



Agenda Book

January 7, 2025

Location:

Virtual



Council Meetings – January 7, 2025

Agenda

Virtual

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I. Council Meeting Tuesday, January 7, 2025 Virtual	10:00 a.m.		
I.A. Call to Order	10:00 a.m.	Gen. Jumper	
I.B. Approval of Minutes from the October 21, 2024, Academic Affairs Committee and Resources and Planning Committee and the Minutes from the October 22, 2024, Education Session and Council Meeting	10:05 a.m.	Gen. Jumper	4
I.C. Action on Proposed Degree Programs at Public Institutions	10:10 a.m.	Dr. DeFilippo	22
I.D. Action on Proposed Education Licensure Degree Programs in Shortage Areas	10:30 a.m.	Dr. DeFilippo	37
I.E. Action on Proposed Organizational Changes at Public Institutions	10:45 a.m.	Dr. DeFilippo	40
I.F. Update on 2024 Degrees and Certificates Awarded	11:00 a.m.	Mr. Massa	59
BREAK	11:20 a.m.		
I.G. Discussion of Governor's Introduced Budget	11:45 a.m.	Mr. Andes	62
I.H. Discussion of the 2025 General Assembly Session	12:15 p.m.	Dr. Khattar	64
I.I. Discussion of Six-Year Plans	12:30 p.m.	Dr. Khattar	66
LUNCH BREAK	12:45 p.m.		
I.J. Update on Pell Initiative	1:15 p.m.	Mr. Andes	69
I.K. Annual Progress Update on the Goals of the Statewide Strategic Plan and Process Introduction for the New Plan	1:30 p.m.	Ms. Salmon	72
I.L. Remarks from Dr. Debbie Sydow, President, Richard Bland College	1:50 p.m.	Dr. Sydow	74
I.M. Presentation on Virginia Economic Development Partnership's Talent Initiative	2:10 p.m.	Mr. El Koubi	75
I.N. Receipt of Report from Agency Director	2:30 p.m.	Mr. Fleming	91
I.O. Receipt of Items Delegated to Staff	2:40 p.m.	Mr. Fleming	93
I.P. Old Business	2:45 p.m.	Gen. Jumper	
I.Q. New Business	2:50 p.m.	Gen. Jumper	

I.R. Receipt of Public Comment	2:55 p.m.	Gen. Jumper	
I.S. Motion to Adjourn	3:00 p.m.	Gen. Jumper	
<u>NEXT MEETING:</u> March 17-18, 2025, Virginia Military Institute (Lexington)			

*Use of courtesy titles is based on the expressed preference of the individual

SCHEV values honesty, quality, diversity, inclusion, growth-orientation, personal well-being, equity, transparency and accountability. Through these values, we create a welcoming work environment that represents the best of who we are as an agency and as individuals.

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
ACADEMIC AFFAIRS COMMITTEE
October 21, 2024**

DRAFT MINUTES

Ms. Oldham called the meeting to order at 3:32 p.m., at Massey Library Technology Center, Room LTC 138, Reynolds Community College, in Henrico, VA.

Committee members present: Cheryl Oldham (Chair), Micah Edmond, Lindsey Fryer, Dr. William Harvey, J. Douglas Straley, and Steven Taylor

Staff members present: Joseph G. DeFilippo, Jodi Fisler, Sandra Freeman, Alexis Gravely, Monica Osei, Kirstin Pantazis, Beverly Rebar, Sylvia Rosa-Casanova, Paul Smith, and Bob Spieldenner

APPROVAL OF MINUTES FROM THE SEPTEMBER 16 ACADEMIC AFFAIRS COMMITTEE MEETING

On motion by Mr. El Koubi and seconded by Dr. Taylor, the minutes were approved unanimously (6-0).

Ms. Oldham introduced and invited staff to present information on the following topics:

ACTION ON PROPOSED PROGRAM AT A PUBLIC INSTITUTION

Dr. DeFilippo introduced the proposed new Bachelor of Science (B.S.) degree program in Human Health and Physiology (CIP 26.0908) at The College of William and Mary in Virginia (William and Mary). Dr. DeFilippo noted student demand was demonstrated from current enrollment in related concentrations in existing degree programs, projected employment demand is higher than average according to the Bureau of Labor Statistics (BLS), and that staff received no concerns from other public institutions about duplication.

In response to a query from Dr. Taylor, Dr. Harris, Department Chair of Kinesiology at William and Mary, remarked that the student body in the degree program is expected to be diverse, reflective of the full student body, and not centered around athletes. In response to a query from Ms. Freyer, Dr. Gable, Director of Academic Program Authorization at William and Mary, noted the institution had secured letters of support from multiple local partners.

The following resolution was approved unanimously (6-0) to be forwarded to the full council:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to The College of William and Mary in Virginia to initiate a Bachelor of Science (B.S.) degree program in Human Health and Physiology (CIP code: 26.0908), effective fall 2025.

ACTION ON PROPOSED REDUCTIONS TO PRIVATE AND OUT OF STATE REGULATIONS

Dr. DeFilippo introduced and described the background of the proposed reductions to private and out-of-state regulations. Dr. DeFilippo noted the proposed regulatory changes would partly fulfill SCHEV's obligation to reduce regulations by 25% by December 31, 2025. This obligation was announced in Governor Youngkin's Executive Order 19 (EO19) on "Development and Review of State Regulations." A review by SCHEV's Private Postsecondary Education (PPE) section identified 433 discretionary requirements and 150 requirements for elimination, a net reduction of 34.6%. In total, the reductions will entail reduced time and effort for postsecondary schools both in applying to SCHEV for certification and in maintaining ongoing compliance with regulation.

In response to a query from Ms. Oldham, Ms. Rosa-Casanova explained that institutions were not consulted during staff review, and that the reductions will simplify the regulatory process for institutions by reducing duplicative efforts. In response to a query from Dr. Taylor, Dr. DeFilippo noted the reductions to regulations are anticipated to result in cost savings for both institutions and the State Council of Higher Education for Virginia (SCHEV) staff.

The following resolutions were approved unanimously (6-0) to be forwarded to the full council:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves proposed regulatory reductions to Virginia Administrative Code Chapter 31 in accord with Governor Youngkin's Executive Order 19 and guidance provided by the Office of Regulatory Management; and

BE IT FURTHER RESOLVED that Council delegates to the SCHEV Director, or his assignee, authority to make any modifications that may be necessary to put the regulatory changes into final form and to post them publicly to the Regulatory Town Hall.

RECEIPT OF REPORT FROM ACADEMIC AFFAIRS COMMITTEE STAFF LIAISON

Dr. DeFilippo commented on the recent activities and accomplishments of Academic Affairs staff.

ADJOURNMENT

Ms. Oldham adjourned the meeting at 4:30 p.m.

Cheryl Oldham
Chair, Academic Affairs Committee

Kirstin Pantazis
Staff, Academic Affairs

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
RESOURCES AND PLANNING COMMITTEE
October 21,2024**

DRAFT MINUTES

Ms. O' Holleran called the meeting to order at 3:35 pm in the Community Workforce Alliance Conference Center (CCWA) Gallery Room 100, Reynolds Community College, in Henrico, Virginia.

Committee Members present: Jennie O'Holleran (Chair), Delceno Miles, Walter Curt, Gen. John Jumper; virtual attendance: John Olsen and Dr. Carlyle Ramsey

Staff members present Lee Andes, Taylor Clark, Scott Fleming, Grace Khattar, Jessica Minnis-McClain, Paula Robinson, Emily Salmon, Kristin Whelan and Yan Zheng.

APPROVAL OF MINUTES

The minutes from the September 16,2024 Resources and Planning Committee meeting were approved with an amendment that General Jumper was not present at the last meeting on a motion by Ms. O'Holleran and seconded by Ms. Miles.

PRESENTATION ON THE FULL COST REPORT

Dr. Zheng gave a presentation on the Full Cost Report. Council is responsible for annually reviewing public institutions' compliance with a state policy (The Appropriation Act) that nonresident (out-of-state) students pay at least 100 percent (or the "full cost") of education. The policy's objective is to ensure that state funds are not used to support nonresident students. In 2024-25, staff estimates that seven institutions did not meet the full cost requirements: Norfolk State University (NSU), Radford University (RU), University of Mary Washington (UMW), University of Virginia at Wise (UVAW), Virginia State University (VSU), Richard Bland College (RBC), and Virginia Community College System (VCCS).

SCHEV staff notified these institutions and asked three questions (1) How/why this happened; (2) How to prevent the numbers declining any further over the next year; (3) What is a realistic time frame to get back to 100% and what are the obstacles to doing so. When contacted about compliance Richard Bland College, University of Mary Washington, and Radford were not aware of the policy. The agenda book on page 69 provides the findings from the report.

Committee members discussed the possibility of reevaluating the policy. Ms. O'Holleran said that this could be an opportunity to look at the policy and evaluate if it still works.

General Jumper also express interest in the possible reevaluation of the policy. Director Fleming said the committee could look at the metric to see if it was still achieving its objective. Mr. Curt asked if the law would need to change. The Committee wanted to know the next steps necessary to evaluate the policy.

SCHEV staff is going to present this report to the Op-Six group: staff of the Department of Planning and Budget, the secretaries of Finance and Education and the staff of the legislative money committees; and seek their input.

UPDATE ON THE SIX-YEAR PLAN THEMES

Dr. Khattar gave an update on the six-year plan process. Currently, she is receiving questions and feedback from Op-Six about the six-year plans for each institution. She will send those to the institutions by the end of the week. Institutions will submit responses to the comments and final copies of their six-year plans to SCHEV in November. Final copies of each institution's six-year plan will be published on the SCHEV website by December 1st.

There is no action required on this item.

BRIEFING ON THE PELL INITIATIVE FOR VIRGINIA 2024

Dr. Barry Simmons provided an update on the Pell initiative for Virginia (PIV) grant program. The PIV was authorized and funded in 2022 and seeks to enhance public institution efforts to recruit and retain students eligible for Pell grant assistance. SCHEV establishes criteria, evaluates proposals, determines award size, and establishes performance outcomes. The biennial budget provides \$37.5 million for FY 2025 and \$37.5 million for FY 2026 for this initiative. Grants are competitive and the next call for proposals will be released on Oct. 29. Awards for FY 26 are scheduled to be announced by April 7, 2025. Dr. Simmons identified some of the first-year challenges for the program including the October 1st reporting deadline, which fails to take into consideration the student life cycle of higher education and the problematic roll out of the FAFSA among others.

The program is scheduled for an annual report due October 1 of each year; however, staff has noted that this schedule allows insufficient time to incorporate new data from the current fall term. Therefore, staff has provided an initial report as scheduled but anticipates a follow up report later in the fall when more data is available.

MOTION TO ADJOURN

Ms. O'Holleran motioned to adjourn the meeting at 4:15pm.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
EDUCATION SESSION
OCTOBER 21, 2024
DRAFT MINUTES

Council Members present: Walter Curt, Jason El Koubi Delceno Miles, Lindsey Fryer, John Jumper, Jennie O' Holleran, Cheryl Oldham, Douglas Straley and Steven Taylor.

Council Members absent: Micah Edmond, William Harvey.

Staff members present: Lee Andes, Taylor Clark, Joe DeFilippo, Alan Edwards, Alexis Gravely, Grace Khattar, Jess Madden, Jessica Minnis-McClain, Laura Osberger, Monica Osei, Kirstin Pantazis, Paula Robinson, Emily Salmon, Juanita Sherman, Barry Simmons, Paul Smith, Bob Spieldenner and Kristin Whelan.

Other notable guests: Deb Love with the Office of the Attorney General. Justin Brown, Joe McMahon and Stephanie Papps from the Joint Legislative Audit and Review Council (JLARC).

General Jumper started the meeting at 2:05 p.m. in the Gallery, Room 100 of the Workforce Development Conference Center at Reynolds Community College in Richmond, Virginia. He introduced Justin Brown from JLARC who shared a presentation about Virginia Higher Education.

Mr. Brown introduced the Council to the latest JLARC higher education study, "*The Spending and Efficiency in Higher Education*." The study examined student costs, spending and staffing and efficiency efforts and reducing staff. The average net price for an in-state student is about \$12,500 less than the published total cost of attendance. Still the debt levels for students are higher than the national average with an average of about \$30,000. More students from NSU and VSU take on debt than the rest of the state and at higher amounts. W&M and UVA students take on the least amount of debt. W&M and UVA have larger endowments. Mr. Curt asked about the number of students at NSU and VSU who leave before graduating or take longer to graduate causing them to take on more debt.

The largest area of spending at higher education institutions is instruction. Mr. Curt asked what constitutes academic supports. This includes libraries, deans and other staff who support the academics but are not instructors. Mr. Curt asked about total percentage of spending for instruction and academic support. Instruction accounts for about 28% of spending; academic support shows about 9% of spending. Staffing is the largest expense in the instructional area.

Personnel spending makes up 60% of total spending. Staffing grew the most in the business and finance category at institutions. Dr. Taylor asked what comprised the Business Finance spending. Increasing fed and state reporting requirements and compliance requirements has contributed to the growth of the spending in this area.

The study found that declining enrollment contributed to reduced spending efficiency. The fixed costs, such as facilities, do not decrease when enrollment drops. Declining enrollment also was the primary cause of higher spending per student at most institutions. The increases in spending can result in higher student costs. Mr. Curt questioned the origin of the numbers cited by the study.

JLARC was asked to look at spending drivers. The most common spending drivers were instruction, non-instructional functions, auxiliary enterprises, scholarships and aid, and institutionally funded research.

Changes in the higher education landscape will require that institutions further improve efficiency and focus on student costs. These strategies include:

Reducing staffing, discontinuing less utilized programs and reducing unused square footage. Student fee for intercollegiate athletics are over \$2,000 at more than half the public institutions. The study found that more attention needs to be paid to athletic spending. The recommendation is for the General Assembly to constrain the amount of student fees that can be allocated to intercollegiate athletics by capping the total allowable cost of attendance. Ms. Fryer asked if JLARC had received feedback from the institutions.

Stephanie Papps presented on the “*Higher Education Institution Viability*” study. The growth in high education in Virginia has slowed. Between 2012 -2019, growth slowed to 1% annually and has slowed even more since. Enrollment data shows that only six institutions grew at 6%. The flagship and larger institutions, Virginia Tech and GMU, saw the greatest growth. According to poll numbers, there have been significant drops in interest and confidence in higher education.

The number of high school graduates will peak and then decline starting in 2025. Mr. Curt questioned the source of the data. Mr. Straley asked if the data includes home schooled students.

The study used the following factors to judge institutional viability:

- Graduation rates.
- Enrollment (first year students).
- Retention.
- Pricing power (institutional revenue per FTE student).
- Facility age/ condition.
- Financial health ratios.
- State funds (per FTE student).
- Endowment (per FTE student).

Eight institutions rate as having very low viability risk and require no monitoring - GMU, JMU, ODU, UVA, VCU, VMI and W&M. Four institutions have low viability risk but should be monitored – CNU, LU, NSU and UVA-W. Three institutions also were rated

as having some moderate viability risk but required more monitoring – RU, UMW and VSU. None of the Virginia institutions are in danger of needing to close. It is important to continue to measure the viability. Other measurements, such as Fall 2024 enrollments, changes in tuition discounting strategies and improvement to campuses and building, will be available in time. Mr. Curt asked if JLARC had recommendations to reigning in growth at some of the fastest growing institutions.

Council discussed ways of being more proactive in using these findings.

Justin Brown provided a brief update on the VMSDEP funding. JLARC was asked to look at the sustainability of the program. After comparing the program to similar programs in other states, JLARC created the following policy options:

- Require a student to be in good academic standing.
- Apply other available federal veterans' education benefits before VMSDEP.
- No longer waive tuition and fees for graduate programs.
- Set waiver amount less than tuition and fees, using various methods.
- Reduce or eliminate eligibility if 90% disabled.
- Modify residency requirements.
- Reduce or eliminate eligibility if service-related, but not combat related.

General Jumper summed up the importance of the program and the strong emotions involved in the discussions around changing the program.

The meeting concluded at 3:15 p.m.

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
COUNCIL MEETING
OCTOBER 22, 2024**

DRAFT MINUTES

General Jumper called the meeting to order at 9:00 a.m. in the Gallery, Room 100 of the Workforce Development and Conference Center at Reynolds Community College, Richmond, Virginia.

Council members present: Walter Curt, Micah Edmond, Delceno Miles, Jason El Koubi, William Harvey, Lindsay Fryer, John Jumper, Cheryl Oldham, Jennie O'Holleran, John Olsen (virtual), Carlyle Ramsey (virtual), Douglas Straley and Steven Taylor.

Staff members present: Lee Andes, Taylor Clark, Grace Covello Khattar, Joe DeFilippo, Alan Edwards, Scott Fleming, Sandra Freeman, Alexis Gravely, Jessica Madden, Erin McGrath, Jessica Minnis-McClain, Tod Massa, Matthew Nwaneri, Laura Osberger, Monica Osei, Kirstin Pantazis, Paula Robinson, Emily Salmon, Barry Simmons, Paul Smith, Bob Spieldenner, Kristin Whelan and Yan Zheng.

Notable Guests: Deb Love from the Office of the Attorney General and Deputy Secretary of Education Nicholas Kent.

