

# INSTRUCTIONS FOR SUBMITTING 2021 INSTITUTIONAL SIX-

**Due Date: July 1, 2021**

**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.

## 2021 Six-year Plan Format

The 2021 Six-Year Plan consists of a workbook and an accompanying narrative. The workbook has an Instructions page, Institution ID page and five parts/worksheets: In-state undergraduate Tuition and Fee Increase Rate, Tuition and Other Nongeneral Fund Revenue, Academic-Financial, General Fund (GF) Request, and Financial Aid. **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 2021 Six-Year Plans are due July 1, 2021. The review group (referred to as Op Six) as outlined in § 23.1-306 - see Legislative Reference section 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 SECTIONS

### 1. In-state Undergraduate Tuition and Fee Increase Rate Plan

Provide annual planned increases in in-state undergraduate tuition and mandatory E&G fees and mandatory non-E&G fees in 2022-24 biennium. 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 with the assumption of no new state general fund support.

### 2. Tuition and Other Nongeneral Fund Revenue

Based on assumptions of no new general fund, enrollment changes and other institution-specific conditions, **provide total collected or projected to collect revenues (after discounts and waivers)** by student level and domicile (including tuition revenue used for financial aid), and other NGF revenue for educational and general (E&G) programs; and mandatory non-E&G fee revenues from in-state undergraduates and other students as well as the total auxiliary revenue. DO NOT INCLUDE STIMULUS FUNDS.

### 3. Academic-Financial Plan

The Academic Plan, (3A), of this worksheet should contain academic, 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 2024 through 2028 in column K. **All salary information must be provided in 3B. No salary information should be included in 3A. 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 Pathways to Opportunity: The Virginia Plan for Higher Education.** 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, or 3). The three VP goals are listed below. In the Narrative document (Section B), institutions should provide more detailed information.

**The Virginia Plan has three major goals (please refer to the Plan at <https://www.schev.edu/index/statewide-strategic-plan/virginia-plan-overview> for more information about the strategies under each goal):**

GOAL 1 EQUITABLE: CLOSE ACCESS AND COMPLETION GAPS.

GOAL 2 AFFORDABLE: LOWER COSTS TO STUDENTS.

GOAL 3 TRANSFORMATIVE: EXPAND PROSPERITY.

The Financial Plan, 3B, of this worksheet pertains to the 2022-24 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

### 4. General Fund (GF) Request

Indicate items for which you anticipate making a request for state general fund support in the 2022-24 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, use the same title used in Part 3 and place it in bold print to draw attention to it's connection to Part 3. Also, describe in the Notes column how additional general fund will enhance or expand the strategy. Requests for need-based financial aid

## 5. Financial Aid

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.) **"Other Discounts and Waiver"** means the totals of any unfunded full or partial tuition waiver reducing the students' charges, including Virginia Military Survivors and Dependent Education Program and the Senior Citizens Tuition Waiver. Do not include the tuition differential for the tuition exceptions. **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**

### 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 ([jeanhuskey@schev.edu](mailto:jeanhuskey@schev.edu))

Academic - Beverly Rebar ([beverlyrebar@schev.edu](mailto:beverlyrebar@schev.edu))

Finance - Yan Zheng ([yanzheng@schev.edu](mailto:yanzheng@schev.edu))

Financial Aid - Lee Andes ([leeandes@schev.edu](mailto:leeandes@schev.edu))

Enrollment/Degree Projections - Tod Massa ([todmassa@schev.edu](mailto:todmassa@schev.edu))

### Legislative Reference:

#### § 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*

*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 each 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 plan.*

- 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. 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*

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

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

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

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.

**Six-Year Plans - Part I (2021): 2022-23 through 2027-28**

**Due: July 1, 2021**

**Institution:**

**Institution UNITID:**

**Individual responsible for plan**

**Name:**

**Email address:**

**Telephone number:**

## Part 1: In-State Undergraduate Tuition and Mandatory Fee Increase Plans in 2022-24 Biennium *William & Mary*

**Instructions:** Provide annual planned increases in in-state undergraduate tuition and mandatory E&G fees and mandatory non-E&G fees in 2022-24 biennium. 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 with the assumption of no new state general fund support.

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

2021-22	2022-23		2023-24	
Charge (BOV approved)	Planned Charge	% Increase	Planned Charge	% Increase
\$17,570	\$18,372	4.6%	\$19,010	3.5%

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

2021-22	2022-23		2023-24	
Charge (BOV approved)	Planned Charge	% Increase	Planned Charge	% Increase
\$6,242	\$6,429	3.0%	\$6,622	3.0%

## Part 2: Tuition and Other Nongeneral Fund (NGF) Revenue William & Mary

Instructions: Based on assumptions of no new general fund, enrollment changes and other institution-specific conditions, **provide total collected or projected to collect revenues (after discounts and waivers)** by student level and domicile (including tuition revenue used for financial aid), and other NGF revenue for educational and general (E&G) programs; and mandatory non-E&G fee revenues from in-state undergraduates and other students as well as the total auxiliary revenue. DO NOT INCLUDE STIMULUS FUNDS.

Items	2020-2021 (Actual)	2021-2022 (Estimated)	2022-2023 (Planned)	2023-2024 (Planned)
	Total Collected Tuition Revenue	Total Collected Tuition Revenue	Total Projected Tuition Revenue	Total Projected Tuition Revenue
<b>E&amp;G Programs</b>				
Undergraduate, In-State	\$72,315,913	\$75,329,400	\$80,736,400	\$86,998,400
Undergraduate, Out-of-State	\$82,679,034	\$80,884,400	\$83,735,400	\$88,250,900
Graduate, In-State	\$17,846,558	\$17,846,600	\$17,846,600	\$17,846,600
Graduate, Out-of-State	\$17,355,763	\$16,847,200	\$16,847,200	\$16,847,200
Law, In-State	\$5,563,100	\$4,787,200	\$4,787,200	\$4,787,200
Law, Out-of-State	\$18,490,865	\$21,417,200	\$21,417,200	\$21,417,200
Medicine, In-State	\$0	\$0	\$0	\$0
Medicine, Out-of-State	\$0	\$0	\$0	\$0
Dentistry, In-State	\$0	\$0	\$0	\$0
Dentistry, Out-of-State	\$0	\$0	\$0	\$0
PharmD, In-State	\$0	\$0	\$0	\$0
PharmD, Out-of-State	\$0	\$0	\$0	\$0
Veterinary Medicine, In-State	\$0	\$0	\$0	\$0
Veterinary Medicine, Out-of-State	\$0	\$0	\$0	\$0
Other NGF	\$7,555,488	\$7,467,400	\$7,500,000	\$7,600,000
<b>Total E&amp;G Revenue</b>	<b>\$221,806,721</b>	<b>\$224,579,400</b>	<b>\$232,870,000</b>	<b>\$243,747,500</b>

