

2021 SIX-YEAR PLAN NARRATIVE (Part II)

INSTITUTION: James Madison University

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?

RESPONSE:

On March 18, 2020, JMU shifted all of its classes online for the remainder of the spring semester, with the vast majority of employees required to work off campus. Virtual teaching and telework continued through Summer 2020, with the exception of some carefully monitored clinical labs. Courses began in person in Fall 2020, then moved to online delivery for four weeks. Due to JMU's established processes and technologies, operations generally continued successfully. Despite offering a majority of in-person courses, JMU already delivered many online and hybrid classes and has multiple faculty who are experienced in multi-modal teaching. The university also had systems in place that allowed students to authenticate into online systems and to maintain student privacy requirements in distance education. JMU benefited from several consolidated procedures that facilitated these moves, ranging from centralized development of academic policies and resources to improve online teaching and learning to centrally-located decision-making regarding budgets. The university maintained its high-quality teaching throughout the pandemic. Based on student feedback, there are no significant differences in average JMU student satisfaction rating of their courses or instructors between Fall 2019 and Fall 2020, with both averaging over four on a five-point scale.

Due to the financial uncertainties of the pandemic, a strategy of fiscal conservatism was quickly implemented in March 2020. Throughout FY21, JMU further implemented campus-wide cost reduction strategies to assist in off-setting reduced revenues from out-of-state enrollment and disruptions in auxiliary operations. University cost reduction strategies included hiring freezes, reductions in operations, deferral of facility maintenance/improvements, and delays in capital projects. While federal resources have been a successful bridge until a return to pre-pandemic operations, the university remains concerned about continued COVID-related operating expenditures and the financial impact on the most vulnerable student populations whose economic situations have been greatly impacted and will continue to need financial assistance into the next biennium.

As we approach our new normal and think about the future, we anticipate growth in online courses and programs in identified areas where engagement and rigor are equal to or greater than that achieved during in-person classes. JMU will focus on creating additional virtual, online, and hybrid classes to reach non-traditional students and close the equity gap. We will make good use of the technology we have acquired to improve our course design and delivery. The university also plans to implement lessons learned about teleworking during the pandemic and deployment of that learning through policy and best practices.

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.

RESPONSE:

Institutional Mission

We are a community preparing students to be educated and enlightened citizens who lead productive and meaningful lives.

Institutional Vision

To be the national model for the engaged university; engaged with ideas and the world.

Institutional Strategic Priorities

To align the management of fiscal, human, and material resources, JMU established *strategic priorities*. When the university is determining where to invest resources or how to assess performance, these priorities serve as the starting points for consideration.

Priority #1 – Being the Change at Work and in the World

We will be an innovative engine powering student lifelong learning and providing the skill sets and solutions that education, business, government, and other constituents have come to expect from JMU as we are truly being the change.

Priority #2 – Advancing Diversity, Equity, and Inclusion

We will advance access and affordability for students from all backgrounds, and we will champion and foster a welcoming and inclusive environment for faculty, staff, and students.

Priority #3 – Attracting the Students of Tomorrow

Our approach to enrollment management will be visionary and innovative, astutely anticipating national demographic trends, meeting community needs, and fueling Virginia's commitment to be the most well-educated state.

Priority #4 – Recovering and Learning from COVID-19 in 2020-21 and Beyond

As we join our local and regional communities, the commonwealth, and the nation in recovery from the impact of COVID-19, we will diligently restore systems and processes to optimum operation, improve policies and practices to prepare for future disruptions, and capitalize on continued innovation and new adaptations so that they become new-normal best practices.

Academic & Financial Assistance Strategies

VA Plan	Virginia Plan Strategies	JMU Six Year Plan Academic/Financial Strategies & General Fund (GF) Requests
Goal 1 - Equitable: Close access and completion gaps		
	1.1 Expand postsecondary opportunities and awareness to Virginians who may not view higher education as an option.	2. Undergraduate Financial Assistance 6. Establish a Lab School Within the College of Education GF2. Increase Student Access (In-State PELL) GF3. Grow Your Own - Teacher Recruitment and Retention
	1.2 Advance digital access, adoption and literacy as well as high-quality, effective remote-learning programs.	7. Increase Access Through Virtual Learning and Alternative Credentials
	1.3 Strengthen student support services for persistence and completion: mental health, mentoring, career services, social, student basic needs, information technology, disability support and other services.	4. Early Alerts: Improving Retention and Closing the Equity Gap
Goal 2 - Affordable: Lower costs to students		
	2.3 Update and reform funding models and policies to improve equity, affirm return on investment, and encourage increased and consistent levels of state funding.	GF1. Access & Affordability Funding (Make Permanent) GF4. Address Base Funding Disparity
	2.4 Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency.	8. Address Nongeneral Funds for Current Operations GF8. Service Delivery & Web-based Technology Integration Project - Phase I
Goal 3 - Transformative: Expand prosperity		
	3.1 Support experiences that improve students' employment outcomes, income and community engagement.	3. Support Increased Research Activities and Opportunities GF6. Support Growing Commonwealth Healthcare Needs with Advanced Degrees
	3.2 Improve the alignment between post-secondary academic programs and labor market demands.	GF5. Establish A High-Demand Technology Degree
	3.3 Cultivate a climate of inclusion and innovation through scholarship, research, a diverse faculty and other programming.	1. Provide Institutional Instructional Faculty Promotions 5. Leverage Academic Affairs DEI Actions GF7. Establish an Innovation Center for Youth Justice

Undergraduate Financial Assistance (University Strategy #2)

In 2020-21, the university met an average of 32% of remaining need for those with estimated family contribution (EFC) up to \$14,000 (approximately 2,918 students). For future strategies, we will continue

investigating new programs to assist in the matriculation of low-income students and to provide additional support for middle-income students. Our primary goals are to annually increase the EFC used for grant awards until we reach the point of being equal to 50% of the Cost of Attendance (COA) and to increase the award to equal an average of 50% of remaining need. In order to reach more of the unmet need, the university will rely on a combination of state general fund support, institutional support, and private dollars. Additional institutional resources include funding for the fourth year of the Valley Scholars program for first-generation students, base budget expansion, and costs associated with tuition changes.

- FY 2022-23 \$0 salary + benefits + \$1,189,107 operating costs
 - Total Cost \$1,189,107
- FY 2023-24 \$0 salary + benefits + \$2,098,371 operating costs
 - Total Cost \$2,098,371

Support Increased Research Activities and Opportunities (University Strategy #3)

JMU's evolution has included the growth of our doctoral programs, combined with over \$5 million in research expenditures. In response, we anticipate that Carnegie will classify JMU as a Doctoral University: High Research Activity (R2) in 2022. This re-classification is a recognition of our ongoing faculty research, outstanding academic programs, and commitment to undergraduate and graduate students. To continue and adequately support our trajectory, we will support academic programs with additional faculty and increased doctoral assistantships. Other plans will strengthen the university's research infrastructure and increase the visibility of JMU scholarship.

- FY 2022-23 2.00 FTE, \$244,696 salary + benefits + \$19,729 operating costs
 - Total Cost \$264,425
- FY 2023-24 34.25 FTE, \$1,551,936 salary + benefits + \$560,110 operating costs
 - Total Cost \$2,112,046

Early Alerts: Improving Retention and Closing the Equity Gap (University Strategy #4)

There is a growing decline in the overall higher education retention rates for students from underrepresented groups: Black, Indigenous, Students of Color (BISOC); low-income; and first-generation college students, in addition to an increasing equity gap. JMU is creating a data-informed early alert advising system to improve retention rates for these segments of students. This formal, proactive feedback system will notify involved areas of issues related to targeted student segments so the appropriate staff and faculty can take action to intervene with personalized attention to student-specific needs.

