Academic and Laboratory Building

This project is a 200,000 GSF addition to Harris Hall. It adds both general-purpose classroom and class-lab instructional space to the Monroe Park Campus to replace space that will come off line with the

demolition of the T. Edward Temple building and Oliver Hall Physical Sciences Wing. It also expands the inventory of class laboratories and supplements student study and learning space on the campus. The need for additional instructional space is documented in the university's recently completed master 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.*

Thank you for the opportunity to provide concerns/issues or to request clarification on items within our existing Tier III authorities. VCU would be very pleased to reopen a dialogue with state stakeholders from both the executive and legislative branches and our fellow Tier III institutions to discuss the following opportunities:

- Stabilize State support for VCU to implement a more informed and robust multi-year planning and budgeting process;
- Provide VCU more flexibility in setting tuition rates and enrollment targets without adverse effects on State support; and
- Allow VCU to preserve E&G operating and capital reserves to retain bond ratings and provide operating flexibility.

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.*

In accordance with recently enrolled bills (House Bill 2653/Senate Bill 1628), VCU proposes a performance pilot program focused on retaining talent in the Commonwealth. The proposed pilot would meet much of the same criteria as the Innovative Internship Program (also part of HB2653/SB1628) but is considerably larger in scope and would be fully integrated in VCU's existing REAL program.

The proposal aims to provide high quality, paid experiential internship opportunities to underrepresented and low income students, paired with pre-internship career skills workshops and zero credit courses that will encourage development of career ready competencies, and the use of ePortfolios to document student growth and performance. The comprehensive pathway program is designed to meet the needs of students and potential employers.

As an expansion of REAL, this program responds to the Virginia Higher Education Plan's recommendation that the Commonwealth "Implement and support greater efficiencies by reviewing and recommending potential initiatives for further restructuring and shared services that enhance

institutional and administrative flexibility and improve quality and efficiency.” This program addresses the disconnect between the need and desire of the Commonwealth’s workforce sectors to hire diverse students with the necessary soft and hard skills, and the limited access of an entire population of students from the very experiences that would allow them to be competitive and to thrive in these career pathways.

The project budget of \$5 million would be used to provide approximately 2000 students career development support and experiences. This model is based on VCU data for the 2018-2019 AY and includes provision of:

- All Pell Eligible First-Time Freshmen a developmentally appropriate career shadowing opportunity and a 1 cr. ePortfolio development course, and
- A select group of eligible Rising Juniors (580) a pre-internship professionalism course (1 cr.), a paid internship experience during the academic year, and a 1 cr. ePortfolio development course to be completed during the internship experience.

Eligibility for First-Time Freshman students would be based on economic need as determined by their Pell Eligibility. This demographic typically comprises about one-third of VCU’s incoming class.

For Rising Juniors, eligibility factors would include Pell Eligibility, with preference being given to students who are interested in pursuing careers in the targeted work force areas of health care, cyber security, and data analytics.

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.

Virginia Commonwealth University continues to make steady progress on VCU’s strategic plan, Quest 2025: Together We Transform. The goals of Quest 2025 supports the Virginia Plan and highlights the essential role VCU plays within the Commonwealth to ensure student access and success for significant numbers of students that are underrepresented minorities, lower income, and first-generation as well as the university’s over \$6B contribution to the region’s economic well-being.

The VCU 2018-2020 plan did not rely solely on new tuition funding or state resources to source the plan, instead, VCU’s multi-year budget process emphasizes an all-funds, multi-year, strategic approach allowing for reallocation of base resources, consideration of alternate funding sources, and growth and diversification of revenues. As noted in the *Quest 2025*, VCU remains committed to using its full range of financial resources wisely, balancing investment decisions, whether sourced from new or reallocated funds, with the magnitude of the initiative’s impact on our mission, particularly in advancing student success.

Transform the undergraduate curriculum (2018 Plan #1)

Consistent with the Virginia Plan's goal (#2) of optimizing student success, VCU's Quest 2025 Strategic Plan identified the transformation of the undergraduate curriculum as a primary goal. We are pleased to report this difficult and comprehensive work is on track with five undergraduate courses under redesign. These courses from across the curriculum are estimated to impact approximately 3,000 student annually. Working under design guidelines established by the National Center for Academic Transformation (NCAT), pilot projects will be developed this summer and fall with pilot course testing in spring 2020. NCAT has now worked with more than 200 institutions to redesign large-enrollment courses at all levels of the undergraduate curriculum with improved learning outcomes and cost reductions.

Increase financial aid, affordable access, online and non-resident recruitment (2018 Plan #2) VCU's commitment to increasing affordability and reducing student debt remains among our highest priorities. The 2018 Plan described multiple strategies including increasing institutional financial aid support, increasing access and funding through growth in online programming and increasing available funding by growing VCU's non-resident student populations. Progress in the biennium includes:

- Since FY 2015, VCU has increased institutional need-based financial aid to undergraduate students by over \$12 million from a combination of reallocation and tuition revenue directed towards student aid.
- In FY 2020, \$6.2M of funding reductions were implemented to ensure VCU's commitment to all institutional priorities including need based aid and still partner with the State for a 0% tuition increase.
- Scholarships and student support is one of the most important component of VCU's current capital campaign and has resulted in over 325 endowed scholarships/student support funds to date with over 65 in the past fiscal year alone. These gifts, once fully realized, will be an important increment to other institutional support and address program specific needs.
- The University continues to support graduate assistantships and stipends through tuition waivers and scholarships. Almost 700 assistantships are supported annually and are considered a critical element to successful faculty research, recruitment and retention.
- Based on work during the 2018-2020 biennium, two fully redesigned online graduate programs (Social Work and Homeland Security and Emergency Preparedness) will re-launch this fall in collaboration with Noodle Partners, a nationally recognized Online Program Manager.
- Online@VCU has developed a series of fully online, facilitated professional development courses for faculty engaged in online learning. To date, over 80 faculty have participated in one or more courses on best practices.
- Global Student Success Program – the university initiated a partnership with the global education provider *Navitas* designed to increase VCU's capacity to deliver specialized programs to a diverse and growing population of students and enhance the university's brand as an international study destination.

- Launching of a new non-resident recruitment initiative including specialized marketing efforts in targeted venues outside of Virginia, improved student outreach through use of digital marketing, increased financial aid (funded from non-resident tuition) and comprehensive brand research initiative to maximize the effectiveness of our recruitment and aid strategy. While, application and yield estimates continue to be positive over recent trends, the university realizes that these efforts will require a sustained investment to achieve future goals.

Provide annual salary increases to faculty and university and academic professionals (2018 Plan #3)

VCU's goal remains an increase to the 60th percentile of our national peers and/or faculty salaries comparable to the Commonwealth's research universities. The university implemented a delayed 3% Faculty (Teaching & Research) salary merit increase in December, 2018 and a 4% merit increase for faculty in FY2020.

Effective January 1, 2018, the university established a new employee group, University and Academic Professionals, as part of the Great Place Human Resources (HR) Redesign initiative launched in FY17, allowed as part of its Tier III status within the Commonwealth. The new group includes most non-teaching and research employees. In FY2019, similar to faculty, the University implemented a 1.5% merit increase (delayed to December to reduce current year costs). This was followed by an increase of 4% for staff for FY2020. (Note that classified staff remaining at VCU will receive the 5% increase (merit and base) as approved by the legislature for FY2020).

The University also addressed adjunct pay equity issues in the last biennium, raising the minimum adjunct pay to \$1,100 per credit hour by FY2020. This was an important initiative as adjunct teaching includes over 1,000 individuals and approximately 2,000 course sections. Average adjunct teaching data gathered by the Chronicle for Higher Education indicated that in Virginia, average course salaries ranged from \$1.5K to \$4.6K.

