

# 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 both years will have their plans returned for revision.** If you add rows for additional strategies,

***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 be included in an institution's plan, unless they are completely supported by tuition revenue. **All salary information is included in this section, 3B. There should be no salary information included in section 3A.**

#### 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 its 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.

#### 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 Revenue for Financial Aid, a distribution may be calculated for your institution.**

## 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 development of the Commonwealth, the area in which the institution is located, and, for those institutions subject to a management agreement set forth in Article 4 (§ 23.1-1004 et seq.) of Chapter 10, the areas that lag behind the Commonwealth in terms of income, employment, and other factors.*

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

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

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

*1. Financial planning reflecting the institution's anticipated level of general fund, tuition, and other nongeneral fund support for each year of the next biennium;*

*2. The institution's anticipated annual tuition and educational and general fee charges required by (i) degree level and (ii) domiciliary status, as provided in § 23.1-307;*

*3. Plans for providing financial aid to help mitigate the impact of tuition and fee increases on low-income and middle-income students and their families as described in subdivision 9, including the projected mix of grants and loans;*

*4. Degree conferral targets for undergraduate Virginia students;*

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

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

*7. Plans with regard to any other incentives set forth in § 23.1-305 or any other matters the institution deems appropriate;*

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

9. An institutional student financial aid commitment that, in conjunction with general funds appropriated for that purpose, provides assistance to students from both low-income and middle-income families and takes into account the information and recommendations resulting from the review of federal and state financial aid programs and institutional practices conducted pursuant to subdivisions B 2 and C 1 of § 23.1-309.

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

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

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

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

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

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

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

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

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



**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**  
**University of Mary Washington**

**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
\$8,678	\$8,852	2.0%	\$9,030	2.0%

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

2021-22	2022-23		2023-24	
Charge (BOV approved)	Planned Charge	% Increase	Planned Charge	% Increase
\$5,092	\$5,194	2.0%	\$5,298	2.0%

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

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	\$29,649,400	\$28,554,400	\$28,834,000	\$29,940,000
Undergraduate, Out-of-State	\$8,293,300	\$7,933,300	\$8,011,000	\$8,318,000
Graduate, In-State	\$2,445,000	\$2,195,000	\$2,217,000	\$2,302,000
Graduate, Out-of-State	\$420,000	\$353,000	\$356,000	\$370,000
Law, In-State	\$0	\$0	\$0	\$0
Law, Out-of-State	\$0	\$0	\$0	\$0
Medicine, In-State	\$0	\$0	\$0	\$0
Medicine, Out-of-State	\$0	\$0	\$0	\$0
Dentistry, In-State	\$0	\$0	\$0	\$0
Dentistry, Out-of-State	\$0	\$0	\$0	\$0
PharmD, In-State	\$0	\$0	\$0	\$0
PharmD, Out-of-State	\$0	\$0	\$0	\$0
Veterinary Medicine, In-State	\$0	\$0	\$0	\$0
Veterinary Medicine, Out-of-State	\$0	\$0	\$0	\$0
Other NGF	\$1,435,000	\$1,485,000	\$1,485,000	\$1,485,000
<b>Total E&amp;G Revenue</b>	<b>\$42,242,700</b>	<b>\$40,520,700</b>	<b>\$40,903,000</b>	<b>\$42,415,000</b>

	2020-2021 (Actual)	2021-2022 (Est)	2022-2023 (Planned)	2023-2024 (Planned)
	Total Fee Revenue	Total Fee Revenue	Total Fee Revenue	Total Fee Revenue
<b>Non-E&amp;G Fee Revenue</b>				
In-State undergraduates	\$15,960,000	\$15,960,000	\$16,116,000	\$16,735,000
All Other students	\$2,359,000	\$2,359,000	\$2,382,000	\$2,473,000
Total non-E&G fee revenue	\$18,319,000	\$18,319,000	\$18,498,000	\$19,208,000
<b>Total Auxiliary Revenue</b>	<b>\$28,870,000</b>	<b>\$39,318,000</b>	<b>\$41,310,000</b>	<b>\$43,816,000</b>



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

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>	Enhance the Office of Diversity, Equity & Inclusion	1,2,3	\$580,000	\$580,000	\$580,000	\$580,000	Fully funds strategy through new GF support
<b>2</b>	Enhance support for students, faculty and staff with disabilities	1,2,3	\$480,000	\$480,000	\$480,000	\$480,000	Fully funds strategy through new GF support
<b>3</b>	Increase retention efforts for specific student sub-populations	1,2,3	\$210,000	\$210,000	\$210,000	\$210,000	Fully funds strategy through new GF support
<b>4</b>	Establish funding pool for competitive salary adjustments and counter-offers	1,3	\$75,000	\$75,000	\$150,000	\$150,000	Fully funds strategy through new GF support
<b>5</b>	Develop and implement a life-design curriculum	1,2,3	\$260,000	\$260,000	\$260,000	\$260,000	Fully funds strategy through new GF support
<b>6</b>	Establish an Office of Transfer Student Services	1,2,3	\$357,100	\$357,100	\$317,100	\$317,100	Fully funds strategy through new GF support
<b>7</b>	Expand development of Open Education Resources (OER)		\$50,000	\$50,000	\$50,000	\$50,000	Fully funds strategy through new GF support
<b>8</b>	Refresh classroom and information technology infrastructure	1,2	\$160,000	\$160,000	\$160,000	\$160,000	Fully funds strategy through new GF support
<b>9</b>	Streamline information systems	1,2	\$4,833,000	\$4,833,000	\$4,833,000	\$4,833,000	Fully funds strategy through new GF support
<b>10</b>	Expand adult degree completion and continuing education programs	1,2,3	\$190,000	\$190,000	\$190,000	\$190,000	Fully funds strategy through new GF support
<b>11</b>	Additional funding support for Belmont and the James Monroe Museum	N/A	\$500,000	\$500,000	\$500,000	\$500,000	Fully funds strategy through new GF support
			\$7,695,100	\$7,695,100	\$7,730,100	\$7,730,100	

## Part 5: Financial Aid Plan

### University of Mary Washington

**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)
Undergraduate, In-State	\$29,649,400	\$6,120,000	20.6%	\$6,120,000	\$0	\$481,000	\$30,130,400
Undergraduate, Out-of-State	\$8,293,300	\$2,657,000	32.0%	\$2,657,000	\$0	\$598,000	\$8,891,300
Graduate, In-State	\$2,445,000	\$179,000	7.3%	\$179,000	\$0	\$91,000	\$2,536,000
Graduate, Out-of-State	\$420,000	\$26,000	6.2%	\$26,000	\$0	\$67,000	\$487,000
First Professional, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0
First Professional, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$40,807,700</b>	<b>\$8,982,000</b>	<b>22.0%</b>	<b>\$8,982,000</b>	<b>\$0</b>	<b>\$1,237,000</b>	<b>\$42,044,700</b>

**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)
Undergraduate, In-State	\$28,554,400	\$6,133,000	21.5%	\$6,133,000	\$0	\$481,000	\$29,035,400
Undergraduate, Out-of-State	\$7,933,300	\$2,662,000	33.6%	\$2,662,000	\$0	\$598,000	\$8,531,300
Graduate, In-State	\$2,195,000	\$179,000	8.2%	\$179,000	\$0	\$91,000	\$2,286,000
Graduate, Out-of-State	\$353,000	\$26,000	7.4%	\$26,000	\$0	\$67,000	\$420,000
First Professional, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0
First Professional, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0
<b>Total</b>	<b>\$39,035,700</b>	<b>\$9,000,000</b>	<b>23.1%</b>	<b>\$9,000,000</b>	<b>\$0</b>	<b>\$1,237,000</b>	<b>\$40,272,700</b>

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)
Undergraduate, In-State	\$28,834,000	\$6,133,000	21.3%	\$6,133,000	\$0	\$481,000	\$29,315,000
Undergraduate, Out-of-State	\$8,011,000	\$2,662,000	33.2%	\$2,662,000	\$0	\$598,000	\$8,609,000
Graduate, In-State	\$2,217,000	\$179,000	8.1%	\$179,000	\$0	\$91,000	\$2,308,000
Graduate, Out-of-State	\$356,000	\$26,000	7.3%	\$26,000	\$0	\$67,000	\$423,000
First Professional, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0
First Professional, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0
Total	\$39,418,000	\$9,000,000	22.8%	\$9,000,000	\$0	\$1,237,000	\$40,655,000