- FY 2022-23 .75 FTE, \$110,011 salary + benefits + \$171,734 operating costs
 - Total Cost \$281,745
- FY 2023-24 5.25 FTE, \$519,933 salary + benefits + \$443,979 operating costs
 - Total Cost \$963,912

Leverage Academic Affairs DEI Actions (University Strategy #5)

As an institution of higher education in the Commonwealth of Virginia, JMU shares a responsibility to address the lack of diversity and equity on campus. Academic Affairs has adopted an explicit, proactive Anti-Racist and Anti-Discrimination Agenda to cultivate and sustain institutional excellence through increased diversity efforts. Examples include expanding cohort hiring, reviewing budget allocations through an anti-racist and anti-discrimination lens, and increasing personnel focused on advising and supporting BIPOC faculty and students to increase retention. There are also plans to diversify the curriculum through the support of interdisciplinary centers and increased curriculum development grants.

- FY 2022-23 1.00 FTE, \$94,462 salary + benefits + \$5,000 operating costs
 - Total Cost \$99,462
- FY 2023-24 1.25 FTE, \$102,936 salary + benefits + \$196,620 operating costs
 - Total Cost \$299,556

Establish a Lab School within the College of Education (University Strategy #6)

JMU is prepared to establish an innovative learning environment with the creation of a non-screening laboratory school that reflects the diversity of the local community. Lab@JMU will provide an

interdisciplinary learning environment that capitalizes on students' specific needs and interests, while fostering and sustaining the skills necessary for college and career readiness. The school will also provide an incubator for the growth and development of pre-professional teacher education students within our existing teacher preparation and licensure programs. Resource funding distribution will be similar to that used currently for K-12 funding and will be provided by the Department of Education on a per student basis. No institutional operating resources are needed for this initiative.

- FY 2022-23 20.00 FTE, \$1,372,734 salary + benefits + \$1,798,230 operating costs
 - Total Cost \$3,170,964 (Net Cost \$0)
- FY 2023-24 20.00 FTE, \$1,402,962 salary + benefits + \$1,877,388 operating costs
 - Total Cost \$3,280,350 (Net Cost \$0)

Increase Access Through Virtual Learning and Alternative Credentials (University Strategy #7)

JMU's traditionally residential academic programming provides an engaged learning experience facilitated by teaching-focused faculty. We are also committed to providing this engagement and high-level interaction virtually to increase access to JMU and broaden the opportunity and social mobility afforded by higher education. We will maximize the delivery of high-quality online courses, certificates, and degree programs in targeted, high-need areas by developing innovative programming at the undergraduate, master's, and doctoral levels. We will maintain our active involvement with the Online Virginia Network (OVN).

- FY 2022-23 0.00 FTE, \$0 salary + benefits + \$0 operating costs
 - Total Cost \$0
- FY 2023-24 7.60 FTE, \$436,428 salary + benefits + \$20,000 operating costs
 - Total Cost \$456,428

General Fund Request Strategies

Access & Affordability Funding (Make Permanent) (University GF Strategy #1)

We will request permanent state general funds for the one-time appropriated access and affordability funding in fiscal year 2022 to enable the institution the ability to continue to address unavoidable cost increases and required spending into the new biennium.

- FY 2022-23 0.00 FTE, \$0 salary + benefits + \$2,511,700 operating costs
 - Total Cost \$2,511,700
- FY 2023-24 0.00 FTE, \$0 salary + benefits + \$2,511,700 operating costs
 - Total Cost \$2,511,700

Increase Student Access (In-State PELL) (University GF Strategy #2)

We will request state general funds for additional student financial aid resources for in-state PELL students. It is the University's goal to increase the percent of PELL grant students at JMU by 4 percent by 2025. With additional state-provided financial aid resources, the institution could support more PELL grant students and lessen the gap they currently face between PELL grants and loans. When PELL grant students come to JMU, they are successful and graduate at above average rates.

- FY 2022-23 0.00 FTE, \$0 salary + benefits + \$1,680,000 operating costs
 - Total Cost \$1,680,000
- FY 2023-24 0.00 FTE, \$0 salary + benefits + \$3,360,000 operating costs
 - Total Cost \$3,360,000

Grow Your Own - Teacher Recruitment and Retention (University GF Strategy #3)

Virginia continues to face a growing teacher shortage. To strengthen the teacher pipeline and to increase teacher retention, we will partner with the Virginia Community College System for a "Grow Your Own" initiative, a nationally recognized strategy for teacher recruitment and retention. The program creates pathways to increase access to quality teacher education for those from diverse geographic and demographic areas. Through this initiative, students entering JMU will receive high-quality support throughout their academic career, then induction support during their first three years of teaching.

- FY 2022-23 8.53 FTE, \$185,080 salary + benefits + \$1,730,288 operating costs

- Total Cost \$1,915,368
- FY 2023-24 8.53 FTE, \$185,080 salary + benefits + \$2,044,626 operating costs
 - Total Cost \$2,229,706

Address Base Funding Disparity (University GF Strategy #4)

To address the general fund base funding disparity for past enrollment growth of in-state students, we will request state general funds for additional operating resources. State appropriations for JMU have not kept pace with the institution’s exponential growth over the years. At present, JMU receives the least amount of money per in-state full-time student from the commonwealth. The university receives 26% (or \$1,907) less per in-state student than the average four-year public school in Virginia. When compared with current peer comprehensive institutions, which include the University of Mary Washington, Longwood University, Radford University, and Christopher Newport University, JMU receives 20% (or \$1,378) less per in-state student. However, it is expected that over the next year, the university will transition into an R2 Carnegie classification. The deficit when compared to two other Virginia institutions in this category, William & Mary and Old Dominion University, is 30% (or \$2,261) less per in-state student.

- FY 2022-23 0.00 FTE, \$0 salary + benefits + \$5,000,000 operating costs
 - Total Cost \$5,000,000
- FY 2023-24 0.00 FTE, \$0 salary + benefits + \$10,000,000 operating costs
 - Total Cost \$10,000,000

Establish A High-Demand Technology Degree (University GF Strategy #5)

With an increasing number of innovative companies being established within the commonwealth, there is an ever-growing need for technical talent in Virginia’s workforce. To meet this need, we plan to finalize approval for and implement a Bachelor of Science in Information Technology degree program that prepares students to serve as a link between computer technology and its users.

- FY 2022-23 6.26 FTE, \$610,950 salary + benefits + \$83,957 operating costs
 - Total Cost \$694,907
- FY 2023-24 9.28 FTE, \$910,607 salary + benefits + \$144,842 operating costs
 - Total Cost \$1,055,449

Support Growing Commonwealth Healthcare Needs with Advanced Degrees (University GF Strategy #6)

Online Accelerated Advanced Degree - Leadership in Health Care Systems (BSN to DNP)

JMU has a thriving post MSN to DNP (Doctor of Nursing Practice) program. With this proposed online program, students with a BSN may complete the DNP with a focus on leadership in health care systems after three years. Strategic planning, program management, and interprofessional leadership are central to the curriculum, as is active participation in a virtual Simulation Laboratory where a dynamic learning environment mimics the acute care practice setting.

Online Certificate in Health Policy & Administration

Healthcare workers in a variety of clinical fields, including Nursing, Occupational Therapy, and Physicians Assistant, frequently participate in the development of policies and advocacy efforts for health-related issues. The proposed post-baccalaureate certificate will be an interdisciplinary, flexible, cost-effective option for individuals to enhance their knowledge and skills in health policy and administration development, advocacy, and analysis.