Non-E&G Fee Revenue	2020-2021 (Actual)	2021-2022 (Estimated)	2022-2023 (Planned)	2023-2024 (Planned)
	Total Fee Revenue	Total Fee Revenue	Total Fee Revenue	Total Fee Revenue
In-State undergraduates	\$22,354,400	\$23,114,400	\$23,807,800	\$24,522,000
All Other students	\$18,490,684	\$19,119,400	\$19,693,000	\$20,283,800
<b>Total non-E&amp;G fee revenue</b>	<b>\$40,845,084</b>	<b>\$42,233,800</b>	<b>\$43,500,800</b>	<b>\$44,805,800</b>
<b>Total Auxiliary Revenue</b>	<b>\$94,837,626</b>	<b>\$118,218,600</b>	<b>\$121,185,600</b>	<b>\$124,230,600</b>





## Part 4: General Fund (GF) Request William & Mary

Instructions: Indicate items for which you anticipate making a request for state general fund in the 2022-24 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, use the same title used in Part 3 and place it in bold print to draw attention to it's connection to Part 3. Also, describe in the Notes column how additional general fund will enhance or expand the strategy. Requests for need-based financial aid appropriated in program 108 should be included here. If additional rows are added, please update the total costs formulas.

Priority Ranking	Initiatives Requiring General Fund Support						Notes
	Biennium 2022-2024 (7/1/22-6/30/24)						
	Strategies (Match Academic-Financial Worksheet Short Title)	VP Goal	2022-2023		2023-2024		
			Total Amount	GF Support	Total Amount	GF Support	
<b>1</b>			Base fund one-time assistance from FY22	2	\$1,376,500	\$1,376,500	\$1,376,500
<b>2</b>	Increased Financial Aid for Pell Eligible Students	2	\$1,200,000	\$1,200,000	\$2,400,000	\$2,400,000	This is related to W&M's priority on need-based aid, but the NGF amount included is not all Pell related. This ask will specifically help W&M target Pell eligible students and grow that student population. Narrative page 7.
<b>3</b>	Expanding Jump-Start Data Science Program	3	\$400,000	\$400,000	\$400,000	\$400,000	Narrative page 7.
<b>4</b>	Expanding historical and cultural research to tell a more inclusive history	1	\$4,000,000	\$4,000,000	\$500,000	\$500,000	Narrative page 7.
<b>5</b>	O&M for New Facilities	2	\$400,000	\$160,000	\$980,000	\$385,000	This request is for the GF share of O&M for new facilities coming on-line. W&M will need to fully fund from NGF resources if not funded. Narrative page 7.
			\$7,376,500	\$7,136,500	\$5,656,500	\$5,061,500	

## Part 5: Financial Aid Plan William & Mary

**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.)

"Other Discounts and Waiver" means the totals of any unfunded full or partial tuition waiver reducing the students' charges, including Virginia Military Survivors and Dependent Education Program and the Senior Citizens Tuition Waiver. Do not include the tuition differential for the tuition exceptions.

**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

**\*2020-21 (Actual) Please see footnote below**

T&F Used for Financial Aid	Total Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid	Unfunded Scholarships	Other Tuition Discounts and Waivers	Gross Tuition Revenue (Cols. B+F+G)	Compliance with § 4-5.1.a.i
Undergraduate, In-State	\$72,315,913	\$13,555,700	18.7%	\$23,093,245	\$366,809	\$968,603	\$73,651,325	-\$8,401,067 <b>Compliant</b>
Undergraduate, Out-of-State	\$82,679,034	\$15,498,300	18.7%	\$5,960,694	\$83,191	\$62,909	\$82,825,134	
Graduate, In-State	\$17,846,558	\$1,921,500	10.8%	\$1,304,589	\$246,785	\$916,637	\$19,009,980	
Graduate, Out-of-State	\$17,355,763	\$1,868,600	10.8%	\$2,485,544	\$1,550,623	\$194,385	\$19,100,771	
First Professional, In-State	\$5,563,100	\$2,959,500	53.2%	\$2,439,934	\$0	\$2,541	\$5,565,641	
First Professional, Out-of-State	\$18,490,865	\$9,837,000	53.2%	\$10,356,533	\$0	\$0	\$18,490,865	
Total	\$214,251,233	\$45,640,600	21.3%	\$45,640,538	\$2,247,408	\$2,145,075	\$218,643,715	

**2021-22 (Estimated)**

T&F Used for Financial Aid	Total Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid	Unfunded Scholarships	Other Tuition Discounts and Waivers	Gross Tuition Revenue (Cols. B+F+G)	Compliance with § 4-5.1.a.i
Undergraduate, In-State	\$75,329,400	\$16,520,100	21.9%	\$27,190,650	\$823,300.00	\$968,603	\$77,121,303	-\$10,290,950 <b>Compliant</b>
Undergraduate, Out-of-State	\$80,884,400	\$17,738,300	21.9%	\$7,067,700	\$186,700.00	\$62,909	\$81,134,009	
Graduate, In-State	\$17,846,600	\$1,835,800	10.3%	\$1,336,000	\$0	\$916,637	\$18,763,237	
Graduate, Out-of-State	\$16,847,200	\$1,733,000	10.3%	\$2,232,750	\$0	\$194,385	\$17,041,585	
First Professional, In-State	\$4,787,200	\$2,373,900	49.6%	\$2,494,100	\$0	\$2,541	\$4,789,741	
First Professional, Out-of-State	\$21,417,200	\$10,620,600	49.6%	\$10,500,400	\$0	\$0	\$21,417,200	
Total	\$217,112,000	\$50,821,700	23.4%	\$50,821,600	\$1,010,000	\$2,145,075	\$220,267,075	

2022-23 (Planned)								
T&F Used for Financial Aid	Total Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid	Unfunded Scholarships	Other Tuition Discounts and Waivers	Gross Tuition Revenue (Cols. B+F+G)	Compliance with § 4-5.1.a.i
Undergraduate, In-State	\$80,736,400	\$17,553,200	21.7%	\$28,390,650	\$823,300	\$1,013,159	\$82,572,859	-\$10,457,850 <b>Compliant</b>
Undergraduate, Out-of-State	\$83,735,400	\$18,205,200	21.7%	\$7,367,700	\$186,700	\$65,802	\$83,987,902	
Graduate, In-State	\$17,846,600	\$1,835,800	10.3%	\$1,336,000	\$0	\$916,637	\$18,763,237	
Graduate, Out-of-State	\$16,847,200	\$1,733,000	10.3%	\$2,232,750	\$0	\$194,385	\$17,041,585	
First Professional, In-State	\$4,787,200	\$2,373,900	49.6%	\$2,494,100	\$0	\$2,541	\$4,789,741	
First Professional, Out-of-State	\$21,417,200	\$10,620,600	49.6%	\$10,500,400	\$0	\$0	\$21,417,200	
<b>Total</b>	<b>\$225,370,000</b>	<b>\$52,321,700</b>	<b>23.2%</b>	<b>\$52,321,600</b>	<b>\$1,010,000</b>	<b>\$2,192,524</b>	<b>\$228,572,524</b>	