General Jumper read a resolution allowing the remote participation of two Council members, Carlyle Ramsey and John Olsen. Mr. Olsen stated that he is joining remotely due to a personal matter. Dr. Ramsey stated that he is joining remotely because he is more than 60 miles away.

APPROVAL OF MINUTES

On a motion by Mr. El Koubi and seconded by Mr. Taylor, the minutes from the September 16, 2024, Council of Presidents meetings and the September 17, 2024, Council meeting were approved 11-0.

REMARKS FROM REYNOLDS COMMUNITY COLLEGE PRESIDENT PAULA PANDO

General Jumper introduced Dr. Pando and thanked her for her hospitality. Dr. Pando shared a presentation about Reynolds Community College and about the Virginia Community College System.

Dr. Pando stated that community colleges are a uniquely American invention based on making the American dream available to all. For years, the community college focused only on access. Today, community college 2.0 is access plus completion. Community college 3.0 will focus on access plus success plus post college success.

Dr. Pando highlighted student supports and wraparound services such as Reynolds food pantries, emergency loans, health coverage and finish line funds that help students complete their programs. Embedding work-based learning in all the programs allows students to experiencing working in the field.

The mandate of Reynolds Community College doesn't change; the mission is timeless. Reynolds Community College is positioned to respond to the rapidly changing region and aims to lift people out of poverty and help middle class families better afford higher education.

Dr. Harvey asked about the Reynolds partnership with Virginia Commonwealth University. Mr. Edmond asked about additional fees for credentialing. Ms. Oldham asked about how they keep the curriculum up to date with business practices. Dr. Taylor asked about the ideal way to measure success at Reynolds. Mr. Curt asked about enrollment and transfer data. Mr. Curt also asked how Reynolds works to attract students. Ms. Fryer asked how SCHEV can better support Reynolds.

ACTION ON SYSTEMWIDE BUDGET AND POLICY RECOMMENDATIONS FOR THE 2025 LEGISLATIVE SESSION

Mr. Andes briefed the Council on the staff-formed information to support the Council's budget and policy recommendations ahead of the 2025 General Assembly session. Mr. Andes shared the background on the work and discussions that occurred before the 2024-2026 biennium budget discussions.

Mr. Andes summarized the three areas of concentration for the Council recommendations as follows:

- Systemwide cost increases.
- Student financial aid.
- Statewide priority areas and initiatives.

Among the recommendations highlighted and discussed were the following:

1. Funding the 2nd salary increase for FY25 - \$158 million.
2. Cost of doing business increase, inflationary costs.
3. Increase operation and maintenance facilities which were recommended last year but unfunded.
4. Ask for the remaining funding for financial aid recommendations that were not funded with the financial aid recommendation last year.
5. Workforce credential grant funding.
6. Tuition Assistance grant funding and moving the deadlines.

Council members asked several questions about the recommendations, particularly the Tuition Assistance Grant. After discussion and advice from Mr. Andes, the Council decided to ask the General Assembly to cover the TAG shortfall for FY 2025.

After discussion, the Council decided to amend the language of the TAG award recommendation found on page 106 of the agenda book to recommend increasing the TAG appropriations sufficient, but not to exceed \$9 million, to maintain the current authorized maximum award in 2025-26.

On a motion by General Jumper and seconded by Mr. Straley, the Council approved the following resolution unanimously:

Be it resolved that the State Council of Higher Education for Virginia approves the Budget and Policy Recommendations for system operations and financial aid for FY 2026 and directs staff to transmit the recommendations to the Governor and the General Assembly.

DISCUSSION OF REFORMS TO THE SCHEV PROGRAM APPROVAL AND PRODUCTIVITY POLICIES

Dr. DeFilippo presented on possible reforms for the SCHEV program approval and productivity policies. The aim of the reforms is to better integrate with the Council duties as outlined in the Code of Virginia.

Proposed Program Reforms:

1. Eliminate the program approval announcement stage.
2. Provide feedback to institutions once and present to Council after any revisions.
3. Streamline information presented to Council, provide specified objective data rather than a summary.
4. Bring doctoral degree programs to Council to decide whether they can go for external review.
5. Submissions made electronically via modified forms/templates; full proposals posted publicly.

Proposed Program Productivity Reforms:

1. Modify program productivity to include an annual review at specified intervals.
2. Modify the program productivity policy to include measurable outcomes in addition to student enrollment and degree production.

After further discussion in January, staff plans to present the program approvals and productivity changes for Council vote at the March 18, 2025, Council meeting. The changes will be adopted by July 2025. Council members requested that staff be ready to present the item for vote at the January 7, 2025, Council meeting and be ready to implement the program in March.

DISCUSSION OF THE VIRGINIA COLLEGE ADVISING CORPS

Council listened to a presentation from the Virginia College Advising Corps (VCAC). Mr. Straley introduced three representatives from VCAC, Ms. Ludi Avagyan, Ms. Alex Johnston and Dr. Joy Pugh. Ms. Avagyan shared her experience as a recipient of the guidance from VCAC and her role now helping students like herself apply to college and for financial aid resources. She shared a video which highlighted the work of VCAC advisors in general and Ms. Avagyan in particular.

Ms. Johnston shared a presentation and discussed the program and some of the VCAC accomplishments. VCAC places recent college graduates in high schools throughout the Commonwealth to work alongside counselors and postsecondary planning professionals. These near-peer advisors assist students and their families with the following:

- College and career aspirations.
- Campus visits.

- Parent and family engagement.
- Admissions applications and essays.
- FAFSA and VASA completion.
- Scholarship searches.
- Resume building.
- Making the transition to post-secondary education.

The VCAC model includes near-peer advisors full-time in schools. Each advisor receives in-depth summer and in-service training in best fit and best match college advising that promotes a whole school approach. VCAC conducts rigorous program evaluations and maintains high expectations for outcomes.

Dr. Joy Pugh shared how the partnership between VCAC and GEAR UP (GUV) Virginia has benefited both programs since 2018. VCAC has amplified the early-intervention model of GEAR UP into a long-term postsecondary access partner for high schools. Since 2018, VCAC has expanded into 12 new schools to support GUV students as they entered 11th grade. VCAC has plans to expand into 10 new schools in 2025. Dr. Pugh shared that the program continues to look for opportunities to grow.

Council members praised the work of VCAC. Mr. El Koubi asked who from the state is looking at the full picture of access in Virginia. He suggested he would like to learn more in future Council meetings. Council members asked about the VCAC operating budget and funding. VCAC has an annual operating budget of \$4.3 million and receives public and private funding. Ms. Oldham would like to hear about other states are doing. Council asked what it would cost to fund VCAC to provide advisors to the whole state. To reach all schools systems in the Commonwealth, VCAC would need \$9 million.

Mr. Fleming thanked Ms. Avagyan for her participation and remarked about how inspiring her story is.

RECEIPT OF REPORT FROM AGENCY DIRECTOR

Mr. Fleming highlighted the following items from the Director's report. He highlighted the ongoing work of the advisory committees and specifically the VMSDEP taskforce. He also highlighted the work of the BOV Orientation. The full report is available on page 123 of the October agenda book.

VMSDEP: The VMSDEP (Virginia Military Survivors and Dependents Education Program) Taskforce was slated to meet on October 17 (as of the date that staff prepared these materials for Council, no agenda had been published). Separately, on October 3, staff and I met with staff from the Department of Planning and Budget (DPB) on a process to deliver funds authorized for the support for public institutions participating in VMSDEP. Due to the omission of appropriating language in the legislation, staff from DPB, SCHEV and the Department of Accounts are working with the Finance Secretary Cummings to approve a Treasury loan to facilitate the distribution of funds to the institutions, consistent with the intent of the 2024 General Assembly.

Taskforce on Artificial Intelligence in Higher Education: On September 24, staff convened a second meeting of the taskforce created by SCHEV in response to

Executive Order 30 to assist implementation of Gov. Youngkin's "Guidelines for AI Integration throughout Education." Attendees discussed the most impactful roles for SCHEV, for VITA (Virginia Information Technology Agency) and for public colleges and universities in fulfilling the guidance.

BOV Orientation Planning Group: I convened on September 24 and October 17 the second and third/final meetings of the group planning this year's orientation session for recent and ongoing members of the governing boards of public institutions, slated for November 12-13 at the Founder's Inn in Virginia Beach. We confirmed the agenda, collected names of potential speakers and panelists and confirmed those participants in a program that will address both the basics/fundamentals of service on a public-institution governing board, as well as major issues facing Virginia public post-secondary education.

IPAC Meeting: On September 20, Dr. DeFilippo convened public institutions' chief academic officers as the Instructional Programs Advisory Committee. Attendees discussed multiple matters related to degree programs – reform of the process for new-program approval; potential 90-credit baccalaureate degrees; and programs eligible for the Tech Talent Investment Program (TTIP). Staff provided updates on V-TOP, learning assessment, civic engagement, advance credit and transfer.

FAC Meeting: On October 16, Mr. Andes was slated to convene public institutions' chief finance officers as the Finance Advisory Committee. The agenda was expected to include review of Council's potential recommendations on systemwide budgetary and policy matters, as well as the fact packs, the Pell initiative and VMSDEP.

SAC Meeting: On September 20, staff convened the first meeting of the 2024-25 Student Advisory Committee. The agenda included remarks from Sec. Guidera and myself; attendees' sharing of major issues on their campuses; nominations of co-chairs; discussion of future meetings/communications and a tour of the Capitol.

REPORT FROM THE COMMITTEES

Report from Academic Affairs Committee

Ms. Oldham reported that the committee learned about a new Bachelor of Science degree program in Human Health and Physiology proposed at William and Mary.

Ms. Oldham presented the resolution for approval to the Council.

Be it resolved that the State Council of Higher Education for Virginia grants approval to The College of William and Mary in Virginia to initiate a Bachelor of Science degree program in Human Health and Physiology (CIP code: 26.0909), effective fall 2025.

The motion was seconded by Dr. Taylor, the resolution was approved unanimously as presented.

Ms. Oldham next reported that the committee heard from Dr. DeFilippo about proposed reductions to private and out-of-state regulations in response to the Governor's

Executive Order 19 (EO19) which established the Office of Regulatory Management (ORM). The Governor charged the ORM with implementing a 25% reduction in regulatory requirements by Virginia state agencies. Staff proposed 150 regulatory requirements for elimination which will results in a 34.6% reduction, if approved. Ms. Oldham presented the following resolutions for Council approval:

Be it resolved that the State Council of Higher Education for Virginia approves proposed regulatory reductions to the Virginia Administrative Code Chapter 31 in accordance with Governor Youngkin’s Executive Order 19 and guidance provided by the Office of Regulatory Management; and

Be it further resolved that the Council delegates to the SCHEV Director, or his assignee, authority to make any modifications that may be necessary to put the regulatory changes into final form and to post them publicly to the Regulatory Town Hall.

The motion was seconded by Mr. Straley, the resolution was approved unanimously as presented.

Ms. Oldham concluded by sharing that Dr. DeFilippo shared an update on the activities of the Academic Affairs staff.

Report from Resources and Planning Committee

Ms. O’Holleran reported the committee received a presentation from Dr. Zheng about the Full Cost Report.

Dr. Zheng reported that in 2024-2025, seven institutions did not meet the full cost requirements, including Norfolk State University, Radford University, University of Mary Washington, University of Virginia at Wise, Virginia State University, Richard Bland College and the Virginia Community College System. Staff notified these institutions and asked for (1) an explanation of the shortfall; (2) how the institution plans to prevent their numbers from further declining; and (3) what the timeframe and strategies for the institution are to get back to 100%. Staff will present the Full Cost Report to the Op-Six group.

Ms. O’Holleran next reported on the updates on the six-year plan themes as presented to the committee by Dr. Khattar. Final copies of each institution’s six-year plans will be published on the SCHEV website by December 1.

Ms. O’Holleran stated that the final item the committee received was an update on the Pell Initiative for Virginia 2024 report from Dr. Simmons.

Dr. Simmons explained that SCHEV establishes the criteria for the Pell grants, evaluates proposals, determines award size and establishes performance outcomes. The state budget provides \$37.5 million for FY 2025 and \$37.5 million for FY 2026. The grants are competitive and the next call for proposals will be released on October 29. Awards for FY 2026 are scheduled to be announced by April 7, 2025. Dr. Simmons identified some of the first-year challenges for the program including the October 1

deadline, which fails to consider the student higher education timeline and the problematic roll out of FAFSA.

RECEIPT OF ITEMS DELEGATED TO STAFF

Included at the end of this document.

Mr. Curt suggested that the Council discuss providing guidance to private colleges that are closing. Many institutions help their students find pathways to finish their studies. He is concerned that others are not prepared to handle closing responsibly. Mr. Curt suggested that Mr. Fleming visit with the private college presidents one-on-one.

Mr. Fleming shared that SCHEV already has processes in place to assist when a private college closes.

OLD BUSINESS

No old business.

NEW BUSINESS

Mr. Curt expressed some concerns over the enrollment projections SCHEV is using for the next five years. He requested that SCHEV use a baseline of students who are in high school right now and only look at Virginia high schools. Mr. Fleming suggested that the six-year planning processes is the most appropriate place for this discussion. Mr. Curt would like SCHEV staff to approach the Weldon Cooper center for this data.

RECEIPT OF PUBLIC COMMENT

MOTION TO ADJOURN

The meeting adjourned at 12:30 p.m.

John Jumper
Council Chair

Kristin Whelan
SCHEV Staff

Items Delegated to Director/Staff

Pursuant to the Code of Virginia, § 23.1-203 and Council's "*Policies and Procedures for Program Approval and Changes*," the following items approved/not approved as delegated to staff:

Academic Program Actions

Institution	Degree/Program/CIP	Effective Date
Brightpoint Community College	Program Name Changes Approved: Change the name of the following degree programs: <ul style="list-style-type: none"> • Associate of Applied Science (AAS) in Information Technology to Information Systems Technology (11.0101) • Associate of Science (AS) in Information Systems to Information Technology (11.0103) 	Fall 2024
Central Virginia Community College	Program Name Changes Approved: Change the name of the following degree programs: <ul style="list-style-type: none"> • Associate of Applied Science (AAS) in Computer and Electronic Technology – Computer Networking to Networking and Electronic Technology (15.0303) • Associate of Applied Science (AAS) in Respiratory Therapy Technology to Respiratory Therapy (51.0908) 	Fall 2024
George Mason University	Graduate Certificate Program Approved: <ul style="list-style-type: none"> • Trade Compliance (52.1101) 	Spring 2025
The College of William and Mary in Virginia	CIP Code Change Approved: <ul style="list-style-type: none"> • Change the CIP code of the Bachelor of Arts (BA) degree program in Economics From (45.0601) to (45.0603) 	Spring 2025
Virginia Highlands Community College	Program Name Change Approved: <ul style="list-style-type: none"> • Change the Associate of Applied Science (AAS) degree program in Administrative Support Technology to Office Management (52.0499) 	Fall 2024
Virginia Polytechnic Institute and State University	Program Modifications Approved: Modify the credit hours of the following degree programs:	Fall 2025

Institution	Degree/Program/CIP	Effective Date
	<ul style="list-style-type: none"> • Bachelor of Science (BS) in Computer Engineering (14.0901) with 131 credit hours to 120 credit hours • Bachelor of Science (BS) in Electrical Engineering (14.1001) with 132 credit hours to 120 credit hours 	
Virginia Polytechnic Institute and State University	CIP Code Change Approved: <ul style="list-style-type: none"> • Change the CIP code of the Master of Science (MS) degree program in Geography from 45.0701 to 30.4401 	Spring 2025

Pursuant to the Code of Virginia, § 23.1-203 and Council's "*Policies and Procedures for Program Approval and Changes*," the following items approved and reported:

Programs Discontinued

Institution	Degree/Program/CIP	Effective Date
George Mason University	Post-Baccalaureate Certificate Program Discontinuances Approved: <ul style="list-style-type: none"> • Interdisciplinary Studies (30.9999) • Teaching Certificate (13.0301) 	Spring 2025

Pursuant to the Code of Virginia, § 23.1-203 and Council's "*Policies and Procedures for Internal and Off-Campus Organizational Changes*," the following items approved as delegated to staff:

Internal and Off-Campus Organizational Changes

Institution	Change/Site	Effective Date
Christopher Newport University	<p>Rename the Department of Physics, Computer Science and Engineering to the School of Engineering and Computing. The Department has been renamed to "provide inclusivity of the academic programs currently in the department" and "move away from explicitly listing each degree program offered by the department in the name of the department."</p> <p>The School will administer five degree programs: M.S. in Applied Physics and Computer Science; B.S. in Computer Engineering; B.S. in Computer Foundations; B.S. in Electrical</p>	October 4, 2024

Institution	Change/Site	Effective Date
	<p>Engineering; and B.S. in Information Science.</p> <p>CNU will not request “new resources from the state to initiate or sustain the organizational change.</p>	
Virginia Polytechnic Institute and State University	Close the off-campus instructional site located at the Northern Virginia Center , 7054 Haycock Road, Falls Church, VA 22043	December 31, 2024

State Council of Higher Education for Virginia Agenda Item

Item: I.C. — Action on Proposed Degree Programs at Public Institutions

Date of Meeting: January 7, 2025

Presenter: Dr. Joseph G. DeFilippo
Director of Academic Affairs & Planning
joedefilippo@schev.edu

Most Recent Review/Action:

- ☐ No previous Council review/action
☒ Previous review/action

Date: N/A

Action: N/A

Purpose of the Agenda Item:

The purpose of this item is to present three new proposed degree programs, in accord with Council's duty to "review and approve or disapprove all new undergraduate or graduate academic programs that any public institution of higher education proposes" (*Code of Virginia* § 23.1-203).