- FY 2022-23 11.97 FTE, \$1,165,324 salary + benefits + \$89,234 operating costs
 - Total Cost \$1,254,558
- FY 2023-24 20.72 FTE, \$1,875,560 salary + benefits + \$141,392 operating costs
 - Total Cost \$2,016,952

Establish an Innovation Center for Youth Justice (University GF Strategy #7)

The university has aligned with the Robert F. Kennedy National Resource Center for Juvenile Justice to create the Innovation Center for Youth Justice (ICYJ). Based on our shared goal of equal and fair justice

for all youth, we envision the proposed ICYJ as the national and international pacesetter in promoting positive transformation of policy and practice in youth justice systems. The ICYJ will feature field-based practice and policy innovation; partnerships with prominent juvenile justice leaders from across the country; and a ground-breaking undergraduate minor curriculum featuring an internship program that will train the future workforce in transformative youth justice practice.

- FY 2022-23 1.84 FTE, \$56,913 salary + benefits + \$93,087 operating costs
 - Total Cost \$150,000
- FY 2023-24 1.84 FTE, \$56,913 salary + benefits + \$93,087 operating costs
 - Total Cost \$150,000

Service Delivery & Web-based Technology Integration Project - Phase I (University GF Strategy #8)

Investing resources toward transforming and updating our enterprise applications will position the university to provide enhanced service delivery and data analytics to our staff, faculty, students, and constituents while creating streamlined workflows and business processes across the university. In support of this goal, we plan for additional one-time funding in each year of the biennium for the phase I implementation of the digital transformation project.

- FY 2022-23 0.00 FTE, \$0 salary + benefits + \$0 operating costs + \$5,659,000 One-time Costs
 - Total Cost \$5,659,000 One-time Costs
- FY 2023-24 0.00 FTE, \$0 salary + benefits + \$0 operating costs + \$7,794,000 One-time Costs
 - Total Cost \$7,794,000 One-time Costs

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.

RESPONSE

JMU began as a college for teachers and continues to be the second largest producer of teachers in Virginia. The nursing program has grown tenfold since it started in 1980, and JMU continues to grow programs in the STEAM-H areas, giving undergraduates access to hands-on research opportunities and meeting the needs of tomorrow's workforce. For a second year in a row, JMU is the *Best College for Getting a Job in Virginia* for 2020. The institution prides itself on creating a culture of professionals with technical skills, who can also think critically, reason ethically, and communicate proficiently.

In the last decade, James Madison University has answered Virginia's call to increase enrollment, providing access to more Virginians seeking a quality education at an affordable price. JMU's in-state undergraduate enrollment has grown 23%, almost 3,000 students, in the last ten years. This is the second highest growth among schools in the commonwealth.

While the university is very appreciative of funding received from the commonwealth, state appropriations for JMU have not kept pace with the institution's exponential growth. At present, JMU receives the least amount of money per in-state full-time student from the commonwealth. The university receives 26% (or \$1,907) less per in-state student than the average four-year public school in Virginia. When compared with current peer comprehensive institutions, which include the University of Mary Washington, Longwood University, Radford University, and Christopher Newport University, JMU receives 20% (or \$1,378) less per in-state student. However, it is anticipated that during the 2021-22 academic year, JMU will transition into the R2 Carnegie classification. The deficit compared to two other Virginia institutions in this category, William & Mary and Old Dominion University, is \$2,261 less per in-state student.

JMU has previously been able to offset the state funding disparity with out-of-state tuition revenue. An out-of-state enrollment decline from around 30% in 2010 to 24% in Fall 2019 has resulted in a significant revenue loss.

Despite these financial pressures, JMU remained committed to keeping tuition affordable and maintained the fifth lowest tuition in the commonwealth. After receiving additional state support over the past several years and to help keep costs down for families, the university chose not to implement the second year of the Madison Pledge and to not raise in-state tuition for two years in a row. The three-year average in-state increase from FY20 to FY22 has been \$70, an average of less than 1%.

However, this formula of relatively low state appropriations, decreasing out-of-state revenues, and very low in-state tuition is not a sustainable funding model. JMU wants to continue providing access and affordability, but without increased state support more equal to peer institutions, we may be unable to keep tuition down.

The university's proposed tuition and fees are based on planning assumptions, which include enrollment projections, the higher education market, and projected costs of university investments. The plan does not include cost drivers for state salary increases and health insurance and fringe benefit changes that could affect the university's ability to fund the outlined investment priorities and may influence the proposed student tuition and fees.

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.

RESPONSE

The university's proposed tuition and nongeneral fund revenues for both years of the 2022-24 biennium are based on financial modeling practices and assumptions, which include historical analysis, proposed tuition rates for student classifications, and enrollment projections (volume and demographic). At this time, revenue projections do not include stimulus funds due to their limited and one-time nature.

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.

RESPONSE

Provide Institutional Instructional Faculty Promotions. (University Strategy #1)

Recognizing faculty who reach the highest levels of teaching and scholarship performance and achieve tenure within the academic ranks helps us to attract and retain high-quality professors. We plan to provide resources to acknowledge faculty promotions.

- FY 2022-23 \$562,742 salary + benefits + \$0 operating costs
 - Total Cost \$562,742
- FY 2023-24 \$1,125,484 salary + benefits + \$0 operating costs
 - Total Cost \$1,125,484

Address Nongeneral Funds for Current Operations. (University Strategy #8) Provide additional resources to support increases in the state minimum wage for the 2022-24 biennium and operational needs of the digital transformation project.

Additional Minimum Wage Resources. In acknowledgement of the increases in the state minimum wage for the 2022-24 biennium, we will provide additional resources for those salaries. The state minimum wage increases to \$11.00 January 2022 and \$12.00 January 2023.

- FY 2022-23 0.00 FTE, \$400,000 salary + benefits + \$0 operating costs
 - Total Cost \$400,000
- FY 2023-24 0.00 FTE, \$600,000 salary + benefits + \$0 operating costs
 - Total Cost \$600,000

Phase I, Digital Transformation Project. Additional resources will be required for annual technology costs for the university's digital transformation project. Funding to address on-going costs will be needed during the multiple phases of project implementation. This project will provide university-wide service delivery and web-based technology integration.

- FY 2022-23 0.00 FTE, \$0 salary + benefits + \$500,000 operating costs
 - Total Cost \$500,000
- FY 2023-24 0.00 FTE, \$0 salary + benefits + \$1,000,000 operating costs
 - Total Cost \$1,000,000

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?

RESPONSE

JMU's Director of Institutional Research and Enrollment developed these projections based on historical enrollment numbers, percentages, and ratios, which were informed by guidance from faculty, staff, and administrators with an understanding of factors that may affect future enrollment trends. Projections are initially based on the figures from the preceding year, as we have found past enrollment the best predictor of future enrollment. Given the unprecedented nature of Fall 2020, the projections for Fall 2021 and beyond used historical percentages and ratios from Fall 2019. We based this decision on the assumption that enrollment trends in Fall 2021 for groups, such as on-campus and off-campus students, will more closely resemble pre-pandemic levels and are a better predictor of future enrollment. Additionally, given high deferral rates and larger than usual discontinuations due to concerns over the pandemic, we anticipate Fall 2021 to have a higher than usual number of transfer students and number of readmitted students than in a traditional year.

Since 2017, JMU has experienced a period of relatively flat enrollment, precipitated by a decision to slow the growth of entering classes to more realistically meet targets, and we expect to see overall enrollments remain consistent. The pandemic affected overall enrollment somewhat, mostly due to more first-year and upper-level students taking online courses, significantly decreasing the number of on-campus students enrolled overall. We expect many students who deferred or stopped out in Fall 2020 to enroll (or re-enroll) in Fall 2021. We also anticipate a return to a ratio of in-person to online courses more closely resembling that of Fall 2019. Thus, we project a bump in Fall 2021 enrollment as students who delayed attendance due to the pandemic enroll. After Fall 2021, we expect our enrollments to slightly decline, due largely to smaller than projected first-year cohorts from Fall 2017 to Fall 2020, before a period of modest growth later in this six-year period.