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)
Undergraduate, In-State	\$29,940,000	\$6,133,000	20.5%	\$6,133,000	\$0	\$481,000	\$30,421,000
Undergraduate, Out-of-State	\$8,318,000	\$2,662,000	32.0%	\$2,662,000	\$0	\$598,000	\$8,916,000
Graduate, In-State	\$2,302,000	\$179,000	7.8%	\$179,000	\$0	\$91,000	\$2,393,000
Graduate, Out-of-State	\$370,000	\$26,000	7.0%	\$26,000	\$0	\$67,000	\$437,000
First Professional, In-State	\$0	\$0	%	\$0	\$0	\$0	\$0
First Professional, Out-of-State	\$0	\$0	%	\$0	\$0	\$0	\$0
Total	\$40,930,000	\$9,000,000	22.0%	\$9,000,000	\$0	\$1,237,000	\$42,167,000

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

## Survey of Use of Federal Pandemic Funding

**Institution Name: University of Mary Washington**

(Please include the amount of HEERF funds spent or planned spending for each fiscal year and a brief description of the planned use of fur

Operational and Instructional Plans	Description
<p>Describe the major short-term (FY 2021 and FY 2022) operational and instructional changes that may or have taken place due to the pandemic.</p>	<p>COVID-19 has <b>impacted</b> UMW in a number of ways including significant financial losses from reduced enrollments, residential bookings, meal plan sales, as well as declining revenues from many other sources (e.g. facilities rentals, conferences, fundraising, external grants). The impact on the state-owned museums (Gari Melchers Home and Studio and the James Monroe Museum and Memorial Library) has been especially acute. In addition, all UMW employees were furloughed for a number of days and the workforce has been reduced through attrition. The university also had significant new unplanned COVID-19 expenses (e.g. PPE, cleaning supplies, student health center, COVID-19 testing, IT investments in support of online instruction) while faculty/staff time was redirected to pandemic response. Other impacts include slowed faculty and student research, the disruption of strategic priorities (e.g. teacher prep pipeline and a new branding initiative) and the loss of many curricular and extracurricular activities and programs, including competition seasons for all UMW student athletes. As a result, UMW has made a number of changes in the short term, this has included significant budgetary reductions (e.g. elimination of faculty sabbaticals and faculty development funds and student research support). The academic calendar was altered to limit students' time on campus, a January term was added, and alternate grading and a liberal withdrawal policy was implemented. The University also realized improved financial liquidity through efficiencies (including the acquisition of Foundation properties), federal CARES funds, and state refinancing of 9D bonds as well as other forms of state support (including TTIP and workforce development funds). The strain of the pandemic was lessened by a few things UMW already had in place. UMW's strategic vision and community values provided a strong foundation and a guide to prioritization, especially our focus on the digital liberal arts. The Center for Teaching and Digital Learning Support were indispensable, making the March 2020 "pivot" possible and then provided ongoing and continuous support as faculty redeveloped more than 85% of our courses for online and hybrid learning. Finally, our ongoing work to identify financial and process efficiencies in anticipation of demographic changes prepared UMW for a challenging financial environment.</p>
<p>Describe the major long-term (FY 2023 and beyond) operational and instructional changes that are planned due to the pandemic.</p>	
<p>Describe the major uncertainties affecting your institution's budget in 2022-24 biennium, particularly after federal stimulus funds expire.</p>	<p>Looking ahead, UMW's <b>primary concern</b> is to remain financially viable while delivering on our unique liberal arts mission focused on high quality in-person undergraduate instruction in one of the fastest growing regions of the state. Accelerating demographic shifts in an incredibly competitive mid-Atlantic, sustaining appropriate financial and academic support for students, and investments in our IT infrastructure are among our greatest challenges.</p>
<p>Discuss any "lessons learned" during the pandemic.</p>	<p><b>Lessons learned</b> over the past two years include the benefits of collaboration between Virginia's colleges and universities (at multiple levels). We have also learned that we need to invest in IT system integration, document management, workflow and cloud storage; build upon COVID-19 related support for faculty development and employee telework; and increase financial support for flexible instructional models and upgrade our teaching spaces to support online, hybrid, and hy-flex delivery.</p>



**Use of HEERF Funds**

<b>E&amp;G</b>	<b>HEERF 1&amp;2</b>	<b>HEERF 3</b>	<b>Description of Fund Uses</b>
FY 2021			
FY 2022			
FY 2023			
FY 2024			
<b>Auxiliary</b>			
FY 2021	\$3,004,578		\$1.4 million was used to offset Spring 2020 housing and dining refunds and \$1.6 million was used to offset Fall 2020 lost revenue due to late move-in and early campus departures.
FY 2022		\$3,937,806	UMW has been awarded HEERF 3 monies but the funding has not yet been allotted. UMW intends to fully expend the funds for costs associated with enhanced testing, reduced auxiliary revenues and other virus mitigation efforts.
FY 2023			
FY 2024			

**Do you anticipate you will need additional COVID-related funds? If so, please include an estimated amount and description of the use of funds.**

<b>E&amp;G</b>	<b>Additional COVID-related funds amount</b>	<b>Description of Fund Needs</b>
FY 2022	\$2,250,000	Additional testing; renovations to support more flexible classroom space; enhanced IT infrastructure; air quality handling and controls; other deferred maintenance needs; additional financial aid to maintain award levels for students in the pipeline once federal funding terminates
FY 2023	TBD	
FY 2024	TBD	
<b>Auxiliary</b>		
FY 2022	\$6,100,000	FY2022 revenue losses for housing and dining. For FY23 and beyond, air quality handling and controls in residence halls and other student spaces in auxiliary buildings; IT infrastructure enhancements; renovations to support flexible student spaces including dining. Amounts to be determined.
FY 2023	TBD	
FY 2024	TBD	

## Survey of Use of Federal Pandemic Funding

Items	FY 2021	Estimated FY 2022	Estimated FY 2023	Estimated FY 2024
Total amount of HEERF financial aid distributed or planned to be distributed	\$2,379,140	\$3,900,000	\$0	\$0
Number of students receiving aid	2575			
Number of students receiving aid that have agreed to have HEERF aid applied to their accounts	5			
Total amount of HEERF aid that was applied to student accounts	\$7,049			

Describe the criteria for how aid was distributed for FY 2021 and FY 2022, including how funds targeted the neediest students

We had an application for students to complete who needed funds due to COVID. We offered \$1,000 to any student who didn't have a computer/or needed a replacement for online learning and gathered the information via survey. We distributed a lump sum of around \$2.1 million to all eligible students in spring of 2021 with Pell eligible students receiving larger amounts.

Describe planned distribution of aid in FY 2023 and FY 2024

A committee will be getting together to address technology needs as well as creating a plan for distributing the HEERF III funding in 2023/2024. We plan on having students complete a technology survey for the upcoming year. We will probably provide a lump sum and continue to have an application to have students identify additional challenges.

Describe efforts to mitigate the loss of aid after FY 2024

We are trying to have advancement build funds to help students with technology needs as well as other scholarships for those with economic hardships/challenges. UMW has provided increases in institutional support for students with higher need as well. UMW already provides a healthy amount of institutional aid to students up front.

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

### INSTITUTION: UNIVERSITY OF MARY WASHINGTON

#### Section A. Pandemic Impact:

COVID-19 has **impacted** UMW in a number of ways including significant financial losses from reduced enrollments, residential bookings, meal plan sales, as well as declining revenues from many other sources (e.g. facilities rentals, conferences, fundraising, external grants). The impact on the state-owned museums (Gari Melchers Home and Studio and the James Monroe Museum and Memorial Library) has been especially acute. In addition, all UMW employees were furloughed for a number of days and the workforce has been reduced through attrition. The university also had significant new unplanned COVID-19 expenses (e.g. PPE, cleaning supplies, student health center, COVID-19 testing, IT investments in support of online instruction) while faculty/staff time was redirected to pandemic response. Other impacts include slowed faculty and student research, the disruption of strategic priorities (e.g. teacher prep pipeline and a new branding initiative) and the loss of many curricular and extracurricular activities and programs, including competition seasons for all UMW student athletes.