REAL activities (2018 Plan #4)

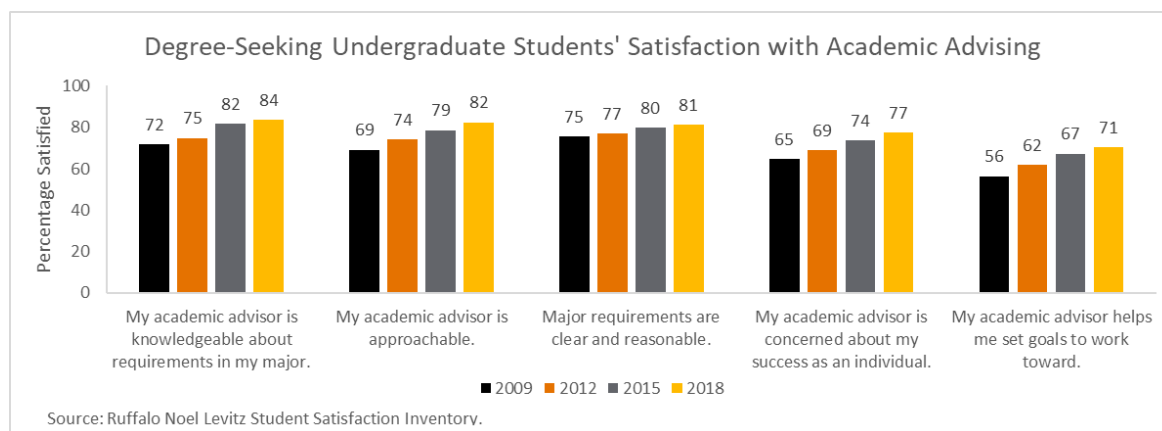
Relevant, Experiential, and Applied Learning (REAL) is VCU's experiential learning initiative. In this biennium, university investment focused on developing a formal framework within the Provost's office, establishing a governance model, completing an inventory of existing REAL courses, conducting a gap analysis to identify barriers to student access, and organizing stakeholder engagement events.

Enhance the university culture supporting student success (2018 Plan #5)

The University made some significant progress in this biennium and our success in graduation and advising was most recently recognized with Congressional testimony before the House Education and Labor Committee. Investments during this biennium include:

- Significantly expanding the number of advisors in first year advising for targeted majors with high DFW rated courses (STEM), minimal career pathway clarity (undeclared), and highly

competitive/selective professional program admission (pre-nursing). In this biennium, six staff were added to improve student: advisor ratios and to expand targeted student success campaigns to these at-risk populations. The graph below highlights the across-the-board success of this initiative:



- The launch of new student success initiatives including:
 - [Major Maps](#) a uniquely designed tool that combines academic planning with strategic career planning. Working with their university guides—such as academic advisors, career advisors, faculty, and mentors—students create a plan that is individualized to them and that focuses on their end goal. They work backward to determine which experiences, connections, and skills will best position them to succeed as working professionals after they graduate.
 - [Early-Alert/ Notification programs](#) which foster improved communication between faculty, advisors, and students about academic expectations and progress through retention prediction, progress reports (early alerts) and midterm grade submission.
 - The [Navigate](#) system, a phone-friendly app which provides students with an “an advisor in their pocket” linking faculty, advisors and students in a connected and coordinated network of student support.
 - [Student Educational Planner/Degree Works](#), a web-based degree-auditing tool available to student and advisors. The Student Educational Planner allows students to map out eight semester course plans in consultation with their academic advisor to ensure timely degree completion. Degree Works quickly and easily identify which requirements have been satisfied, which requirements are outstanding and provides a "What If" feature to show students how progress towards degree completion changes if they change academic programs or add a major, minor, or certificate.
- Progress in the development of a campus-wide schedule enabling improved classroom utilization rates.

Build and sustain infrastructure to enhance diversity, inclusion and equity (2018 Plan #6)

As noted in the recent SCHEV report (*"The Cost of Doing Nothing: An Urgent Call to Increase Educational Attainment"*), the Commonwealth's ability to become the best educated state requires a renewed focus on recruiting and supporting the education of an increasingly diverse population. VCU is exceptionally positioned to assist in this regard. Progress over the biennium includes

- Hiring of 11 visiting faculty scholars in four new transdisciplinary research cores
- Launch of the Commonwealth Scholars Program providing research opportunities for high-need and high-talent students. All participants have been accepted for research conference presentations and several are co-authors on publications.
- Selection of VCU as one of the Howard Hughes Medical Institute Inclusive Excellence program through a \$1M grant award to establish a Science Learning Center focused on transforming STEM learning in partnership with John Tyler and J. Sargeant Reynolds community colleges. Impact is estimated at more than 7,000 students and over 75 faculty.

Increase maintenance reserve and increased operating and maintenance funds related to new facilities (2018 Plan #7 & #11)

The physical campus environment has direct impact on recruitment, student success and patient experience. The quality and condition of facilities not only affects perception and recruitment but also impacts the ability to optimally use a space for its intended purpose. Like most universities across the country, VCU has a number of buildings built between 1950 and 1990 that are overdue for revitalization with a backlog of \$127 million in costs associated with maintenance for academic, administrative and research facilities alone.

In addition to the needs of maintaining VCU's existing infrastructure, this biennium saw the opening of the new consolidated College of Health Professions building. This structure includes state of the art classrooms and laboratory spaces and will allow the College to operate in unified space – enhancing cross-disciplinary learning and teaching as well as maximizing operational efficiencies.

Health Equity, Education and Outreach (2018 Plan # 8 & #9)

As highlighted in Quest 2025, VCU impactful regional stewardship is felt acutely in the areas of healthcare and research, health education and health outreach where VCU and the VCU Health System collaborate on critical regional issues. In the biennium progress toward addressing this need included:

- East End Health Education and Wellness Center- The VCU Health Hub (at 25th Street) opened in May, 2019. It will provide the university with a unique opportunity to advance collaborative learning, strengthen the REAL initiative through inter-professional academic practicum, and accelerate cross-disciplinary research while more fully realizing VCU's commitment to improving community health and wellness through the delivery of preventive and support services.
- Development of an online module entitled VCU Health Equity: Social Determinants of Health to clinical and care coordination team members of the VCU Health System

- Enhancing of community partnerships with Feed More, Homeward and Round Trip. One such partnership was with Feed More in the Anthem grant funded Food is Medicine Project; screening 3,000 patients for food insecurity, providing food boxes, and completing referrals to the Hunger Hotline.
- Creation of multiple health equity courses through the VCU Division of Inclusive Excellence's iExcel Education Program.

Massey Cancer Center is among the top 4 percent of cancer centers in the country and is one of two in the state designated by the National Cancer Institute to lead and shape America's cancer research efforts. In addition to world-class patient services, Massey is an exceptional contributor to the Commonwealth's prosperity realized through the Center's work in research and as an education resource. Among the accomplishments over the biennium:

- \$38.4M in research awards (2018) and a doubling of member multi-PI, NCI-recognized, peer-reviewed grants, 10 of these are multi-institutional and 6 are transdisciplinary;
- 334 cancer-related publications in 2018 including 72 High Impact Publications
- \$12M received in philanthropy (2019)

Increase number of full-time T&R faculty (2018 Plan #10)

The Plan for the biennium identified two critical needs for faculty growth: the addition of four faculty lines to meet accreditation needs for the Robertson School of Media and Culture and to address urgent enrollment-driven faculty needs in the College of Humanities and Sciences. Both needs were addressed in this biennium with faculty hiring completed for the upcoming fall.

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.

Enacted by the State General Assembly during its 2017 session, House Bill 515 called for each institution of higher education to describe its contributions to stimulate the economic development of the Commonwealth and the region where it is located as a component of its institutional six-year plan.

In January 2017, President Michael Rao announced the results of the university's most recent economic impact study, conducted by VCU's Center for Urban and Regional Analysis (CURA). The final report, *VCU's Impact on the Region: Talent, Innovation and Collaboration*, highlighted the following:

- Total economic impact of \$4 billion within the metropolitan statistical area (Richmond MSA) and \$5.9 billion within the Commonwealth
- 47,000 jobs within the MSA and 63,000 across the Commonwealth
- A total Richmond regional multiplier of 3.7 – for every dollar that VCU spends in the metropolitan area, the region experiences a total economic impact of \$3.70, while the Commonwealth at large experiences a 3.2 multiplier effect

As described in VCU’s recently approved strategic plan, VCU programs such as the Venture Creation University have proven to be exceptionally effective in nurturing an entrepreneurial mindset among students with over 15% having made the step to start their own business. The VCU Partnership database includes over 300 partnership opportunities across the university with partners ranging from Virginia Science Museum to the Girl Scouts to numerous health care organizations.

Some 65 percent of current VCU alumni live in the commonwealth, with more than 45,000 undergraduate alumni and over 22,000 graduate alumni located in the Richmond MSA. VCU alumni contribute nearly 6 percent, or \$218 million, of the commonwealth’s annual state income tax. Based on estimates of how the education and skills levels of the region’s workforce would differ in the university’s absence, the report calculated \$511 million loss in potential annual earnings.

University-led partnerships

To increase the impact of its entrepreneurship work and strengthen the regional entrepreneurial ecosystem VCU engages in numerous partnerships affecting the community.

The VCU Health Hub at 25th

Located at the intersection of Nine Mile Road and North 25th Street. This community engagement initiative led by VCU and VCU Health System supports their shared vision of enhancing health and well-being through interdisciplinary teams of VCU faculty and students. The teams offer programs at the center, including health screenings, nutrition counseling, behavioral health support, chronic disease management and health education.