Background Information/Summary of Major Elements:

The following proposed degree programs from public institutions are presented for Council action. Program summaries are included below.

- The College of William and Mary in Virginia, Bachelor of Arts and Bachelor of Science (B.A./B.S.) in Public Health (CIP: 51.2201)
- George Mason University, Doctor of Philosophy (Ph.D.) in Geology and Earth Science (CIP: 40.0601)
- Virginia Polytechnic Institute and State University, Master of Science (M.S.) in Data Science (CIP code: 30.7001)

Financial Impact: See Program Summaries Below

Timetable for Further Review/Action: N/A

Relationship to the Goals of The Virginia Plan for Higher Education:

Council's consideration of this agenda item supports the following strategies outlined in *Pathways to Opportunity: The Virginia Plan for Higher Education*:

- Cultivate affordable postsecondary education pathways for traditional, non-traditional and returning students.

- Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency.
- Improve the alignment between post-secondary academic programs and labor market outcomes.

Resolutions:

Staff presents the following degree programs for approval. Council may vote to approve, disapprove, approve with condition, or table for future action. If approved, adopt the following resolutions:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to The College of William and Mary in Virginia to initiate a Bachelor of Arts and Bachelor of Science (B.A./B.S.) degree program in Public Health (CIP code: 51.2201), effective fall 2025.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to initiate a Doctor of Philosophy (Ph.D.) degree program in Geology and Earth Science (CIP code: 40.0601, effective fall 2025.

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to Virginia Polytechnic Institute and State University to initiate a Master of Science (M.S.) degree program in Data Science (CIP code: 30.7001), effective fall 2025.

The College of William and Mary in Virginia
Bachelor of Arts and Bachelor of Science (B.A./B.S.) in Public Health
(CIP: 51.2201)

Program Description

The College of William and Mary in Virginia seeks the creation of a Bachelor of Arts and Bachelor of Science (BA/BS) degree program in Public Health to be initiated in fall 2025. The proposed program would be located in the Faculty of Arts and Sciences, Department of Kinesiology.

Designed to prepare students to serve in entry-level public health positions, the proposed degree program will provide students with knowledge and skills to understand and evaluate the impact of disease, environmental, and sociocultural factors on human health. Students will learn to educate individuals and communities on best health practices, identify trends in health needs within communities, and identify data that will help respond to public health needs. The core curriculum will include courses in foundations of public health, foundations of epidemiology, global health, statistical and data analysis in health sciences, health policy, environmental issues in public health, and social and behavioral sciences in health. Students will learn about the factors that contribute to health disparities, and the methodologies used to collect and interpret public health data. Students will also learn to analyze and describe the factors that contribute to the health of populations. Through the capstone requirement, students will have “the opportunity to synthesize and communicate a public health issue.” William & Mary developed five new courses for the degree program of which two are core courses.

The proposed program would require 120 credit hours: 21 credit hours of core coursework; 40-57 credit hours of general education coursework; 12 credits of restricted electives; 27-44 credits of elective coursework; and three credits for a capstone requirement. The curriculum is designed to be offered in the traditional, face-to-face format.

Justification for the Proposed Program

The BA/BS degree program in Kinesiology has a concentration in Public Health. The proposed BA/BS in Public Health is an expansion of the concentration in the existing Kinesiology degree program. William & Mary indicates that “in a standalone degree program, the core and required curriculum can be expanded to include all didactic courses, experiential learning, and capstone requirements needed to educate students fully and adequately in the field of public health. The comprehensive curriculum would also ensure graduates have the knowledge and skills necessary to be competitive for employment.”

William & Mary asserts that the proposed degree program responds to the need for professionals prepared at the bachelor’s level to assist in the response to public health needs:

In his “What You Can Do with a Public Health Degree,” Jarek Rutz, writing for the U.S. News and World Report, points out that “as populations

continue to grow and live longer, the importance of public health work follows suit.” In addition to an aging population, the U.S. and populations around the globe face new and increasing public health pressures related to climate change, the effects of pollution on the environment and human health, and the risk of global pandemics such as the COVID-19 pandemic. These increased risks serve as a reminder that “the country needs competent people with a strong understanding of disease transmission and how to mitigate the dangers of it to keep people safe.

The proposed program will respond to current needs including: 1) industry demand for entry-level professionals who can disseminate and communicate evidence-based public health data and risk factors, 2) demand for entry-level professionals who can understand, communicate, and respond to growing environmental health hazards, and 3) the pressing need for graduates with the knowledge and compassion to address health inequities and the social determinants of health in Virginia and the nation.

Student Demand

Evidence of student demand for the proposed degree program comes from student enrollment in the existing concentration in Public Health in the Bachelor of Arts/Bachelor of Science (BA/BS) in Kinesiology degree program. Data show that in 2021, 65 students were in the public health concentration; in 2022, 67 students were in the concentration; and in 2023, 60 students were in the concentration.

Enrollment projections show a full-time equated student enrollment (FTES) of 30 in the program's first year (2025-26). The projections continue as follows: FTES 2026-27, 55.0; 2027-28, 65.0; 2028-29, 70.0; and 2029-30, 75.0. William & Mary anticipates 29 graduates per year beginning in 2029-30. If projections are met, then the degree program will meet Council's productivity/viability standards within five years, as required.

Employment Demand

Graduates of the proposed BA/BS in Public Health will be prepared to serve as entry-level health education specialists. Graduates will be prepared to work in community health centers and academic institutions.

William & Mary provided 15 job announcements. Of the 15, seven were in Virginia. Of the seven announcements, graduates of the proposed degree program would be competitive for three of the jobs for which a bachelor's degree was required. For the other four announcements, either the position did not require a bachelor's degree, the duties and responsibilities were not entry-level and a master's degree was preferred, or the duties did not align with the core coursework required for degree program.

The U.S. Bureau of Labor Statistics' (BLS) projects that between 2023 and 2032 employment for health education specialists is expected to grow 7% or “faster than the average for all occupations” (<https://www.bls.gov/ooh/community-and-social-service/health-educators.htm#tab-6>). The BLS indicates that “an emphasis on promoting healthy behaviors is expected to increase demand for these specialists over the decade.” The BLS also indicates that “health education specialists typically need at

least bachelor's degree" (<https://www.bls.gov/ooh/community-and-social-service/health-educators.htm#tab-4>). The Virginia Employment Commission (VEC), Labor Market Information projects that between 2022 and 2032 employment of health education specialists is expected to increase 8.2707% or 10 positions annually (<https://virginiaworks.com/Occupational-Projections>).

Duplication

Four public institutions in Virginia (GMU, ODU, Radford, and Virginia Tech) offer similar or related degree programs. Two of the four institutions offer degree programs accredited by the Council on Education for Public Health (CEPH). Given the standards set forth by CEPH, there are similarities among the degree programs in terms of course offerings, including William & Mary's proposed degree program.

George Mason University (GMU) offers an accredited Bachelor of Science (BS) in Community Health. Both degree programs require coursework in foundations of public health, foundations in epidemiology, statistics in health science, and public health and the environment. Both degree programs have a capstone requirement. GMU's degree program requires seven courses not required in William & Mary's proposed degree program.

Old Dominion University (ODU) offers a non-accredited Bachelor of Science (BS) in Public Health. Both degree programs require coursework in environmental issues in health and population health. Both degree programs have a capstone requirement. ODU's program requires five courses not required in William & Mary's proposed degree program. William & Mary's proposed program requires coursework in global health, health policy, and social and behavioral sciences in health not required in ODU's degree program.

Radford University (Radford) offers a non-accredited Bachelor of Science (BS) in Public Health. Both degree programs require coursework in global health, foundations of public health, epidemiology, environmental issues in health, and social and behavioral determinants of health that are similar to the proposed program. Both degree programs have a capstone requirement. William & Mary's proposed degree program requires a course in statistical and data analysis in health sciences not required in Radford's degree program. Radford's degree program requires seven courses not required in William & Mary's proposed degree program.

Virginia Polytechnic Institute and State University (Virginia Tech) offers an accredited Bachelor of Science (BS) in Public Health. Both degree programs require coursework in fundamentals in public health, epidemiology, health policy, environmental health, and health behavior. Both degree programs have a capstone requirement. Virginia Tech's degree program requires six courses not required William & Mary's proposed degree program. William & Mary's proposed degree program requires courses in global health and, statistical and data analysis in health sciences not required in Virginia Tech's degree program.

Enrollments and Degrees Awarded at Comparable Programs in Virginia

Enrollment	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
George Mason University	566	569	509	466	471
Old Dominion University	16	28	38	54	39
Radford University	1	19	25	25	13
Virginia Tech	33	145	243	304	308
Degrees Awarded	2020	2021	2022	2023	2024
George Mason University	184	195	174	178	157
Old Dominion University		1	8	14	18
Radford University		1	6	8	4
Virginia Tech			58	107	105

Resource Needs

The proposed degree program will be funded through the reallocation of resources in the Faculty of Arts and Sciences and the Department of Kinesiology. The dean of the Faculty of Arts and Sciences has committed resources to fund three new faculty for a cost of \$321,453 by the target year, 2029-2030. The institution will have adequate faculty resources to support projected student enrollment in the degree program. Projected revenue from tuition and educational and general fees (E&G) will support the proposed degree program. William & Mary affirms the institution will not seek additional state resources to initiate and sustain the degree program.

Board Approval

The William & Mary Board of Visitors approved the proposed degree program on November 17, 2023.

George Mason University
Doctor of Philosophy (Ph.D.) in Geology and Earth Science
(CIP: 40.0601)

Program Description

George Mason University (GMU) is proposing the creation of a Doctor of Philosophy (PhD) degree program in Geology and Earth Science to be initiated fall 2025. The proposed program would be located in the College of Science.

GMU wrote that “the purpose of the proposed PhD degree program in Geology and Earth Science is to prepare students with advanced knowledge and skills to analyze the structure, composition, and evolution of the Earth, the history of life the Earth supports, and the processes that govern the formation and behavior of the Earth's landforms and materials. The proposed degree program will train students in the observation, measurement, and analysis of Earth's systems: the hydrosphere (i.e., bodies of water), the lithosphere (i.e., solid matter), and the atmosphere.” The core curriculum will include courses in modeling earth signals and systems, modern methods in geology, great events in earth history, lithosphere, earth sciences in academia, and seminar. Coursework in Bayesian methods in geology and earth science, doctoral reading and research, and case studies in data analysis will be required. Students learn the physical, chemical, and biological processes that influence climate over time. Graduates will possess knowledge and skills to: 1) plan, develop, and teach undergraduate and graduate geology courses; 2) conduct field work to collect samples and data; and 3) conduct research projects. GMU developed eight new courses for the degree program, which include five required courses.

The PhD in Geology and Earth Science would require 72 credit hours: 18 credit hours of core coursework; 21 credit hours in research methods; 18 credit hours of restricted electives; and 15 credit hours for dissertation.

Justification for the Proposed Program

GMU wrote: The proposed Geology and Earth Science PhD degree program responds to the need for geologists and Earth scientists with advanced education and training to: 1) understand geological hazards, particularly those related to tectonics, land use, and coastal threats from rising sea level; 2) apply the history of climate change and global habitability to help Virginia, the United States, and the world prepare for modern climate change challenges; 3) explore for new mineral resources; and 4) close the current and projected talent deficit in the geoscience workforce.

The need for geoscientists to address societal problems is expanding, and geoscience employment is changing both in scope and scale, requiring new skills and competencies. At the same time, graduate enrollments in the geosciences have decreased significantly for the first time in four decades (46.6% since 2018), a trend that started before the pandemic (~2011); graduate degrees have also plummeted (master's 32.3%; doctorate: 48.4%). With ongoing shortages of qualified geoscientists, many of those positions are being filled by non-geoscientists, currently constituting ~22% of the geoscience workforce. There is an immediate overall need for geoscience

graduate programs to increase enrollments and degrees granted (<https://graduate.americangeosciences.org/files/visionandchangeGraduate.pdf>, p. 2.)

The external reviewers' report notes "the degree program is needed to educate and train experts in geology and Earth Science who can develop new knowledge, guide decision making about Earth's processes, hazards, resources, and climate, and future generations as they take on roles academia, government, and industry." The reviewers wrote that "program's focus on hazards, past and future climate, and resources is needed to meet the challenges of a rapidly changing world with expanding resource needs." One strength noted was the "proximity of GMU to the US Geological Survey in Reston, VA and the US capital" as the proximity "provides unique opportunities for students and graduates to collaborate with, contribute their expertise to, and gain employment with government agencies in order to meet societal needs."

The reviewers noted a concern about the number of faculty to sustain the proposed degree program. GMU addressed the concern and indicated the College of Science, Office of the Dean "will support adding an additional faculty hire by fall 2029" (the 5th year of the degree program) if student enrollment demonstrates the need. The reviewers also noted concern about space, graduate assistant stipends, and course requirements. GMU provided responses to address the concerns. GMU revised the curriculum requirements in the proposal document and provided a supplemental document to address the reviewers' other concerns. The external reviewers endorsed a revised degree program proposal and the supplemental response document.

Student Demand

In October 2023, the Department of Atmospheric, Oceanic, and Earth Sciences surveyed all current undergraduate students majoring in geology. The faculty asked students if the proposed degree program was offered, "how likely would you be to enroll in the program?" Of the 16 juniors and seniors, four (25%) indicated they were "extremely likely" to enroll in the proposed degree program; 12 (75%) indicated they were "somewhat likely" to enroll in the proposed degree program.

In October 2023, the Department of Atmospheric, Oceanic, and Earth Sciences surveyed GMU alumni who had graduated since 2012 with either an undergraduate or graduate degree in Geology. The faculty asked students if the proposed degree program was offered, "how likely would you be to enroll in the program?" Of the 32 respondents, two (approximately 6%) indicated they were "extremely likely" to enroll in the proposed degree program; 11 (approximately 34%) indicated they were "somewhat likely" to enroll in the proposed degree program.

Enrollment projections show a headcount (HDCT) of 8 in the program's first year, rising to a HDCT of 13 by the target year. Enrollment projections show a full-time equated student enrollment (FTES) of 6.0 in the program's first year (2025-26). The projections continue as follows: FTES 2026-27, 7.0; 2027-28, 9.0; 2028-29, 12.0; and 2029-30, 10. GMU anticipates four (4) graduates each year beginning in 2029-30. If the student enrollment and graduation projections are met by the target year, then the degree program will not meet Council's productivity/viability standards within five years, as

required. The FTES by year five is 12 for productivity/viability standards and GMU indicates 10 FTES in the target year.

Market/Employer Demand

GMU indicates that graduates of the proposed program will be prepared to seek positions as geologists, researchers, and faculty in colleges and universities. GMU provided 11 job announcements. Of the 11, eight were for faculty positions of which two were in Virginia. Two announcements were for post-doctoral fellowship positions and one was in Virginia at GMU. The position was in the department that would administer the proposed degree program and the existing PhD degree program in Climate Dynamics.

The U.S. Bureau of Labor Statistics (BLS) projects that between 2023 and 2033 employment for geoscientists is expected to grow 5% or “about as fast as the average for all occupations” (<https://www.bls.gov/ooh/life-physical-and-social-science/geoscientists.htm#tab-6>). The BLS indicates that the “need for energy, environmental protection, and responsible land and resource management is expected to spur demand for geoscientists.”

The U.S. Bureau of Labor Statistics (BLS) projects that between 2023 and 2033 employment for “atmospheric, earth, marine, and space sciences” postsecondary teachers is expected to grow “4%” (<https://www.bls.gov/ooh/education-training-and-library/postsecondary-teachers.htm#tab-6>). The BLS projected “growth total of all occupations is 4%” (<https://www.bls.gov/ooh/education-training-and-library/postsecondary-teachers.htm#tab-6>).

GMU provided data for The Virginia Employment Commission (VEC), Labor Market Information for long-term occupational projections for the years 2020-2030. The VEC changed the 10-year projection years to 2022 to 2032. The VEC projects that between 2022 and 2032 employment of geoscientists, except hydrologists and geographers is expected to increase 6.29% or 2 positions annually (<https://virginiaworks.com/Occupational-Projections>). GMU wrote that data from the VEC for “Atmospheric, Earth, Marine, and Space Sciences Teachers, Postsecondary” indicated that between 2020-2030 employment was expected to “increase 8.505% or 3 positions annually.” However, the data could not be confirmed. The search for the occupation title resulted in the message “no matching records found.”

Issues of Duplication

One public institution (Virginia Tech) offers similar or related degree program.

Virginia Polytechnic Institute and State University (Virginia Tech) offers a PhD degree program in Geosciences. Both programs require a dissertation. GMU indicates that Virginia Tech’s program does not require core coursework. The proposed program will require core coursework.