The **strain of the pandemic was lessened** by a few things UMW already had in place. UMW's strategic [vision](#) and community [values](#) provided a strong foundation and a guide to prioritization, especially our focus on the digital liberal arts. The Center for Teaching and Digital Learning Support were indispensable, making the March 2020 "pivot" possible and then provided ongoing and continuous support as faculty redeveloped more than 85% of our courses for online and hybrid learning. Finally, our ongoing work to identify financial and process efficiencies in anticipation of demographic changes prepared UMW for a challenging financial environment.

**Lessons learned** over the past two years include the benefits of collaboration between Virginia's colleges and universities (at multiple levels). We have also learned that we need to invest in IT system integration, document management, workflow and cloud storage; build upon COVID-19 related support for faculty development and employee telework; and increase financial support for flexible instructional models and upgrade our teaching spaces to support online, hybrid, and hy-flex delivery.

As a result, UMW has made a number of **changes**. In the **short term**, this has included significant budgetary reductions (e.g. elimination of faculty sabbaticals and faculty development funds and student research support). The academic calendar was altered to limit students' time on campus, a January term was added, and alternate grading and a liberal withdrawal policy was implemented. The University also realized improved financial liquidity through efficiencies (including the acquisition of Foundation properties), federal CARES funds, and state refinancing of 9D bonds as well as other forms of state support (including TTIP and workforce development funds). Over the **long term**, UMW anticipates additional ongoing

budget and workforce reductions while some aspects of the UMW experience will be virtual (e.g. virtual computer labs) or take advantage of a broader array of instructional modalities.

Looking ahead, UMW's **primary concern** is to remain financially viable while delivering on our unique liberal arts mission focused on high quality in-person undergraduate instruction in one of the fastest growing regions of the state. Accelerating demographic shifts in an incredibly competitive mid-Atlantic, sustaining appropriate financial and academic support for students, and investments in our IT infrastructure are among our greatest challenges.

## **Section B. Institutional Mission, Vision, Goals, Strategies and Alignment to State Goals:**

### **UMW Mission Statement**

(Adopted on November 20, 2010 by the Rector and Visitors of the University of Mary Washington - Approved by SCHEV on January 15, 2014. Currently, there are no plans to change UMW's mission statement.)

The University of Mary Washington is one of Virginia's outstanding public liberal arts universities, providing a superior education that inspires and enables our students to make positive changes in the world.

The University is a place where faculty, students, and staff share in the creation and exploration of knowledge through freedom of inquiry, personal responsibility, and service. UMW regards the provision of high-quality instruction as its most important function. The University offers a wide range of undergraduate and graduate programs focusing on both disciplinary and interdisciplinary studies. These academic programs afford students opportunities to integrate and apply their knowledge within broad educational experiences, to develop their professional interests, and to practice the habits of mind necessary for life-long learning. Through a professionally engaged faculty, the University supports ongoing research appropriate to the development of student abilities and faculty interests. It especially encourages the participation of undergraduates in research.

UMW's size, dedicated faculty, and historical commitment to fine teaching create an institutional culture where both undergraduate and graduate students benefit from strong connections with their faculty and multiple opportunities for active learning.

Located in Fredericksburg, between our nation's capital and the capital of the Commonwealth of Virginia, the University of Mary Washington is a nexus for engagement among diverse communities and is dedicated to supporting professional advancement and economic development and to improving the regional quality of life.

We fulfill our mission by fostering students' intellectual and creative independence, facilitating their immersion in local, regional, national, and international communities, and by inculcating

the values of honor and integrity. UMW graduates are models of adaptive learning, personal achievement, responsible leadership, service to others, and engaged citizenship in a global and diverse society.

1. **Enhance the Office for Diversity, Equity and Inclusion<sup>1</sup>**: UMW's obligation to implement ONE Virginia have identified a number of critical needs. First, and foremost, the University needs to recruit additional personnel to support the successful implementation of the inclusive excellence framework across campus. Second, and equally important, it will be necessary to provide additional resources to support the education, training, and programming necessary to move the university forward on issues of diversity, equity, and inclusion.

*State Theme and Goal Alignment*

- *Equitable, Affordable, Transformative*

*Initiative Cost Estimate*

- Additional general fund allocation for:
  - *Full-time Compliance Coordinator (salary/benefits): \$150,000*
  - *Full-time Coordinator of Diversity Education Training: \$130,000*
  - *Half-time Coordinator of Assessment: \$50,000*
  - *Additional operating budget for Diversity and Inclusion: \$250,000*

2. **Enhance support for students, faculty and staff with disabilities<sup>2 3</sup>**: Given the large population of students with disabilities enrolled at UMW (more than twice that of many other public institutions in the Commonwealth) there is continued emphasis on the need for resources to specifically support the disabled population. Size and mission make UMW a popular recommendation among school counselors seeking to find a good fit for students with disabilities. The completed renovation of Seacobeck Hall (reopening January 2022) with the new expanded offices for the Office of Disability Resources and a testing center will further drive this distinctive strength. As a result, the University is especially challenged in meeting student needs ranging from fully accessible classrooms/furniture (in buildings that have not been renovated in the past decade), assistive technologies, learning resources and supports, and appropriate advising/counseling resources (at UMW, the staff to student ratio is twice the recognized standard). This includes ongoing demand for up-to-date assistive technologies, accessible instructional design, and accessible physical environments on campus, as well as new demands for accessible digital environments and access advising/counseling to support mental health and well-being. In addition, meeting the needs of a more diverse faculty/ staff includes providing the appropriate accommodations to ensure a fully accessible workplace environment. This can include

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<sup>1</sup> This aligns with Goal 4, Objective 1, Strategy 1 in UMW's Strategic Plan for Inclusive Excellence

<sup>2</sup> This aligns with Goal 1, Objective 2, Strategy 2 in UMW's Strategic Plan for Inclusive Excellence

<sup>3</sup> This aligns with Goal 2, Objective 1, Strategy 2 in UMW's Strategic Plan for Inclusive Excellence

providing specialized furniture for employees with mobility challenges, assistive technologies on computing and other devices for employees with physical impairments, and retrofitting offices. It also includes support for faculty, staff, and students includes providing software to allow for the creation of accessible electronic documents and the ability to provide closed captioned and audio described video content, as well as additional staffing to support university-wide needs for disabled faculty, staff, students, and guests of UMW.

*State Theme and Goal Alignment*

- *Equitable, Affordable, Transformative*

*Initiative Cost Estimate*

- Additional general fund allocation for:
  - *Accessibility Budget (closed captioning, Adobe Pro site license, improved website support to better utilize existing means for communicating information, etc.): \$100,000*
  - *Full-time testing coordinator: \$90,000*
  - *Full-time additional counselor/learning coach: \$110,000 (salary/benefits)*
  - *Classroom retrofitting: \$60,000 per classroom at two per year = \$120,000*
  - *Office and workstation retrofitting as needed for employees: \$60,000*

3. **Increase retention efforts for specific student sub-populations:** Retention data indicate that selected student sub-populations retain at lower rates. These sub-populations include commuter students, transfer students, first generation students and Pell eligible students. Higher retention reduces time to degree for students, enhances graduation rates, strengthens the university's financial position, and ultimately improves student employment prospects. Additional resources will be used to expand tutoring services, offer enhanced learning resources, and provide more intensive academic advising.

*Virginia Plan alignment*

- *Equitable, Affordable, Transformative*

*Initiative Cost Estimates*

- Additional general fund allocation for:
  - *Tutoring: \$25,000*
  - *Learning resources: \$15,000*
  - *Two FTE advisors (salary/benefits): \$170,000*

4. **Faculty and staff salaries**<sup>4</sup>: The provision of effective instruction and the realization of equity goals requires UMW to recruit, retain and reward an effective and diverse workforce. To do this, UMW is planning to conduct equity and market studies for both faculty and staff. Once complete, the University will need to be in a position to respond to the results, make competitive offers, and address inequities, as well as accumulated compression and inversion.