VCU Gladding Residence Center

A new 365,000 square foot residence hall completed under the university’s first P-3 agreement and housing 1,500 students. This \$96M project was developed in conjunction with a private developer.

Metro Richmond Exports Initiative

VCU uses its regional footprint to help break down boundaries between local governments and other organizations to advance regional goals. The Wilder School’s Center for Urban and Regional Analysis convened regional economic development stakeholders to create the Metro Richmond Exports Initiative, which covers 19 independent political jurisdictions.

VCU da Vinci Center for Innovation

The VCU da Vinci Center is a unique collegiate model that advances innovation and entrepreneurship through cross-disciplinary collaboration. The da Vinci Center is committed to

increasing diversity and inclusivity in entrepreneurial and technical ecosystems; recognizing that our students represent the next generation of innovators and creators.

Over 300 students a year participate in the da Vinci Center's undergraduate and graduate academic programs in product innovation, venture creation, and design thinking. These students graduate to take leadership roles in industry and the startup community.

Since 2017, the da Vinci Center's extracurricular Pre-Accelerator program has served over 250 student entrepreneurs and launched 62 student startups. In 2019, four da Vinci Center student startups were accepted into national accelerator programs.

The da Vinci Center was a founding university partner in the Lighthouse Labs U initiative – a GO Virginia grant funded initiative that has provided entrepreneurial support to 2,385 Virginia college and university student and alumni founders from 30 public and private two and four year institutions.

Community Service

Community service activities as defined by the Division of Community Engagement are those designed to improve the quality of life of community residents, particularly low-income persons. VCU was named as a finalist for the 2015 General Community Service Presidential Award in fall 2016 – the ninth consecutive year of recognition and first as a finalist. More than 12,700 students participated in some form of community service, including service learning, during AY 2014-15. Those students provided a combined 1.46 million hours of service.

VCU student service activity has an important economic impact. Excluding service learning, in AY 2014-15, 9,289 VCU students provided 1,393,394 service hours, or about 150 hours of service per student. Using a national standard set by Points of Light for volunteer work valuation (\$23.07/hour for 2014), VCU students provided about \$32 million in volunteer work in one year. From 2012 to 2014, students provided \$85 million in service hours.

College of Health Professions

Building partnerships through participation in local community outreach programs has been encouraged by the College of Health Professions. They promote health sciences and prepare students for health professions by getting involved in outreach programs such as Healthcare Quest, the Cosby High Acceleration Program, the Governor's School Summer Enrichment Program and Jump Rope to Stethoscope. These programs introduce students to potential health care careers through nursing camps, career days, hospital tours and middle school classes.

Research Efforts

Research conducted by VCU faculty under State-funded grants from numerous agencies totaled \$28,890,563 in FY'2018 and \$46,927,263 in FY'2019. The university's greatest impact from its research efforts on state industries likely comes from health-related research.

One of VCU's significant accomplishments in this arena is the VCU Massey Cancer Center. The [Massey Cancer Center](#) is the first of only two NCI-designated cancer centers in Virginia and the

only center in the Richmond region. Of the 1,500 cancer centers in the U.S., only 70 have earned an NCI designation, placing Massey Cancer Center among the top 4 percent of cancer centers in the country. Massey conducts cancer research at every level, including basic science (laboratory), translational, clinical and population sciences research, and provides community outreach, engagement, and cancer education. Massey's scientists collaborate on interdisciplinary research programs in four core areas: cancer cell signaling, cancer molecular genetics, developmental therapeutics, and cancer prevention and control. The overarching crosscutting strategic themes of the Center are in Precision Medicine, Obesity, Metabolism and Inflammation, Immunology/Immunotherapy and Cancer Health Disparities. Massey leads Virginia in offering one of the largest cancer clinical trials menus as well as an NCI-sponsored statewide clinical trials network. The VCU Massey Cancer Center is nationally recognized for its work in cancer health disparities, studying the socioeconomic and cultural forces causing or contributing to disparities in cancer outcomes with a focus on minorities and the medically indigent.

The [Institute for Drug and Alcohol Studies at Virginia Commonwealth University](#) (IDAS) seeks to advance multidisciplinary research and training on the neuroscience of addictions and related neurobehavioral disorders. In collaboration with the Wright Center for Clinical and Translational Research, IDAS supports the Collaborative Advanced Research Imaging (CARI) program. The CARI program uses innovative magnetic resonance imaging to study brain function in patients with neurobehavioral disorders, and houses one of the most state-of-the-art MRI scanners in Richmond that researchers from VCU are using to study a range of neurobehavioral disorders, from addictions to effects of liver disease on the brain to traumatic brain injury. NIH grant funding in substance abuse and related areas exceeds \$25 million annually, placing VCU among the top institutions in the U.S.

One of VCU's long-standing and collaborative efforts on the regional impact front comes from the Center on Society and Health (Center). Chartered by the VCU Board of Visitors in 2007, its mission is to raise awareness about the factors outside of health care that shape health outcomes and to explore ways to improve population health and wellbeing. The Center is a unique, talent-rich, and highly visible resource for the translation of science to inform policy and programs affecting health at the national, state, and local levels. It combines user-oriented research with policy outreach, stakeholder and community engagement, and strategic communication. It maintains vibrant relationships with partners throughout the state, from local residents to policymakers, government agencies, private organizations, service providers, the business community, and other researchers who share an interest in community health and wellbeing. Its products target a wide, non-technical audience of decision-makers and practitioners in health, government, non-profits, and the sectors outside health that shape it. More about the Center is available at <http://societyhealth.vcu.edu/>.

The Center's work aligns closely with the mission of SCHEV, to support institutions that "lead state-level strategic planning and policy development and implementation based on research and analysis" and that "facilitate collaboration among institutions of higher education." Its partnerships with colleges and schools at VCU and with other academic institutions throughout the Commonwealth provide policy-relevant data and research findings to support decisions made on matters of health care, education, the economy, housing, transportation, and other health-related sectors. The Center also helps recruit expert faculty and researchers, facilitates collaborations

across Virginia government institutions and institutions of higher education, mentors and supports future health equity leaders through internships and assistantships, disseminates community-engaged scholarship, and assesses community-identified assets and needs. It is uniquely positioned to expand the research enterprise of Virginia universities and positively affect the health and wellbeing of the Commonwealth.

As more urban areas employ electronic data-collecting sensors to improve performance of city services, the new VCU Center for Analytics and Smart Technologies ([VCAST](#)), based in VCU Engineering, conducts research to improve both the data and the devices that drive these so-called smart cities. VCAST brings academia, industry and the public sector together to use data analytics and smart technologies for better decision making and system management.

Because 75 percent of its graduates make their careers in Virginia, VCU Engineering is the technology talent pipeline for the commonwealth's digital economy. The college has implemented the following programs to continue to meet industry demand for computer scientists and engineers:

- A new initiative that allows students from any major to earn a [Fundamentals of Computing specialization](#) as well as a digital technology credential from the Greater Washington Partnership.
- A [post-baccalaureate certificate in computer science](#) gives technology professionals an opportunity to stay current and gain fluency in [cybersecurity](#) or [data science](#), two of the most in-demand specialties.
- [VCU's Cybersecurity Center](#), which, along with the VCU Center for Analytics and Smart Technologies (VCAST), makes the college a leader in the Commonwealth Cyber Initiative, the statewide push to promote cybersecurity research, training and commercialization.

Partnership via thought leadership

VCU attracts more than \$270 million each year in sponsored research that powers innovative thinking on society's toughest challenges. One local business owner stated, "The thought leaders in their fields are at VCU."

A number of programs at the VCU Wilder School of Government and Public Affairs continues to offer a number of consulting programs to the Commonwealth and local entities through the Center for Public Policy. These include the Center for Urban and Regional Analysis (CURA), the Grace E. Harris Leadership Institute, the Land Use Education Program, the Performance Management Group and the Survey Evaluation and Research Laboratory.

High-impact programs

As part of Quest 2025 strategic priorities, VCU is focused on students' learning going beyond the classroom. Community engagement both locally and globally links students' education to transform into relevant experiences applicable after graduation.

In addition to learning beyond the classroom, VCU is committed to community service. VCU promotes the culture of giving back through our academic programs and outreach services. More

than 12,700 students participated in some form of community service amounting to 1.46 million hours of service during AY 2015-15 (CURA report, 2016).