Enrollments and graduation for a comparable degree program

Enrollment	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Virginia Tech	40	37	37	48	51
Degrees Awarded	2019	2020	2021	2022	2023
Virginia Tech	5	6	9	6	7

Relation to Existing Degree Programs

George Mason University offers two degree programs in the College of Science that are related to the proposed degree program: 1) the PhD degree program in Climate Dynamics located in the Department of Atmospheric, Oceanic, and Earth Sciences; and 2) the PhD degree program in Environmental Science and Public Policy located in the Department of Environmental Science and Policy. The proposed program would be located in the same department as the existing PhD in Climate Dynamics degree program.

Both existing degree programs and the proposed degree program share interests in Earth surface processes. However, there are distinct differences in the purposes and program objectives. There are also distinct differences in the knowledge and skills of graduates.

The PhD degree program in Climate Dynamics focuses on how the present-day atmosphere, ocean, and land surface interact to determine Earth's global and regional climate. Students use physics, chemistry, and instrumental data to craft complex simulations of present and future climate to understand how the Earth's climate changes, and how well these changes can be predicted. Graduates possess the knowledge, strategies, and skills required to model atmosphere-ocean circulation, land surface conditions, and climate change. Students in the proposed degree program gain knowledge in the geologic record of the past Earth conditions, including paleoclimatology. Graduates will be able to analyze and interpret the geologic record to predict climate change.

The PhD degree program in Environmental Science and Public Policy is designed for graduates to contribute to the solution of modern environmental problems, which requires the development of knowledge and skills in the collection, analysis, and interpretation of environmental data, and the integration of scientific understanding into the public policy process. Students in this degree program focus on public environmental policy. Graduates possess the knowledge, strategies, and skills required to identify, investigate and solve environmental problems, and how to shape effective public policy. Students in the proposed program learn about modern geologic and Earth surface processes. Graduates can inform society about natural resources and geo-hazards, but are not focused on analyzing, developing, or implementing policy.

Resource Needs

The proposed degree program will be primarily funded through the reallocation of resources in the College of Sciences with support from the Department of Atmospheric, Oceanic, and Earth Sciences.

The Interim Dean of the College of Science has committed resources to fund one new faculty member for a cost of \$137,705 in fall 2027. In the initiation year, a program manager will be hired for a cost of \$24,000 to provide part-time support to the proposed degree program.

GMU has indicated the institution will provide four with graduate assistantships. Graduate assistants will assist with faculty members' research and teaching. In the initial year, the proposed program will support four graduate assistants. Graduate assistants are paid an annual stipend of \$23,000. The total cost for graduate assistants in the initial year will be \$92,000. By the target year, a total of six (6) graduate assistants will be supported at an increased stipend of \$26,000 for a total cost of \$156,000.

GMU affirms the institution will have adequate resources to support proposed degree program. The "reallocation of resources to support the degree program will not negatively impact" existing degree programs in the Department of Atmospheric, Oceanic, and Earth Sciences or in the College of Science. The institution will not seek additional state resources to initiate and sustain the degree program.

Board Approval

The GMU Board of Visitors approved the proposed degree program on May 5, 2022. (The program proposal was submitted to SCHEV in April 2024.)

Virginia Polytechnic Institute and State University
Master of Science (M.S.) in Data Science
(CIP: 30.7001)

Program Description

Virginia Polytechnic Institute and State University (Virginia Tech) is proposing the creation of a Master of Science (MS) degree program in Data Science to be initiated in fall 2025. The proposed degree program would be located in the College of Science, Office of the Dean.

The degree program will prepare students “to design, organize, and execute data science projects to answer data-driven questions.” Students will learn to create and use statistical and machine learning models and to use advanced computer programs and systems of analyses based on the needs of a data science project. The core curriculum will include coursework in foundations of data science, communication in team-based data science, statistical learning, and programming models for big data. Through capstone coursework, students will complete a data science project to develop a solution to a practical problem. Graduates will be prepared to: 1) use supervised and unsupervised machine learning techniques to build and test data models; 2) design computer programming models and algorithms to create visualizations that extract insights from large volumes of data; 3) work with large structured and unstructured datasets using advanced data techniques to predict future trends and discover insights; and 4) communicate results and solutions to stakeholders. Virginia Tech developed seven new courses, including the five core courses and two capstone courses for the degree program.

The program would require 30 - 33 credit hours of coursework. All students would be required to complete: 15 credit hours of core coursework; zero to three credit hours for a prerequisite course; 12 credits of restricted elective coursework; and three credits for capstone coursework.

Justification for the Proposed Program

Virginia Tech contends that the proposed degree program is needed to address “industry demand for professionals who can extract meaningful information from vast amounts of data.” Moreover, organizations and businesses need master’s level trained professionals who possess “the advanced mathematical and statistical computing skills” to lead data science projects and make data-driven decisions. In a 2022 article, “Who should pursue a master’s degree in data science?” the authors noted, that “by asking questions and creating algorithms and statistical models, data scientists work to estimate the unknown, using multiple tools simultaneously to arrange undefined sets of data and build automation systems and frameworks” (<https://fortune.com/education/articles/who-should-pursue-a-masters-degree-in-data-science/>). Data scientists with a master’s degree “design and build new processes for data modeling” (<https://fortune.com/education/articles/who-should-pursue-a-masters-degree-in-data-science/>) which, Virginia Tech notes, are the skills needed to help organizations use the large amounts of data collected to inform business decisions. The Virginia Economic Development Partnership (VEDP) wrote that “Virginia has emerged as a leader in the evolving data science sector” (<https://www.vedp.org/industry/data-centers>). Virginia

Tech notes further that the proposed degree program will address Virginia's data science industry as, the degree program will prepare students "to conduct the analysis, design the models, and design the data infrastructure needed to help organizations make data-driven decisions to improve processes and services available to customers."

Virginia Tech wrote: The 2016 Federal Big Data Research and Development Strategic Plan, issued by the Executive Office of the President and National Science and Technology Council, underscores data science's critical role in U.S. economic development. The plan emphasizes the importance of developing two types of professionals: domain experts trained in data science and dedicated data scientists who specialize in the field. "The need is for both domain [concentration] experts who are trained in data science and "core" data scientists who focus on data science as their primary field of expertise. Individuals educated in data science at the undergraduate and graduate levels are vital to meeting needs across all sectors- industry, government, and academia" (<http://www.nitrd.gov/pubs/bigdatardstrategicplan.pdf>). Virginia Tech affirms that the proposed master's degree program will provide students with advanced knowledge in statistics, computer science, mathematics, and computational modeling which will prepare graduates to address the need for master's level data science professionals in private and public organizations industries in Virginia.

Student Demand

In March 2024, the College of Science surveyed undergraduate students majoring in biology, finance, computational modeling and data analytics, computer engineering, computer science, industrial and systems engineering, mathematics, psychology, and statistics.

Students were asked if the proposed degree program were offered, would they enroll. Of the 112 seniors, 25 (approximately 22%) indicated "definitely" and 23 (approximately 21%) indicated "very likely" to enroll in the proposed degree program. Of the 123 juniors, 25 (approximately 20%) indicated "definitely" and 25 (approximately 20%) indicated "very likely" to enroll in the proposed degree program.

Enrollment projections for the proposed program show a full-time equated student enrollment (FTES) of 12 in the program's first year (2025-26). The projections continue as follows: FTES 2026-27, 16.0; 2027-28, 28.0; and 2028-29, 28.0. Virginia Tech anticipates having 14 graduates each year beginning in 2029-2030. If these projections are met, this program will meet Council's productivity/viability standards within five years, as required.

Employment Demand

Virginia Tech noted that the proposed degree program will prepare students to serve as data scientists. Virginia Tech provided 12 job announcements. Of the 12 announcements, 11 were in Virginia. Of the 11 announcements for which graduates would be competitive, 4 preferred a master's degree and two required a master's degree data science.

The U.S. Bureau of Labor Statistics (BLS) projects that between 2023 and 2033 employment of data scientists is expected to grow 36% or "much faster than average

for all occupations” (<https://www.bls.gov/ooh/math/data-scientists.htm#tab-6>). The BLS notes that data scientists “typically need at least a bachelor’s degree in mathematics, statistics, computer science, or a related field to enter the occupation. However, “some employers require or prefer candidates that have a master’s or doctoral degree” (<https://www.bls.gov/ooh/math/data-scientists.htm#tab-4>).

The Virginia Employment Commission (VEC), Labor Market Information does not have data or a job category for “data scientists.” However, VEC data show demand for occupations with similar or related knowledge, skills, and education level as those of data scientists. The data for statisticians show demand will be robust for professionals in Virginia. The VEC, Labor Market Information projects that between 2022 and 2032 employment of statisticians is expected to increase 34.76% or 35 positions annually (<https://viriniaworks.com/Occupational-Projections>).

Duplication

Four (4) public institutions (GMU, ODU, UVA, and VCU) offer a similar or related degree programs.

George Mason University (GMU) offers a MS in Computational Science.

Virginia Tech notes that “no similarities exist” between the GMU degree program and proposed degree program as GMU’s degree program does not have required core courses. The proposed program requires 15 credit hours of core coursework. Moreover, the proposed program requires capstone coursework whereas, GMU does not require capstone coursework.

George Mason University (GMU) offers a MS in Data Analytics Engineering. GMU’s program requires core coursework in big data, statistics, modeling, and programming. Virginia Tech’s proposed degree program will require courses with similar content. Both programs require culminating coursework. Virginia Tech’s program requires coursework in the foundations of data science and communication for team-based data science projects. GMU’s degree program does not require the courses.

Old Dominion University (ODU) offers a M.S. degree in Data Science and Analytics. Both ODU’s program and Virginia Tech’s proposed program require core coursework in data science fundamentals, big data analytics, statistical modeling and tools, and data visualization. Both programs require a capstone. Virginia Tech’s program requires coursework in communication for team-based data science projects and applied ethical decision making. ODU’s program does not require the courses.

The University of Virginia (UVA) offers a M.S. in Data Science. Both programs require core coursework in data science, computer science, machine learning, programming, statistical modeling, and ethics. Both programs require capstone coursework. UVA’s program requires courses in Bayesian and deep learning whereas, Virginia Tech’s proposed program will not require the courses. Virginia Tech’s program will require coursework in communication for team-based data science projects. UVA does not require the course.

Virginia Commonwealth University (VCU) offers a M.S. in Data Science. Both programs require core coursework in machine learning, algorithms, high performance computing, and data mining. VCU's program requires core courses in natural language processing and image analysis and, Virginia Tech's program requires the same content in the statistical learning core courses. Both programs require capstone coursework. Virginia Tech's proposed program differs from VCU's program in that, the program requires coursework in the foundations of data science and, communication for team-based data science projects. The courses are not required in VCU's degree program.

Enrollment and degrees awarded for a comparable degree programs in Virginia

Enrollments	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
George Mason University M.S. in Computational Science	16	16	20	21	27
George Mason University M.S. in Data Analytics Engineering	476	527	602	727	778
Old Dominion University		6	13	29	37
University of Virginia	99	231	258	199	179
Virginia Commonwealth University					
Degrees Awarded	2020	2021	2022	2023	2024
George Mason University M.S. in Computational Science	10	5	7	9	9
George Mason University M.S. in Data Analytics Engineering	198	222	153	319	346
Old Dominion University			4	4	8
University of Virginia	54	101	139	158	123
Virginia Commonwealth University					

Resource Needs

The proposed degree program will be funded primarily through reallocation in the College of Science. The university does not anticipate adverse impacts on the College. The institution will have adequate faculty resources to support projected student enrollment in the degree program. Projected revenue from tuition and, educational and general fees (E&G) will support the proposed degree program. Virginia Tech affirms the institution will not seek additional state resources to initiate and sustain the degree program.

Board Approval

The Virginia Tech Board of Visitors approved the proposed program on April 9, 2024.

State Council of Higher Education for Virginia Agenda Item

Item: I.D. – Action on Proposed Education Licensure Degree Programs in Shortage Areas

Date of Meeting: January 7, 2025

Presenter: Dr. Joseph G. DeFilippo
Director of Academic Affairs & Planning
joedefilippo@schev.edu

Most Recent Review/Action:

- ☐ No previous Council review/action
☒ Previous review/action

Date: October 24, 2023

Action: Council resolved to adopt a set of initiatives in support of the goals of the statewide strategic plan for higher education and Governor Youngkin's higher education objectives and key results (OKR's):

BE IT RESOLVED that the State Council of Higher Education for Virginia approves and adopts the biennial initiatives proposed in support of the goals of the statewide strategic plan for higher education and Governor Youngkin's objectives and key results (OKRs), as discussed and agreed upon on September 19, 2023.

BE IT FURTHER RESOLVED that the State Council of Higher Education directs its staff to develop workplans and any prerequisite budget and/or policy recommendations necessary to implement these initiatives, as well as to provide regular progress updates to Council.

Purpose of this Agenda Item:

The purpose of this item is to inform Council's potential action on two proposals for degree programs in Education-licensure shortage areas, both proposed by George Mason University (GMU).

Background Information/Summary of Major Elements:

Biennial priority initiatives represent Council-endorsed actions that SCHEV will take to support the goals and strategies of *Pathways to Opportunity: The Virginia Plan for Higher Education*. After an iterative process, ten priority initiatives were adopted by Council in October 2023. One of those initiatives is focused on establishing criteria to define and incentives to address urgent labor market needs. A discrete action supporting this initiative involves developing education licensure degree programs that will strengthen Virginia's K-12 educator workforce pipeline:

Governor's OKR	SCHEV Initiative Action
2. Build the college and career pipeline in partnership with K-12. 2.4 Leverage the Schools of Education to attract, grow and retain the greatest PreK-12 teaching force in the nation.	Develop Teacher Preparation Degree Programs: Collaborate with institutions of higher education and Virginia Department of Education on approval of new teacher preparation degree programs for fall 2024 or later implementation.

In support of the initiative, staff consulted with the Instructional Programs Advisory Committee (IPAC) and held dedicated virtual meetings with academic program and teacher education contacts at public institutions of higher education. As a result of those consultations, it was determined that there was an appetite for an initiative that would facilitate creation of degree programs in teacher preparation, and other education licensure professions, for which Virginia is currently experiencing shortages. This determination was consistent both with concurrent news reports on the persistence of teacher shortages in the Commonwealth (e.g., https://richmond.com/news/state-regional/education/virginia-teacher-shortage/article_38aaab38-4374-11ee-8330-f3eeacd8aee2.html), and with the September 2023 report by the Joint Legislative Audit and Review Commission (JLARC) on the Teacher K-12 Pipeline (<https://jlarc.virginia.gov/landing-2023-virginias-k-12-teacher-pipeline.asp>). The JLARC report highlights the persistence of shortages in Virginia and notably asserts that “direct pathways to licensure tend to better prepare teachers to be successful in the classroom” (emphasis added). The initiative under which this action item is being presented to Council will specifically expand Virginia public institutions’ capacity to produce licensed education professionals via direct pathways.

The process developed for this initiative involved creation and distribution of a specialized guidance for program proposals that streamlined required information, and specified that the justification for the proposed degree program must document both (i) that the proposed program would address a licensure/endorsement area for which there is a current shortage in Virginia, and (ii) that the proposed program would enable the proposing institution to increase its production of educators in that licensure/endorsement area.

The timeline created for the initiative this year involved a submission deadline of December 2, 2024, with a commitment to present proposed programs for Council action by March 2025. The two degree programs presented here were submitted in advance of the deadline and thus are being presented for action early. It is anticipated that a second installment of degree programs will be presented under this initiative at Council’s March 2025 meeting.

Materials Provided:

Table: Programs by Institution, with Projected Increase in Licensed Educator Production.

Financial Impact:

Both programs will be financed from within GMU's College of Education and Human Development. Existing resources currently used to train teachers in other master degree programs will be dedicated to the proposed degree programs.

Timetable for Further Review/Action:

In accord with the initiative, it is anticipated that an additional set of degree programs will be presented for Council action in March 2025.

Resolution:

Staff presents two new degree programs to address education licensure shortage areas, both from George Mason University (GMU). Council may vote to approve, disapprove, approve with condition, or table for future action. If approved, adopt the following resolution and transmit it to Council:

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to George Mason University to implement the specified degree programs in education licensure shortage areas, effective fall 2025:

Master of Education (M.Ed.)	Elementary Education	(CIP: 13.1202)
Master of Education (M.Ed.)	Secondary Education	(CIP: 13.1205)

TABLE:

Programs/Endorsements by Institution, with Projected Increase in Licensed Educator Production

Insti- tution	Award	Title	CIP	Initial Endorsement	Annual Increase
GMU	MEd	Elementary Education	13.1202	Elementary PreK-6	10
GMU	MEd	Secondary Education	13.1205	Secondary Education (multiple subjects)	11

State Council of Higher Education for Virginia Agenda Item

Item: I.E. – Action on Proposed Organizational Changes at Public Institutions

Date of Meeting: January 7, 2025

Presenter: Dr. Joseph G. DeFilippo
Director of Academic Affairs & Planning
joedefilippo@schev.edu

Most Recent Review/Action:

- ☒ No previous Council review/action
☐ Previous review/action

Date:

Action:

Purpose of the Agenda Item:

The purpose of this item is to present information for Council action on two proposed organizational changes at public institutions. The information is presented in fulfillment of Council's statutory duty to:

review and approve or disapprove the establishment of any department, school, college, branch, division, or extension of any public institution of higher education that such institution proposes to establish, whether located on or off the main campus of such institution (*Code of Virginia*, §23.1-203 (7)).