2023-24 (Planned)								
T&F Used for Financial Aid	Total Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid	Unfunded Scholarships	Other Tuition Discounts and Waivers	Gross Tuition Revenue (Cols. B+F+G)	Compliance with § 4-5.1.a.i
Undergraduate, In-State	\$86,998,400	\$18,595,300	21.4%	\$29,890,650	\$823,300	\$1,048,619	\$88,870,319	-\$10,915,750 <b>Compliant</b>
Undergraduate, Out-of-State	\$88,250,900	\$18,863,000	21.4%	\$7,567,700	\$186,700	\$68,105	\$88,505,705	
Graduate, In-State	\$17,846,600	\$1,835,800	10.3%	\$1,336,000	\$0	\$916,637	\$18,763,237	
Graduate, Out-of-State	\$16,847,200	\$1,733,000	10.3%	\$2,232,750	\$0	\$194,385	\$17,041,585	
First Professional, In-State	\$4,787,200	\$2,373,900	49.6%	\$2,494,100	\$0	\$2,541	\$4,789,741	
First Professional, Out-of-State	\$21,417,200	\$10,620,600	49.6%	\$10,500,400	\$0	\$0	\$21,417,200	
<b>Total</b>	<b>\$236,147,500</b>	<b>\$54,021,600</b>	<b>22.9%</b>	<b>\$54,021,600</b>	<b>\$1,010,000</b>	<b>\$2,230,288</b>	<b>\$239,387,788</b>	

\* 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.

## 2021 SIX-YEAR PLAN NARRATIVE (Part II)

### INSTITUTION:

#### OVERVIEW

*The totality of the six-year plan should describe the institution's goals as they relate to state goals found in the Pathways to Opportunity: 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, in particular related to equity, affordability and transformative outcomes. 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.***

#### SECTIONS

**Section A. Pandemic Impact: Briefly discuss, in one to two paragraphs, how the pandemic has impacted your institution. What things did your institution already have in place that proved helpful? What lessons were learned? What short-term changes have been made? What long-term changes will be made? What are the concerns moving forward?**

Through the pandemic, William & Mary (W&M) has leaned on its strengths, adopting a more nimble approach to addressing the needs of students, faculty, and staff. Working across the university, in a matter of weeks leadership led effective adaptations to ensure students would stay on track to complete their degrees. For example, W&M undertook rapid changes:

1. **Upgraded Learning Spaces.** Information Technology quickly identified and supported needed upgrades to classrooms and conference rooms around campus to provide a better hybrid/online learning environment.
2. **New Instructional Modes.** W&M's Studio for Teaching & Learning Innovation (STLI) served a critical role in providing faculty with the training and resources needed to quickly pivot the modality of instruction. With fewer than 10% of W&M faculty reporting experience in teaching online or in a blended format at the start of the pandemic, the skills and experience gained over the last 15 months have prepared most W&M faculty for future innovation in teaching and learning. Progress that normally would have spanned a decade instead developed within a year.
3. **Centralized Career Services.** In Spring 2020, W&M revamped career services to provide students more focused pathways to their first jobs during an economic downturn. More than 80 W&M professionals from 30 units coordinated career development efforts, in the process establishing the Professional Development Academy for current students and recent alumni (which is now a self-paced Blackboard course). They also organized the Employer Partnership Team, which fosters more holistic partnerships with employers across all industries to bolster career development opportunities for W&M students and alumni.

Despite the challenges brought on by COVID-19, W&M's enrollment, degree completion and career placement have remained strong.

While W&M experienced significant success during the pandemic, the university also discovered vulnerabilities. W&M saw clearly the negative effects of isolation on learning, the importance of peer cohorts for low-income and first-generation students, and weaknesses in broadband across the Commonwealth that led to unequal access for students. These realities made reopening in person crucial to meeting W&M's goals for student completion.

In that context, W&M is assessing how different modalities of teaching and learning might inform the university's longer approach. While hybrid learning has been successful, W&M has consistent feedback from students and faculty emphasizing the importance of the in-person experience. Faculty-student connections fostered through the hands-on approach to education at W&M is a hallmark of the value the university provides. W&M also learned that students' access to technology is disparate; relying on online-only delivery limits access to some students W&M is seeking to serve. As the university moves forward, W&M intends to maintain the core strength of providing an exceptional in-person education while experimenting with new pathways to growth through innovative applications of technology.

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**Section B. 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 state themes and goals:*

- **Equitable:** *Close access and completion gaps. Remove barriers to access and attainment especially for Black, Hispanic, Native American and rural students; students learning English as a second language; students from economically disadvantaged backgrounds; and students with disabilities.*
- **Affordable:** *Lower costs to students. Invest in and support the development of initiatives that provide cost savings to students while maintaining the effectiveness of instruction.*
- **Transformative:** *Expand prosperity. Increase the social, cultural and economic well-being of individuals and communities within the Commonwealth and its regions. This goal includes efforts to diversify staff and faculty pools.*

*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. If federal stimulus funds will fund activities and are included in Part 3 as reallocations, please note how they will be used.*

In 2019, President Rowe engaged the campus community over a six-month period to formulate and revise the university's vision, mission, and values statements. This process, and the subsequent statements included below, initiated the university's multi-phased strategic planning process. The university's strategic planning process will conclude this summer with a strategic action plan to guide the university through 2026.

## **Our Vision**

William & Mary transcends the boundaries between research and teaching, teaching and learning, learning and living. People come to William & Mary wanting to understand and change the world – and together we do.

## **Our Mission**

A preeminent, public research university, grounded in the liberal arts and sciences since 1693, William & Mary is a vibrant and inclusive community. Through close mentoring and collaboration, we inspire lifelong learning, generate new knowledge, and expand understanding. We cultivate creative thinkers, principled leaders, and compassionate global citizens equipped for lives of meaning and distinction. William & Mary convenes great minds and hearts to meet the most pressing needs of our time.

## **Our Values**

W&M's core values that infuse our collective effort include belonging, curiosity, excellence, flourishing, integrity, respect and service. William & Mary is a community that fosters deep human connection. We reflect on the lessons of history to meet the challenges of a rapidly changing world. We engage diverse perspectives and seek wisdom in bridging differences. Together, we are unceasing in our efforts to make a meaningful difference in our communities, the Commonwealth, the nation, and the world.

W&M utilizes this established framework to be a transformative institution in the lives of its students, the surrounding community, and the Commonwealth. The ongoing strategic planning effort has established a number of goals:

- Advance a whole-institution mindset that leverages its distinctive assets as a liberal arts & sciences institution and its track record of excellence to address key business and social issues with creativity.
- Embrace and expand on W&M's history of innovation by encouraging entrepreneurship and disciplined experimentation.
- Position the university for long-term financial sustainability consistent with its academic mission and commitment to access and affordability.

Ongoing goals and strategies that support the state's themes and goals are included below.