ASPiRE

A living-learning program promoting community engagement through academic coursework and co-curricular activity. In the year 2016-17, 169 [ASPiRE](#) students were involved in a total of 11,230 hours of service. ASPiRE partnered with 104 community and campus partners in the areas of accessible and affordable housing, community building, education and workforce development, environmental sustainability, and health and wellness. ASPiRE students' direct service to the local community had an economic impact of \$158,854.

INNOVATE

A living-learning program offered by the da Vinci Center for Innovation to provide a residential based community actively participating in innovation and entrepreneurship education and experiential learning.

LEAD

A living-learning program to develop leadership skills to eventually lead professional organizations at a local, national and global level. It is a four semester long program for undergraduate students who take coursework, co-curricular activities, and residential experiences.

GLOBE

A living-learning program focused on understanding global complexity and building cultural agility through academic coursework and co-curricular activities. VCU Globe has collaborated with more than 25 campus, community, and international partners including; Richmond Public Schools, Henrico County Adult Education, CrossOver Healthcare Ministry, Sacred Heart Center, ReEstablish Richmond, Virginia Center for Inclusive Communities, The Daily Planet Health Services, Communities in Schools, Fundación en Vía, Pampiraiki Refugees Welcome, and many others. Since 2013, VCU Globe students' 22,000 hours of direct service has created an economic impact of \$571,202.

Service Learning

Service learning is a high-impact educational practice that engages students in organized service activities and guided reflection. These activities benefit the community and enhance the academic curriculum of the participating students. Each year, a higher number of students enroll in these activities. In the year 2016-17, 4,091 students enrolled in service learning courses for a total impact of 81,820 hours of service.

Health Innovation Consortium

The Health Innovation Consortium (HIC), a joint initiative of VCU, VCU Health and Activation Capital, was launched in January 2019 to support the development of innovations in healthcare. Healthcare is one of the most difficult fields in which to innovate. The HIC initiative is designed to eliminate many of the hurdles in the early development and commercialization process. By bringing key partners to the table, promising innovative opportunities can be de-risked and developed agilely, creating value in the HIC that will attract talent and innovation from around the nation and the globe.

Business management / consulting assistance

Faculty and students throughout VCU provide a wide range of consulting and management to Richmond businesses. Examples of some of these services include:

School of Business

The faculty have participated in externship programs with placements at local corporations in the financial and energy sectors. Business students have learned to prepare income tax returns and subsequently volunteered to assist low-income families in the Richmond area.

VCU da Vinci Center for Innovation

In addition to the description above, the center averages 15 joint corporate innovation projects a year where students actively participate with industry partners such as Capital One, Pfizer, and CarMax to launch new products and services. Additionally, the Center's faculty and staff serve as mentors to local accelerators and incubators such as Lighthouse Labs, Startup Virginia, and NPO Launchpad.

L. Douglas Wilder School of Government and Public Affairs

The school offers a range of consulting services under various institutes and laboratories. These include the Performance Management Group, the Center for Urban and Regional Analysis, the Commonwealth Educational Policy Institute, the Grace E. Harris Leadership Institute, the Office of Public Policy Outreach, and the Survey and Evaluation Research Laboratory

The Division of Technology Commercialization and Economic Development - this division, under the Office of the Vice President for Research and Innovation, houses two teams the Innovation Gateway and VCU Ventures.

[VCU Innovation Gateway](#) is responsible for the evaluation, protection, validation, marketing, and licensing of inventions developed by VCU members (faculty, staff, trainees and graduate students). It champions innovation from idea to impact, transferring vital technology from discovery to the marketplace. It is the gateway to VCU's unique, world-class innovation and research, launching real-world solutions, discoveries, technology, and creative work that improves, transforms, and saves lives. In the past 10 years, VCU Innovation Gateway facilitated the introduction of 29 new products to market, brought up more than \$24 million in licensing revenues and spun-off 40 new companies that raised \$64 million in start-up funding and two of which were selected as "Best University Start-ups" by NCET2).

VCU Ventures guides faculty members through start-up process including conflict of interest, financial disclosure, company registration, etc. VCU Ventures runs programs and clinics to help faculty members create and validate business models as well as connects faculty with mentors. It has curated resources to assist with company formation, space and specialty equipment as well as regulatory and reimbursement expertise. VCU Ventures has also put in place a number of programs such as "The Founders Club," "The Venture Lab" and "Founders Connect" to help entrepreneurial faculty succeed in starting new ventures.

Activation Capital

VCU has partnered with the [Virginia Bio+Tech Park](#) in the creation of the [Activation Capital](#). Activation Capital is a nonprofit organization that supports innovators and entrepreneurs in the Richmond region. A key role is to identify entrepreneur teams, facilitate testing and connect the innovator with potential end users and market. Activation Capital sources its programs through [venture capital firms](#). Funds are available to all health technology startups (not just to VCU technologies). Applications for capital investments are received by Activation Capital under its Ecosystem Direct Investment Fund (EDIF) program, reviewed by a council of local industry/business, government and venture funds leaders, and sourced for development of companies.

Center for Urban and Regional Analysis (2016). Retrieved from <https://president.vcu.edu/reports-and-initiatives/impact/>

INSTRUCTIONS FOR SUBMITTING 2019 INSTITUTIONAL SIX-YEAR PLAN

Due Date: July 1, 2019

PLEASE READ INSTRUCTIONS CAREFULLY

Six-year Plan Requirement

The Higher Education Opportunity Act of 2011 (TJ21) requires Virginia's public institutions of higher education to prepare and submit six-year plans. (See below for complete code reference.) During the 2015 General Assembly session, joint resolutions approved by the House (HJR 555) and Senate (SJ 228) also require that the mission, vision, goals, and strategies expressed in the Virginia Plan, the statewide strategic plan, guide the development of the strategic plan and six-year plan at each public institution of higher education, as well as the agency plan for SCHEV, and that SCHEV report annually on the Commonwealth's progress toward achieving these goals and targets to the Governor, General Assembly, institutions of higher education and the public.

2019 Six-year Plan Format

The 2019 Six-Year Plan consists of a workbook and an accompanying narrative. The workbook has an Institution ID page, Instructions page and six parts/worksheets: Tuition and Fee Predictability Plan, Tuition and Other Nongeneral Fund Revenue, Academic-Financial, General Fund (GF) Request, Financial Aid, and Economic Development. **Note: Shaded cells contain formulas.** Instructions for the narrative are provided in a separate attachment. The Enrollment/Degree Projections are being developed in a separate process, but will be incorporated into the six-year plan review.

The 2019 Six-Year Plans are due July 1, 2019. The review group (referred to as Op Six) as outlined in § 23.1-306 - see section B below - will meet with each institution during the months of July and August to review the institution's plan and provide comments. If changes to the plans are recommended, revised institutional submissions are due no later than October 1 or immediately following an institution's Board of Visitors' meeting, if it is later than October 1.

INSTRUCTIONS FOR PARTS

1. Tuition and Fees Predictability Plan

There are two worksheets, Part 1A and Part 1B. Part 1A is for institutions without undergraduate tuition differentials. Part 1B is for institutions with undergraduate tuition differentials. Provide no less than three years (each 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.)

2. Tuition and Other Nongeneral Fund Revenue

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.)

3. Academic-Financial Plan

The Academic Plan, (3A), of this worksheet should contain academic (including faculty), finance, and support service strategies the institution intends to employ in meeting state needs/goals as found in the Virginia Plan. Information related to the Virginia Plan and more specific state priorities is provided below. Provide a short title for each strategy. Indicate the total amount for the strategy, any internal reallocation to support the strategy and the amount of tuition revenue that will be used to support the strategy. Provide a short description of the strategy, including a specific reference as to where more detailed information about the strategy can be found in the Narrative document, in column J. Provide any pertinent information for consideration in 2022 through 2026 in column K. **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 of the plan, General Fund Request.** Funding amounts in the first year should be incremental. However, if the costs continue into the second year, they should be reflected cumulatively. Institutions that submit strategies that reflect incremental amounts in both years will have their plans returned for revision. If you add rows for additional strategies, please update the total cost formulas. **Institutions should assume no general fund (GF) support in the Academic-Financial Worksheet. A separate worksheet (Part 4) is provided for institutions to request GF support.**
Special Notes: 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.

The Virginia Plan: In the column labeled "VP Goal," identify the goal of the The Virginia Plan (VP) that applies to each institutional strategy using the appropriate number (i.e., 1, 2, 3, or 4). The four VP goals are listed below. An institution must still submit strategies for TJ21 Objectives A through D (now § 23.1-306 D3, D5, D6, and D8 - please see code reference below) as per the Code of Virginia, but the corresponding VP goal is identified, not the TJ21 objective (please see the special note below). In the Narrative document (Section A), institutions should provide more detailed information.