Although the university is not attempting to expand enrollments, any period of decline is concerning. We believe that factors such as shifting high school student demographics, increasing competition for out-of-state students, and the general uncertainties surrounding post-pandemic life are affecting first-year enrollments. As a result, we believe that a short-term increase in first-year in-state students, followed by a period of fixed targets, will help to maintain enrollment near the levels seen previously. While increasing first-year in-state targets in Fall 2022, we have lowered future targets for out-of-state first-year students. These new targets are more realistic within the current higher education landscape, given the continued competitiveness for out-of-state students and lingering recruitment challenges relative to the pandemic. While the institution may see a brief period of lower undergraduate enrollments, we anticipate an upward trend returning by FY25, driven largely by increasing our graduate enrollment and professional and continuing education programs. Increasing the first-year in-state enrollment targets while concurrently lowering targets for first-year out-of-state enrollments acknowledges the growing challenges in enrolling this demographic and illustrates our commitment to educating Virginia's residents.

While the anticipated number of Virginia high school graduates remains relatively stable through 2024, the geographic area where JMU recruits will see a decline. The university is identifying strategies to distinguish high schools in new geographic areas and develop relationships, as well as exploring new scholarship strategies. Marketing what makes the university unique and the success of our graduates will be key to encouraging students to consider JMU. In addition, JMU will begin participation in the Common App beginning Fall 2022.

JMU is also addressing projected enrollment declines by emphasizing increasing student success outcomes. For Fall 2022, JMU is planning initiatives to increase its already strong first-to-second year

retention rates, which have seen mild declines over the past several years. As JMU approaches its Southern Association of Colleges and Schools Commission on Colleges reaffirmation, we have created a Quality Enhancement Plan focused on improving the retention of at-risk students. *Early Alerts: Improving Retention and Closing the Equity Gap* is a data-informed, formal, proactive, feedback system that sends notifications about targeted student segments to JMU practitioners who can take action to intervene. This comprehensive system, currently in the first phase of development, will assist in reversing the decline in the overall retention rates and narrow the equity gap observed for students from underrepresented groups; Black, Indigenous, Students of Color (BISOC); low-income; and first-generation college students at JMU. *Early Alerts* is anticipated to be fully implemented by Fall 2023. The university can bolster enrollments by retaining more current students, thus off-setting the need to increase first-year student cohorts more than necessary.

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.

RESPONSE

Anticipated Academic Proposals

- Architectural Design
- African, African American, and Diaspora Studies graduate certificate
- Applied Behavioral Analysis, MA
- Applied Nutrition, MS
- Business Law undergraduate certificate
- Communication Sciences and Disorders, BA and BS
- Computer Science, graduate certificate
- Dance, BA
- Data Science, graduate certificate
- Earth Science, BA and BS
- Educational Leadership, EdD
- Graphic Design
- Health Policy and Administration, post-bac certificate
- Health Sciences, BS
- Industrial Design, BFA
- Information Technology, BS
- Integrated Biomedical Sciences, MS
- Management, MS
- Media Arts and Design, BA and BS
- Music, BA
- Musical Theatre, BA
- Philosophy and Religion, BS
- Social Work, MSW
- Women, Gender, and Sexuality Studies, BS

Anticipated New Instructional Sites, Schools, or Mergers

- None

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.

RESPONSE:

The university is very appreciative of the state’s commitment to providing additional general funds for student financial assistance in the 2020-22 biennium. These additional state resources continue to provide opportunities for our students, supporting state and institutional goals for access and engagement.

Over ten years ago, the percentage of undergraduate students receiving a Federal Pell Grant was 12.2%. We are striving to increase this number to help attract and assist more low-income students in attending JMU. While we have been successful in doing so, our efforts in this area will continue. The percentage of undergraduate students receiving a Federal Pell Grant for the three most recent award years is:

- 2020-21: 15.3%
- 2019-20: 15.2%
- 2018-19: 15.8%

We are providing resources to assist low-income students and dedicating more resources toward middle income families. Our long-term plan for Virginia undergraduates who qualify for the Virginia Student Financial Assistance Programs (VSFAP) has two components.

The first is annually increasing the EFC cutoff used to determine VSFAP eligibility to equal 50% of the Cost of Attendance (COA). That goal will be met in the 2021-22 award year.

The second has been to provide a VSFAP grant (or equivalent) equal to 50% of a student’s remaining need. However, that goal has been modified beginning with the 2021-22 award year. In 2021-22, the average will remain at 32% for all eligible students. Instead of increasing the grant percentage for all students above 32%, an additional University Grant of \$2,000 will be offered to students receiving a Pell Grant and VSFAP award. While the overall percentage used in the remaining need calculation will remain unchanged, this population of students will receive an increase in their total grant package compared with prior years. This provides higher institutional resources to low-income students (Pell Grant) than to other groups of students.

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

James Madison’s financial aid packaging processes and procedures target the neediest enrolled applicants, as required under state and federal law. Based on the Health and Human Services poverty levels^[1], about 35-40% of JMU’s enrolled undergraduate applicants for federal financial aid fall into the low- and middle-income range. The tables below reflect all applicants (Table 1) and applicants who are active students (Table 2).

Table 1. All Applicants

Applications for Financial Aid by Income Level			
Undergraduates			
Income Level	2019-20	2020-21	Projected 2021-22
Low Income	16%	16%	15%
Middle Income	22%	21%	20%
High Income	62%	63%	65%

Table 2. Active Students

Active Students for Financial Aid by Income Level			
Undergraduates			
Income Level	2019-20	2020-21	Projected 2021-22
Low Income	16%	16%	16%
Middle Income	24%	22%	22%
High Income	60%	61%	62%

James Madison University uses institutional, state, and federal funding to help mitigate the effect of rising college costs on students from low- and middle-income families. Our definition of low-income and middle-income within the financial aid plan is as follows:

- A. Low Income Students in 2020-21 (In-state):
 - Definition = Expected Family Contribution (EFC) of \$0 – \$5,711 (Pell Grant eligible students)
 - Number of students receiving aid from institutional dollars = 1,179
- B. Middle Income Students:
 - Definition = Expected Family Contribution (EFC) of \$5,712 - \$14,000
 - Number of students receiving aid from institutional dollars = 1,084

For 2021-22, the EFC cutoff for awarding VSFAP and university grants to on-time, in-state, and undergraduate financial aid filers will be \$15,000. This is an increase to the \$14,000 EFC used in 2020-21 and \$12,000 EFC used in 2019-20.

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.*

RESPONSE:

JMU re-evaluated its prioritization of capital projects in light of the pandemic, which is reflected in the capital six year plan. The impact of the pandemic and physical distancing requirements has shown it is essential that our existing and new spaces be flexible to better serve our students. We must also develop functional exterior spaces adjacent to buildings for collaboration and outdoor teaching opportunities. The six year capital outlay plan focuses on renovations and upgrades to existing building systems to meet the air exchange and filtration requirements recommended by CDC and ASHRAE. The goal is to provide students, faculty, and staff spaces that align with the university’s strategic plan while integrating their technology, health, and safety needs.