Background Information/Summary of Major Elements:

Organizational Changes Presented for Approval

- The University of Virginia (UVA) is proposing to establish **UVA | Northern Virginia** at 8095 Innovation Park Drive, 2nd and 3rd Floor, Fairfax, VA 22031.
- Virginia Commonwealth University (VCU) is proposing to establish a **Department of Urology** to be located in the School of Medicine.
- Virginia Commonwealth University (VCU) is proposing to establish a **School of Life Sciences and Sustainability** to be located in the College of Humanities and Sciences.

Financial Impact: See summary information on each item.

Timetable for Further Review/Action: N/A

Relationship to Goals of The Virginia Plan for Higher Education:

Council's consideration of proposed new organizational units supports the following strategies outlined in *Pathways to Opportunity: The Virginia Plan for Higher Education*:

- Strategy 5: Cultivate affordable postsecondary education pathways for traditional, non- traditional and returning students.
- Strategy 7: Foster program and administrative innovations that enhance quality, promote collaboration and improve efficiency.
- Strategy 9: Improve the alignment between post-secondary academic programs and labor market outcomes.

Resolutions:

Staff presents the following organizational changes for approval. Council may vote to approve, disapprove, approve with condition, or table for future action. If approved, adopt the following resolutions:

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the establishment of the off-campus instructional site *UVA | Northern Virginia* at 8095 Innovation Park Drive, 2nd and 3rd Floor, Fairfax, VA 22031, effective January 13, 2025.

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the establishment of the *Department of Urology*, located in the School of Medicine, effective February 1, 2025.

BE IT RESOLVED that the State Council of Higher Education for Virginia approves the establishment of the *School of Life Sciences and Sustainability*, located in the College of Humanities and Sciences at Virginia Commonwealth University, effective February 1, 2025.

UNIVERSITY OF VIRGINIA

Proposed Establishment of the UVA | Northern Virginia off-campus, instructional site (selections from the proposal)

Background

On December 6, 2022, the University of Virginia (UVA) formalized an agreement with INOVA Health Care Services to lease space adjacent to UVA's off-campus instructional site at INOVA, Fairfax. This agreement followed planning initiated in 2017 between George Mason University, INOVA Hospital, and UVA to promote research, and subsequent planning beginning in 2018 coordinated by the Dean, Northern Virginia (Dean-NOVA) to identify educational opportunities beyond research at the Fairfax site.

During the 2022-23 academic year, the Dean-NOVA collaborated with a work group of faculty, associate academic and administrative deans, and staff from the 12 UVA schools to prioritize possible credit bearing academic programs at a new off-campus site in Fairfax site. The workgroup evaluated: a) market analysis data provided by research firms; b) results from a UVA faculty survey regarding their instructional and research interests in Northern Virginia; and c) input provided by business leaders and alumni in the Northern Virginia metropolitan area to inform decision-making. Throughout the academic year, the Dean-NOVA also met quarterly with the president and provost, and monthly with the Vice President for Strategic Initiatives, to discuss the work group's progress.

Between March and May 2023, the Dean-NOVA met individually with the deans and associate academic deans and program faculty from the School of Medicine, the School of Engineering and Applied Science, and the School of Architecture to discuss offering a credit-bearing academic programs at a new off-campus site. The groups also discussed the faculty and resources required to support instruction at the site.

On August 14-15, 2023, the provost hosted the annual dean's retreat, during which the Dean-NOVA provided an update to all 12 of the UVA school deans. The Dean-Nova presented information about the market analysis and employer input informing planned credit-bearing programs at the proposed off-campus site in Fairfax.

In late-August 2023, the Dean-NOVA met with the provost to discuss the educational programs that would be offered at an off-campus, instructional site in Fairfax. The provost determined agreed that a new off-campus, instructional site in Fairfax should be established.

Board of Visitors Approval

The proposed establishment of UVA | Northern Virginia has not been approved by the UVA Board of Visitors. UVA attests that it has no governance requirement to secure Board of Visitors approval of the proposed establishment.

Purpose of Proposed Change

The purpose of the proposed organizational change is to establish an off-campus instructional site to provide academic programs in Fairfax, Virginia, an area of the state with strong demand for higher education opportunities.

Site Distance

The proposed off-campus instructional site will be located at 8095 Innovation Park Drive, Building C, 2nd and 3rd Floor, Fairfax, VA 22031. The off-campus site is within seven miles of the main campus of George Mason University.

Beginning January 2020, the Dean-Northern Virginia (Dean-NOVA) began communicating with academic officials at George Mason University (GMU) to identify opportunities for collaboration. In August 2020, the Dean-NOVA met with UVA's president, provost, executive vice president and chief operating officer, and executive vice president for health affairs to affirm plans to lease the site to enable an array of institutional goals, including as an off-campus site for credit-bearing instruction. The Dean-NOVA examined the distance from the proposed site location to GMU's main campus, where it was determined that GMU's main campus of was 7 miles from the proposed off-campus site.

In March 2022, UVA's departing provost and incoming and current provost met with the provost at GMU to discuss the proposed off-campus instructional site near the main campus of GMU. The three discussed reasons for establishing an off-campus site and the specific location selected, along with area of potential collaboration. During the meeting, the provost for GMU shared no objections to the proposed University of Virginia off-campus, instructional site. In October 2024, the Dean of UVA NOVA affirmed UVA's plans with GMU's Vice Provost for Academic Affairs and shared the summary of the discussions with the provosts.

Rationale for the Proposed Change

The proposed organizational change to establish a new off-campus site will be advantageous to the University of Virginia. The proposed site will help the university in two ways: 1) address the university's commitment to the Commonwealth to serve more Virginians; and 2) meet market demand for its graduate programs in Fairfax, VA.

Service to the State

Consistent with the 2030 Strategic Plan approved in June 2019 by UVA's Board of Visitors, since 2021 the university's six-year plans to the State Council of Higher Education for Virginia have identified the need to "serve more Virginians and enhance workforce development programming" as an opportunity for improvement. Two key priorities to achieve this goal include establishing "offerings to provide additional pathways for professionals to gain new skills and advance in their careers," and "forg[ing] new industry partnerships to identify and serve workforce needs (e.g., in areas of technology and engineering, defense, education, real estate, media, and healthcare)."

There are key demographic factors that make Fairfax an advantageous location for a new University of Virginia off-campus instructional site. Population projections for 2030 indicate that Fairfax County will remain the largest locality in the region, with an expected total population of 1,201,420. While a modest 1% population gain in Fairfax County is expected through 2030, "...future regional population shares show that Northern Virginia will be home to well over a third of the state's residents (37% share

or 3.4 million people).” Fairfax County is also a highly educated region; “65% of the population holds at least a bachelor’s degree, representing double the U.S. average educational attainments. The level of educational attainment is key to Fairfax County’s unique market sector where “[t]echnical, scientific, and professional services account for 25 percent of employment in the county (four times the national average).”

Focusing broadly on the area, the Northern Virginia metropolitan area is the region with highest employment in the state, with 1,013,710 of 3,785,860 total employment. The estimated age of the population and level of educational attainment of the workforce in Northern Virginia are also distinct in the Commonwealth. Specifically, 43.3% of the population in Northern Virginia is estimated to be between the prime working ages of 25 and 54, and 61.1% of the population is estimated to possess a bachelor’s degree or higher. A highly trained workforce is critical to meet the distinct employment demands in Northern Virginia; an area “that is home to hundreds of companies driving innovation across a variety of sectors” including health and life sciences, defense and aerospace, and information technology. Yet despite employment demand in the sectors noted, “the top issue for most employers today is finding and retaining qualified workers. Employers often point to a shortage of candidates with the necessary education and professional experience as the reason crucial positions remain unfilled.” Establishing UVA Northern Virginia off-campus site in Fairfax, Virginia will contribute to the goal of enhancing workforce development in the state by providing working learners educational opportunities in Fairfax and surrounding Northern Virginia localities where industries require employees with advanced knowledge and skills. The proposed off-campus site is needed to provide educational programs in a location with significant demand for a highly skilled workforce critical to the Commonwealth’s economic development interests.

Market Analysis

To formulate the viability of its Northern Virginia strategy, UVA engaged a research firm (Simpson Scarborough) in 2019 to measure: 1) its overall brand perception and “top of mind” associations compared to select postsecondary schools (i.e., George Mason University, American University, the University of Maryland, Johns Hopkins University, Georgetown University) in the surrounding region; and 2) the demand for UVA graduate degree programs and certificate programs in the Washington DC metropolitan statistical area (DC MSA), which includes Fairfax, VA. Findings were informed by an analysis of historical research data to understand differences between Northern Virginia and other regions in the state, and market research in which 1,462 Virginia residents were sampled in an online survey. Among key findings, UVA was in the top five of unaided (that is, unprompted) mentions for “excellent” national universities, and was the third most selected from a prompted list for “excellent schools in Virginia, Maryland and DC” behind two private schools in DC MSA. In addition, approximately 65% of total respondents selected UVA as having “excellent graduate programs” among schools in Virginia, Maryland and DC. The analysis of historical research data indicated that “residents of Northern Virginia [were] significantly more likely than residents in other parts of the state” to rate UVA as having “the strongest academic programs.”

Furthermore, the research firm focused specifically on respondents with a baccalaureate degree and analyzed results differentiating between the cohort who indicated an interest in pursuing graduate education versus those not interested. The

cohort interested in graduate education, which represented 42% of total respondents (n=173) were “more likely to consider choosing UVA for graduate level offerings” than those not interested in graduate education, and cited quality and cost as the most important factors in choosing a graduate program. In summary, the market research firm found UVA has “strong brand equity in the Northern Virginia market and is strongly associated with quality academics and strong graduate programs.”

Targeted academic program assessments also demonstrate the viability of planned institutional graduate offerings in Fairfax, VA. For example, in April 2023 a research firm (Hanover Research) assessed the demand for graduate certificates and degree programs in real estate design and development within the DC MSA. The research firm analyzed student completion of real estate development graduate programs through 2021, labor market demand, and benchmark data of graduate certificate and degree programs in real estate at four private universities, and three public universities. Based on JobsEQ and Bureau of Labor Statistics data, labor market analysis of projected employment trends between 2022 and 2033 indicates that “graduates of a certificate or master’s program in real estate and design development should encounter a favorable local labor market.” The benchmark analysis of in-state per-credit tuition among public institutions also demonstrated the competitiveness of UVA’s tuition rates (\$509 in-state), which was lowest among all schools for in-state state students and below the average (\$830). Establishing the proposed off-campus instructional site would allow the university to attract prospective students who recognize UVA as an institution that delivers high quality, advanced educational programs in Fairfax.

Academic Programs

In year one, one degree program will be offered at the proposed off-campus site:

Master of Engineering (M.E) in Systems Engineering.

In years two and three, two certificates are planned to be offered the proposed off-campus site:

Graduate Certificate in Public Health
Graduate Certificate in Real Estate and Design.

Support Services at the Site

Library services will not be offered at the proposed off-campus site. UVA Libraries will provide sufficient library services to students online, and through interlibrary loan services from the main campus. Services such as academic and career advising will be available during students’ programming time on the off-campus site. The services will come into the dedicated student support services on a scheduled basis during an academic semester in coordination with the UVA Schools that administer the academic programs on the main campus in Charlottesville, Virginia.

Administration

Appropriate administrative personnel and related supported staff will be appointed to support the operations at the off-campus instructional site. A dean will serve as the principal administrator and will relocate from the main campus and the Darden School

of Business to the off-campus site. The dean will report to the provost. The dean will be responsible for the strategic and financial planning of the site and integrating credit bearing and non-credit bearings program offerings with main campus planning. The dean will allocate .20 FTE to planning and management related specifically to credit-bearing educational programs at the off-campus site.

The administrative support staff are located in the provost's office and will dedicate a portion of their work hours to the operations at the off-campus site. The Executive Director will be responsible for administration, program development, outreach and strategic visioning for the proposed off-campus site and will allocate .20 FTE specifically to credit-bearing educational programs at the off-campus site. The Associate Director of Marketing and Communications will manage the website and collaborate with the UVA Schools (located on the main campus in Charlottesville) offering academic programs at the site on the marketing and communications of academic programs offered at the off-campus site. The associate director will allocate .10 FTE to market the credit-bearing academic programs offered at the off-campus site. The Office Manager will be responsible for managing daily operations, scheduling, events, and general administrative requirements. The office manager will allocate .20 FTE to activity associated with credit-bearing academic programs at the off-campus site.

Resources

The proposed off-campus instructional site will be supported by existing resources UVA. Funds from UVA's Strategic Investment Fund, revenues from non-credit executive and employee education programs and topical workshops will be used to support the academic programs and operations at the off-campus site. UVA will also utilize the provost local discretionary funds – non-tuition and fees funds if necessary to support the off-campus site. No tuition and fees revenue for students enrolling in the academic programs offered at the off-campus site will be used to support the personnel or operations at the proposed site in the first three years of operation.

The university will incur travel reimbursement expenses for faculty traveling to and from the main campus in Charlottesville to proposed off-campus instructional site in Fairfax, Virginia. Expenses will also include reimbursement for mileage. The cost in year one is anticipated at \$2,100, and \$12,600 for year two and year three. The total cost for "other cost" will be \$27,300 for the first three years of operation.

UVA indicated that establishing the proposed new off-campus instructional site will have minimal impact on the university. The staff, faculty, and student support services offered at the site will not negatively impact the funding or resources of any academic units, academic programs, or student services associated with the main campus of the university in Charlottesville, Virginia.

Budget

The University of Virginia's (UVA) Strategic Investment Fund (SIF) is an endowment fund which excludes any tuition and related fee revenue, was initially established in 2016 to implement initiatives emanating from institutional strategic planning. Budget planning for the first three years of the proposed off-campus site combines a SIF allocation, estimated funds from revenues generated on site through non-credit

educational programming, and a commitment from the provost to use local discretionary funds as may be needed to address differences in projected revenues from non-credit executive and employee education and topical workshops. The UVA budget includes all expenditures needed to establish and operate the proposed off-campus instructional site.

The University of Virginia has no plans to seek state resources to establish or support the proposed “partially-exempt” off-campus, instructional site, UVA | Northern Virginia in Fairfax, Virginia.

New Off-Campus Site - Enrollment, Revenue, and Expense Projection

Proposed Name: UVA Northern Virginia

Items		20 24 - 20 25	20 25 - 20 26	20 26 - 20 27
For-Credit Enrollments				
	Projected Headcount	18	20	20
	FTE Enrollment	18	20	20
	Annual Tuition per FTE	\$38,500	\$38,500	\$38,500
Total Tuition Revenue		\$693,000	\$770,000	\$770,000
Federal, Local, Private Revenue		\$529,904	\$637,632	\$649,596
Total Revenues		\$1,222,904	\$1,407,632	\$1,419,596
Personnel				
	Position Title: Dean			
		\$36,750	\$73,500	\$73,500
	Fringe Benefits	\$10,290	\$20,580	\$20,580
	Position Title: Executive Director			
		\$20,196	\$40,392	\$40,392
	Fringe Benefits	\$7,695	\$15,389	\$15,389
	Position Title: Associate Director of Marketing and			
		\$4,080	\$8,160	\$8,160
	Fringe Benefits	\$1,555	\$3,109	\$3,109
	Position Title: Office Manager			
		\$8,000	\$16,000	\$16,000
	Fringe Benefits	\$3,048	\$6,096	\$6,096
	Other Personnel (specify in text):			
	Fringe Benefits			
Administration Subtotal		\$91,614	\$183,226	\$183,226
	Faculty			
	Fringe Benefits			
Faculty Subtotal		\$0	\$0	\$0
Operating Expenses				
	Office Supplies	\$1,000	\$1,000	\$1,000
	Instructional Supplies			
	Telecommunications			
	Technology-Related Costs	\$2,000	\$2,000	\$2,000
	Equipment/Computers	\$15,000	\$15,000	\$15,000
	Marketing	\$25,000	\$25,000	\$25,000
	Facility Rental or Fees (annual)	\$387,190	\$398,806	\$410,770
	Other Costs (specify in text)	\$8,100	\$12,600	\$12,600
Operating Expenses Subtotal		\$438,290	\$454,406	\$466,370
Total Expenses		\$529,904	\$637,632	\$649,596
Revenue Net of Expenses		\$693,000	\$770,000	\$770,000

VIRGINIA COMMONWEALTH UNIVERSITY

Proposed Establishment of the Department of Urology, located in the School of Medicine (selections from the proposal)

Background

In 1956, several surgical departments in the Virginia Commonwealth University School of Medicine were reorganized into the singular Department of Surgery. At that time, the Department of Urology became the Division of Urology, located within the Department of Surgery. The division trains medical residents who already possess a medical degree (Doctor of Medicine or Doctor of Osteopathic Medicine). The division also contributes to the education of medical students by administering courses in urology.