The Virginia Plan has four major goals (more specific state priorities are included with the goals below):

1. Provide affordable access for all. (Access and enrollment, particularly for underrepresented students.)
2. Optimize student success for work and life. (Retention, completion and time to degree.)
3. Drive change and improvement through innovation and investment. (Affordability and funding.)
4. Advance the economic and cultural prosperity of the Commonwealth and its regions. (Workforce alignment, retention of graduates, and, if applicable, research.)

Special Note: Strategies also can cross several state goals, notably those related to improved two-year and four-year transfer, and should be included.

Additional Objectives (D3, D5, D6, and D8)

D3. 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 as described in subdivision 9, including the projected mix of grants and loans.

D5. Plans for optimal year-round use of the institution's facilities and instructional resources.

D6. Plans for the development of an instructional resource-sharing program with other public institutions of higher education and private institutions of higher education.

D8. The identification of (i) new programs or initiatives including quality improvements and (ii) institution-specific funding based on particular state policies or institution-specific programs, or both, as provided in subsection C of § 23.1-307.

Special Note: We recommend that any strategy related to D3 be coded as Goal 1 of the VP and strategies related to D5, D6 and D8 be coded as Goal 3 of the VP.

The Financial Plan, 3B, of this worksheet pertains to the 2020-22 biennium. Complete the lines appropriate to your institution. **As completely as possible, the items in the academic plan and financial plan 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 for Current Operations" are available for an institution's use, if an institution cannot allocate all of its tuition revenue to specific strategies in the plan. 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.

4. GF (General Fund) Request

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.

5. Financial Aid

The Financial Aid worksheet is similar to previous versions, but it now collects four years instead of five years of data. 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 should not subsidize out-of-state students and to provide the review group with the 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.)

6. Economic Development Annual Report for 2018-2019 (See below for complete code references.)

This worksheet and the narrative piece serve as the required annual report. The reporting period is FY19. **THE REPORT IS NOT DUE UNTIL OCTOBER 1.** This worksheet contains a menu of items. Each institution is asked to provide information as it can and when applicable. There is also a separate narrative portion. The combination of the metrics and narrative portion captures report information as required by § 23.1-102 subdivision 2 and § 23.1-306 (A) of the Code of Virginia. In 2018 the Intellectual Property (IP) Worksheet data elements were integrated into the Economic Development Contributions Worksheet. Assignment of intellectual property interests to persons and nongovernmental entities and the value of funds from persons or nongovernmental entities to support intellectual property research, for the most recently ended fiscal year, are captured in the worksheet. The worksheet is structured to capture separate aggregate data on entities that have a principal place of business in Virginia and those with a principal place of business outside of Virginia. The IP information is required by § 23.1-102 subdivision 2 of the Code of Virginia.

Special Notes:

Enrollment/Degree Projections: Detailed six-year enrollment/degree projections are being collected through a separate process. These projections will be incorporated in the Six-Year Plan as part of the July and August institutional meetings with the Op Six.

BOV Approval: Final board approval of the Six-Year Plan should be done at the earliest possible fall meeting. HB 897 (2018) specified that initial plans do not get posted on the General Assembly's website and that final plans should be submitted to DLAS no later than December 1. However, we are requesting that institutions submit final plans with their responses to Op Six Comments on October 1 (or as soon after fall board meetings as possible) as has been done in the past. We post the responses and final plans for review by the Op Six for a period of time prior to posting to SCHEV's website.

Accessibility: All files need to be checked for accessibility prior to submitting them. Information on accessibility is provided at this link on SCHEV's website:

<http://schev.edu/index/accessibility/creating-accessible-content>. The first link, "How to Make Your MS Office Documents Accessible" can be used to learn how to check documents. Only errors, not warnings, must be addressed.

Contacts for Questions:

General Questions - Jean Huskey (jeanmottley@schev.edu)

Academic - Beverly Rebar (beverlyrebar@schev.edu)

Finance - Yan Zheng (yanzheng@schev.edu)

Financial Aid - Lee Andes (leeandes@schev.edu)

Enrollment/Degree Projections - Tod Massa (todmassa@schev.edu)

Economic Development - Lynn Seuffert (lynnseuffert@schev.edu)

Legislative References:

§ 23.1 - 306. Institutional Six-Year Plans.

A. The governing board of each public institution of higher education shall (i) develop and adopt biennially and amend or affirm annually a six-year plan for the institution; (ii) submit such plan to the Council, the General Assembly, the Governor, and the Chairmen of the House Committee on Appropriations, the House Committee on Education, the Senate Committee on Education and Health, and the Senate Committee on Finance no later than July 1 of each odd-numbered year; and (iii) submit amendments to or an affirmation of that plan no later than July 1 of each even-numbered year or at any other time permitted by the Governor or General Assembly to the Council, the General Assembly, the Governor, and the Chairmen of the House Committee on Appropriations, the House Committee on Education, the Senate Committee on Education and Health, and the Senate Committee on Finance. 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.

B. The Secretary of Finance, Secretary of Education, Director of the Department of Planning and Budget, Executive Director of the Council, Staff Director of the House Committee on Appropriations, and Staff Director of the Senate Committee on Finance, or their designees, shall review each institution's plan or amendments and provide comments to the institution on that plan by September 1 of the relevant year. Each institution shall respond to any such comments by October 1 of that year.

C. Each plan shall be structured in accordance with, and be consistent with, the objective and purposes of this chapter set forth in § 23.1-301 and the criteria developed pursuant to § 23.1-309 and shall be in a form and manner prescribed by the Council, in consultation with the Secretary of Finance, the Secretary of Education, the Director of the Department of Planning and Budget, the Director of the Council, the Staff Director of the House Committee on Appropriations, and the Staff Director of the Senate Committee on Finance, or their designees.

D. Each six-year plan shall (i) address the institution's academic, financial, and enrollment plans, including the number of Virginia and non-Virginia students, for the six-year period; (ii) indicate the planned use of any projected increase in general fund, tuition, or other nongeneral fund revenues; (iii) be based upon any assumptions provided by the Council, following consultation with the Department of Planning and Budget and the staffs of the House Committee on Appropriations and the Senate Committee on Finance, for funding relating to state general fund support pursuant to §§ 23.1-303, 23.1-304, and 23.1-305 and subdivision 9; (iv) be aligned with the institution's six-year enrollment projections; and (v) include:

1. Financial planning reflecting the institution's anticipated level of general fund, tuition, and other nongeneral fund support for each year of the next biennium;
2. The institution's anticipated annual tuition and educational and general fee charges required by (i) degree level and (ii) domiciliary status, as provided in § 23.1-307;
3. 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 as described in subdivision 9, including the projected mix of grants and loans;
4. Degree conferral targets for undergraduate Virginia students;
5. Plans for optimal year-round use of the institution's facilities and instructional resources;
6. Plans for the development of an instructional resource-sharing program with other public institutions of higher education and private institutions of higher education;
7. Plans with regard to any other incentives set forth in § 23.1-305 or any other matters the institution deems appropriate;
8. The identification of (i) new programs or initiatives including quality improvements and (ii) institution-specific funding based on particular state policies or institution-specific programs, or both, as provided in subsection C of § 23.1-307; and
9. An institutional student financial aid commitment that, in conjunction with general funds appropriated for that purpose, provides assistance to students from both low-income and middle-income families and takes into account the information and recommendations resulting from the review of federal and state financial aid programs and institutional practices conducted pursuant to subdivisions B 2 and C 1 of § 23.1-309.

E. In developing such plans, each public institution of higher education shall consider potential future impacts of tuition increases on the Virginia College Savings Plan and ABLE Savings Trust Accounts (§ 23.1-700 et seq.) and shall discuss such potential impacts with the Virginia College Savings Plan. The chief executive officer of the Virginia College Savings Plan shall provide to each institution the Plan's assumptions underlying the contract pricing of the program.

F. 1. In conjunction with the plans included in the six-year plan as set forth in subsection D, each public institution of higher education, Richard Bland College, and the Virginia Community College System may submit one innovative proposal with clearly defined performance measures, including any request for necessary authority or support from the Commonwealth, for a performance pilot. If the General Assembly approves the proposed performance pilot, it shall include approval language in the general appropriation act. A performance pilot shall advance the objectives of this chapter by addressing innovative requests related to college access, affordability, cost predictability, enrollment management subject to specified commitments regarding undergraduate in-state student enrollment, alternative tuition and fee structures and affordable pathways to degree attainment, internships and work study, employment pathways for undergraduate Virginia students, strategic talent development, state or regional economic development, pathways to increase timely degree completion, or other priorities set out in the general appropriation act.