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

Education & General Projects

- Carrier Library Renovation and Expansion \$109,850,000 (GF & NGF)
 - o Originally constructed in 1938, Carrier Library does not meet today’s basic life safety, circulation, and accessibility standards. As a part of the university’s master plan, a third party concluded that our current library facilities are inadequate to serve current and future user populations. Adequate library facilities are necessary to support the academic mission of the university. Additions were completed in 1969, 1980, and 1991, but there have been no comprehensive renovations in the last 80 years. This project proposes upgrades throughout the entire 121,200 gsf of building systems to include fire protective systems, upgrades to the existing fire wall separations, life safety and ADA-driven improvements to student circulation,

and egress to be accomplished through efficient use of existing space. The project will also provide 69,300 gsf of additional space to transform the library from a traditional warehouse of print collections to the campus main gathering space for collaboration and technical research through access to digital resources. Planning and construction costs (excluding furnishings and equipment) includes \$108,750,000 in general funds and \$1,100,000 in Higher Education Operating Funds. Currently, the university has approval to work through detail planning.

- East Campus Infrastructure Phase 2 – Plant Upgrades \$43,130,000 (GF & NGF)
 - o The university purchased the East Campus Power Plant from the City of Harrisonburg in May 2017. The plant provides steam and chilled water to East Campus and provides the opportunity to increase capacity for the entire campus to meet current needs and planned future development. Phase 1 of the project was an emergency amendment included in Chapter 552 to replace existing boiler and chiller equipment that was at end of life and at risk of catastrophic failure that would have resulted in the need to shutter buildings. Phase 2 includes renovating 93,030 gross square feet (gsf) of the existing steam plant with an 11,000 gsf of additional space. The additional space will be used to add an 80,000 pph boiler that will expand the steam plants capacity from 180,000 pph to 250,000 pph, which will cover existing and proposed future loads of the university. Total project cost for this phase includes \$30,190,000 in general funds and \$12,940,000 in bond funding.

- Johnston Hall Renovation \$20,250,000 (GF)
 - o Johnston Hall was originally constructed in 1929 as a residence hall and converted into faculty offices in the early 1970s. Significant modifications are required to meet program requirements, building code standards, and ADA accessibility requirements. The project proposes upgrades throughout the entire 26,272 gsf of building systems to include fire protective systems and life safety and ADA-driven improvements. After renovation, Johnston Hall will continue to provide faculty offices, labs, and multiuse instructional spaces that better serve the student, faculty, and staff using the academic building. The total project costs include planning and construction costs (excluding furnishings and equipment).

Auxiliary Projects

- Village Student Housing Phase 1 \$66,240,000 (NGF)
 - o Currently, the Village student housing consists of nine buildings located in the center of campus that were constructed between 1966-73. The finishes and buildings systems have exceeded their normal life cycle and are inadequate to meet the needs of the students, as no significant renovations have occurred. The proposed Phase 1 will replace approximately 500 beds to meet current building codes and CDC and ASHRAE recommendations as well as meet the modern-day expectations of technology, study rooms, learning spaces, and food services. The project will replace the \$49,000,000 renovation of Eagle Hall that was approved in 2019. Total project cost (including furnishings and equipment) for this phase includes \$55,240,000 in bond funding and \$11,000,000 in Higher Education Operating Funds.

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.

RESPONSE:

After many years of progressive delegated authority and as part of the university's financial strategic planning process, James Madison University entered into a management agreement with the Commonwealth of Virginia and received Level III delegated authority effective February 2019. The university continues its commitment to leveraging and utilizing the delegated authority opportunities under our current management agreement.

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.

RESPONSE:

Along with all other higher education institutions in Virginia, JMU was confronted with many financial and operational challenges in FY21. University resources were constrained due to the pandemic; however, early planning, budget restructuring/reductions, fiscal conservatism, and increased state general funds allowed JMU to remain focused on continuing academic success and student access, as well as provide for the health and well-being of faculty and staff. There is much optimism for FY22 due to planned continued investments in the commonwealth's workforce with pay increases and continued institutional support in university opportunities to advance the state and institutional goals.

Academic Budget Strategies

JMU appreciates the support we received from the commonwealth during the uncertain times of the last year. Our focus during the pandemic was matching innovation to current needs, allowing us to maintain – and in some cases, exceed – the high-quality experiences that JMU students are accustomed to in and outside of the classroom. General funds were used to support operations, primarily in response to COVID-19. With limited nongeneral fund revenues and a reduction in out-of-state student enrollment, the state's assistance was supplemented by internal re-allocations. Tech Talent funding was successfully used to support our growing Computer Science programs, with resources providing new faculty lines and the ability to make needed renovations for the academic program. Funding related to the Online Virginia Network (OVN) allowed JMU to fill needed gaps related to our development of virtual teaching. OVN funding is also being used to investigate and identify those academic areas that have been neglected with the intent of targeting programs where they are most needed.

- **Address Academic and Institutional Support Resource Needs.** The student-to-faculty and student-to-staff ratios are in line with stated objectives. Strategic efforts to reallocate resources have allowed the university to remain focused on quality of classroom instruction and student services.
- **Improve Student Success and Timely Degree Completion.** JMU established the *Dukes Succeed!* program, an academic support program for undeclared, first year students on academic probation following their first semester of JMU enrollment. The university officially launched a two-week winter session to the academic calendar after four years of pilot trials. *Transferology* was implemented to assist students and advisers in finding degree applicable transferable credit from other schools to JMU. JMU created two new online teacher licensure tracks in early childhood education and elementary education in the Adult Degree Program and worked with the Veterans Benefits Coordinator to continue to have multiple JMU programs approved for VA Benefits.
- **Establish the Libraries as an Innovative Learning and Creativity Nexus.** The Libraries enabled cross-disciplinary connections and fostered creative exploration and innovations in digital research and scholarly communication, as well as advanced teaching and learning by partnering with faculty to bring the Libraries' resources and expertise to students and produce and offer more affordable course materials. Libraries also undertook a process of reorganization to optimize their staffing and services. No additional funds were allocated to the modifications listed here, with the exception that Libraries became part of a VIVA pilot project to provide free digital textbooks for all available titles being taught by our faculty in academic year 2020-21.
- **Emphasize Innovation, Creativity, Collaboration and Entrepreneurship.** We created a ChangeMaker task force that identified ways in which we could bring an entrepreneurial mindset broadly into the curriculum. We have been working with sister schools in Virginia on projects funded by the Commonwealth Cyber Initiative (CCI). To date, approximately \$500,000 has been received to fund CCI efforts. We continue to offer course work in virtual and augmented reality.
- **Increase Graduates in Strategic Talent Areas (Performance Plan).** We have grown our Computer Science program with the help of funding from the Tech Talent initiative (8% increase in majors between 2018 and 2020). A data analytics minor began enrolling students in Fall 2019 and has since graduated 12 students (two in May '20 and 10 in May '21); there are currently 48 students in this program. We

continue to offer summer workshops for K-12 teachers in cyberhygiene and cybersecurity, though workshops were put on hold in Summer 2020 due to the pandemic. JMU continues to sponsor the First Lego League robotics competition for K-12 students and provides workshops for teachers interested in participating.