On March 12, 2024, the chairperson of the Division of Urology met with the Dean of the School of Medicine. In the meeting, the chairperson and the Dean discussed areas of opportunity for the Division of Urology, including areas of clinical need; possible expansion of clinical trials, research, and resident/student education; and opportunities for expanded philanthropy. At this meeting, the chairperson of the Division of Urology and the Dean of the School of Medicine also discussed the idea to reorganize the Division of Urology into a department.

For the remainder of March 2024, the chairperson of the Division of Urology researched departments and divisions among VCU's State Council of Higher Education for Virginia (SCHEV) peer institutions. The chairperson also examined guidance from the American Urological Association (AUA), which is the professional organization for urologists in the United States.

On April 4, the division chairperson met with the Dean of the School of Medicine and the chairperson of the Department of Surgery. The division chairperson shared the findings of the research with the Dean. On April 10, the Dean of the School of Medicine met with the Senior Vice President for Health Sciences to share the findings of the division chairperson's research and to discuss a proposal to establish a department. Department of Urology. On April 11, the division chairperson met with division faculty and staff to share the findings of the SCHEV peer institutions and the guidance from the AUA. During the meeting, faculty and staff had the opportunity to share their feedback regarding the division chairperson's findings.

Based on the division chairperson's research, the Dean of the School of Medicine, the Senior Vice President for Health Sciences, and the Provost and Senior Vice President for Academic Affairs determined that the School of Medicine should establish a new department.

Board of Visitors Approval

The proposed establishment of the Department of Urology has not been approved by the VCU Board of Visitors. VCU attests that it has no governance requirement to secure Board of Visitors approval of the proposed establishment.

Purpose of Proposed Change

The purpose of the proposed organizational change is to establish an academic unit that is directly responsible for the administration and oversight of clinical urology operations, education, research and resources at VCU.

Rationale for the Proposed Change

The proposed Department of Urology will be advantageous to VCU and will help the unit to meet specific goals. The new department is needed to: 1) align with national association policies; 2) align with peer institutions; and 3) elevate the division to the same standing as a department.

Alignment with Association Policies

In 1991, the American Urological Association (AUA) — the professional organization for urologists in the United States — issued a policy statement recognizing the need for educational independence for academic urology units. This policy statement has been reaffirmed six (6) times since then, most recently in 2015.

The American Urological Association, Inc.® (AUA) recommends that urologic staff in medical schools and hospitals be members of an independent department and not a division of surgery. The AUA encourages a similar stand by the Residency Review Committee for Urology, the American Board of Urology, and other affiliated organizations (<https://www.auanet.org/about-us/aua-statements/departments-of-urology-establishment-of>).

According to the AUA, the positioning of academic urology units as departments provides the best opportunity to achieve the AUA's mission to "to promote the highest standards of urological clinical care through education, research, and the formulation of health care policy." Currently, Virginia Commonwealth University is not aligned with the policy statement of the AUA. The proposed organizational change to establish the Department of Urology is necessary to align the institution with the policy statement from the American Urological Association.

Alignment with Peer Institutions

In March 2024, the division chairperson examined VCU's State Council of Higher Education for Virginia (SCHEV) peer institutions and analyzed the organizational structure of units dedicated to urology. Of VCU's 25 SCHEV peer institutions, 17 institutions have departments of urology, and five (5) institutions have divisions of urology. The standalone departments provide a benchmark for how academic units with a focus on urology are commonly structured at competitor institutions. The proposed new department is necessary in order for VCU to align with its SCHEV peer institutions and to demonstrate VCU's dedication to the discipline of urology.

Division versus Department

In 1956, several departments within the VCU School of Medicine were reorganized into a single Department of Surgery. At that time, the Department of Urology became the Division of Urology, located in the Department of Surgery. The Division of Urology was created to focus on the discipline of urology within the Department of Surgery. The status of a 'division' changed the academic standing of the unit as divisions do not have

the same standing as departments. For example, the division chairperson reports to the departmental chairperson, and decisions made by the division chairperson are subject to approval by the departmental chairperson. The need for approval includes all hiring, termination, tenure and promotion decisions. Additionally, division chairpersons are not included in School of Medicine meetings for department chairpersons. Because the chairperson of the Division of Urology is not invited to school-level meetings, the Division of Urology's interests are not as well represented as other disciplines. Further, when advocating for resources from the School of Medicine, the chairperson for the Department of Surgery must balance the priorities of clinical faculty in multiple divisions against the priorities of the Division of Urology.

The distinction between a division and a department also impacts the visibility of urology research at VCU. When academic units are described in directory listings, divisions are not listed, only the department is listed. The lack of explicit recognition makes divisions more difficult to find in terms of disciplinary focus and faculty research. The proposed organizational change to establish a new department is needed to establish an academic unit that has an appropriate organizational 'standing' at the university. Given its importance in the medical field, urology is a discipline that needs to be prominent and recognized at VCU.

Academic Programs

The proposed department will not offer degree programs in the first three years of operation. Medical students take courses in integrated blocks of content. The block structure differs from traditional curriculum, which is administered through individual courses. As such, the courses that are part of the curriculum do not have a number of credits assigned. The proposed department will administer the following courses:

MEDI 233: Renal Course Module

MEDI 307: Surgery Clerkship

MEDI 350: Surgery Subspecialty Foundational Elective

MEDI 44017: Senior Robotic Urology

MEDI 45009: Clinical Urology AI.

Administration

A Department Chairperson position will be created for the proposed department. The department chairperson will be a faculty member in the department and will report directly to the dean of the School of Medicine. The chairperson will be responsible for the daily functions of the department, the budget, and all personnel matters. The chairperson will have seven administrative staff, 13 faculty, 10 advanced practice providers, and 15 resident students as direct reports by year three of operation.

Upon establishment, the proposed department will have 8 staff positions including, (1) department administrator, (1) research coordinator, (1) education and research supervisor, (2) division supervisors, (1) senior administrator, and (2) assistant administrators. VCU plans to hire six administrative staff in the first three years of operation: (1) vice chairperson of clinical operations, (1) vice chairperson for research and education, (2) research coordinators, and (2) assistant administrators.

The total cost for administrative staff will be \$1,301,415 in year one, rising to \$2,748,365 by year three of operation.

Upon establishment, the proposed department will have 8 Advanced Practice Providers. Advanced Practice Providers will be responsible for assisting faculty with the clinical throughput of in-patients and outpatients. VCU plans to hire (2) new advanced practice providers in the first three years of operation. The total cost for advance practice providers will be \$1,282,211 in year one, rising to \$4,342,178 by year three of operation.

Upon establishment, the proposed department will support 13 Residents. The Residents provide patient care under faculty physician supervision. VCU plans to increase the number of residents to 15 in the first three years of operation. The total cost for residents will be \$1,151,490 in year one, rising to \$3,51,860 by year three of operation.

Resources

The proposed department would be established utilizing two sources. All of the resources for the existing Division of Urology in the Department of Surgery would be reallocated from the budget of the Department of Surgery to the proposed department. The division has a budget of \$9,649,526. The second source of funding will be the School of Medicine, Office of the Dean. The dean will fund the six new administrative staff hires for a cost of \$1,446,950, the two new advanced practice providers for a cost of \$330,364, the two new residents for a cost of \$189,418, and the one-time miscellaneous cost of \$207,500. The funding will be reallocated from the operations budget of the Office of the Dean.

There will be a minimal impact on the budget of the Department of Surgery as a result of moving funds from the Department of Surgery to support the proposed new department. The remaining budget and resources of the Department of Surgery will be adequate and sufficient to support the faculty, staff, and resources of the department.

The reallocation of funds to establish and operate the proposed new department will have an impact on the budget of the School of Medicine. The School of Medicine, Office of the Dean will reallocate a total of \$5,175,870 over the first three (3) years of operation to establish and sustain the proposed new department. Funds to support the costs will come from the school's operations budget. VCU indicates the budget for the School of Medicine is sufficient to adequately and appropriately support the remaining academic units in the school. The reallocation of money will not negatively impact the School of Medicine's academic units, academic programs, services and resources. VCU affirms no new resources will be requested from the state to establish or operate the proposed new department or implement the proposed organizational change.

New Academic Unit - Proposed Name: Department of Urology

Expenditure Category	Proposed Budget			
	HDCT	20 25 - 20 26	20 26 - 20 27	20 27 - 20 28
Personnel Salary				
Position Title: Chairperson	1	\$500,000	\$500,000	\$500,000
Fringe Benefits		\$155,000	\$155,000	\$155,000
Position Title: Vice Chairperson of Clinical Operations	1		\$415,000	\$415,000
Fringe Benefits			\$128,650	\$128,650
Position Title: Vice Chairperson of Research and Education	1			\$415,000
Fringe Benefits				\$128,650
Other Personnel: Administrative Support Staff	12	\$481,667	\$612,895	\$744,123
Fringe Benefits		\$164,748	\$213,345	\$261,942
Administration Subtotal	15	\$1,301,415	\$2,024,890	\$2,748,365
Faculty	13	\$4,967,418	\$4,967,418	\$4,967,418
Fringe Benefits		\$981,979	\$981,979	\$981,979
Faculty Subtotal	13	\$5,949,397	\$5,949,397	\$5,949,397
Student Support				
Student Workers				
Graduate Teaching Assistant				
Graduate Research Assistant				
Student Support Subtotal	0	\$0	\$0	\$0
Operating Expenses				
Office Supplies		\$1,200	\$1,320	\$1,452
Instructional Supplies				
Travel		\$41,440	\$45,584	\$50,142
Marketing				
Conference/Professional Development		\$16,600	\$18,260	\$20,086
Other Costs (specify in text)		\$2,871,001	\$2,943,803	\$3,226,403
Operating Expenses Subtotal		\$2,930,241	\$3,008,967	\$3,298,083
Total	28	\$10,181,053	\$10,983,254	\$11,995,845

VIRGINIA COMMONWEALTH UNIVERSITY

Proposed Establishment of the School of Life of Sciences and Sustainability, located in the College of Humanities and Sciences (selections from the proposal)

Background

In May 2023, the Provost announced the “One VCU Academic Repositioning” task force. The task force included a steering committee, which was responsible for organizing academic structure recommendations, and eight (8) work groups, which were tasked with collaborating to investigate and create institutional structural models to present to the steering committee. The task force consisted of 52 faculty and staff members from across the institution.

On November 3, 2023, the recommendations from the task force were shared with the Provost. For the remainder of November, the President, Provost, Senior Vice President for Health Sciences and Senior Vice President for Finance and Administration reviewed the task force recommendations. The Provost shared a final list of recommendations with the university community on December 4 via an institutional email. Faculty and staff were given the opportunity to provide written feedback on the recommendations through March 19, 2024.

The Provost met with faculty and staff in the VCU Life Sciences academic unit on February 9, 2024. The Provost also met with faculty and staff in the College of Humanities and Sciences, including the Department of Biology, on February 21. During these meetings, the Provost discussed the One VCU Academic Repositioning task force recommendation to establish a dependent School of Life Sciences and Sustainability within the College of Humanities and Sciences. The Provost provided an opportunity for faculty and staff in the VCU Life Sciences academic unit and the Department of Biology to ask questions and to share their feedback on the recommendation.

In March 2024, the priority recommendations were presented to the Council of Deans, Faculty Senate, Staff Senate and Student Government Association. The Provost held an additional meeting with the Dean of the College of Humanities and Sciences and the Vice Provost for the VCU Life Sciences academic unit to receive final feedback regarding the recommendation to establish a new school in the college. In April, as a result of the process, the Provost determined that an organizational change to establish a dependent school in the College of Humanities and Sciences should be proposed.

Board of Visitors Approval

The proposed establishment of the School of Life of Sciences and Sustainability has not been approved by the VCU Board of Visitors. VCU attests that it has no governance requirement to secure Board of Visitors approval of the proposed establishment.

Purpose of Proposed Change

The purpose of the proposed organizational change is to establish an academic unit responsible for administering and overseeing academic programs, research, and other relevant initiatives related to the biological, life, and environmental sciences at Virginia Commonwealth University

Rationale for the Proposed Change

The proposed organizational change to establish a School of Life Sciences and Sustainability within the College of Humanities and Sciences will be advantageous to Virginia Commonwealth University. The proposed new school will help in two (2) ways: (1) increase fiscal and administrative efficiency and (2) strengthen collaboration among existing faculty.

Increase fiscal and administrative efficiency

The proposed School of Life Sciences and Sustainability will generate cost savings for the university in two (2) ways. By establishing the proposed new school, Virginia Commonwealth University would save \$326,227 in salary and fringe benefits by utilizing a single school director to oversee the proposed new school rather than providing salary and fringe benefits for both a chairperson for the Department of Biology and for a Vice Provost for the VCU Life Sciences academic unit. Additionally, the proposed new school would allow for \$200,000 in savings by eliminating the need for a national search for a permanent Vice Provost for the VCU Life Sciences academic unit.

Strengthening collaboration

The combined expertise of the faculty within the VCU Life Sciences academic unit and the Department of Biology will enhance the university's impact through collaborative teaching research. Faculty in the Department of Biology and in the VCU Life Sciences academic unit have strong expertise in the following areas: molecular, cellular, and developmental biology; evolution and ecology; environmental studies; and bioinformatics and data sciences. Faculty from both academic units have already collaborated on courses. The establishment of a new school will allow for additional collaboration by removing the barriers that exist between both academic units. The proposed new school is needed to establish a single academic unit that can support collaborative efforts in teaching and faculty research in the areas of life sciences and sustainability.

Academic Units

The proposed organizational change will impact two (2) existing academic units at the university: the VCU Life Sciences academic unit, which functions as an independent school, and the Department of Biology in the College of Humanities and Sciences. As a result of the proposed organizational change, if approved, the Department of Biology and the VCU Life Sciences academic unit would be closed.

Academic Programs

The proposed organizational change will impact academic programs administered by the Department of Biology. All degree and certificate programs, and other academic programs administered by the department will be moved with the department to the proposed new School. No changes will be made to the content or structure of the academic programs as a result of the move to the proposed new school.

The proposed organizational change will impact academic programs administered by the VCU Life Sciences academic unit. All degree programs administered by the school will move to the proposed new school. No changes will be made to the content or

structure of the academic programs as a result of the move to the proposed new school.

The following degree programs and other academic programs will reside in the proposed new school.

Doctor of Philosophy (PhD) in Integrative Life Sciences
Master of Science (MS) in Biology
Master of Science (MS) in Bioinformatics
Master of Science (MS) in Environmental Studies
Master of Environmental Studies (MENvs) in Environmental Studies

Bachelor of Science (BS) in Biology
Bachelor of Science (BS) in Bioinformatics
Bachelor of Science (BS) in Environmental Studies

Baccalaureate Certificate in Outdoor Leadership
Undergraduate Certificate in Sustainable Innovation

Biology, Minor
Environmental Studies, Minor

Administration

The proposed new school in the College of Humanities and Sciences will be led by a School Director who reports to the Dean of the College of Humanities and Sciences. The School Director will be a faculty member of the proposed new school. The School Director will be responsible for the daily functions of the school, the budget and all personnel matters. The School director will have seven administrative staff and 62 faculty as direct reports by year three of operation.

Upon establishment, the proposed new School will be supported by seven (7) support staff including, (1) administrative and education coordinator, (1) building manager, (1) accountant, (1) director of advising, (1) academic advisor, (1) senior administrative coordinator, and (1) laboratory supervisor. VCU plans to hire (2) new administrative staff in year one of operation: a financial specialist and an internship community engagement coordinator. The total cost for new hires will be \$167,640. The total cost for administrative staff will be \$1,108,175 in year one and remain constant for the first three years of operation.

Resources

The proposed new school in the College of Humanities and Sciences would be established utilizing funding from four sources. All of the resources from the existing Department of Biology located in the College of Humanities and Sciences would be reallocated to the proposed new school. The department has a budget of \$7,063,678. All of the resources from the existing VCU Life Sciences academic unit would be reallocated to the proposed new school. The VCU Life Sciences academic unit has a budget of \$4,117,419.

The College of Humanities and Sciences, Office of the Dean will fund the cost for two new administrative staff hires. The dean will also allocate \$1,000,355 to hire three (3) new faculty which includes \$700,000 in start-up packages for two (2) of the new faculty positions. The dean will allocate \$100,000 to hire adjunct faculty.

The proposed new school will have 48 graduate assistant positions in the first three years of operation. The VCU Graduate School will provide funding for the graduate assistant positions for a cost of \$1,841,938 in the first three years of operation.

The reallocation of funds to establish and operate the proposed new school in the College of Humanities and Sciences will have a minimal impact on the budget of the College of Humanities and Sciences, Office of the Dean. VCU indicates the budget for the College of Humanities and Sciences is sufficient to adequately and appropriately support the remaining academic units in the college. VCU affirms no new resources will be requested from the state to establish or operate the proposed new school in the College of Humanities and Sciences or implement the proposed organizational change.