2. A performance pilot may include or constitute an institutional partnership performance agreement, which shall be set forth in a memorandum of understanding that includes mutually dependent commitments by the institution, the Commonwealth, and identified partners, if any, related to one or more of the priorities set forth in subdivision 1 or set forth in a general appropriation act. No such institutional partnership performance agreement shall create a legally enforceable obligation of the Commonwealth.

3. No more than six performance pilots shall be approved in a single session of the General Assembly.

4. Development and approval of any performance pilot proposal shall proceed in tandem with consideration of the institution's six-year plan, as follows:

a. An institution that intends to propose a performance pilot shall communicate that intention as early as practicable, but not later than April 1 of the year in which the performance pilot will be proposed, to the reviewers listed in subsection B, the co-chairmen of the Joint Subcommittee on the Future Competitiveness of Virginia Higher Education, and the Governor. In developing a proposed performance pilot, the institution shall consider the Commonwealth's educational and economic policies and priorities, including those reflected in the Virginia Plan for Higher Education issued by the Council, the economic development policy developed pursuant to § 2.2-205, the strategic plan developed pursuant to § 2.2-2237.1, relevant regional economic growth and diversification plans prepared by regional councils pursuant to the Virginia Growth and Opportunity Act (§ 2.2-2484 et seq.), and any additional guidance provided by the Joint Subcommittee on the Future Competitiveness of Virginia Higher Education and the Governor.

b. An institution that submits a performance pilot shall include the one innovative proposal with clearly defined performance measures, and any corresponding authority and support requested from the Commonwealth, with its submission of the preliminary version of its six-year plan pursuant to clause (ii) of subsection A or with its preliminary amendment or affirmation submission pursuant to clause (iii) of subsection A.

c. The reviewers listed in subsection B, or their designees, shall review and comment on any proposed performance pilot in accordance with the six-year plan review and comment process established in subsection B and may expedite such review and comment process to facilitate the executive and legislative budget process or for other reasons. No later than October 15 of the relevant year, the reviewers shall communicate to the Governor and the Chairmen of the House Committee on Appropriations and the Senate Committee on Finance their recommendations regarding each performance pilot proposal. Such recommendations shall include the reviewers' comments regarding how the proposed performance pilots, individually and collectively, support the strategic educational and economic policies of the Commonwealth.

d. Each performance pilot proposal shall include evidence of its approval by the institution's governing board and, if accepted, shall be referenced in the general appropriation act.

§ 23-4.4 (B). Intellectual Property and Externally Sponsored Research

B. The president of each state-supported institution of higher education, including the chancellor of the Virginia Community College System, shall beginning with the fiscal year 2016, include in its six-year plan adopted pursuant to § 23-38.87:17 the following for the most recently ended fiscal year: (i) the assignment during the year of any intellectual property interests to a person or nongovernmental entity by the institution, any foundation supporting the intellectual property research performed by the institution, or any entity affiliated with the institution; (ii) the value of externally sponsored research funds received during the year from a person or nongovernmental entity by the institution, any foundation supporting the intellectual property research performed by the institution, or any entity affiliated with the institution; and (iii) the number and types of patents awarded during the year to the institution, any foundation supporting the intellectual property research funded by the institution, or any entity affiliated with the institution that were developed in whole or part from externally sponsored research provided by a person or nongovernmental entity. The plan shall report separate aggregate data on (a) those persons or nongovernmental entities that have a principal place of business in Virginia as reflected in the assignment agreement or awarding documents and (b) those persons or nongovernmental entities that do not have a principal place of business in Virginia as reflected in the assignment agreement or awarding documents.

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 1A: Tuition and Fees Predictability Plans for Institutions without Undergraduate Tuition Differentials
Virginia Commonwealth 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. (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:			%		%		%		%
Scenario 2:			%		%		%		%
Scenario 3:			%		%		%		%
Scenario 4:			%		%		%		%

Assumptions for:

Scenario 1	
Scenario 2	
Scenario 3	
Scenario 4	

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: Standard Needs			%		%		%		%
Scenario 2: Debt Service and Sal Inc			%		%		%		%
Scenario 3:			%		%		%		%
Scenario 4:			%		%		%		%

Assumptions for:

Scenario 1	
Scenario 2	

**Part 1B: Tuition and Fees Predictability Plans for Institutions with Undergraduate Tuition Differentials
Virginia Commonwealth 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.)

VCU took the strategy of generating two tuition predictability scenarios to meet the long term funding goals set forth by Quest 2025, VCU's strategic plan. These long term funding goals focus on improving the student experience, strengthening our faculty through improved compensation, increase national research prominence, and advancing diversity and inclusion. Each of the below scenarios are focused on meeting roughly \$20M to \$30M in new funding needs in each fiscal year to support Quest 2025. The scenarios were developed taking into account long term enrollment changes, other academic initiatives that will improve both out of state and international student numbers, and growth in other funding sources. While these plans strived to generate enough funding to support universities funding needs, both of the below scenarios require budget reductions and reallocations to ensure a balanced budget. These budget reductions and reallocations have been purposefully developed with the intent of holding tuition increases to only reasonable increases. While we have worked to provide the most realistic scenarios we feel that the best outcome for Virginias is a continued partnership between the University and State to ensure state funding which would allow VCU to hold tuition increases to reasonable levels.

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	12,247	13,098	6.9%	13,621	4.0%	14,030	3.0%			-100.0%
All First-Year Students	12,649	13,596	7.5%	14,132	3.9%	14,555	3.0%			-100.0%
Scenario 2:										
Majority First-Year Students	12,247	12,735	4.0%	13,117	3.0%	13,381	2.0%			-100.0%
All First-Year Students	12,649	13,233	4.6%	13,628	3.0%	13,906	2.0%			-100.0%
Scenario 3:										
Majority First-Year Students			%		%		%			%
All First-Year Students			%		%		%			%

Assumptions for:

Scenario 1	No additional general fund support is assumed to offset tuition needs. Undergraduate tuition rates will be 7%, 4%, 3% in FY21-23, respectively. These rates are proposed after extensive review by leadership and still require substantial use of reserves and/or cuts. With this increase VCU will still face \$8.8M in reallocations and reductions in 2021 and \$2.6M in reallocations and reductions in 2022 (4.8% budget cut in FY21). School of Engineering's differential is expected to increase by \$1,000 for only FY2021 and the School of the Arts is expected to increase by \$288 in FY2021 followed by \$173 and \$180 in FY2022 and FY2023. There is a planned 3% increase in Technology and Library Fee from FY2021 through FY2023 to meet both typical infrastructure and operational needs. Calculations as to impact on first year students is based on Fall 2018 Headcount and distribution by major.
Scenario 2	\$10M in additional general fund support is assumed to offset tuition needs in FY2021 followed by an additional \$3M in FY2022 and again in FY2023 for a total increase in permanent support of \$16M by FY2023. Undergraduate tuition rates will be 4%, 3%, 2% in FY21-23, respectively. With this increase VCU will still face \$7.4M in reallocations and reductions in 2021 and \$1.7M in reallocations and reductions in 2022. School of Engineering's differential is expected to increase by \$1,000 for only FY2021 and the School of the Arts is expected to increase by \$288 in FY2021 followed by \$173 and \$180 in FY2022 and FY2023. There is a planned 3% increase in Technology and Library Fee from FY2021 through FY2023 to meet both typical infrastructure and operational needs. Calculations as to impact on first year students is based on Fall 2018 Headcount and distribution by major.

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:	2,349	2,420	3.0%	2,493	3.0%	2,568	3.0%	2,568	0.0%	
Scenario 2:										
Scenario 3:			%		%		%		%	

Assumptions for:

Scenario 1	University Fee is expected to increase by 3% from 2021 through 2023 to meet changing needs for students (excluding any increases due to debt service or salaries).