- **Expand Cyber Intelligence Program.** This certificate offering began in 2018. Enrollments have grown in the last two years, with the first cohort completing the certificate this year. We have invested \$60K of internal funds over the last two years to complete the curriculum development and broaden the marketing and recruiting. We expect the program to reach a break-even point in the upcoming year as interest continues to expand.
- **Address Teacher Shortages in Virginia.** The College of Education is partnering with VDOE and Virginia State University in a Teacher Induction Program that supports 750 first- and second-year teachers, including a large number of STEM teachers. This initiative is focused on retention of teachers due to both the teacher shortage and COVID-19 pandemic, and it is approximately \$650K.
- **Grow Digital Design Programs in Emerging Disciplines.** Absent new faculty lines, the College of Visual Performing Arts reallocated several one-year positions and added adjunct funding for Graphic Design and Architecture Design, the most in-demand programs in the college. Through budget reallocations in the College of Arts and Letters (CAL), we have invested in staffing and equipment for the Wilson Hall History Studio, a prominent digital creation space containing a podcast studio and equipment for digital humanities work. We have also hired two assistant professors with expertise in digital humanities, one in English and another in History, as part of CAL's recent cohort hire.
- **Emphasize Community Involvement.** The Center for Music Engagement (CIME) was given funding of \$3,000 per year from the CVPA budget and coverage for 1-2 course releases per year from the School of Music to support their ongoing projects and the development of new projects. CIME also received an endowment and expendable gift worth \$125,000 in total. Enrollment in the Honors program has grown by 50%. The curriculum was restructured to include options for individual pathways for learning and completion. The Honors College reallocated funding to hire an Associate Dean for Diversity, Equity, and Inclusion. The James Madison Center for Civic Engagement had a leadership role in ensuring an accurate count for the 2020 Census in the local community. The Madison Center organized 11 town halls which brought presidential candidates and surrogates, as well as candidates for US Senate, House, and City Council from across the political spectrum into conversation with students and community members leading up to the election. Each event was moderated by students and broadcast on Facebook Live, thus expanding the reach and inclusivity of our programs. These events were coupled with the distribution of voter registration and nonpartisan education materials to promote learning and action.

Other Budget Strategies:

- **Provide Additional Undergraduate Student Financial Aid.** The long-term plan for Virginia undergraduates who qualify for the Virginia Student Financial Assistance Programs (VSFAP) has contained two components. The first is to annually increase the EFC cutoff used to determine VSFAP eligibility to equal 50% of the Cost of Attendance (COA). That goal will be met in the 2021-22 award year. For 2021-22, the EFC cutoff for awarding VSFAP and university grants will be \$15,000. This is an increase to the \$14,000 EFC used in 2020-21 and \$12,000 EFC used in 2019-20. The second has been to provide a VSFAP grant (or equivalent) equal to 50% of a student's remaining need. However, that goal has been modified beginning with the 2021-22 award year. In 2021-22, the average will remain at 32% for all eligible students. Instead of increasing the grant percentage for all students above 32%, an additional University Grant of \$2,000 will be offered to students receiving a Pell Grant and VSFAP award. While the overall percentage used in the remaining need calculation will remain unchanged, this population of students will receive an increase in their total grant package compared with prior years. This focuses a higher amount of institutional resources on low-income students (Pell Grant) than on other groups of students.

JMU has received student emergency aid from the Coronavirus Aid, Relief, and Economic Security Act (CARES) and the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA). Both of these funds were used in two capacities:

- o Offer block grants to students with EFC's below a specific threshold (this included all Pell Grant students).
- o Allow students who did not qualify for the block grant offer to appeal for assistance based on their qualifying circumstances.

It should be noted the CARES and CRRSAA funds cannot be included as part of a student's regular financial aid package, and the funds are non-renewable in the future. These were one-time awards.

- **Increase Institutional Instructional Faculty, Administrative and Professional (A&P) Faculty and Classified Salaries.** Faculty and staff compensation remained a top priority for the university administration and employees. In FY22, with state assistance, the university provided an average 5% salary increase for Instructional Faculty and Administrative and Professional Faculty and a 5% increase for classified employees.
- **Operation and Maintenance - New Facilities.** The expanded College of Business academic building opened April 2020. This facility included 216,763 gross square feet of classrooms, faculty offices, and meeting/conference space and a ground-level food venue. Twelve months of additional operation and maintenance costs have been funded in the FY20-22 biennium.
- **Address Nongeneral Funds for Current Operations.** Additional state and institutional resources were required for cost-to-continue needs, such as increases in wages, Virginia Retirement System rates and medical insurance premiums over the biennium period.

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.

RESPONSE

Diversity, equity and inclusivity have long been core elements of JMU's strategic planning process. Diversity was a stated central university value and has been one of our principle defining characteristics since the 1990s. Our focus was sharpened further still when the university introduced its updated strategic plan in July 2020, where issues of diversity are integrated throughout.

A task force, led by the Vice President for Access and Enrollment, is finalizing JMU's plan, which was specifically created in coordination with the Governor's Director of Diversity, Equity, and Inclusion. That plan was finalized and submitted in July 2021.

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

RESPONSE

Included and posted for review are:

- [Economic Development Task Force Final Report Recommendations](#)
- [2021 JMU University Economic Development Council Summary Report](#)
- [2020 HERD Survey](#)
- [Region 8 Industrial Hemp Initiative Executive Summary](#)
- [The REV Initiative](#)
- [GO VA MOU](#)

¹¹ For 2021 [Academic Year (AY) 2020-21], HHS Poverty was determined as \$12,880 for the first person and \$4,540 for each additional person. For 2020 (AY 2019-20), these thresholds were \$12,760 and \$4,448. For FY19 (AY 2018-19), these thresholds were \$12,490 and \$4,420. Based on SCHEV guidelines, Low Income is defined as 200% or below of HHS Poverty Guidelines and Middle Income is defined as 400% or below of the guidelines.

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
James Madison University**

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
\$7,460	\$7,828	4.9%	\$8,214	4.9%

In-State Undergraduate Mandatory Non-E&G Fees

2021-22	2022-23		2023-24	
Charge (BOV approved)	Planned Charge	% Increase	Planned Charge	% Increase
\$5,178	\$5,332	3.0%	\$5,492	3.0%

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

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

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
E&G Programs				
Undergraduate, In-State	\$118,194,182	\$120,466,261	\$128,727,554	\$133,500,011
Undergraduate, Out-of-State	\$107,491,794	\$111,930,390	\$107,451,669	\$107,967,810
Graduate, In-State	\$11,866,545	\$11,534,830	\$11,297,197	\$11,349,634
Graduate, Out-of-State	\$8,389,574	\$7,737,569	\$7,440,204	\$7,407,082
Law, In-State	\$0	\$0	\$0	\$0
Law, Out-of-State	\$0	\$0	\$0	\$0
Medicine, In-State	\$0	\$0	\$0	\$0
Medicine, Out-of-State	\$0	\$0	\$0	\$0
Dentistry, In-State	\$0	\$0	\$0	\$0
Dentistry, Out-of-State	\$0	\$0	\$0	\$0
PharmD, In-State	\$0	\$0	\$0	\$0
PharmD, Out-of-State	\$0	\$0	\$0	\$0
Veterinary Medicine, In-State	\$0	\$0	\$0	\$0
Veterinary Medicine, Out-of-State	\$0	\$0	\$0	\$0
Other NGF	\$4,595,514	\$4,990,444	\$5,040,351	\$5,090,754
Total E&G Revenue	\$250,537,609	\$256,659,494	\$259,956,975	\$265,315,291

Non-E&G Fee Revenue	2020-2021 (Actual)	2021-2022 (Estimated)	2022-2023 (Planned)	2023-2024 (Planned)
	Total Tuition Revenue	Total Tuition Revenue	Total Tuition Revenue	Total Tuition Revenue
In-State undergraduates	\$70,415,663	\$72,519,841	\$75,938,550	\$76,934,807
All Other students	\$22,603,706	\$23,303,381	\$22,725,884	\$23,911,867
Total non-E&G fee revenue	\$93,019,369	\$95,823,222	\$98,664,434	\$100,846,674
Total Auxiliary Revenue	\$176,490,814	\$223,781,511	\$239,524,542	\$253,979,243

Part 3: ACADEMIC-FINANCIAL PLAN
James Madison University

3A: Six-Year Plan for Academic and Support Service Strategies for Six-year Period (2022-2028)