*State Theme and Goal Alignment*

- *Equitable, Affordable, Transformative*

*Initiative Cost Estimate*

- Additional general fund allocation for:
  - *Faculty/staff pool for competitive salaries/counter offers: an additional \$75,000/year for each of the next six years: \$450,000*

5. **Develop and implement a life-design curriculum**<sup>5</sup>: In recent years, UMW has invested significantly in the first-year experience for first-time, first-year students. This begins with the student's enrollment deposit in the spring of their senior year of high school, continues throughout the summer and new student arrival, and culminates with the first-year advising and seminar program that students complete in their first semester. The focus of the first semester curriculum covers the key skills necessary for college success (research, writing, and speaking) and key elements of academic advising (selecting and registering for classes, completing the general education program, finding a major).

At the same time, the state has invested in UMW's efforts to support students' post-college aspirations through additional funding to build the Center for Career and Professional Development.

The next step is to bring these strategic initiatives together to support students in developing higher order skills beyond the first semester, which are responsive to clear emerging needs from a more diverse student population, essential for completion of the bachelor's degree and necessary to prepare students for life after college. These include (1) having difficult conversations with diverse others, (2) mustering resilience in the face of adversity and failure, (3) exploring one's interests and strengths, and (4) engaging in deliberate planning for life at Mary Washington and beyond. UMW aims to develop a plan to integrate life design to support all students' in cultivating the knowledge, skills and habits of mind necessary to successfully navigate their time in college and live meaningful lives after graduation.

*State Theme and Goal Alignment*

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<sup>4</sup> This aligns with Goal 1, Objective 1, Strategy 3 in UMW's Strategic Plan for Inclusive Excellence

<sup>5</sup> This aligns with Goal 3, Objective 1, Strategy 3 in UMW's Strategic Plan for Inclusive Excellence

- *Equitable, Affordable, Transformative*

*Initiative Cost Estimate*

- Additional general fund allocation for:
  - *Program operating funds: \$150,000*
  - *1 full-time program coordinator: \$110,000 (salary and benefits)*

6. **Establish an office of transfer student services**<sup>6</sup>: UMW has been actively supporting transfer through its involvement with Transfer Virginia while building relationships with community colleges within the University’s service area. Significant progress has been made to change policies and remove barriers for transfer students and our academic departments have been building pathways focused on reducing time to completion. To keep pace with this momentum, UMW will need to enhance its programmatic and human resources dedicated to transfer students. Establishing a dedicated center capable of providing comprehensive academic, financial, and career counseling along with a full slate of pathways, programs and experiences, to include residential living communities and experiential learning opportunities will significantly enhance UMW’s to participate in closing completion gaps while reducing costs and ensuring that graduates are prepared to enter the workforce as quickly as possible with the most appropriate credentials.

*State Theme and Goal Alignment*

- *Equitable, Affordable, Transformative*

*Initiative Cost Estimate*

- Additional general fund allocation for:
  - 2 full-time Transfer Advisors: \$90,000 each
  - 1 full-time Transfer Credit Coordinator: \$75,000
  - 1 part-time administrative support: 1500 hours/\$20: \$32100
  - Operating budget: \$30,000/year
  - Office startup costs (one time): \$40,000

7. **Expand the development of Open Education Resources (OER)**<sup>7</sup>: Textbooks, media and other course materials represent a significant component of the cost of attendance for students. The use of open educational resources (OER) is a viable option for reducing these student costs. In accordance with SCHEV’s strategic plan and UMW’s policy on OER, UMW seeks to expand its support of OER by providing course-release time to faculty developing OER materials for their courses. Faculty development to ensure the accessibility of OER is particularly important.

*Virginia Plan alignment*

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<sup>6</sup> This aligns with Goal 1, Objective 2, Strategy 1 in UMW’s Strategic Plan for Inclusive Excellence

<sup>7</sup> This aligns with Goal 1, Objective 2, Strategy 1 in UMW’s Strategic Plan for Inclusive Excellence



- *Equitable, Affordable, Transformative*

*Initiative Cost Estimates*

- Additional general fund allocation for:
  - Faculty release time (additional adjuncts): \$50,000

8. **Refresh classroom and campus IT infrastructure:** In the midst of the pandemic UMW made modest investments to quickly deliver online and hybrid courses which involved the adoption of low-cost and temporary technological solutions to provide limited virtual access to students. Classrooms and instructional spaces on the Fredericksburg and Stafford campuses are not outfitted with the IT capabilities to ensure the durability of these emergency adjustments (e.g. microphones, secondary screens and cameras so that all have equal access to participate fully). Further investments in classroom technology and personnel to support flexible instruction and multiple modalities will provide UMW with the capacity to realize access and equity aspirations while supporting regional economic and workforce needs. The imperative is especially so for the Stafford campus which is fast becoming home to UMW’s workforce pathway efforts in nursing and educator preparation involving local school districts and Germanna Community College.

*State Theme and Goal Alignment*

- *Equitable, Affordable*

*Initiative Cost Estimate*

- Additional general fund allocation for:
  - *AV System upgrades to allow synchronous instruction for students present in the classroom as well as joining online 4 classrooms/year 2 on each campus: \$160,000/year @ \$40,000 per room.*

9. **Streamline information systems:** Over several decades, the University has patched together an information system architecture which deploys a variety of different systems to manage all of the various operations and information sources of the university. These systems are not interoperable, some are at the end of their life cycle, and few permit the university to maximize efficiencies, reduce costs, and support strategic decisions. Investment in a single cloud-based system for student information, financial and human capital management, and analytics and reporting would significantly improve the University’s effectiveness to fulfill its mission and student success goals while realizing long term cost savings.

*State Theme and Goal Alignment*

- *Equitable, Affordable*

*Initiative Cost Estimate*

- Additional general fund allocation for:

- *Software, licensing, staffing and implementation support of \$4,833,000 each year for three years*
- *Ongoing operating costs of \$850,000 annually at year four*

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

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

*Virginia Plan alignment*

- *Equitable, Affordable, Transformative*

*Initiative Cost Estimates*

- Additional general fund allocation for:
  - One full-time instructional designer: \$140,000 (salary/benefits)
  - Additional adjunct faculty: \$50,000

11. **Enhance support for the Commonwealth’s museums at UMW:** In a unique arrangement, dating back several decades, UMW is responsible for the administration and stewardship of two Commonwealth owned museum properties (Gari Melchers Home and Studio at Belmont and the James Monroe Museum). Although the University receives a separate budget allocation to support these properties (Belmont, \$481,118; Monroe, \$273,947), it has with time proven insufficient to cover the full cost of museum operations and personnel. To sustain and tether museum operations to the academic mission of the institution, the University has come to subsidize the museums in the amount of \$85,785. In addition to these direct costs, there are many other indirect costs to UMW including the maintenance of the buildings and grounds on aging facilities which have significant deferred maintenance. In FY20-21, the properties saw significant revenue declines from the COVID-19 pandemic, requiring the University to further subsidize the properties by approximately \$100,000. Further permanent declines in funding (approximately \$26,000/year) will follow from the elimination of an annual subsidy from the UMW Foundation beginning in FY22. This budget request is designed to reduce the burden on the University’s budget while supporting the work of the two museums as well as the ongoing maintenance and repair of the facilities.

*State Theme and Goal Alignment*

- *Transformative*

### *Initiative Cost Estimate*

- Additional general fund allocation for:
  - *Full-time assistant curator at Melchers –(salary/benefits): \$85,000*
  - *Part-time social mediate manager (wage): \$40,000*
  - *Part-time archivist (wage): \$45,000*
  - *James Monroe Presidential Center Programming: \$50,000*
  - *Additional operating budget for James Monroe: \$65,000*
  - *Additional operating for Melchers: \$215,000*

**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:** UMW’s in-state undergraduate tuition plan reflects annual increases of 2% in 2022-23 and 2023-24. This is a continuation of the University’s efforts to maintain affordability. UMW has held tuition flat for three consecutive years and is grateful for the state general fund support that has contributed to this effort. The planned 2% increases are required to cover general operating cost increases and does not assume any new funding from tuition to support new initiatives. Additional increases above the 2% planning assumption may be required depending on state budget actions, such as faculty and staff salary increases, changes in fringe benefit rates or other mandates requiring a contribution or cost-share from nongeneral funds.