**Part 2: Tuition and Other Nongeneral Fund (NGF) Revenue
Virginia Commonwealth 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
E&G Programs				
Undergraduate, In-State	\$234,600,333	\$242,865,055	\$261,571,976	\$272,397,082
Undergraduate, Out-of-State	\$51,244,035	\$54,458,369	\$55,472,402	\$64,765,470
Graduate, In-State	\$44,982,606	\$47,307,814	\$47,602,409	\$51,169,885
Graduate, Out-of-State	\$28,895,809	\$30,009,023	\$28,110,617	\$30,774,336
Law, In-State			\$0	\$0
Law, Out-of-State			\$0	\$0
Medicine, In-State	\$13,593,728	\$14,458,846	14,041,441	\$13,853,797
Medicine, Out-of-State	\$18,261,537	\$19,891,289	20,001,185	\$20,789,406
Dentistry, In-State	\$10,688,819	\$10,963,344	\$11,007,929	\$11,365,015
Dentistry, Out-of-State	\$11,012,317	\$11,504,697	\$11,387,568	\$12,164,869
PharmD, In-State	\$11,203,563	\$11,450,618	\$10,610,772	\$10,895,457
PharmD, Out-of-State	\$3,674,644	\$3,669,168	\$3,480,815	\$3,537,776
Veterinary Medicine, In-State			\$0	\$0
Veterinary Medicine, Out-of-State			\$0	\$0
Other NGF*	\$45,029,168	\$38,872,439	\$41,022,783	\$44,854,835
Total E&G Revenue - Gross	\$473,186,559	\$485,450,662	\$504,309,896	\$536,567,927
Total E&G Revenue - Net of Financial Aid	\$445,441,445	\$453,590,064	\$468,349,298	\$495,507,329
Tuition used for Financial Aid (Pgm 108)	\$27,745,114	\$31,860,598	\$35,960,598	\$41,060,598
Non-E&G Fee Revenue				
In-State undergraduates	\$39,096,157	\$40,933,677	\$42,161,687	\$43,426,537
All Other students	\$15,827,563	\$16,571,458	\$17,068,602	\$17,580,660
Total non-E&G fee revenue	\$54,923,720	\$57,505,135	\$59,230,289	\$61,007,198

Part 3: ACADEMIC-FINANCIAL PLAN
Virginia Commonwealth 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					Concise Information for Each Strategy	Information for 2022- 2026
			Total Amount	Reallocation	Amount From Tuition Revenue	Total Amount	Reallocation	Amount From Tuition Revenue				
1	Enhance Strategic Enrollment Management	1,2	\$1,318,000	\$106,000	\$1,212,000	\$1,318,000	\$106,000	\$1,212,000	Creation of new Student Financial Services unit, enhanced staffing to meet national standards, addition of e-tools for student use (Narrative pg 5)	Expand Financial Aid Operations to further optimize aid, enhancement of e-resources, expand student collaboration and financial literacy initiatives		
1	Open and Affordable Course content	1,3	\$219,000	\$219,000	\$0	\$442,000	\$442,000	\$0	Support to continue staffing (librarian), materials acquisition and faculty grants (Narrative pg 5)	Investment in personnel, faculty award incentives, and collections dedicated to these efforts		
2	Build and Sustain Initiatives to Enhance Diversity, Inclusion and Equity	2	\$0	\$0	\$0	\$469,000	\$0	\$469,000	New transdisciplinary core focused on Engineering and Life Sciences (Narrative pg 8)	Support diverse faculty recruitment and retention, visiting scholars program, postdoc fellows and research and outreach programs.		
3	Student Success	2	\$217,000	\$0	\$217,000	\$623,000	\$0	\$623,000	Addition of advising and communications staff to accelerate student progress (Narrative pg 5)	Continued reduction in student:staff ratios, addition/enhancement of student-facing technology		
3	Reducing Class Size for Foundational Courses	2	\$593,000	\$0	\$593,000	\$593,000	\$0	\$593,000	Reduction in class size to 19 for cohort, entry two-semester course to foster student success (Narrative pg 6)	Enhanced programming for entry level courses and further testing of program initiatives		
3	Expand Online@VCU	2	\$1,000,000	\$1,000,000	\$0	\$2,000,000	\$2,000,000	\$0	Launch of redesigned online programs with external partners; expansion of faculty professional development to grow online courses (Narrative pg 7)	Expansion of online programs (redesign/new) and expansion of faculty participation in online course training		
4	Relevant, Experiential and Applied Learning Initiative (REAL)	4	\$1,055,000	\$0	\$1,055,000	\$1,055,000	\$0	\$1,055,000	Innovation grants, scholarships to ensure student access to internships, use of e-portfolios, expansion of undergraduate research opportunities (Narrative pg 9)	Further growth in internship opportunities and digital portfolio tools; expansion of student research opportunities		
4	da Vinci Center	4	\$472,000	\$472,000	\$0	\$472,000	\$472,000	\$0	Provide permanent funding for da Vinci Center activities such as innovation/entrepreneurial competitions, student start-up events, increased internships and placements (Narrative pg 9)	Sustained growth anticipated with growing enrollment from across the university		
5	Curricular innovation of General Education	2	\$200,000	\$0	\$200,000	\$400,000	\$0	\$400,000	Development of interdisciplinary and collaborative new courses and comprehensive assessment efforts (Narrative pg 6)	Implementation and evaluation of curricular improvements		
5	Course Re-design	2	\$141,000	\$0	\$141,000	\$200,000	\$0	\$200,000	Support for faculty, technology and training on the use of open educational resources, utilization of peer instruction, and development of new pedagogical strategies for student engagement in the learning process (Narrative pg 6)	Develop the internal capacity of VCU's faculty and staff to continue the redesign process on an ongoing basis		
			\$0	\$0	\$0	\$0	\$0	\$0				
			\$0	\$0	\$0	\$0	\$0	\$0				
Total 2020-2022 Costs (Included in Financial Plan "Total Additional Funding Need")			\$5,215,000	\$1,797,000	\$3,418,000	\$7,572,000	\$3,020,000	\$4,552,000				

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 allocate 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.**

<i>Assuming No Additional General Fund</i>		2020-2021			2021-2022		
Items	Total Amount	Reallocation	Amount From Tuition Revenue	Total Amount	Reallocation	Amount From Tuition Revenue	
Total Incremental Cost from Academic Plan¹	\$5,215,000	\$1,797,000	\$3,418,000	\$7,572,000	\$3,020,000	\$4,552,000	
2 Increase T&R Faculty Salaries (\$)	\$5,610,000	\$0	\$5,610,000	\$14,844,000	\$0	\$14,844,000	
T&R Faculty Salary Increase Rate(%) ²	3.00%		3.00%	3.00%		3.00%	
Increase Admin. Faculty Salaries (\$)	\$0	\$0	\$0	\$0	\$0	\$0	
Admin. Faculty Salary Increase Rate (%) ²	0.00%		0.00%	0.00%		0.00%	
Increase Classified Staff Salaries (\$)	\$0	\$0	\$0	\$0	\$0	\$0	
Classified Salary Increase Rate (%) ²	0.00%		0.00%	0.00%		0.00%	
2 Increase University Staff Salaries (\$)	\$1,523,000	\$0	\$1,523,000	\$4,541,000	\$0	\$4,541,000	
University Staff Salary Increase Rate (%) ²	2.00%		2.00%	2.00%		2.00%	
O&M for New Facilities	\$395,000	\$0	\$395,000	\$921,000	\$0	\$921,000	
1 Addt'l In-State Student Financial Aid from Tuition Rev	\$3,300,000	\$0	\$3,300,000	\$7,400,000	\$0	\$7,400,000	
Addt'l Out-of-State Student Financial Aid from Tuition Rev	\$800,000	\$0	\$800,000	\$1,800,000	\$0	\$1,800,000	
Anticipated Nongeneral Fund Carryover*	\$0	\$0	\$0	\$0	\$0	\$0	
Nongeneral Fund for Current Operations**	\$4,852,000	\$172,000	\$4,680,000	\$12,092,000	\$172,000	\$11,920,000	
Library Enhancement	\$426,000	\$213,000	\$213,000	\$864,000	\$432,000	\$432,000	
Utility Cost Increase	\$191,000	\$0	\$191,000	\$388,000	\$0	\$388,000	
Total Additional Funding Need	\$22,312,000	\$2,182,000	\$20,130,000	\$50,422,000	\$3,624,000	\$46,798,000	

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. Note this strategy is described on pages 7-8 of the narrative.

*Budget reductions/use of one-time funds is required to support these needs depending on the scenario as detailed in the narrative.

** See Narrative pg 14 for description. Costs include deferred maintenance, anticipated increases university costs for fringe benefits (based on historical actuals), and operational contractual increases including such items as rent, contracted security, software and maintenance contracts.

**Part 4: General Fund (GF) Request
Virginia Commonwealth 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	UG Need based Aid	#1,3, D3,D6,D10	\$8,000,000	\$4,000,000	\$18,000,000	\$9,000,000	\$4M and \$5M of matching funds for financial aid (Narrative pg 10)
2	VMSDEP Waivers	#1,3, D3,D6,D10	\$1,970,460	\$1,970,460	\$2,049,278	\$2,049,278	Funding to support expanded eligibility for VMSDEP waivers (Narrative pg 11)
3	Humanities, Arts Student Internships	#4	\$2,300,000	\$2,300,000	\$3,300,000	\$3,300,000	Humanities and Sciences for career readiness (Narrative pg 11)
4	Massey Cancer Center	#4	\$2,500,000	\$2,500,000	\$2,500,000	\$2,500,000	Funding requested to support NCI designation, etc. (Narrative pg 11)
			\$14,770,460	\$10,770,460	\$25,849,278	\$16,849,278	

Part 5: Financial Aid Plan
Virginia Commonwealth University

FINANCIAL AID PLAN

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

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

Allocation of Tuition Revenue Used for Student Financial Aid

*2018-19 (Estimated) Please see footnote below.