## **Access and Attainment: Renewed Focus on Pell-Eligible and First-Generation Students**

W&M remains committed to providing funding to meet the financial need of in-state undergraduates. Over the last two years, W&M has targeted efforts to increase the Pell-eligible student population and other first-generation, low-income students. In the fall of 2020, W&M entered into a five-year partnership with the [Posse Foundation](#) to provide full scholarships to diverse cohorts of students, many of whom are first-generation students. W&M's partnership with Posse makes it the first university in the country to identify and enroll Posse Scholars (approximately 10 per year) from Virginia high schools. W&M also increased support for all first-generation students in Fall 2020 through the creation of a new support program, the First Generation Low Income (FGLI) student organization. Close to 200 W&M faculty and staff serve as mentors to these students with the Office of Student Engagement & Leadership providing programming, advising, and workshops for additional support. Furthermore, beginning with applicants for entry in Fall 2021, any in-state student who self-identifies as a first-generation college student or Pell-eligible student automatically

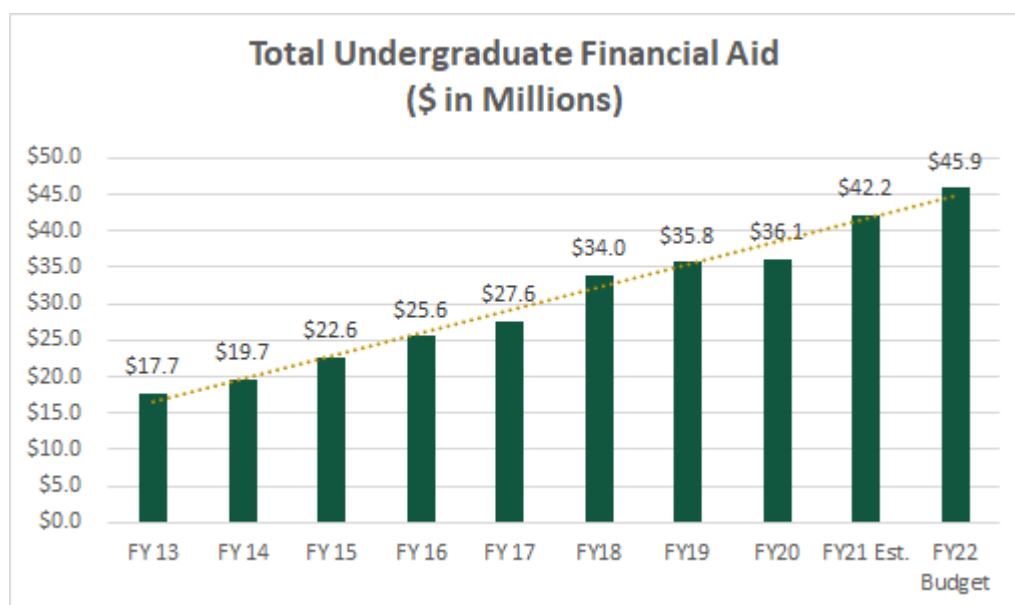
receives an application-fee waiver. Although W&M already supported a wide variety of fee waivers, the automated process eases the process, ensuring the application fee does not create a barrier to access.

The number and percentage of Pell-eligible students is one measure of success in this area. W&M has increased its proportion of in-state Pell students to 17.1% for fall 2021. Unfortunately, higher costs for out-of-state students and the inability to offer comparable financial aid support relative to what W&M offers in-state undergraduates makes it far more difficult to enroll out-of-state Pell students, thus bringing the overall Pell percentage for the entire student body down to 12.4%.

Beyond access, W&M's most recent graduation rate for undergraduates receiving Pell grants was 92%, which is the second-highest among public universities in Virginia (one point behind UVA at 93%) and even higher than W&M's overall graduation rate of 90%. The overall graduation rate for Pell-grant recipients enrolled at a four-year public university in Virginia was 62%.

### **Affordability: No Increase To In-State Tuition Since Fall 2018**

Affordability remains paramount in the university's budget deliberations, evidenced by W&M's commitment to holding in-state undergraduate tuition flat since Fall 2018 and the university's more than doubling of institutional commitment to need-based financial aid in the last decade. W&M has intentionally held tuition flat for in-state students and kept fee increases as low as possible while covering mandated cost increases. Notably, W&M's ability to hold tuition flat has been highly dependent on the significant increase in state general fund support over the same time period.



As a result of the commitment to financial aid for Virginians, according to the most recently available data from the Integrated Postsecondary Education Data System, in-state students who qualify for aid and come from households at or below an income level of \$110,000 will pay and borrow less on average to attend W&M than they would for any other four-year public university in the Commonwealth. Unlike full price, net price includes only what a family actually pays or borrows after receiving institutional scholarships.

As we move beyond the pandemic, W&M does not anticipate it will be able to hold tuition flat indefinitely, as it has since the fall of 2018, which was the most recent increase for any in-state student at William & Mary. However, the university has set a goal of maintaining increases for in-state tuition at or below



inflationary levels and consistent with the market. For modeling purposes, W&M has used the higher education price index, plus one percent, as the upper range of tuition increases over the next five years. The objective is to stay below that level as W&M works to strategically position the curricular offerings based on student demand and workforce needs, reduce costs through efficiency gains, and identify new sources of revenue through a combination of innovative program offerings, collaborations with other Virginia public institutions, partnerships with private industry, sponsorships and fundraising.

### **Transformative: Expanding our Reach**

William & Mary takes pride in guiding students' transformation as they acquire essential problem-solving and communication skills that are essential to their success not only in their first jobs but throughout their careers. To support students in forging that path, W&M is dedicated to providing learning experiences with faculty that reflect society's diversity, along with diversity of thought and scholarship. These efforts are enhanced through hands-on research, community service, meaningful internships and work experiences, and a commitment to sustainability. W&M's success is highlighted in a few recent efforts:

- **Growing the Pipeline of Underrepresented Minority Faculty in the Data Sciences** – William & Mary, with financial support from the Commonwealth, is focusing on the recruitment and development of underrepresented minority faculty in its rapidly growing data science program. Growth of a diverse faculty is essential to the program meeting its full potential to advance social mobility in Virginia in this high-impact field. William & Mary recognizes that the key to improving diversity in the data science field lies with focused investments in underrepresented minority faculty and researchers.
  - **Institute for Integrative Conservation (IIC)** – The Institute for Integrative Conservation at W&M brings together global expertise, diverse perspectives, and an entrepreneurial mindset to address emerging issues in a rapidly changing international environment. The institute strengthens the connections among people, communities and nature to prepare the next generation of bold, compassionate, and principled conservationists to adapt and respond quickly to challenges as they arise. The IIC's work includes designing a new multidisciplinary curriculum for the next generation of conservation leaders and working with external partners to establish internship and summer research fellowship opportunities.
  - **W&M VET** – William & Mary is developing the cutting-edge Veteran-to-Executive Transition program to prepare veterans to excel in civilian leadership roles. The program comprises comprehensive career transition support spanning the university's acclaimed programs in business, law, international affairs, education, health management, entrepreneurship and other disciplines. This effort will enhance W&M's current efforts in the Office of Student Veteran Engagement, the Law School's Puller Veterans Benefits Clinic, the Troops to Teachers Virginia Center and the Military and Veterans' Counseling Program at the W&M School of Education.
  - **Center for Racial & Social Justice** – W&M has created this university-wide initiative, housed at the W&M Law School, to conduct research, educate, and engage in antiracist and social justice work. The work of the center includes cataloging prosecutorial misconduct in the judicial system and hosting numerous speaker series and engaging panel discussions. This center will continue to advance its work and community impact.
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**Section C. In-state Undergraduate Tuition and Fee Increase Plans:** Provide information about the assumptions used to develop tuition and fee information the institution provided in the Excel workbook 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.**