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

**Response:** UMW’s Tuition and other nongeneral fund revenue estimates also reflect annual rate increases of 2% in 2022-23 and 2023-24. These rate planning assumptions include out-of-state tuition and both in-state and out-of-state tuition for graduate students. Also, 2% increases are planned for the auxiliary comprehensive fee, university housing and dining.

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

**Response:** Other miscellaneous revenues in both E&G and Auxiliary programs are assumed to remain flat in 2022-23 and 2023-24. In terms of expenditures, Other Budget Items include additional operation and maintenances costs to reflect the completion of the Seacobeck Hall project, anticipated rate and usage increases in utilities and miscellaneous operating cost increases, such as contracts, leases, equipment replacement and contingency funding.

**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:** UMW's enrollment projections reflect recent downward trends in both undergraduate and graduate enrollment. In 2018-19, undergraduate headcount enrollment totaled 4,410 students compared to 3,993 undergraduate students in 2020-21. For 2021-22, UMW estimates total undergraduate headcount enrollment of 3,647, which is a decline of 346 students from 2020-21 and a decline of 763 students (about 17%) from 2018-19. The decline in 2021-22 is a combination of a smaller class of first-time freshmen and fewer returning students as a result of smaller first year classes in recent years.

Although UMW has anticipated a decline in the number of students due to changing demographics and fewer high school graduates, the pandemic likely accelerated the pace of the enrollment fall-off. This accelerated pace has resulted in greater financial challenges in the short-term, but we expect enrollment to stabilize in 2022-23 and then grow slightly until we reach a steady-state undergraduate enrollment level of about 3,800 students.

Graduate enrollments have seen a similar decline, dropping about from 317 students in 2018-19 to an estimated 260 students in 2021-22 and then 187 students or about in 2022-23. This represents a decline of about 41% and is attributable in large part to a smaller number of graduate students in the College of Education and the development of an undergraduate program in Education.

**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:**

- Certificate in Spanish for the Medical Profession
- Certificate in Social Innovation
- Certificate in Data Science/Analytics
- Certificate in Actuarial Science
- Certificate in Applied Statistics
- Certificate in Business Administration or Management
- Certificate in Social Media Marketing
- Certificate in Health Administration

- Certificate in Cyber Security Management
- Certificate in Public Administration
- Certificate in Disability Studies
- Certificate in Historic Preservation
- Minor in Health Humanities
- Master of Arts in Teaching

**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 basic philosophy of student financial aid has long been that students and families bear primary responsibility for the cost of postsecondary education. Although federal, state, institutional, and private resources exist to aid access, persistence, and completion, the responsibility ultimately lies with students and families.

UMW continues to be committed to increasing graduation rates for our high need students, inspiring students to forego excess borrowing through financial literacy workshops and providing accessibility to post-secondary education for all income levels. As a state public institution, UMW strives to offer competitive institutional scholarships that help open doors to low and middle-income students and their families. Identifying resources for institutional aid has been a priority at UMW in recent years with institutional supported funding increases that we estimate will total \$10 million for the 2021-22 aid year.

As it relates to a possible economic downturn resulting from COVID-19, many believe that it is incomparable to the Great Recession. As we did after the 2008 recession, we will monitor the financial impact on families and will respond accordingly. On a somewhat related note, during the pandemic we awarded a significant amount of CARES funding to students. UMW awarded \$2.3 million in CARES funding to students last year targeting high need students with the biggest challenges. HEERF III provided an additional \$3.9 million that we tentatively plan to award \$2.2 million in FY 2022 and \$1.7 million in FY 23. As we know from the last economic recession the effects can have a lasting impact that didn’t start to see positive growth until 2016 almost 9 years later.

**Campus-Based Aid Allocations**

The two campus-based federal student aid programs we are familiar with today began over 50 years ago with the College Work-Study Program (now Federal Work-Study) and the Educational Opportunity Grant (now the Supplemental Educational Opportunity Grant) Program. These programs are called “campus-based” because the funds are allocated directly to participating institutions based on an institutional need formula, and the institutions then determine which of their students receive the funds as well as their award amounts.

We are aware that:

- The Fair Share formula used to determine an institution's allocation of campus-based funds, first calculates each recipient institution's need for funding, and then aggregates those individual amounts to establish the national need for program funds. The current schema is largely insensitive to income changes in the lower income levels and not sensitive enough at the higher income levels. In addition, the income levels themselves have not kept pace with national average income levels.
- For Federal Work-Study, the formula to calculate institutional need assumes 25% of the cost of attendance is financed via self-help aid for all undergraduate students. While many believe that the underlying cost/need formula in the current fair share formula is an appropriate method to allocate funds for these programs, data demonstrate that the current self-help percentage is much closer to 35%. Some are recommending that the 25% assumption for self-help be updated to 35%, along with a 10% phase-in provision.

#### **Federal Supplemental Educational Opportunity Grant (FSEOG) Program Awarding**

Under FSEOG awarding rules, awarding priority must be given to students who receive Federal Pell Grants, and awards must be made first to students who have the lowest expected family contributions (EFC). The minimum award is \$100 and the maximum award is \$4,000. Outside of these parameters, institutions have awarding discretion.

- UMW awards all FSEOG funds to students with the highest need (only).
- Our maximum FSEOG award is \$4,000.

UMW awarded the FSEOG to 208 students in 2020-21 for a total of \$255,658.

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

Due to the challenges of COVID many of our students were unable to work and we diverted a majority of the funding to SEOG. We look to return to a more traditional work study program for 2021-22.

In 2020-21, we had 37 students who earned \$45k.

#### **TEACH Grant Program**

With the changes to the State of Virginia allowing for bachelor degrees in teaching we have expanded our Teach Grant offerings from graduate students to those enrolled in the new four-year program. The federal teach grant provides a valuable resource to those looking to go into education that requires students to complete a service component. In 2020-21, our first year participating, UMW awarded \$13,174.

### **VA State Grant Funding**

UMW has changed as a campus over the last decade with the goal of increasing diversity among the student body to be more representative of the state of Virginia. For the 2019-20 aid year we had a Pell population of 20.9%. The increase in Pell recipients has strained our state resources because of the growth in needy students. Our largest awards are targeted towards our Pell grant students helping them close the gap to make college more affordable. With limited funding, we are unable to fully meet the financial gaps these students have. Our middle-class families struggle the most because they do not receive Pell grant funding and we are unable to provide adequate state funding. As a result, we have had to delicately balance our state grant awards to provide as much support for all students with financial need knowing we fall short on many occasions. **In the 2019-20 aid year 820 students received a VA state grant.**

### **Loan programs**

UMW has made efforts to make financial aid cover a majority of the costs. As a result of the increased institutional support and the effort to keep tuition flat the last three years we have seen a reduction in loans taken. In 2019-20 aid year, we had 57% of aid was loans vs 43% grants/scholarships.

In the 2020-21 aid year, we had 52% of loans vs 48% of grants/scholarships a decrease of 5%. While this had been slowly decreasing, we believe COVID made it drop more sharply because people were more reticent to take on loans.

### **Awarding Criteria**

UMW adheres to a first-dollar ordering of financial aid to maximize aid to students. This compares to the last dollar which some feel benefits middle- and upper income students and leaves low-income students without needed additional funds for other educational costs.