Instructions for 3A: The Academic Plan should contain academic, finance, and support service strategies the institution intends to employ in meeting state needs/goals as found in the Virginia Plan. (Please see the main instructions sheet in this workbook for more detailed information about The Virginia Plan. Please provide short titles to identify institutional strategies. 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 2024-2028 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. **All salary information must be provided in section 3B. No salary information should be included in 3A. Funding amounts in the first year should be incremental. However, if the costs continue into the second year, they should be reflected cumulatively.** Please update total cost formulas if necessary. **Institutions should assume no general fund (GF) support in this worksheet. A separate worksheet (Part 4) is provided for institutions to request GF support. IF ANY STRATEGIES WILL BE FUNDED WITH STIMULUS FUNDS, PLEASE INCLUDE THOSE FUNDS IN THE REALLOCATION COLUMNS.**

ACADEMIC AND SUPPORT SERVICE STRATEGIES FOR SIX-YEAR PERIOD (2022-2028)										
Priority Ranking	Strategies (Short Title)	VP Goal	Biennium 2022-2024 (7/1/22-6/30/24)						Description of Strategy	Two Additional Biennia
			2022-2023			2023-2024				
			Total Amount	Reallocation	Amount From Tuition Revenue	Total Amount	Reallocation	Amount From Tuition Revenue		
			\$0	\$0	\$0	\$0	\$0	\$0		
3	Support Increased Research Activities and Opportunities	3.1	\$264,425	\$0	\$264,425	\$2,112,046	\$0	\$2,112,046	In anticipation of R2 classification change, continue and adequately support our trajectory of faculty research, outstanding academic programs, and commitment to undergraduate and graduate students. Support programs with additional faculty and increased doctoral assistantships.	Continue to support faculty and student research, academic programs and commitment to all students. Strengthen the university research infrastructure and increase the visibility of JMU scholarship.
			\$0	\$0	\$0	\$0	\$0	\$0		
4	Early Alerts: Improving Retention and Closing the Equity Gap	1.3	\$281,745	\$0	\$281,745	\$963,912	\$0	\$963,912	Create a data-informed early alert system to improve retention rates for at-risk students, which will notify JMU staff and faculty of student issues so they can take action to intervene with personalized attention to student-specific needs.	Continue to develop and refine Early Alerts based on assessment and feedback.
			\$0	\$0	\$0	\$0	\$0	\$0		
5	Leverage Academic Affairs DEI Actions	3.3	\$99,462	\$0	\$99,462	\$299,556	\$0	\$299,556	Expand on efforts as part of Academic Affairs' anti-racist and anti-discrimination agenda to cultivate and sustain institutional excellence through increased diversity efforts. Expand cohort hiring, create budgets through an anti-racist and anti-discrimination lens, and increase personnel focused on advising and supporting BIPOC faculty and students. Diversify the curriculum.	Evaluate and assess work from the previous year. Continue diversity efforts from the agenda.
			\$0	\$0	\$0	\$0	\$0	\$0		
6	Establish a Lab School Within the College of Education	1.1	\$0	\$0	\$0	\$0	\$0	\$0	Establish an innovative learning environment with a laboratory school reflecting the diversity of local community. Provide an interdisciplinary learning environment capitalizing on students' specific needs and interests. Foster and sustain skills students need for college and career readiness.	Increase student enrollment. Assess and refine Lab School programming. Use the Lab School as incubator for the growth and development of pre-professional teacher education students within the university's teacher preparation and licensure programs.
			\$0	\$0	\$0	\$0	\$0	\$0		
7	Increase Access Through Virtual Learning and Alternative Credentials	1.2	\$0	\$0	\$0	\$456,428	\$0	\$456,428		Provide engaged learning experiences facilitated by teaching-focused faculty. Maximize the delivery of high-quality online courses, certificates, and degree programs in targeted, high-need areas by developing innovative programming.
			\$0	\$0	\$0	\$0	\$0	\$0		
			\$0	\$0	\$0	\$0	\$0	\$0		
			\$0	\$0	\$0	\$0	\$0	\$0		
			\$0	\$0	\$0	\$0	\$0	\$0		
	Total 2022-2024 Costs (Included in Financial Plan *Total Additional Funding Need)		\$645,632	\$0	\$645,632	\$3,831,942	\$0	\$3,831,942		

Part 3: ACADEMIC-FINANCIAL PLAN
James Madison University

3A: Six-Year Plan for Academic and Support Service Strategies for Six-year Period (2022-2028)

Instructions for 3A: The Academic Plan should contain academic, finance, and support service strategies the institution intends to employ in meeting state needs/goals as found in the Virginia Plan. (Please see the main instructions sheet in this workbook for more detailed information about The Virginia Plan. Please provide short titles to identify institutional strategies. 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 2024-2028 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. **All salary information must be provided in section 3B. No salary information should be included in 3A. Funding amounts in the first year should be incremental. However, if the costs continue into the second year, they should be reflected cumulatively.** Please update total cost formulas if necessary. **Institutions should assume no general fund (GF) support in this worksheet. A separate worksheet (Part 4) is provided for institutions to request GF support. IF ANY STRATEGIES WILL BE FUNDED WITH STIMULUS FUNDS, PLEASE INCLUDE THOSE FUNDS IN THE REALLOCATION COLUMNS.**

ACADEMIC AND SUPPORT SERVICE STRATEGIES FOR SIX-YEAR PERIOD (2022-2028)										
Priority Ranking	Strategies (Short Title)	VP Goal	Biennium 2022-2024 (7/1/22-6/30/24)						Description of Strategy	Two Additional Biennia
			2022-2023			2023-2024				
			Total Amount	Reallocation	Amount From Tuition Revenue	Total Amount	Reallocation	Amount From Tuition Revenue		
			Concise Information for Each Strategy							

3B: Six-Year Financial Plan for Educational and General Programs, Incremental Operating Budget Need 2022-2024 Biennium

Instructions for 3B: Complete the lines appropriate to your institution. As completely as possible, the items in the Academic Plan (3A) and Financial Plan (3B) should represent a complete picture of the institution's anticipated use of projected tuition revenues. For every strategy in 3A and every item in 3B of the plan, the total amount and the sum of the reallocation and tuition revenue should equal one another. Two additional rows, "Anticipated Nongeneral Fund Carryover" and "Nongeneral Fund Revenue for Current Operations" are available for an institution's use, if an institution cannot allocated all of its tuition revenue to specific strategies in the plan. Also, given the long standing practice that agencies should not assume general fund support for operation and maintenance (O&M) of new facilities, O&M strategies should not be included in an institution's plan, unless they are completely supported by tuition revenue. Please do not add additional rows to 3B without first contacting Jean Huskey. **All salary information should be included in this section. No salary information should be included in 3A.**

Assuming No Additional General Fund		2022-2023			2023-2024		
Items	Total Amount	Reallocation	Amount From Tuition Revenue	Total Amount	Reallocation	Amount From Tuition Revenue	
Total Incremental Cost from Academic Plan¹	\$645,632	\$0	\$645,632	\$3,831,942	\$0	\$3,831,942	
1 Increase T&R Faculty Salaries (\$)	\$562,742	\$0	\$562,742	\$1,125,484	\$0	\$1,125,484	
T&R Faculty Salary Increase Rate(%) ²	0.00%		0.00%	0.00%		0.00%	
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%	
Increase University Staff Salaries (\$)	\$0	\$0	\$0	\$0	\$0	\$0	
University Staff Salary Increase Rate (%) ²	0.00%		0.00%	0.00%		0.00%	
Increase Number of Full-Time T&R Faculty(\$) ³	\$0	\$0	\$0	\$0	\$0	\$0	
O&M for New Facilities	\$0	\$0	\$0	\$0	\$0	\$0	
2 Add'l In-State Student Financial Aid from Tuition Rev	\$1,189,107	\$0	\$1,189,107	\$2,098,371	\$0	\$2,098,371	
Add'l Out-of-State Student Financial Aid from Tuition Rev	\$0	\$0	\$0	\$0	\$0	\$0	
Anticipated Nongeneral Fund Carryover	\$0	\$0	\$0	\$0	\$0	\$0	
8 Address Nongeneral Fund for Current Operations (Wage & IT Project)	\$900,000	\$0	\$900,000	\$1,600,000	\$0	\$1,600,000	
Library Enhancement	\$0	\$0	\$0	\$0	\$0	\$0	
Utility Cost Increase	\$0	\$0	\$0	\$0	\$0	\$0	
Total Additional Funding Need	\$3,297,481	\$0	\$3,297,481	\$8,655,797	\$0	\$8,655,797	

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.
(3) If planned, enter the cost of additional FTE faculty.