Tuition and fee increases for FY23 and FY24 take into account market capacity and the funding of institutional mission and priorities. W&M assumed that the one-time state funding for unavoidable cost increases provided in FY22 would not continue in FY23. These one-time funds – along with the use of one-time institutional actions – allowed W&M to hold FY22 undergraduate tuition flat. As the university looks beyond FY22, W&M will not be able to sustain those one-time actions, along with the significant internal base reductions that have been essential to financially navigating the pandemic. See Section D for information on the calculation of projected revenue.

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**Section D. Tuition and Other Nongeneral Fund (NGF) Revenue:** Provide information about factors that went into the calculations of projected revenue, including how stimulus funds may mitigate tuition increases.

Tuition revenue projections are based on historical revenue trends updated for planned enrollment growth. Rate increases were applied to this model to project available revenue for FY23 and FY24. Other NGF is fairly consistent from year-to-year, with increases included related to enrollment-based fees. Revenue from non-E&G fees and other auxiliary services are estimated in a similar manner, utilizing historical fee revenue trends in combination with enrollment projections.

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**Section E. 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.

**Improving Career Pathways.** W&M was ranked by the *Princeton Review* as the best public school for internships in 2021. Building on that strength, W&M has been working closely through the Council of Presidents and in coordination with SCHEV and other leaders in Richmond to identify opportunities for all undergraduate students to participate in relevant work experiences through internships or cooperative education (co-op) offerings before they graduate.

Research shows that a key success factor for new graduates in landing their first job is access to paid internship or co-op opportunities. According to Gallup, recent graduates who had an internship during college were more than twice as likely to have a good job waiting for them upon graduation (42%) compared to graduates who didn't have an internship (20%). W&M seeks to introduce even greater and more impactful experiential learning opportunities for students with expanded co-op education arrangements. As part of W&M's emerging strategic action plan, the university envisions providing every undergraduate with meaningful experiential work experience as part of their educational requirements. Although W&M has not yet included this as a general fund request, the university hopes the Commonwealth will partner with W&M as this concept evolves, providing funding and access to these critical work and learning opportunities.

W&M has included five general fund (state supported) requests for FY23 and FY24 as follows:

**GF Request 1: Base Fund FY22 One-Time General Fund Assistance** – W&M requests that the \$1,376,500 provided in FY22 to offset unavoidable costs be continued into future years. These funds are part of what made it possible to hold tuition increases at 0% while still being able to cover fringe benefit and salary increases. W&M's six-year plan does not assume this funding to be ongoing, and covers it in nongeneral funds for current operations.

**GF Request 2: Increase Financial Aid for Pell-Eligible Students** – As mentioned throughout this plan, W&M continues to prioritize financial aid as part of its internal budget allocations. Need-based aid and scholarships remain two of the highest priorities, both in establishing annual budgets and in fundraising. With additional support from the Commonwealth, W&M would be able to accelerate efforts to increase new in-state Pell-eligible students, both freshman and transfer, to more than 210 per year, further expanding access to a W&M education. W&M requests an additional \$1,200,000 GF in FY23 and FY24.

**GF Request 3: Expand Jump-Start Data Science Program** – In Summer 2020, W&M established the Jump-Start Data Science Program as part of an accelerated minor in Data Science, allowing students to complete the majority of the Data Science minor over the summer. The program affords students the opportunity to accelerate learning, connect with employers, and build competencies that enable them to jump-start their careers. The Jump Start program responds directly to the Commonwealth's workforce needs, and student interest has been overwhelming. In Summer 2021, W&M established a second such program in esports, building skills in data science, communication, business, and education. W&M envisions expanding these popular summer programs in a variety of areas as the university continues to identify innovative paths to providing students workplace skills that complement and enhance their learning in the liberal arts and sciences. W&M requests \$400,000 GF annually in ongoing funds to further develop programs that will generate student interest in the summer semester and grow enrollment.

**GF Request 4: Expanding Historical and Cultural Research to Tell a More Inclusive History** – In 2009 W&M established the Lemon Project, an initiative that contributes and encourages scholarship on the 300-year relationship between African-Americans and W&M. The work has created opportunities for W&M to create and deepen its connections to Williamsburg and the greater Tidewater area. W&M seeks to build on this important work in the region and to position the Commonwealth as a national model for broadening and deepening dialogue around the origins of democracy as the United State approaches 2026, the 250<sup>th</sup> anniversary of the nation's founding. One important facet of that work is the recently announced partnership between William & Mary and the Colonial Williamsburg Foundation, through which W&M will restore, relocate, and research the historic Bray School, believed to be America's oldest extant schoolhouse for African-Americans. This joint project will transform traditional accounts of America's history into a multi-layered story that centers Black legacy at the heart of U.S. democracy. William & Mary requests \$3,500,000 GF in one-time funds to support the restoration and relocation of the original Bray School structure and \$500,000 GF annually in ongoing funds to support two fully staffed research teams to study the Bray School and other similar projects.

**GF Request 5: O&M for New Arts Facilities** – W&M requests funding to support the operation and maintenance of new facilities coming online in the 2022-2024 biennium. The request includes \$160,000 GF in FY23 to cover the state share of half-year funding for the Fine and Performing Arts Complex. In FY24, the university requests \$385,000 GF to cover the state share of the full-year cost of Fine Arts, plus the expansion of the Muscarelle Museum.

With incremental tuition (nongeneral fund) revenue, W&M plans to provide for the following:

**W&M Priority 1: Increase the university's commitment to provide need-based grant aid to low- and middle-income Virginians.** Consistent with the state's goal on affordability, W&M remains committed to

providing need-based aid to in-state undergraduates, providing \$1.25 million NGF in FY23 and an additional \$1.5 million NGF in FY24 bringing the FY24 total to \$2.75 million. Over the last several years, the university has put additional resources toward expanding its Pell-eligible population, but as noted in the GF request, more resources are needed to continue growth in this area.