Somewhat related, below are examples from state promise programs across the country:

- The first-dollar model was more common when states and communities were first experimenting with free tuition, according to The Century Foundation (TCF). In this model, funds are disbursed to students before other aid is considered, which allows students to use other financial aid, such as Pell Grants, to cover non-tuition expenses like rent and food.
- Students participating in a program with a last-dollar model, on the other hand, receive program funding to fill the gap in tuition costs after other financial aid is applied.
- A middle-dollar approach — or as some groups dub it, a "first-dollar plus" model — is the rarest of the three and best exemplified by Oregon's College Promise program. In that state, funds are disbursed after other aid is applied to cover the cost of tuition, and students are given an additional \$1,000 they can apply to other expenses such as food and rent on top of whatever program funds they receive. There are also a few states

that have taken more unique funding approaches, such as Washington, where Promise program funds are disbursed after other aid without considering Pell Grants.

### **Special Populations**

As an institution, we have considered how a national promise program would/could serve and encourage underserved and at-risk populations, including part-time students, adult learners, racial/ethnic minorities, disabled students, delayed-entry students, first-generation enrollees, vocational and technical students, undocumented and DACA students, and low-income students, among others. We understand that consideration would need to be given to the needs of individual groups and ways in which the program can support rather than exclude them.

### **FUTURE Act and FY 2021 Omnibus FAFSA**

Most recently, the fiscal year (FY) 2021 omnibus signed into law in December 2020 included FAFSA simplification legislation that will simplify the federal student aid application process by eliminating unnecessary FAFSA questions, modify the eligibility formula to expand Pell Grant eligibility, and allow students to better predict their Pell Grant eligibility.

### ***Ensuring Smooth Implementation of the FUTURE Act and FY 2021 Omnibus FAFSA***

Once implemented, the FUTURE Act data-sharing provisions and the FAFSA simplification provisions included in the FY 2021 omnibus will work in tandem to provide students with a simpler, more streamlined aid application process. To ensure these changes result in the positive change they were designed to deliver, at UMW we will work to execute a smooth implementation. A successful implementation will include making necessary adjustments to our current processes, and using our CRM Slate to proactively communicate to students and families. Adequate resources at the federal level are needed to ensure a smooth and timely implementation.

### **Electronic Award Letters**

Admissions and Financial Aid partnered to load Financial Aid award letters into the CRM Slate for new students. Given current delivery inefficiencies in the US Postal Service, admitted students have not been receiving their mail in a timely fashion. In fact, offer packets have been known to take up to one month to arrive. As a result, Admissions modified electronic communication to direct new admits to their Admitted Student Portal. This ensures the student knows a decision has been made and notification is not dependent on the arrival of the packet by mail. We've taken similar steps using our CRM technology with financial aid awards. New this cycle, Admissions Operations staff in coordination with Financial Aid Operations staff to upload of pdfs of every new student's financial aid letter using Slate. Once the letter is loaded, the student receives an automatic email of a new financial aid status. The student may log into their Slate admitted student portal to view the actual letter immediately and whenever convenient to them after. Students are concerned about affordability more than ever in this COVID climate.

### **Internal Resources provided for staffing**



In 2020, the Office of Federal Student Aid was allocated additional resources in an attempt to provide adequate staffing and resources needed to assist students. As our nation's higher education and student aid landscape continues to modernize, UMW's Office of Financial Aid must be equipped with a talented, skilled workforce that can evolve to meet the changing needs of students.

### **College-initiated programs**

College-initiated programs also vary in their funding, but are often supported by the college's foundations and philanthropic resources.

UMW's Rappahannock Scholars Program is a partnership between the University of Mary Washington and six high schools in the Northern Neck region of Virginia. Rappahannock Scholars include students from Essex, King and Queen Central, Lancaster, Northumberland, Rappahannock, and Washington and Lee High Schools. Preference for admission to the program is given to under-represented students who would add to the cultural diversity of the UMW student body; students from economically disadvantaged backgrounds as defined by eligibility for the Federal free or reduced lunch program; and, student whose parents have not attained a college or university education.

***In 2019-2020, UMW's 22 Rappahannock Scholars received \$220k in additional institutional support.***

### **Philanthropists, Foundations, or Community Businesses**

Funding for community-based free college programs are slightly more complicated. Generally, such programs are funded privately, either by philanthropists, foundations, or community businesses — or some combination of those sources. Our Washington & Alvey is our most prestigious scholarship program and we cover full tuition and our standard rate for room & board. ***We have 14 of these scholarships that provided \$406k of support.***

In addition, we have our Lettie Pate Whitehead scholarship that helps some our highest need students. The Lettie Pate Whitehead Foundation scholarship program awards annual grants for the education of deserving female students with financial need at more than 200 accredited educational institutions in Alabama, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee and Virginia.

We awarded \$228,510 to 86 students.

### **Future Plans**

We plan to continue building upon our student success plan that focuses on retention and graduation. This past year we had a technology working group that focused on making sure students had the necessary tools/equipment to be successful and provided funding to all students that needed computers, software and internet to be successful in a remote/hybrid school year. Our committee plans to keep providing this outreach and we have engaged in fundraising through our advancement office to meet this student challenge.

**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:**

We do not anticipate that the pandemic will significantly impact the University's capital planning program in terms of reducing space requirements or the need to improve existing spaces. As we move forward in preparation of the next Six-Year Capital Outlay Plan, the priorities for Education and General programs remain relatively unchanged except to consider additional opportunities for larger and more flexible classrooms that can be adjusted to respond to future challenges, natural or man-made. In addition, we would look to improve upon the HVAC systems in new construction and renovation to ensure improved indoor air quality ensuring systems are sufficiently sized with improved filtration systems as well as the flexibility to transition from a closed air system to more outside air requirements in the case of an airborne transmitted pandemic.

Unchanged by the pandemic is UMW's vision that it serves the Commonwealth as a premier, nationally recognized, public liberal arts university, providing undergraduate and graduate students a superior environment for learning and serving. Of particular importance is to position the fine and performing arts to support the academic, studio, and performance needs of UMW students, to provide appropriate venues to fulfill the University's role in the cultural life of the community, and to strengthen and enhance student recruitment as well as recognition and visibility for the University. As such, the University's number one priority for capital planning for the 2022 legislative session will be inclusion of construction funding for the New Theater and Fine Arts Renovation project. It is critical that this project be included in the development of the next Construction Pool so that planning documents can be submitted during FY 2022 and that the project move directly from detail planning to working drawings and construction funding on or soon after July 1, 2022.

Renovations to Simpson Library remain the University's second priority as the facility is upgraded to meet the demands of a 21<sup>st</sup> century library and academic commons. Transitioning from a 1980's library with its extensive book inventory to a modern library that allows for student engagement and collaboration will be essential to student success. This project directly supports UMW's efforts to enhance and expand opportunities for student on-campus engagement. With its connection to the Hurley Convergence Center completed in 2010 it is critically important to UMW's mission that the library receive the necessary and much needed improvements.

**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:** UMW currently has no plans to seek any increased level of authority, relief from administrative or operational requirement or a renegotiation of existing management agreements.

**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:** See a summary response for each strategy identified in UMW's 2019 six-year plan below:

**1. Reduce student unmet need with additional general fund allocation to UMW through the Virginia State Financial Assistance Program (VSFAP)**

In 2019, the General Assembly directed SCHEV to review its financial aid allocations and award policies, particularly with regard to the VSFAP. Working with a committee of representatives from state government and public higher education institutions, SCHEV staff developed revisions to the VSFAP's allocation methodology aimed at meeting the following goals:

- Improve the accuracy of the model by using individual student's actual Expected Family Contribution
- Minimize impact of higher tuition costs on driving financial aid allocations
- Allocate funds based on both cost and enrollment of low- and middle- income students.

These methodological changes have resulted, at least in part, in additional VSFAP funding over the last two years to UMW of about \$780,000 or 23%. This additional funding has contributed to UMW's ability to address access and affordability for Virginia undergraduate students.

**2. Develop an integrated data warehouse and management system with advanced analytics**

UMW has made significant progress on this initiative, despite being slowed by the pandemic. Over the last two years, UMW has identified a technology partner and reallocated financial resources to begin the development of a comprehensive data warehouse beginning with student data. Early efforts have focused on high impact educational practices and integrating student success and financial aid data. Next steps include the incorporation of student engagement information and alumni/advancement information. In addition, the university restructured a vacant position and subsequently hired a director of data analytics. It has

become obvious through this process that there are significant new policy implications from this initiative. As a result, the university has put together a policy review and development working group focused on privacy, information security, and data utilization.