Auto Check (Match = \$0)			
Match Incremental Tuit Rev in Part 2		If not matched, please provide explanation in these fields.	
2022-2023	2023-2024	2022-2023	2023-2024
\$0	\$0		

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

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
	Strategies (Match Academic-Financial Worksheet Short Title)		Biennium 2022-2024 (7/1/22-6/30/24)				
			2022-2023		2023-2024		
			Total Amount	GF Support	Total Amount	GF Support	
VP Goal							
1	Access & Affordability Funding (Make Permanent)	2.3	\$2,511,700	\$2,511,700	\$2,511,700	\$2,511,700	Request permanent base general funds for one-time appropriated access and affordability funding in FY22 to continue addressing unavoidable operating costs and required spending in the 2022-24 biennium.
2	Increase Student Access (In-State PELL)	1.1	\$1,680,000	\$1,680,000	\$3,360,000	\$3,360,000	Request state general funds for additional student financial aid resources for in-state PELL students. It is the University's goal to increase the percent of PELL grant students at JMU by 4 percent by 2025. With additional state-provided financial aid resources, we could support more PELL grant students and lessen the gap they currently face between PELL money and loans. When PELL grant students come to JMU, they graduate at above average rates.
3	Grow Your Own - Teacher Recruitment and Retention	1.1	\$1,915,368	\$1,915,368	\$2,229,706	\$2,229,706	Develop a program aligned with commonwealth's commitment to address diversity, equity, and inclusion with the creation of pathways that increase access to quality teacher education. Support students entering JMU with high-quality resources throughout their academic career, then induction support during their first three years of teaching.
4	Address Base Funding Disparity	2.3	\$5,000,000	\$5,000,000	\$10,000,000	\$10,000,000	Request state general funds for additional operating resources to address the general fund base funding disparity for past enrollment growth of in-state students. State appropriations for the university have not kept pace with the institutions exponential growth over the years, and the university receives the least amount of general funds per in-state full-time student as compared to Virginia public institutions.
5	Establish a High Demand Technology Degree	3.2	\$694,907	\$694,907	\$1,055,449	\$1,055,449	Finalize approval for and implement a Bachelor of Science in Information Technology degree program that prepares students to serve as a link between computer technology and its users.
6	Support Growing Commonwealth Healthcare Needs with Advanced Degrees	3.1	\$1,254,558	\$1,254,558	\$2,016,952	\$2,016,952	Create two new degrees: An accelerated Leadership in Health Care Systems (BSN to DNP) and an online certificate in Health Policy & Administration.
7	Establish an Innovation Center for Youth Justice	3.3	\$150,000	\$150,000	\$150,000	\$150,000	Partner with the Robert F. Kennedy National Resource Center for Juvenile Justice to create the Innovation Center for Youth Justice.
8	Service Delivery & Web-based Technology Integration Project - Phase I	2.4	\$5,659,000	\$5,659,000	\$7,794,000	\$7,794,000	Resource investment toward transforming and updating end-of-life enterprise systems and applications. One-time funding in each year of the biennium for Phase I to provide enhanced service delivery and data analytics while creating streamlined workflows and business processes.
			\$18,865,533	\$18,865,533	\$29,117,807	\$29,117,807	

Part 5: Financial Aid Plan James Madison University

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								Compliance with § 4-5.1.a.i
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)	
Undergraduate, In-State	\$118,194,182	\$4,536,689	3.8%	\$9,256,935	\$0	\$2,053,080	\$120,247,262	-\$4,264,768 Compliant
Undergraduate, Out-of-State	\$107,491,794	\$4,125,896	3.8%	\$183,148	\$1,051,390	\$99,345	\$108,642,529	
Graduate, In-State	\$11,866,545	\$455,478	3.8%	\$0	\$6,588	\$784,854	\$12,657,987	
Graduate, Out-of-State	\$8,389,574	\$322,020	3.8%	\$0	\$711,504	\$74,428	\$9,175,506	
First Professional, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0	
First Professional, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0	
Total	\$245,942,095	\$9,440,083	3.8%	\$9,440,083	\$1,769,482	\$3,011,707	\$250,723,284	

2021-22 (Estimated)								Compliance with § 4-5.1.a.i
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)	
Undergraduate, In-State	\$120,466,261	\$5,172,109	4.3%	\$10,595,549	\$0	\$1,531,725	\$121,997,986	-\$4,928,203 Compliant
Undergraduate, Out-of-State	\$111,930,390	\$4,805,629	4.3%	\$209,632	\$2,044,766	\$266,265	\$114,241,421	
Graduate, In-State	\$11,534,830	\$495,237	4.3%	\$0	\$0	\$408,914	\$11,943,744	
Graduate, Out-of-State	\$7,737,569	\$332,206	4.3%	\$0	\$1,117,900	\$55,411	\$8,910,880	
First Professional, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0	
First Professional, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0	
Total	\$251,669,050	\$10,805,181	4.3%	\$10,805,181	\$3,162,666	\$2,262,315	\$257,094,031	

2022-23 (Planned)								Compliance with § 4-5.1.a.i
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)	
Undergraduate, In-State	\$128,727,554	\$6,056,864	4.7%	\$11,784,656	\$0	\$1,607,089	\$130,334,643	-\$5,196,238 Compliant
Undergraduate, Out-of-State	\$107,451,669	\$5,055,795	4.7%	\$209,632	\$2,064,723	\$268,866	\$109,785,258	
Graduate, In-State	\$11,297,197	\$531,554	4.7%	\$0	\$0	\$421,200	\$11,718,397	
Graduate, Out-of-State	\$7,440,204	\$350,075	4.7%	\$0	\$1,124,183	\$55,973	\$8,620,360	
First Professional, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0	
First Professional, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0	
Total	\$254,916,624	\$11,994,288	4.7%	\$11,994,288	\$3,188,906	\$2,353,128	\$260,458,658	

2023-24 (Planned)								Compliance with § 4-5.1.a.i
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)	
Undergraduate, In-State	\$133,500,011	\$6,619,761	5.0%	\$12,693,920	\$0	\$1,686,484	\$135,186,495	-\$5,511,373 Compliant
Undergraduate, Out-of-State	\$107,967,810	\$5,353,716	5.0%	\$209,632	\$2,084,846	\$271,487	\$110,324,143	
Graduate, In-State	\$11,349,634	\$562,786	5.0%	\$0	\$0	\$433,486	\$11,783,120	
Graduate, Out-of-State	\$7,407,082	\$367,289	5.0%	\$0	\$1,130,465	\$56,535	\$8,594,082	
First Professional, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0	
First Professional, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0	
Total	\$260,224,537	\$12,903,552	5.0%	\$12,903,552	\$3,215,311	\$2,447,992	\$265,887,840	

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

Institutional Note:

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