New Academic Unit - Proposed Name: School of Life Sciences and Sustainability

Expenditure Category	Proposed Budget			
	HDCT	20 25 - 20 26	20 26 - 20 27	20 27 - 20 28
Personnel Salary				
Position Title: School Director	1	\$185,000	\$185,000	\$185,000
Fringe Benefits		\$73,445	\$73,445	\$73,445
Position Title: Internship/Community Engagement Coordinator	1	\$65,000	\$65,000	\$65,000
Fringe Benefits		\$25,805	\$25,805	\$25,805
Position Title: Financial Specialist	1	\$55,000	\$55,000	\$55,000
Fringe Benefits		\$21,835	\$21,835	\$21,835
Other Personnel (specify in text):	7	\$488,282	\$488,282	\$488,282
Fringe Benefits		\$193,808	\$193,808	\$193,808
Administration Subtotal	10	\$1,108,175	\$1,108,175	\$1,108,175
Faculty	65	\$6,224,272	\$6,699,272	\$6,674,272
Fringe Benefits		\$2,431,336	\$2,461,111	\$2,490,886
Faculty Subtotal	65	\$8,655,608	\$9,160,383	\$9,165,158
Student Support				
Student Workers	5	\$30,000	\$30,000	\$30,000
Graduate Teaching Assistant	36	\$1,273,333	\$1,273,333	\$1,273,333
Graduate Research Assistant	12	\$621,684	\$621,684	\$621,684
Student Support Subtotal	53	\$1,925,017	\$1,925,017	\$1,925,017
Operating Expenses				
Office Supplies		\$30,000	\$30,000	\$30,000
Instructional Supplies		\$250,000	\$250,000	\$250,000
Travel				
Marketing		\$25,000	\$25,000	\$25,000
Conference/Professional Development		\$75,000	\$75,000	\$75,000
Other Costs (specify in text)		\$320,000	\$200,000	\$200,000
Operating Expenses Subtotal		\$700,000	\$580,000	\$580,000
Total	128	\$12,388,800	\$12,773,575	\$12,778,350

State Council of Higher Education for Virginia Agenda Item

Item: I.F. Update on 2023-24 Degrees and Certificates Awarded

Date of Meeting: January 7, 2025

Presenter: Tod Massa
Director of Policy Analytics
todmassa@schev.edu

Most Recent Review/Action:

- ☐ No previous Council review/action
☒ Previous review/action

Date: January 9, 2024

Action: Council received a report on degree and certificate awards for 2022-23.

Purpose of the Agenda Item:

The purpose of the item is to provide an update on the degrees and certificates awarded in 2023-24, including progress toward the Commonwealth's goals.

Background Information/Summary of Major Elements:

In 2023-24, Virginia's public and private nonprofit colleges and universities awarded **57,562 bachelor's degrees**, the same as the previous year.

- Public four-year institutions conferred 38,529 bachelor's degrees, which was 483 fewer than the previous year.
- Private nonprofit institutions and ECPI conferred 19,033 bachelor's degrees, 483 more than the previous year.

In 2023-24, Virginia's community colleges and Richard Bland College conferred **17,165 associate degrees**, 155 more than in the previous year. (The public and private four-year institutions conferred an additional **2,390 associate degrees**.)

Together, the two-year institutions also produced **14,637 sub-baccalaureate certificates** in 2023-24, an increase 2,241 over the previous year. (The public and private four-years conferred **1,302**.)

Together, the public and private universities also produced **34,411 graduate and professional degrees** (282 more than last year) and **4,820 post-graduate certificates** in 2023-24.

In total, Virginia's public institutions, Virginias Tuition Assistance Grant participating private colleges, and ECPI University awarded **132,287 undergraduate and graduate degrees and certificates** in 2023-24, which was 2,387 more than the prior year.

Degrees in STEM-H fields (science, technology, engineering, math and health professions) continued to grow. Public institutions awarded 29,416 STEM-H degrees, or 39.7% of all degrees – the highest number and percentage ever. Private nonprofit colleges and universities awarded 10,914 STEM-H degrees, slightly more than the previous year, or 27.3% of all degrees.

The top four programs for bachelor-degree awards at public institutions are psychology, biology, computer and information sciences, registered nursing, and business /commerce (fifth). Business administration (sixth) follows closely. All six programs had at least 1,300 graduates in 2023-24; together these programs represent about 23% of all bachelor-degree awards at public institutions. Computer and information sciences was the fastest growing program, moving from sixth place in 2021-22 to third in 2023-24. With the exception of liberal arts and sciences (1,214 graduates), all other programs each had fewer than 1,000 graduates in 2023-24 (speech communication/rhetoric 972; political science, 959; the rest, below 800).

It is also worthwhile noting that while women earned more degrees than men over the period, men and women tend to enroll disproportionately in similar programs of study. For example, while psychology was the most frequently awarded bachelor's degree for women attending public four-year institutions, it was eighth highest for men. Conversely, computer and information science was the most frequently awarded degree at public four-year institutions for men, but didn't make the top ten most frequently awarded degree for women. These examples suggest a need to ensure Virginia's education system is producing adequate talent for the needs of the future workforce.

The *Top Jobs Act (TJ21)* calls for the awarding, by 2025, of an additional 100,000 degrees to in-state undergraduates at public institutions and a “comparable increase” in degree awards at private nonprofit institutions. These awards represent an important intermediate step of *The Virginia Plan for Higher Education's* target of 1.5 million degrees and workforce credentials between 2014 and 2030.

The Commonwealth will **not** meet TJ21's degree-award goals, with only 23 more undergraduate degrees awarded in-state students compared to last year, while that is a substantial improvement over two prior years of substantial decreases. With one year remaining, Virginia will fall short by approximately 19,000 degrees at public institutions (assuming no growth and no further losses). This projected shortfall is predominantly the result of decreases in the annual award of associate degrees and a lack of growth in bachelor's degrees since 2016-17. The COVID-19 pandemic exacerbated the situation. The model that established the goal was based on the assumption of 960 additional in-state undergraduate degree awards each year, instead the average increase was 417-degree-awards added annually beginning in 2011-12.

While challenges remain for the Commonwealth to meet goals around student access and completion, this year's degree report indicates that Virginia remains on pace to meet *The Virginia Plan* goal of having 70% of working-age Virginians holding a degree or workforce credential by 2030. To date, 957,684 undergraduate credentials have

been awarded since 2014-15 with a target goal of 1.5 million by 2030, which includes 53,828 New Economy Workforce Credentials.

Materials Provided:

- Staff's briefing to Council will use a new suite of reports that are accessible on collegeoutcomes.schev.edu, which will accompany the institutional fact packs and other tools for higher education planning.
- Five appendices appear behind the second page of this cover sheet.

Financial Impact: None.

Timetable for Further Review/Action: None.

Resolution: None.

State Council of Higher Education for Virginia Agenda Item

Item: I.G. – Discussion of the Governor’s Introduced Budget

Date of Meeting: January 7, 2025

Presenter: Lee Andes
Interim Director for Finance Policy & Innovation
leeandes@schev.edu

Most Recent Review/Action:

- ☒ No previous Council review/action
☐ Previous review/action

Purpose of the Agenda Item:

The purpose of this item is to facilitate Council’s discussion of Governor Youngkin’s Introduced Budget via staff’s overview and summary of the relevant higher-education components of the Governor’s proposals.

Background Information/Summary of Major Elements:

The *2024-26 Act of Appropriation*, passed May 13, 2024, established the Commonwealth’s budget for the 2024-25 (FY 2025) and 2025-26 (FY 2026) fiscal years. Current language provides some individual budget items with funding increases from FY 2025 to FY 2026, while others may be level funded from one year to the next. The upcoming 2025 session of the General Assembly is a short session providing the Governor and legislators the opportunity to make amendments to either of these two years.

On December 18, 2024, Governor Youngkin proposed his amended budget for the 2024-26 biennium. (Given the timing of the production of Council’s meeting materials, staff were unable to include details of the Introduced Budget in the materials here.)

For the budget bill, the next step is legislators’ submission of budget amendments, due January 10. In February, the Senate and House will complete their committee reports and then form a conference committee to create a conference report for review and approval by the General Assembly. The approved conference budget then will go to Governor Youngkin for his review. Throughout this process, staff will use applicable budget and policy recommendations approved by Council at the October 2024 meeting as a guide in monitoring amendments and reports, and staff will work with legislators, legislative staff and institutions to provide input.

Materials Provided:

None herein. Prior to the meeting on January 7, staff will provide to Council via electronic message an overview and summary of the Introduced Budget. At the January meeting, staff will provide as a paper handout, "Summary of the Governor's Proposed Budget Amendments for the 2024-26 Biennium."

Financial Impact: None

Relationship to Goals of *The Virginia Plan for Higher Education*:

The summary of the Governor's budget amendments relates to all three goals of the statewide strategic plan - equitable, affordable and transformative.

Timetable for Further Review/Action:

At Council's March and/or May meetings, staff will review the status and outcomes of the budget-development process.

Resolution: None.

State Council of Higher Education for Virginia Agenda Item

Item: I.H. – Discussion of the 2025 General Assembly Session

Date of Meeting: January 7, 2025

Presenter: Dr. Grace Khattar
Senior Associate for Finance Policy and Government Relations
gracekhattar@schev.edu

Most Recent Review/Action:

- ☒ No previous Council review/action
☐ Previous review/action

Date:

Purpose of this Agenda Item:

The purpose of this item is to facilitate Council's discussion of legislation pertaining to and/or likely to affect higher education in the 2025 session of the General Assembly. Staff will provide an overview of SCHEV's role in the legislative process and will highlight and summarize relevant bills.

Background Information/Summary of Major Elements:

The 2025 Virginia General Assembly will begin its session on January 8. Pending confirmation by the body, the tentative legislative calendar is:

- **January 8:** General Assembly convenes; committee assignments announced.
- **January 10:** Budget amendment deadline.
- **January 17:** Bill filing deadline.
- **February 4:** Crossover Day (the date on which each chamber may consider only that legislation and amendments introduced in the other chamber, except the budget bill and revenue bills).
- **February 12:** Budget bills reported-out of each chamber; budget conferees appointed.
- **February 22:** Adjournment.

During the session, staff will review all bills and budget amendments related to higher education and work with legislators and their staff as needed to address concerns. The agency director and staff will provide Council with updates at various points during the process.

Materials Provided:

None herein; at the meeting, staff will provide a handout that lists the current bills.

Financial Impact: NA

Timetable for Further Review/Action: NA

Resolution: NA

State Council of Higher Education for Virginia Agenda Item

Item: I.I. – Discussion of Six-Year Plans

Date of Meeting: January 7, 2025

Presenter: Dr. Grace Khattar
Senior Associate for Finance Policy and Government Relations
gracekhattar@schev.edu

Most Recent Review/Action:

- ☐ No previous Council review/action
☒ Previous review/action

Date: October 21, 2024

Review: The Resources and Planning Committee received a staff briefing on the themes of the final six-year institutional plans as submitted to SCHEV.

Purpose of the Agenda Item:

The purpose of this item is to inform Council's understanding and discussion of the board-approved versions of the public institutions' six-year operating plans and discuss next steps for the upcoming six-year plan process.

Background Information/Summary of Major Elements:

As prescribed in COV [§ 23.1-306](#), the governing board of each public institution of higher education is required to develop and adopt a six-year operating plan for its institution. The statute vests responsibility largely with SCHEV for facilitating the process at the state level. The plans and their common template serve as an opportunity to facilitate meaningful strategic dialogue between the public postsecondary institutions and the Commonwealth about each institution's enrollment, academic / programmatic and financial plans.

As specified in the statute, institutions' draft plans are reviewed by a six-member group referred to informally as Op-Six, which is comprised of the Director of the Department of Planning and Budget (DPB), the Secretary of Finance, the Secretary of Education, the Staff Director of the House Committee on Appropriations (HAC), the Staff Director of the Senate Committee on Finance and Appropriations (SFAC) and the Director of SCHEV. The statute stipulates that the plans "shall be in a form and manner prescribed by the Council." Following review by Op-Six and potential revisions in response to that review, each board adopts its institution's six-year plan.

Via their boards, the public institutions develop their six-year plans in each odd-numbered year, such as 2025, in conjunction with the state's preparations for the next

biennial budget. In even-numbered years, as in 2024, the boards affirm or update the plans, if/as necessary.

The templates provided by the state for institutions' plans contain two parts: Part I, an Excel workbook; and Part II, a narrative document. Part I includes six spreadsheets to capture the following data:

1. In-state Undergraduate Tuition and Fee Plan. In this section, the institution provides any planned annual increases in in-state undergraduate tuition and mandatory Educational and General (E&G) fees and mandatory non-E&G fees for the biennium.
2. Tuition and Other Nongeneral Fund (NGF) Revenue. Based on assumptions of no new general fund, enrollment changes, and other institution-specific conditions, the institution provides 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 E&G programs; and mandatory non-E&G fee revenues from in-state undergraduates and other students, as well as the total auxiliary revenue.
3. Financial Aid. In this section, the institution provides a breakdown of the projected source and distribution of tuition and fee revenue redirected to financial aid.
4. Academic-Financial Plan. This section captures the academic, financial and support-service strategies that the institution intends to employ in meeting state needs/goals as found in the statewide strategic plan. Traditionally, institutions have been advised to use a planning assumption of no new general fund to support the strategies.
5. Six-Year Pro Forma. A new section populated by the revenue and financial sheets to calculate a pro forma budget surplus/deficit for six years.
6. General Fund (GF) Request. Each institution provides information about items for which it anticipates making a request for state general fund support in the upcoming biennium. The item can be a supplement to a strategy or an item from the academic and financial plan, or it can be a free-standing request for which no tuition revenue would be used.

Part II contains more-detailed information about the data provided in Part 1, as well as additional topics such as enrollment projections, new academic programs, major capital outlay projects, status update of previous plans' strategies, suggestions for improving efficiencies, commitments to and economic development efforts.

Public institutions' updates to the plans were submitted to Op-Six in July. Throughout August and September, Op-Six reviewed the six-year plans and then distributed follow-up questions and comments to the institutions in September, and institutions responded in October. In October and November, the institutions had opportunity to revise their plans if desired in advance of approval by their boards prior to the December 1 statutory

deadline. All final plans were submitted by December 1, 2024, and are accessible on the SCHEV six-year-plan webpage; see: <https://www.schev.edu/institutions/planning-performance/six-year-plans>.

Summary of / Findings from Public Institutions' Board-Approved Six-Year Plans

- Institutions submitted requests totaling \$595 million for FY 2026.
- Requests included support for the institutional costs related to the VMSDEP tuition and fee waiver, career readiness and placement efforts, education innovation and online learning, salary increases, financial aid, and operations and maintenance for new facilities coming online.
- On average, institutions propose raising tuition and E&G fees by 2.8% in 2025 and 3.5% in 2026.
- Institutions requested \$435 million in FY 2025 and \$595 million in new general fund.
- The most common categories of general fund requests were Career Readiness and Placement; Education Innovation / Online Learning; and Financial Aid.

Upcoming Six-Year Plan Process

- In March 2025, SCHEV staff will initiate discussion with Op-Six regarding updates or changes to the six-year plan template and narrative documents.
- Over the course of March and April, Op-Six will refine and amend the templates.
- The institutions will receive the templates in May 2025 with a due date of July 2025.
- In August and September SCHEV will coordinate in-person meetings with each institution and Op-Six to discuss their plans.
- In September 2025, SCHEV will distribute formal questions and comments on plans to the institutions with an expected response in October 2025.
- By December 1, 2025, all plans will be available on SCHEV's website.

Materials Provided:

See summary information above. Institutions' board-approved 2024 six-year plans are available on SCHEV's six-year-plan webpage:

<https://www.schev.edu/institutions/planning-performance/six-year-plans>

Financial Impact: None

Relationship to Goals of The Virginia Plan for Higher Education:

Since 2015, institutions have organized their six-year plans around the goals of the statewide strategic plan. In that year, joint resolutions (HJR 555 and SJ 228) required that the mission, vision, goals and strategies expressed in The Virginia Plan should guide the public institutions' development of their six-year plans.

Timetable for Further Review/Action: None

Resolution: None

State Council of Higher Education for Virginia Agenda Item

Item: I.J. – Update on the Pell Initiative for Virginia

Date of Meeting: January 7, 2025

Presenter: Lee Andes
Interim Director for Finance Policy & Innovation
leeandes@schev.edu

Most Recent Review/Action:

☐ No previous Council review/action

☒ Previous review/action

Date: October 21, 2024

Review/Action: Council received an update on the initiative from staff.

Purpose of the Agenda Item:

The purpose of this item is to provide Council with timely information on the status of the Pell Initiative for Virginia (PIV).

Background Information/Summary of Major Elements:

Pathways to Opportunity, the statewide strategic plan for higher education, has established goals that Virginia postsecondary education be equitable, affordable, and transformative. These goals cannot be accomplished without sufficient access to higher education as well as successful completion of that education for low-income students. Additionally, to support its target of 70% of its adult population possessing either a college degree or other post-secondary credential of value, the Commonwealth needs to support more low-income students.

In 2022, the General Assembly provided funding and budget language to improve low-income student enrollments and completions. In FY 2024 and FY 2025, staff awarded nearly \$37.5 million each year in support of public institution initiatives designed to increase either low-income enrollments (defined as Pell-eligible) or improve the retention and completion rates of these students.

In addition to funding institutional initiatives, participation in the program requires that each institution perform an institution-wide review of all processes and policies to identify any barriers that may inhibit or prevent low-income students from application, enrollment, persistence, or completion at the institution. From this review, institutions may identify specific steps that need to be taken to improve on these metrics.