### **3. Increase the diversity of students, faculty and staff**

UMW has made modest progress in this area despite the COVID-19 pandemic, declining revenues and budget reductions. The area which has seen the most change has been faculty and staff recruitment. This has been achieved through greater intentionality in the search process and a reallocation of existing salary funds from attrition (retirements and departures) to support efforts to increase the diversity of our faculty. These funds have been crucial to successfully recruit highly qualified faculty candidates and address the resulting inversion for existing faculty.

### **4. Increase retention efforts for specific student sub-populations**

UMW has made only minimal progress in this area given the COVID-19 pandemic, declining revenues and budget reductions. This progress was achieved by reallocating operational funds which were freed up by COVID restrictions (e.g. travel, conferences, and meals) to tutoring, particular tutoring in STEM fields. The elimination of COVID restrictions will make it difficult for the full reallocation to continue permanently. In addition, the increase minimum wage for student workers will have an impact because the University relies extensively on peer tutors to support a number of student success initiatives.

### **5. Enhance support for students, faculty and staff with disabilities**

Gains in this area have largely been achieved by the willingness of current employees to take on additional responsibilities to enhance support members of our community with disabilities rather than through the introduction of new or reallocated funds. Tangible examples include development of a campus accessibility map, enhanced training for employees, alterations to the IT purchase review process to ensure accessibility, and additional duties for the chief diversity officer to serve as ADA coordinator. The University was also able to pool unspent operational funds at the end of the fiscal year to support the retrofitting of one classroom.

### **6. Expand adult degree completion and continuing education programs**

UMW has made significant progress in this area despite the COVID-19 pandemic. This includes the creation of an online pathway for adult learners completing the Bachelor of Liberal Studies (BLS) degree, the revision of the MBA admissions requirements and the creation of an MBA cohort serving the Naval Surface Warfare Center at Dahlgren. In addition, thanks to a GO Virginia grant, the University with local economic development authorities is now offering cybersecurity certification with the launch of the Certified Information Systems Security Professional (CISSP).

### **7. Expand Computer Science program**

The University has made significant progress in this area because of the Commonwealth's investment in TTIP and CCI. So far, the Computer Science department has successfully completed searches for two faculty members (data science and cybersecurity) who will begin in fall 2021, invested in retaining current faculty, and is in the final planning stages for a renovation of and equipment refresh of the Department's offices and instructional spaces.

### **8. Expand BSN program**

The University has made significant progress in this area because of the Commonwealth's investment in the Workforce Development Initiative. The program is on track to hire additional faculty and build the workforce infrastructure in concert with Germanna Community College. Preliminary discussions are underway about utilizing some of the space on UMW's Stafford Campus as a home for the initiative and a place where both GCC and UMW are offering nursing instruction.

### **9. Expand College of Education programs to meet critical teacher shortage areas in Special Education, Elementary Education, and math education**

The University has made significant progress in this area because of the Commonwealth's investment in Workforce Development Initiative and the University's own additional reallocation of instructional dollars through attrition to high demand areas. The College of Education has completed the hiring of several new faculty over the past two years with expertise in special education, instructional technology, science education, culturally relevant pedagogy and Teaching English as a Second Language.

### **10. Expand Masters in Geospatial Analysis (MSGA) program**

No progress was made on this goal. COVID-19 suspended faculty efforts to further develop this program and budget reductions prevented further investments in the faculty and equipment necessary to expand this program.

### **11. Expand undergraduate research and applied learning programs**

No progress was made on this goal for two reasons. First, remote instruction and social distancing requirements severely limited opportunities for undergraduate research and applied learning because there were fewer opportunities for students to utilize laboratory and studio spaces. Second, rather than enhancing financial support for undergraduate research and applied learning to meet pre-pandemic increases in student demand, the University was forced to eliminate a significant portion of its existing commitment to these endeavors.

### **12. Expand community engagement/service learning**

Due to the COVID-19 pandemic, the University was not in a position to enhance financial support for community engagement and service learning. It also posed a significant challenge for faculty who struggled to adapt community engaged and service learning classes given widespread remote instruction and COVID-19 restrictions. However, public health conditions did create a few concrete opportunities for deeper engagement with a limited number of community organizations, most especially those working to address food and resource insecurity within the greater Fredericksburg region.

### **13. Develop Domestic Study Away program**

No progress in this area was made due to the COVID-19 pandemic. It is a strategy which the University would like to return to once conditions and operations return to normal, however this is not expected until at least AY22-23.

### **14. Expand the development of Open Education Resources (OER)**

Formal progress in this area was not possible because there was insufficient financial support and faculty were occupied transforming their courses for online delivery. However, remote instruction as a result of the COVID-19 pandemic did cause faculty to shift at least some of their teaching materials to those which are more easily available to students online. A full assessment of this shift is not yet complete.

**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:** The COVID-19 pandemic and personnel transitions have impeded a timely completion of this important undertaking. As a result, the University has formally requested an extension to complete its obligations under ONE Virginia including the adoption of a five-year DEI strategic plan. UMW's Chief Diversity Officer retired this summer and a national search to find a replacement is underway. Recognizing that the development and implementation of the DEI Strategic Plan will be the next CDO's primary responsibility, significant work is already underway. This spring, the President appointed a multidisciplinary working group charged with becoming familiar with the ONE Virginia requirements, conducting an inventory of reports and data necessary for the planning process, developing a timetable for strategic planning, organizing a formal and representative DEI council, and further building and investing in the Office of Diversity and Inclusion to ensure the next CDO is successful in implementing the Inclusive Excellence Framework.

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

**Response:** See the report beginning on the next page prepared by UMW’s Center for Economic Development.

## **University of Mary Washington Center for Economic Development**

### **Contributions to Economic Development**

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

- EagleWorks Business Incubation Center: Provides business development services to local startup and early-stage companies looking to grow their enterprises. Incubation programming supports entrepreneurs through access to professional networks, office facilities, consulting services, peer engagement, student intern access, faculty mentoring access, and other business resources. It is an immersion program that helps improve business productivity by working in a professional full-service office ecosystem. Clients can share ideas with other business owners in the incubator, meet with clients in the conference rooms and take advantage of the professional networks associated with the UMW Center for Economic Development. They receive professional advice from business consultants, entrepreneur mentors, and attend training courses, workshops, and peer to peer roundtables. EagleWorks meets the unique start-up or growth needs of each business through flexible client plans. In FY2019 the EagleWorks BIC served 11 residential clients and 14 virtual clients including a 2 UMW student companies. There were no graduations at the end of the year. New resident companies have yielded the employment of 4 UMW students. There is the potential for more student hiring as we emerge from the pandemic. Fiscal year impacts include the following.
  - *4 new startup companies.*
  - *49 FTE and 1 PTE new jobs created.*
  - *\$138,500 in new capital investment.*
  - *\$42,800 was awarded in PPP, EIDL and local grant funding.*

- *\$4,673,979 million in client new sales and contracts were achieved.*
- **StartUpUMW:** The UMW Center for Economic Development offers an interdisciplinary college and secondary school student entrepreneur education program called StartUpUMW (SU). SU is a program that teaches young entrepreneurs the essential skills and effective strategies for starting and running a business. This program is designed to engage and inspire students who learn by doing from successful business owners and local professionals and UMW staff. Students gain valuable skills and knowledge customized to fit career goals through:
  - opportunities to learn from experienced, successful entrepreneurs and professionals;
  - greater understanding of what it means to be entrepreneurial;
  - access to research databases, business consultants and office space to ideate and commercialize;
  - tools to write a business plan which can be used to seek funding for a business venture;
  - feedback and guidance from the UMW Center for Economic Development’s team of advisors;
  - opportunities to earn academic scholarship money and seed capital through Eagle Innovation; and,
  - fulfillment of Experiential Learning, Internship Experience, or Independent Study.

Fiscal year impacts for StartUpUMW students include the following.