**W&M Priority 2: Expand key STEM offerings.** With an eye toward 2026, W&M is looking to round out academic programs as a comprehensive, R2 doctoral university by (a) introducing and expanding programs in STEM fields of high demand by future students and employers, which are expected at a university of the stature of W&M; and (b) by bridging the divide between STEM fields and the humanities and social sciences through novel interdisciplinary programs at the intersection of society and technology that address relevant evolving challenges and needs. As part of the university's commitment to the state's Tech Talent Pipeline Initiative, W&M continues to expand in the computational sciences. Student and employer demand in applied science, data science and engineering design are driving curriculum alignment that will expand opportunities in those areas. W&M also continues to explore opportunities in multidisciplinary areas of national and global impact, such as integrative conservation and, recognizing growing student interest, in esports – an arena of technology and design preparing students well for high-impact employment. W&M plans to invest \$1 million NGF in FY23 and an additional \$1.6 million NGF in FY24 bringing total incremental support for this programmatic growth to \$2.6 million in FY24. W&M's goal is to increase new investment up to \$5 million NGF over the next five years.

**W&M Priority 3: Continue to invest in competitive faculty and staff salaries.** Attracting and retaining talent at the university is a core initiative. The results of a recent compensation and classification study indicate that W&M lags the market by 8% to 12% for staff salaries, placing the university at a competitive disadvantage in many key strategic areas. W&M plans to invest \$1.5 million NGF in FY23 to address faculty and staff market competitiveness issues with a planned 3% increase in FY24. The 3% increase is estimated to cost \$4.8 million, bringing total incremental funding in FY24 to \$6.3 million NGF for employee salary increases without incremental general fund support. W&M plans to utilize market and internal data to inform decisions on salary actions.

**W&M Priority 4: Reshape university libraries to meet growth in research and enrollment.** W&M is in the process of designing a Digital Scholarship/Research Lab (DSL), which will play a coordinating role across the community for digital humanities, geospatial science, and emerging new programs that will appeal to graduating students in the future. Although traditional library materials remain a cornerstone of the work, interdisciplinary collaborative learning spaces are essential to providing training and support for faculty and students. Planning for the DSL will conclude by the end of the calendar year and will be integrated into the renovation of Swem Library's first floor (see Section I below.).

As W&M expands efforts in new domains, the university continues to focus on maximizing access to library materials for the W&M community. Unfettered access to knowledge is important in leveling the playing field and removing barriers for students; it is essential for expanding scholarship and contributing to new fields of knowledge. As a recent example of efforts to expand access to library materials (while also seeking to reduce costs), William & Mary worked with the other Virginia Research Libraries to renegotiate the final year of the Elsevier contract, reducing costs by over 50%. W&M Libraries also participate in various regional and cooperative groups, such as the Virtual Library of Virginia, LYRASIS, Center for Research Libraries, and the Association of Southeastern Research Libraries, allowing contract negotiation using the combined total expenditure to facilitate cost effective acquisitions.

W&M anticipates investing \$600,000 NGF in FY23 and up to \$1 million NGF by FY24 to enhance the library and support other investments in academic technology that will be needed as the university's enrollments and research enterprise grows.

**W&M Priority 5: Expanding information technology (IT) infrastructure.** COVID-19 underscored the importance of technology in supporting learning, research, and operations at W&M. Under the direction of a new chief information officer, W&M will allocate resources and seek strategic regional partnerships allowing enhancement of high-speed computing capabilities, maintenance of a robust information security program, and creation of operational efficiencies through the better use of technology to support the administrative functions of the university. W&M estimates directing \$750,000 NGF in each year bringing incremental support to \$1.5 million NGF by FY24 to support the modernization of existing technology and investments in new technologies that will improve operational efficiencies and going forward.

**W&M Priority 6: Supporting the operation and maintenance of new arts facilities coming online.** Phases I & II of the Fine and Performing Arts Complex are scheduled to come online in January 2023, and the expansion of the Muscarelle Museum by late 2023. For planning purposes, the university has included the full cost of operation and routine maintenance (O&M) for these facilities in the appropriate fiscal year in this six-year plan, but has also included the general fund share as a request. W&M anticipates the total cost of O&M will be \$400,000 in FY23 and \$980,000 in FY24.

**W&M Priority 7: Cover the institutional costs of state-mandated increases in fringe benefits and other contractual obligations.** W&M has set aside incremental nongeneral fund dollars as part of its academic-financial plan to fund rate increases related to employee health insurance, retirement contributions or other fringe benefits required by the state. In addition, many of W&M's contracts, particularly facilities and equipment contracts, have annual cost escalators that require incremental funding if existing dollars cannot be reallocated. This also includes having to shift the \$1,376,500 in base expenses covered in FY22 by one-time general fund allocations to nongeneral fund resources.

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**Section F. Enrollment Projections:** *Include in this section information about how your institution developed its enrollment projections, whether your institution is concerned about future enrollment trends, and, if so, what planning is underway to address this concern. How have enrollment plans been impacted by the pandemic? For example, does your institution plan on enrolling more online students?*

W&M's submitted enrollment projections were developed based on the institution's three-year growth plan of new students (both undergraduates and graduates) along with average historical progression rates from year to year of each student level, factoring in retention and graduation rates.

Prior to the pandemic, William & Mary had begun a process for targeted, smart growth at the undergraduate level. Using the 2019-2020 baseline of 1,530 for new freshman enrollment in the fall, W&M established targets and pacing to gradually increase the number of new freshmen by 150, to a total of at least 1,680 by the 2023-2024 academic year, i.e., phasing in a gradual increase of 150 new freshmen per year over a four-year period, and ultimately resulting in growth of 600 more undergraduates across the four-year enrollment.

The targets and pacing of this growth were set with an eye to what the applicant pool could support over time (especially with additional investment and cultivation) without degradations to academic quality or student diversity. W&M also gave additional and careful consideration to what the campus could accommodate without diminution of the experience in residence life, classroom experience or personal attention.

One new component of the growth strategy is the offering of spring entry for new freshmen. In light of

early graduations and study abroad (for which W&M has the highest participation rate among all public universities in the country), greater capacity for new students exists in the spring semester. Beginning in the 2020-2021 academic year, students on W&M's waitlist for fall entry had the option either to enroll at a two-year institution for the fall or to participate in a [Verto Education](#) program in the fall, each with the guarantee of transfer credit and admission to W&M for the spring as long as the students earn at least a 3.0 GPA in the fall and continue to meet high standards of personal conduct. For the Spring 2022 semester, W&M is on track to enroll an additional 100 students in the freshman class this way, after enrolling more than 40 in Spring 2021.

Through enrollment growth, W&M intends to ensure that four-year, undergraduate, in-state enrollment would be above the Fall 2018 full-time equivalent census levels as certified by the State Council of Higher Education for Virginia. Additionally, growth will facilitate increased degree production in high-demand areas, such as computer science, in support of W&M's commitments under the Tech Talent Agreement; enable the enrollment of more underserved students, and generate more tuition revenue. Although the pandemic created headwinds for enrollment growth in the 2020-2021 academic year (loss of international students, in particular), W&M has remained on track to meet or exceed the pace of growth set previously.