T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid
Undergraduate, In-State	\$234,600,333	\$28,569,099	12.2%	\$28,569,099
Undergraduate, Out-of-State	\$51,244,035	\$6,023,605	11.8%	\$6,023,605
Graduate, In-State	\$44,982,606	\$2,562,042	5.7%	\$2,562,042
Graduate, Out-of-State	\$28,895,809	\$1,041,259	3.6%	\$1,041,259
First Professional, In-State	\$35,486,110	\$357,666	1.0%	\$357,666
First Professional, Out-of-State	\$32,948,498	\$146,290	0.4%	\$146,290
Total	\$428,157,391	\$38,699,961	9.0%	\$38,699,961
Total from Tuition & Other NGF Revenue worksheet	\$473,186,559	\$27,745,114	5.9%	
In-State Sub-Total	\$315,069,049	\$31,488,807	10.0%	\$31,488,807

2019-20 (Planned)

T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid
Undergraduate, In-State	\$242,865,055	\$31,369,099	12.9%	\$31,369,099
Undergraduate, Out-of-State	\$54,458,369	\$6,423,605	11.8%	\$6,423,605
Graduate, In-State	\$47,307,814	\$2,704,376	5.7%	\$2,704,376
Graduate, Out-of-State	\$30,009,023	\$1,194,969	4.0%	\$1,194,969
First Professional, In-State	\$36,872,808	\$357,666	1.0%	\$357,666
First Professional, Out-of-State	\$35,065,154	\$146,290	0.4%	\$146,290
Total	\$446,578,223	\$42,196,005	9.4%	\$42,196,005
Total from Tuition & Other NGF Revenue worksheet	\$485,450,662	\$31,860,598	6.6%	
In-State Sub-Total	\$327,045,677	\$34,431,141	10.5%	\$34,431,141
Additional In-State	\$11,976,628	\$2,942,334	24.6%	\$2,942,334

Part 5: Financial Aid Plan
Virginia Commonwealth University

FINANCIAL AID PLAN

2020-21 (Planned)

T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid
Undergraduate, In-State	\$261,571,976	\$34,169,099	13.1%	\$34,169,099
Undergraduate, Out-of-State	\$55,472,402	\$6,923,605	12.5%	\$6,923,605
Graduate, In-State	\$47,602,409	\$3,204,376	6.7%	\$3,204,376
Graduate, Out-of-State	\$28,110,617	\$1,494,969	5.3%	\$1,494,969
First Professional, In-State	\$35,660,141	\$357,666	1.0%	\$357,666
First Professional, Out-of-State	\$34,869,567	\$146,290	0.4%	\$146,290
Total	\$463,287,113	\$46,296,005	10.0%	\$46,296,005
Total from Tuition & Other NGF Revenue worksheet	\$504,309,896	\$35,960,598	7.1%	
In-State Sub-Total	\$344,834,526	\$37,731,141	10.9%	\$37,731,141
Additional In-State	\$17,788,849	\$3,300,000	18.6%	\$3,300,000
Additional In-State from Financial Plan		\$3,300,000		

2021-22 (Planned)

T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid
Undergraduate, In-State	\$272,397,082	\$37,769,099	13.9%	\$37,769,099
Undergraduate, Out-of-State	\$64,765,470	\$7,623,605	11.8%	\$7,623,605
Graduate, In-State	\$51,169,885	\$3,704,376	7.2%	\$3,704,376
Graduate, Out-of-State	\$30,774,336	\$1,794,969	5.8%	\$1,794,969
First Professional, In-State	\$36,114,269	\$357,666	1.0%	\$357,666
First Professional, Out-of-State	\$36,492,051	\$146,290	0.4%	\$146,290
Total	\$491,713,092	\$51,396,005	10.5%	\$51,396,005
Total from Tuition & Other NGF Revenue worksheet	\$536,567,927	\$41,060,598	7.7%	
In-State Sub-Total	\$359,681,236	\$41,831,141	11.6%	\$41,831,141
Additional In-State	\$14,846,710	\$4,100,000	27.6%	\$4,100,000
Additional In-State from Financial Plan		\$7,400,000		

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

Part 6: Economic Development Annual Report for 2018-19
Virginia Commonwealth 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	6A: Research and Development (R&D) Expenditures by Source of Fund	*S&E	Non S&E	Total
	Source of Funds			
Reference	Federal Government	\$113,203,609	\$27,159,809	\$140,363,417
4.3	State and Local Government	\$23,464,986	\$2,356,936	\$25,821,922
	Institution Funds	\$57,360,406	\$921,624	\$58,282,031
	Business	\$8,252,428	\$93,384	\$8,345,812
	Nonprofit Organizations	\$11,915,583	\$1,461,460	\$13,377,043
	All Other Sources	\$0	\$0	\$0
	Total	\$214,197,013	\$31,993,213	\$246,190,226
	* 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	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)?	yes			VCU Innovate Living Learning (Residence Hall: https://davincicenter.vcu.edu/programs/)
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)		no		VCU offers "pre-accelerator" programs to faculty (VCU Ventures Venture Lab) and students (daVinci Center Pre-X) but these are intended to be before company formation.
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.		no		
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		no		
4.1	5. Number of students paid through externally funded research grants or contracts.	yes		306	
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.		no		Not part of VCU Faculty P&T Policies and Procedures version 05/10/2013
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.	yes		>\$300,000	VCU Innovation Gateway (tech transfer office) awards \$300k/yr for PoC to faculty for university-owned technologies
4.2	8. Does your institution or an affiliated entity offer a seed fund or venture capital fund that awards		no		VCU Health is partnering with Activation Capital to

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

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

6D: The Intellectual Property (IP) section captures information on disclosure, patent, and licensing activities. It is divided into three tables. Tables 1 and 2 capture information regardless of source of funds or nature of entity to whom IP is transferred. Table 3 is required by § 23.1-102 subdivision 2 of the Code of Virginia. It details assignment of IP interests to persons or nongovernmental entities and the value of externally sponsored research funds received during the year from a person or nongovernmental entity by the institution, any foundation supporting the IP research performed by the institution, or any entity affiliated with the institution. Information is sought on research that yields IP regardless of the project's intent. Information is sought about IP transferred as a result of either basic or applied research. Tables 2 and 3 capture separate aggregate data on entities that have a principal place of business in Virginia and those with a principal place of business outside of Virginia.

VA PLAN Strategy Reference	6D: Table 1 - All Activity for FY 2018-19	No.	Total
4.2	1. Number of Intellectual Property disclosures received	114	
	2. Number of Provisional Patent Applications filed during the year	92	
	3. Number of Patent Applications filed during the year (by type)		
	Design	0	
	Plant	0	
	Utility	98	
	Total	98	
	4. Total number of Patent Applications pending (by type)		
	Design	0	
	Plant	0	
	Utility	240	
	Total	240	
	5. Number of Patents awarded during the year (by type)		
	Design	0	
	Plant	0	
	Utility	26	
	Total	26	

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	Total
4.2	1. Total number of intellectual property licenses executed in FY18-19	4	17	21
	2. Number of start-ups created through IP licensing in FY18-19	4	2	6
	3. Amount of licensing revenue in FY18-19 resulting from all intellectual property licenses	\$0	\$ 2,598,518	\$ 2,598,518
	4. Number of jobs created as a result of university start-ups	0		

Strategy	6D: Table 3 - Research Supported by Persons or Nongovernmental Entities	Principal Place	Business Outside
4.2	1. Value of funds received (not expended) from persons or nongovernmental entities to support	\$0	\$0
	2. Number of patents awarded during the year (by type) developed in whole or part from research	This is a subset of Table 1, #5.	
	a. Design Patent	0	0
	b. Plant Patent	0	0
	c. Utility Patent	0	0
	d. Total	0	0
	3. Number of assignments of intellectual property interests to persons or nongovernmental entities	0	0

6E: These items are VCCS specific. Please provide responses in appropriate fields. A Comments field has been provided for any special information the VCCS may want to provide.

VA PLAN Strategy Reference	6E: General Questions - VCCS Specific	Number	Comments
4.1	1. Number of training programs leading to workforce certifications and licensures.		
	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.