- 29 participants
- 25 graduates
- 8 new startup companies
- “TBD” in new investment
- 10 new jobs
- “TBD” in sales
- 19 experiential learning internships (for credit)

StartUpUMW also serves secondary schools in the Northern Neck and Middle Peninsula Planning District Regions. In FY21 there were 3 cohorts serving Rappahannock High School, Middlesex High School and Washington and Lee High School. Thirty-Five (35) students were taught entrepreneurial approaches to problem solving, customer experience, market identification, business modeling, and business creation and operation. The pandemic severely altered the schedule for this program which is expected to resume at full capacity in FY22.

It is expected that Rappahannock Community College will be added to StartUpUMW and Eagle Innovation 3.0 in FY22.



- Eagle Innovation 2.0: The Center for Economic Development and College of Business Students re-launched a seed capital competition in the Spring of 2019 called Eagle Innovation. Eagle Innovation is a one-day business pitch competition open to all UMW and Germanna Community College students. Students showcase their concepts to a “trade show” style audience to compete for the opportunity to pitch their idea to a panel of business professionals. The three top teams of five finalists receive seed capital. Seed capital recipients are validated by having an established legal structure and a commercial bank account where they can receive funds. The event is a collaboration between the UMW Center for Economic Development and a team of student leaders from the College of Business. Fiscal year 2021 impacts include the following.
  - \$9250 event capital raised
  - \$3500 seed capital awards
  - 13 student teams prepared concepts
  - 13 student teams competed
  - As of June 28, all 3 recipients were operating.
  
- UMW Small Business Development Centers: The University of Mary Washington Small Business Development Centers (UMWSBDC) are resource centers in Planning Districts 16, 17 and 18 that provide assistance directly to the small business community via management education, industrial and demographic research, and confidential one-on-one consulting with a focus on capital access and management planning. A partnership with the US Small Business Administration and the Virginia Small Business Centers Network (hosted at George Mason University), the University of Mary Washington operates an urban office in Fredericksburg that serves Planning District 16 and the greater region and a rural office in Warsaw that serves the Northern Neck and Middle Peninsula. Impacts in the contract year for UMWSBDC (calendar year 2020) include the following:
  - 576 business clients were served
  - 42 new companies were launched
  - 300 new jobs were created
  - 1191 jobs were retained
  - \$15.35 million in new capital was invested in commercial pursuits
  - \$10.67 million sales increases
  - 61 Management courses taught
  - 390 Total attendees
  - 96.4% Satisfaction rating
  
- Innovation and Commercialization Assistance Program: The UMWSBDC is a partner with the Virginia Innovation and Commercialization Program (ICAP) and the Center for Innovative Technology (CIT). This partnership combines efforts by the University of Mary Washington, George Mason University, and CIT to grow a stronger ecosystem for technology development and commercialization. ICAP is a program based on the National Science Foundation’s I-Corps™ program for Lean Startups. ICAP helps

inventors and innovation entrepreneurs take orderly first steps in bringing new technologies and innovations to market. The program includes training and counseling services offered through ICAP instructors and local SBDC advisors. ICAP helps startups identify potential customers and develop successful business models based on that knowledge. UMW provides an innovation Peer to Peer program to complement the accelerated commercialization track. Fiscal year impacts include the following:

- 3 ICAP companies
  - 1 recipient of innovation awards
  - \$300,000 in innovation awards
- UMW Government Contracting Assistance Center: The GCAC is a program of the Small Business Development Center and collaborates with the US Small Business Administration, the Procurement Technical Assistance Program, and the Virginia Department of Small Business and Supplier Diversity. This program also closely collaborates with the UMW procurement department to support the UMW SWAM goals. The 4 FastTRAC engagements and the 48 SWAM certifications are impacts that produce value for both the external community and the contracting compliance for the University of Mary Washington. It facilitates one-on-one customized government contracting assistance consultations with advisors who can coach across a number of topics in both the Federal and Virginia contracting disciplines. The GCAC FastTRAC program prioritizes assistance for the preparation and attainment of valuable certifications that support contract fulfillment. These include registrations for Small-Woman-Minority Owned Business (SWAM) and the Federal System for Awards Management (SAM). Others include Historically Underutilized Business Zone certification, the 8(a) program, Small, Woman-Owned, Veteran-Owned, Service Disabled Veteran, Small Disadvantaged, and other certifications. Fiscal year impacts follow:
    - 54 State Contracting consultations
    - 33 Federal Contracting consultations
    - 27 System for Award Management registrations
    - 48 SWaM certifications
    - 35 eVA registrations
    - 9 Woman Owned Small Business self-certifications
    - 11 Service Disabled Veteran Owned Small Business verifications
    - 7 8(a) certifications
    - 5 HUBZone certifications
    - 3 Disadvantaged Business Enterprise Certifications
    - 4 Fast Track applications
  - Regional Initiatives: The UMW Center for Economic Development supports collaborative convening, experiential learning, and information transfer through this capability. FY21 projects represented collaborative engagements with the UMW

Department of Economics and the 490 3 credit course. All work featured undergraduate student engagement for the following projects.

- Project A resulted in the development of Local Market Summaries for Central Virginia. These summaries provided the most current data and resources for business owners exploring startup or growth in these markets.
- Project B resulted in an Entrepreneurial Ecosystem study into Planning Districts 16, 17 and 18. The purpose of the research was to compare and contrast the entrepreneurial assets in the region. That information was compared against successful ecosystems in other parts of the country and yielded a SWOT analysis that might close gaps and better cross barriers to business formation and growth throughout the region.
- Project C paired a team with a client to scan business models that could better solve a market need and align well with the client's execution strategy. The project distilled 7 successful business models in similar industries into business model canvas style reports so that the client could adapt operational tactics into their own strategy.
- Project D paired a team with a client to create an industry assessment for purposes of forecasting future trends. Their study demonstrated how technology and pandemic protocols might affect market preferences into the future. Notable were the applications of technology and LEAN innovation methods to ensure the client's future success.
- Project E paired a team with a client to provide primary data for business planning and strategy formation. Their role resulted in the development of a primary data survey and identify, research and structure an analysis of the factors that influence the desired experience in the marketplace.
- Project F paired a team with a client to create a SWOT analysis and a comparative study of competition in the market place. They crafted and analyzed data from the Board of Directors and staff to organize a SWOT analysis and to identify, research and structure a comparative analysis for the edutainment industry in Virginia.
- Peer to Peer Roundtables: The UMW Center for Economic Development changed the peer to peer model in FY21 to reflect changing demand by the business community. They include to include Women-Owned, Food-Based Business and a Virtual Events roundtable. Business owners tend to share common challenges. The Edward Lowe Foundation reports that business owners tend to learn more and process faster the information that they exchange with each other. A peer advisory group serves as your informal board of directors who listen, advise and validate your experiences. Joining a

peer advisory group widens your circle of contacts across diverse backgrounds and industries. Teaming alliances may be forged with other members. Peer advisors respect all aspects of each member's confidential privilege. Members of entrepreneurial peer advisory groups can develop strategic alliances and promote strategies for growing their businesses. The UMW-CED peer to peer experience provides a learning exchange in a confidential and moderated environment. This program allows entrepreneurs to share problems and solutions with the goal of validating design and markets, identifying capital opportunities, potential teaming, and ultimately the more rapid commercialization of innovation. Thirty-Two (32) companies benefitted from this program in FY2021.

- Chartered Certified Development Corporation: The Rappahannock Economic Development Corporation is co-located and now directly partners with the UMW Center for Economic Development. Under a mission to support “other economic development activity” in the region, REDCO supports StartUpUMW, Eagle Innovation, the UMW Small Business Development Centers at Fredericksburg and Warsaw, and the EagleWorks Business Incubation Center. The partnership has resulted in increased fixed asset financing, micro loan financing, financial management education, student startup seed capital, and peer to peer mentoring. CED and REDCO staff team on issues that grow the entrepreneurial ecosystem, develop loan underwriting systems that benefit traditionally underserved populations, and promote youth in entrepreneurship. Fiscal year impacts include the following.
  - 23 total projects approved
  - \$54,000,000 new projects funded
  - 217 new jobs created
  - 15 rural projects
  - 1 veteran owned project
  - 7 minority owned projects
  - 7 women owned projects