Beyond in-person enrollment increases at the undergraduate level, new online offerings are being explored and have been informed by the experience of shifting to remote modes of teaching during the pandemic. The business and law schools, in particular, have interest in prospective online masters and certificate programs. W&M is in the final phase of an RFP process now for strategic partners in online and continuing education to augment internal capabilities for delivering such online programs and services.

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**Section G. Programs and Instructional Sites:** *Provide information on any new academic programs, including credentials and certificates, new instructional sites, new schools, or mergers 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.*

Over the last several years, W&M has moved into the online graduate degree market as a means to address the growing need for working professionals to advance and adapt in their careers. Today, the university offers the following programs online or in a hybrid format, combining online and face-to-face instruction:

- Certificate in Military and Veterans Health, Policy and Advocacy
- Master of Business Administration
- Master of Science in Business Analytics
- Master of Science in Marketing
- Master of Science in Finance
- Foundations in Business Analytics Certificate
- Master of Education in Counseling, with concentrations in Clinical Mental Health Counseling, School Counseling, and Military and Veterans Counseling
- Online Teacher Education Programs, and
- Executive Doctorate of Education (Ed.D.) in Educational Policy, with concentrations in Gifted Administration, Higher Education Administration, K-12 Administration, and School Psychology.

Over the next several years, W&M expects to launch new online programs in the following areas:

- Master of Science in Accounting/Accounting Analytics
- Master of Science in Management
- Master of Law (LL.M.) degree
- Master of Education in Curriculum & Instruction
- Post-Professional Certificate in Gifted Education

W&M also expects to expand its reach in the Washington, D.C.-metro area as it moves its Washington Center to a new site. The university is in the final stages of negotiating that lease and expects to have the new center location operational by early fall.

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**Section H. Financial Aid:** *Discuss plans for providing financial aid, not including stimulus funds, 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 are based on HHS Poverty Guidelines. A table that outlines the HHS guidelines and the definitions is attached.*

**W&M remains committed to meeting the financial need of in-state families:**

- For in-state families with incomes below \$110,000, W&M has the lowest average personal net price among all four-year public universities in Virginia, according to the Integrated Postsecondary Education Data System.
- W&M continues to grow its population of Pell recipients and is now at 17.1% of in-state undergraduates.
- As part of the W&M Promise program, students from families with incomes at or below \$40,000 receive a grant aid package up to their full demonstrated financial need, with no loan or work component.

William & Mary has prioritized setting aside funding to maintain this level of commitment to in-state students with financial need through both increases to E&G funding sources as well as expansion of private funding sources targeting students with financial need.

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**Section I. Capital Outlay:** *Discuss the impact, if any, that the pandemic has had on capital planning, such as decreasing the need for space or other aspects. Provide information on your institution’s main 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. Special Note: The requested information is for discussion purposes only and inclusion of this information in the plans does not signify approval of the projects.*

The university continues to assess its capital needs on a regular basis. While W&M is still analyzing the impact of the pandemic, it is clear that in-person learning and living are at the heart of the university’s success and advancement of student access. To continue to deliver the high quality educational product for which William & Mary is known, it will continue to remain a largely residential campus with a primary focus of on-campus teaching and research.

In April 2021, the Board of Visitors approved the university's 2022-2028 Six-Year Capital Plan. The top E&G projects for the first biennium (2022-2024) provide much needed renovations to academic spaces:

**Renovate: Studio for Teaching & Learning Innovation**

**\$12,800,000 GF**

This project renovates the ground floor of the Earl Gregg Swem Library to create a collaborative teaching and learning center. It replaces underutilized areas with spaces devoted to development and experimental teaching. The Studio for Teaching & Learning Innovation serves as a hub to catalyze innovative teaching across the university, building upon W&M's rich tradition and dedication to exceptional teaching and transformative learning experiences. The renovated space will be programmed to foster peer-to-peer collaborations across disciplines, scale up best practices, and support faculty in utilizing traditional and next-generation digital resources for improving teaching, enhancing learning outcomes, and advancing scholarship in these areas.

**Renovate: Ewell Hall**

**\$21,650,000 GF**

This project includes long-overdue renovations to update life safety and other building systems, achieve current building code compliance, ensure full accessibility, and reconfigure the interior to suit future use. The building, largely occupied by the Music Department, will become partially vacant when music moves to its new home in the Fine & Performing Arts Quarter. The vacancy provides an opportune time to complete necessary renovations to the building with the least disruption to campus.

**Maintenance Reserve Program**

State funding to support the renovation and revitalization of aging E&G facilities is essential to ensure that the physical plant can be utilized efficiently and effectively. This has become even more critical as the university works toward becoming carbon neutral by 2030. In addition, ongoing support through the maintenance reserve program ensures that William & Mary is able to address essential repairs to E&G facilities, thus extending their useful life.

**Campus Spaces Master Plan**

During this six-year plan period, the university intends to launch its next campus master plan. The most recent master plan, completed in 2015, provided an excellent framework for strategic capital investments. The next master plan will incorporate components of a recently completed housing and dining master plan. The university will look to secure resources to perform a similar review of learning and support spaces to provide a holistic outlook for future capital needs.

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**Section J. 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.

- **Employee Compensation.** The flexibility provided to W&M and other Tier III institutions to provide salary increases with institutional funds has been essential to the university's success over the last



decade. As the number of classified employees continues to shrink at W&M, the university would welcome the ability to bring classified employees under the university's staffing structure. Maintaining two different staffing models has become increasingly burdensome and inefficient, as the number of classified employees has dropped to fewer than 125, or less than 10% of W&M's overall staff. In addition, it has created different compensation structures for employees, sometimes doing the exact same work. Having the ability to convert all classified employees to staff positions within the university system of human resources would allow W&M to manage its workforce more effectively.

- **Tuition Management.** Tuition management maintains an essential role of the Board of Visitors. Recent increases in state support have allowed the university to hold tuition flat for in-state, undergraduate students. However, tuition requires a complex assessment of the institution's overall financial management, strategic goals, access goals, and market position. (See Section B above.)
- **Expedited Program Approval.** W&M continues to adopt more innovative and flexible academic offerings for the summer as part of its approach to enable and foster truly transdisciplinary learning. It is anticipated that the student summer workload will be structured based on a customizable program framework that includes course modules from a variety of disciplines rather than standard 15-week semester courses. As W&M looks to develop these new transdisciplinary and multimodal programs that include not only coursework but also fully integrated experiential learning opportunities, W&M requests flexibility and expedited SCHEV program review, where applicable.
- **Revisit eVA Transactional Fee Assessments.** Consider implementing an annual eVA fee, which will allow for a set fee structure for covered institutions not utilizing eVA as a front-end procurement tool. After initial implementation, eVA support to the institutions is minimal – the integrations will be completed and purchase order data transfer provided nightly by W&M. Vendor transaction fees will still be able to be recouped from eVA due to the data transfer.
- **Review Elimination of Requirement to Post Business Opportunities, Solicitations, and Sole-Source Purchases.** If not required, each institution has the ability to determine whether additional efforts to post in both areas will provide added value to the procurement process.

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**Section K. 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.

In its 2020-2026 Six-Year Plan, submitted pre-pandemic in 2019, W&M set forth the following priorities:

**Priority 1: Maintain the university's commitment to provide need-based grant aid to low- and middle-income Virginians.** As described in Section A and H, W&M has delivered on its goals to provide affordability and access to Virginia students. Funding to support incremental need-based financial aid has remained the top priority for the university since the plan was adopted.

**Priority 2: Continue to support competitive faculty salaries based on merit.** With generous support from the Commonwealth, W&M was able to implement 3% across-the-board increases in FY20 for faculty, and provide a 2% across-the-board combined with 3% merit-based pools in FY22. No increases were provided in FY21 as the institution navigated the financial impact of the pandemic.

**Priority 3: Provide competitive staff salaries.** Staff salaries increased by comparable percentages to faculty in FY20 and FY22, with the exception of W&M's remaining state classified employees who received the increases as outlined in the Appropriation Act for those years (2.75% across the board and 2.25% merit in FY20 and 5% in FY22).

**Priority 4: Reallocate existing resources and increase funding to support the operations of the new Studio for Teaching & Learning Innovation (STLI).** The university created the STLI by repurposing existing resources campus-wide. As previously discussed in Section A, the Studio was a pivotal resource in the university's ability to quickly shift instructional delivery in response to COVID-19.

Based on STLI's success in transforming teaching at W&M, the university still desires to establish a dedicated physical space for the studio in order to scale up its impact. The Studio offers faculty, students and staff from across disciplines opportunities to collaborate with one another and learn about diverse modes of teaching and learning and new technologies. STLI collaborates with academic and administrative units to bolster its position as an interdisciplinary, broad-based unit dedicated to strengthening the overall learning environment at W&M through collaboration and innovation.

**Priority 5: Expand internship opportunities for students, particularly those in computer-science - related fields.** Although the pandemic slowed W&M's progress on this priority, as described in Section E above, W&M's focus on providing meaningful work experiences for all undergraduate students will place this among the top priorities over the next five years.

**Priority 6: Launch a professional master's program in computer science.** W&M requested state funding for this program as part of its Tech Talent Pipeline proposal. Although the state provided funding for W&M to expand undergraduate degrees in computer science, it did not fund a new professional master's program in this area. Without state funding support, and with the pandemic constricting available resources to support multi-year commitments, this initiative has not moved forward. Data science, computer science and other STEM programs continue to be a focus for available resources related to student demand and also to support the workforce goals of the Commonwealth. Computer Science continues to assess certificates and other options to address student demand.

**Priority 7: Provide competitive stipends for graduate students, particularly in STEM-related disciplines.** W&M has provided additional funding to graduate schools for stipends. This continues to be an area monitored against the university's peers. In addition, for the upcoming academic year W&M will begin a pilot program to help defray the cost of health insurance for graduate students.

**Priority 8: Invest in information technology (IT) infrastructure.** The pandemic highlighted the importance of solid IT infrastructure; investments will be needed to maintain and improve. Much of IT's focus over the past year and a half has been supporting the move to hybrid and online learning. As discussed in Section E, IT infrastructure continues to be a priority that will shift toward more strategic, and less responsive, avenues in the coming years.

**Priority 9: Enhance regional development and entrepreneurship.** W&M prides itself on partnering with surrounding localities to address areas of common interest. W&M has established the Launchpad to serve as an entrepreneurship hub and partnership between James City County, York County, the City of Williamsburg and W&M. The Launchpad facilitates a network of entrepreneurs, mentors, educators, and industry experts. The cooperation facilitates entrepreneurs working alongside their peers, partners, customers, and investors, gaining from the vast knowledge the different groups contribute to the network, and offering their own expertise.

In addition, the Raymond A. Mason School of Business formed a partnership with the Hampton Roads Small Business Development Center to provide consulting services to small business owners in the region through a new student-led organization called the CrimDell Small Business Network. The work, launched in May 2020, has focused specifically on COVID-19 relief. This partnership benefits the community while providing a valuable educational experience for W&M students. CrimDell has helped over 50 small businesses across nine counties in the Greater Williamsburg area, 86% of which are minority-owned.

The W&M School of Education partnered with Williamsburg-James City County Public Schools (WJCC) during the pandemic to deliver a virtual tutoring program. W&M students in the Virtual Learning Partner program gain valuable experience while WJCC students K-5 gain mentors at a critical time. Every year, the W&M School of Education places many of its students in local schools for field experiences, while student-run service organizations train and match undergraduate students with local elementary and secondary students for tutoring. The Virtual Learning Partner program was designed so that volunteers commit to meet with their assigned tutee for at least one hour per week via Zoom or phone, and write a weekly reflection of their experience. In the fall semester, the project matched 100 W&M students to local K-5 students for virtual tutoring.

**Priority 10: Provide funding to keep pace with library acquisition costs.** As with other items on this list, W&M did not provide additional funding in FY21 or FY22 to support library acquisition costs due to holding tuition flat and the impact of the pandemic.

**Priority 11: Support the operation and maintenance of new facilities coming online.** Additional funding has been allocated as needed to support the operation of the new West Utility Plant. W&M examines its existing operational resources dedicated to facilities management in determining the need for additional funding when adding new facilities.

**Priority 12: Cover the institutional costs of state-mandated increases in fringe benefits and other contractual obligations.** W&M covered the cost of fringe benefit increases, student minimum wage increases, and contractual costs mostly through the reallocation of existing resources and support from general fund resources.

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**Section L. Diversity, Equity and Inclusion (DEI) Strategic Plan:** *Provide an update on the completion status of your institution's plan that is being coordinated with the Governor's Director of Diversity, Equity and Inclusion. If a copy of the plan is available, please include it when your institution submits its initial plan. If a copy of the plan is not available for July 1 or if changes are made, please provide a copy with your institution's final plan submission on October 1.*

W&M's DEI Strategic Plan has been submitted to the Commonwealth's Chief Diversity officer as required; by design, it aligns directly with the One Virginia plan.

A copy has been included, and more information on the university's commitment to inclusive excellence can be found at [DEI Plan](#). As part of that plan, W&M is completing a diversity assessment this summer that will identify barriers to belonging and provide a roadmap for advancing the university's DEI initiatives.

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**Section M. Economic Development Annual Report:** *Provide a copy of any report your institution has produced about its economic development contributions.*

W&M does not produce an annual report on economic development contributions. As indicated in the response to W&M's Priority 9 in Section K, the university works closely with surrounding localities to partner and contribute to the economy of the region. These efforts are in addition to the jobs and economic activity generated by normal everyday operations. There is information, including items discussed in this plan, on page 15 of the [Greater Williamsburg Partnership's 2020 Annual Report](#).