Summary of Program Activity

Administration for FY 2024 and FY 2025:

- The FY 2024 allocation of \$37.5 million was awarded in two rounds of proposals totaling \$36.8 million for 31 proposals containing 137 activities.
- The FY 2025 allocation of \$37.5 million was awarded in one round of proposals totaling \$36.6 million for 19 proposals containing 114 activities.

Institution	FY 2024 Round One, ends June 30, 2027	FY 2024 Round Two, ends June 30, 2027	FY 2025, ends June 30, 2028	Institution Grand Total
CNU	\$161,900	\$496,715	\$923,500	\$1,582,115
GMU	\$536,112	\$691,111	\$3,520,045	\$4,747,268
JMU	\$1,000,000	\$750,000	\$0	\$1,750,000
LU	\$1,155,753	\$352,368	\$1,288,730	\$2,796,851
NSU	\$1,756,891	\$586,500	\$1,457,500	\$3,800,891
ODU	\$773,780	\$595,133	\$5,090,000	\$6,458,913
RU	\$1,411,040	\$114,000	\$1,191,932	\$2,716,972
UMW	\$3,668,668	\$0	\$1,326,446	\$4,995,114
UVA	\$2,431,000	\$600,850	\$3,743,672	\$6,775,522
UVAW	\$354,000	\$250,000	\$0	\$604,000
VCU	\$1,024,300	\$0	\$1,948,556	\$2,972,856
VMI	\$3,832,025	\$0	\$0	\$3,832,025
VSU	\$1,997,000	\$111,000	\$2,095,164	\$4,203,164
VT	\$3,461,560	\$569,980	\$3,467,623	\$7,499,163
W&M	\$840,971	\$665,425	\$258,394	\$1,764,790
RBC	\$0	\$1,029,325	\$3,423,000	\$4,452,325
VCCS	\$0	\$5,651,588	\$6,880,130	\$12,531,718
Grand Totals	\$24,405,000	\$12,463,995	\$36,614,692	\$73,483,687

- Data is being collected during fall 2024 to evaluate the impact of these activities but results may be incomplete or take more time to measure.
 - 2024 was a developmental year for some activities due to the short time between granting of a PIV award and the 2023-24 academic year,
 - Depending on the activity, many enrollment and retention efforts may take time to show results and a full cohort should be followed before final conclusions can be made,
 - The 2024-25 academic year represented the first year of implementation of the FAFSA simplification with the changes in determining who is eligible for a Pell grant potentially inflating the number of low-income students and the challenges created by the failed implementation impacted enrollment, and
 - At the time the October 2024 report was released, fall 2024 enrollment data was limited. A follow-up report was due to be released in December 2024 but that data was not available at the time of the write-up of this agenda item.
 - The 2023-24 financial aid data collection will not be final until early 2025.

Administration for FY 2026

- In contrast with the prior two years, proposals will not be reviewed over a four-year span and disbursement of funds will not be spread over four years.
- Institutions will submit broader proposals and list specific activities only for the immediate award year and SCHEV will have the full \$37.5 million available to be disbursed over one year instead of over four years.
- As a result,
 - Institutions can be more aggressive in their proposals since more funds will be disbursed annually.
 - Moving forward, SCHEV staff will spend less time reviewing new proposals and more time on evaluating the results of individual activities and initiatives.
 - SCHEV will work with institutions annually to determine which activities may be continued due to demonstrated progress and whether the focus of institutional activities should be redirected.

2025 Calendar

The exact dates for the below activities were not final as of the writing of this agenda item.

- Institutions will be able to start submitting proposals in January 2025.
- Proposals will be reviewed in late winter to early spring.
- Announcements on approved proposals will take place by late spring.

Materials Provided: None beyond the summary information above.

Financial Impact: None

Relationship to Goals of *The Virginia Plan for Higher Education*:

The goals of the Pell Initiative for Virginia address all three goals of the statewide strategic plan - equitable, affordable and transformative.

Timetable for Further Review/Action:

Further updates will be provided in conjunction with program timeline benchmarks.

Resolution: None.

State Council of Higher Education for Virginia Agenda Item

Item: I.K. - Annual Progress Update on the Goals of the Statewide Strategic Plan and Process Introduction for the New Plan

Date of Meeting: January 7, 2025

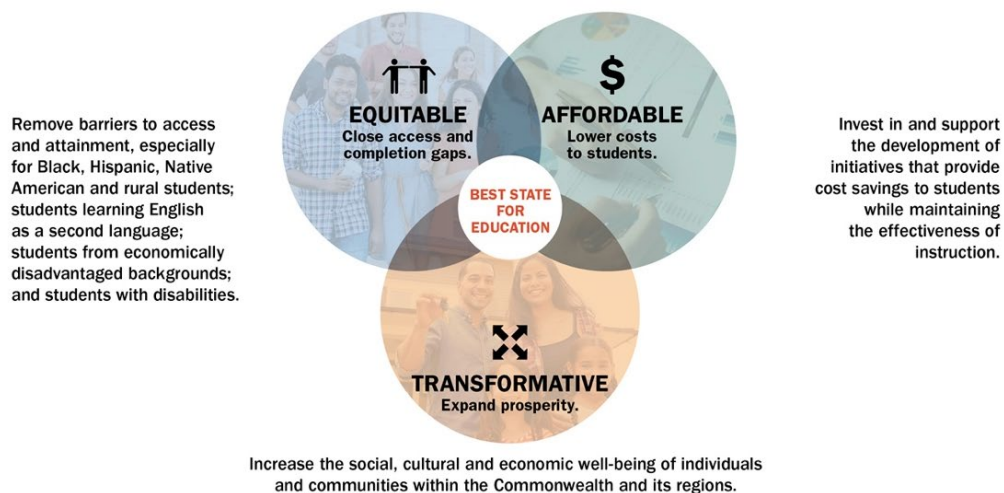
Presenter: Emily Salmon
Assistant Director of Strategic Planning and Policy Studies
emilysalmon@schrev.edu

Most Recent Review/Action:

- ☒ **No previous Council review/action**
☐ **Previous review/action**

Purpose of the Agenda Item: The purpose of this item is to inform Council of some summative findings from *Pathways to Opportunity: The Virginia Plan for Higher Education 2024 Annual Report*, which staff submitted to the executive and legislative branches in December. The agenda item uses the summative findings as markers of progress toward the strategic plan goals to facilitate Council discussion on and inform the next iteration of *The Plan*. Council's discussion marks the first step of the ~yearlong process to develop a new statewide strategic plan for higher education.

Background Information/Summary of Major Elements: In January 2021, Council approved *Pathways to Opportunity: The Virginia Plan for Higher Education*, which creates the framework for statewide action for up to six years.



The Plan defines the vision, overarching attainment objective, goals (three) and strategies (ten) that guide statewide efforts. Five measures (attainment, enrollment, awards, borrowing and wages) assess progress toward the three goals on an annual basis.

SCHEV is required by statute to submit a report annually by January 1 on progress toward the statutory goals of the statewide strategic plan. The *2024 Annual Report* summarizes the three statutory goals, key findings from an assessment of where Virginia stands relative to the statutory goals, as well as upcoming and recent activities that directly support *The Plan*.

As *The Plan* enters its fifth year in 2025, the annual report findings identify progress, notable gains and persisting gaps. Such assessment serves as the springboard for the next strategic plan, the process for which commences with this Council discussion.

Materials Provided: No additional materials are provided herein. During the meeting, staff will provide a slideshow presentation.

Financial Impact: N/A

Relationship to the Goals of *The Virginia Plan for Higher Education*: The update identifies progress toward the goals of the existing plan and informs the next iteration of *The Virginia Plan for Higher Education*.

Timetable for Further Review/Action: N/A



Dr. Debbie L. Sydow is president of Richard Bland College of William & Mary, Virginia's only public, residential two-year college. She is president emerita and distinguished professor of English at Onondaga Community College—one of the largest community colleges in the State University of New York (SUNY) system. Sydow has served as President of the New York Community College Association of Presidents, Chair of the Board of Directors of the Institute for Community College Development at Cornell University, and Chair of the

American Council on Education's Commission on Leadership and Institutional Effectiveness.

Strategic reinvestment and reinvention as a means of improving student learning outcomes has been the central focus of Sydow's leadership, and her research. Her writings have been published in a wide range of publications, including the *Community College Journal of Research and Practice*, *Diverse Issues in Higher Education*, and the *American Council on Education Leadership Briefs*, and her recent book is entitled *Re-visioning Community Colleges*.

Sydow's discipline is English literature, rhetoric and linguistics. She earned a B.A. from the University of Virginia's College at Wise, M.A. from Marquette University, and Ph.D. from Indiana University of Pennsylvania. She has received numerous awards and honors, including an honorary Ph.D. from Keuka College, the Association of Community College Trustees (ACCT) CEO of the Year Award for the Northeast Region, and the Phi Theta Kappa National Honor Society's Shirley B. Gordon Award of Distinction.



Jason El Koubi serves as President and CEO at the Virginia Economic Development Partnership, where he leads VEDP's overall strategy and operations to encourage, stimulate, and support the development and expansion of the economy of the Commonwealth.

Experience

Prior to joining VEDP in July 2017 as Executive Vice President, El Koubi was previously President and CEO of One Acadiana, a regional economic development organization based in Lafayette, Louisiana. Under his leadership, the organization developed and successfully launched one of the most successful capital campaigns of its kind in the nation to deliver a new economic development program for the nine-parish region. Previously, El Koubi served as Assistant Secretary of Louisiana Economic Development, where he led initiatives that helped secure projects creating more than 63,000 new jobs along with more than \$28 billion in new capital investment, while dramatically improving Louisiana's position in virtually every state business climate ranking.

Education

B.S., Biological Engineering – Louisiana State University

M.S., Public Policy – London School of Economics



Hitachi Energy, Halifax County

POSITIONING VIRGINIA AS AMERICA'S TOP STATE FOR TALENT

October 2024

VEDP | Virginia
Economic
Development
Partnership
VEDP.org

KEY TRENDS IN POST-COVID ECONOMIC DEVELOPMENT ARE DRIVING UPDATED GOALS AND INITIATIVES FOR ECONOMIC DEVELOPMENT

NOT COMPREHENSIVE

- | | | |
|----------|--|---|
| 1 | Improved economic performance | Further improvements require enhanced focus on industries that yield highest levels of employment |
| 2 | Intensified competitive landscape | Future efforts require greater collaboration across government and with partners at all levels |
| 3 | Talent-driven location decisions | Nationwide scarcity of labor increases urgency to intensify Virginia's focus on talent |
| 4 | Scarcity of project-ready sites | Focus on speed to market continues to drive site development as an economic imperative |

AN INNOVATIVE FRAMEWORK TO DELIVER BETTER RESULTS

Achieving Virginia's transformational goals

Sector Depth

**Robust
Ecosystems**

**Commonwealth
Collaboration**

VEDP ENGAGED MORE THAN 125 PARTNERS ACROSS THE COMMONWEALTH TO DEVELOP THE FY25-29 STRATEGIC PLAN

May '23	<ul style="list-style-type: none"> Gathered partner priorities via survey; focus groups
June '23	<ul style="list-style-type: none"> Gauged priorities on ecosystem-building components
Sept '23	<ul style="list-style-type: none"> Aligned with partners on initiative concepts; gallery walk
Oct - Nov '23	<ul style="list-style-type: none"> Prioritized key challenges and initiatives with 75+ partners Relaunched Taskforce for Rural Virginia Economic Growth
Dec '23 - Jan '24	<ul style="list-style-type: none"> Hosted roundtable sessions with statewide association leadership and international trade partners
Feb '24	<ul style="list-style-type: none"> Hosted Top State for Talent roundtable sessions with key workforce leaders to develop Virginia's framework

Partners Engaged¹

35	Local partners
30+	State government partners
20+	Rural Taskforce for members
15	Regional partners
9	Higher education partners
8	Statewide associations
8	Private sector partners

¹Not exhaustive

FY25-29 TRANSFORMATIONAL GOALS FOR THE COMMONWEALTH

- 1 Robust State Growth**
Position Virginia to achieve a growth rate among that of the top 5-10 states in the U.S.
- 2 Every Region Wins**
Ensure that every region participates in the growth of the Commonwealth
- 3 Best State for Business**
Restore Virginia to its previous leadership position near the top of the national business climate rankings
- 4 Top State for Talent**
Establish Virginia as a top state for talent retention, attraction, development, and alignment
- 5 Most Innovative, Collaborative, and Effective State EDO**
Solidify VEDP's position as one of America's top state EDOs through an innovative strategy, collaborative approach, and effective outcomes

VEDP'S STRATEGIC PLAN: THREE COMPLEMENTARY, TALENT-FOCUSED STRATEGIES

Retain and attract talent

Strengthen and highlight the Commonwealth's assets and economic opportunities to retain and attract the talent

Develop talent and align to employer needs

Produce in-demand talent aligned with industry needs to create pathways to opportunity and build a thriving workforce

Unlock worker potential by reducing barriers

Reduce barriers to workforce access (e.g., childcare, transportation) to ensure Virginians participate in the labor force



VEDP will hire a Senior Talent Leader to:

- Coordinate and communicate all talent-related efforts – provide a single VEDP voice
- Educate and translate VEDP's work (including VOEE) to stakeholders
- Collaborate with VEDP teams to develop and execute talent initiatives for key sectors
- Promote Virginia's talent pool and pipeline and lead the development of custom talent solutions for major projects
- Represent the needs of the traded-sector business community
- Leverage data from VOEE to drive strategic priorities



Brightpoint Community College, Chesterfield County

THE FY25-29 TRANSFORMATIONAL GOALS REFLECT STAKEHOLDER INPUT AND INCORPORATE ELEMENTS OF THE INNOVATIVE FRAMEWORK

Transformational Goal	Description	Metrics (Targets)
1. Robust State Growth	Position Virginia to achieve a growth rate among that of the top 5-10 states in the U.S.	<ul style="list-style-type: none"> Five-year historic employment growth rate rank (Top ten) Five-year forecast employment growth rate rank (Top ten) Five-year historic inflation-adjusted Median Household Income (MHI) growth rate rank (Top ten)
2. Every Region Wins	Ensure that every region participates in the growth of the Commonwealth	<ul style="list-style-type: none"> Count of marketing regions with positive five-year historic employment growth (All positive) Count of marketing regions with positive five-year forecast employment growth (All positive) Count of marketing regions with positive five-year historic inflation-adjusted MHI growth (All positive)
3. Best State for Business	Restore Virginia to its previous leadership position near the top of the national business climate rankings	<ul style="list-style-type: none"> Average rank in the state business climate rankings (Top five) Five-year historic core sector growth rate ranks (Top ten)
4. Top State for Talent	Establish Virginia as a top state for talent retention, attraction, development, and alignment	<ul style="list-style-type: none"> Rank of net in-migration as a % of population (Top ten) Rank of credential and degree attainment rate (Top five) Strada Education Foundation State Opportunity Index <ul style="list-style-type: none"> Ten-year Bachelor's and Associates ROI (Top ten) Employer Alignment (Leading category) Labor force participation rate rank (Top five)
5. Most Innovative, Collaborative, and Effective State EDO	Solidify VEDP's position as one of America's top state EDOs through an innovative strategy, collaborative approach, and effective outcomes	<ul style="list-style-type: none"> Client satisfaction surveys (95% target) VEDP employee satisfaction (90% target) VEDP partner satisfaction (80% target) DCI Best in Class: State Economic Development Organizations (Top three)

TARGETS ARE AMBITIOUS BUT CAN BE ACHIEVED OVER TIME WITH STRATEGIC INITIATIVES AND SIGNIFICANT RESOURCING (1 OF 2)

Transformational Goal	Metric	Current Position ¹	Target
1. Robust State Growth	Five-year historic employment growth rate rank	#25	#10*
	Five-year forecast employment growth rate rank	#17	#10*
	Five-year historic inflation-adjusted MHI growth rate rank	#35	#10*
2. Every Region Wins	Marketing regions with positive five-year historic employment growth	12	18
	Marketing regions with positive five-year forecast employment growth	14	18
	Marketing regions with positive five-year historic inflation-adjusted MHI growth	17	18
3. Best State for Business	Average rank in the state business climate rankings	5.8	5.0
	Five-year historic core sector growth rate ranks: Knowledge Work	#23	#10*
	Five-year historic core sector growth rate ranks: Manufacturing	#19	#10*
	Five-year historic core sector growth rate ranks: Logistics	#26	#10*

¹Data as of April 2024

*Top ten, top five represented by lowest targeted rank (#10 or #5)

TARGETS ARE AMBITIOUS BUT CAN BE ACHIEVED OVER TIME WITH STRATEGIC INITIATIVES AND SIGNIFICANT RESOURCING (2 OF 2)

Transformational Goal	Metric	Current Position ¹	Target
4. Top State for Talent	Net in-migration as a % of population rank	#24	#10*
	Credential and degree attainment rate rank	#7	#5*
	Strada State Opportunity Index: Ten-year BA and Associates ROI	#15	#10*
	Strada State Opportunity Index: Employer Alignment	Developing	Leading
5. Most Innovative, Collaborative, and Effective State EDO	Client satisfaction surveys	99%	95%
	VEDP employee satisfaction	90%	90%
	VEDP partner satisfaction	79%	80%
	DCI Best in Class: State Economic Development Organizations	#5	#3*

¹Data as of April 2024

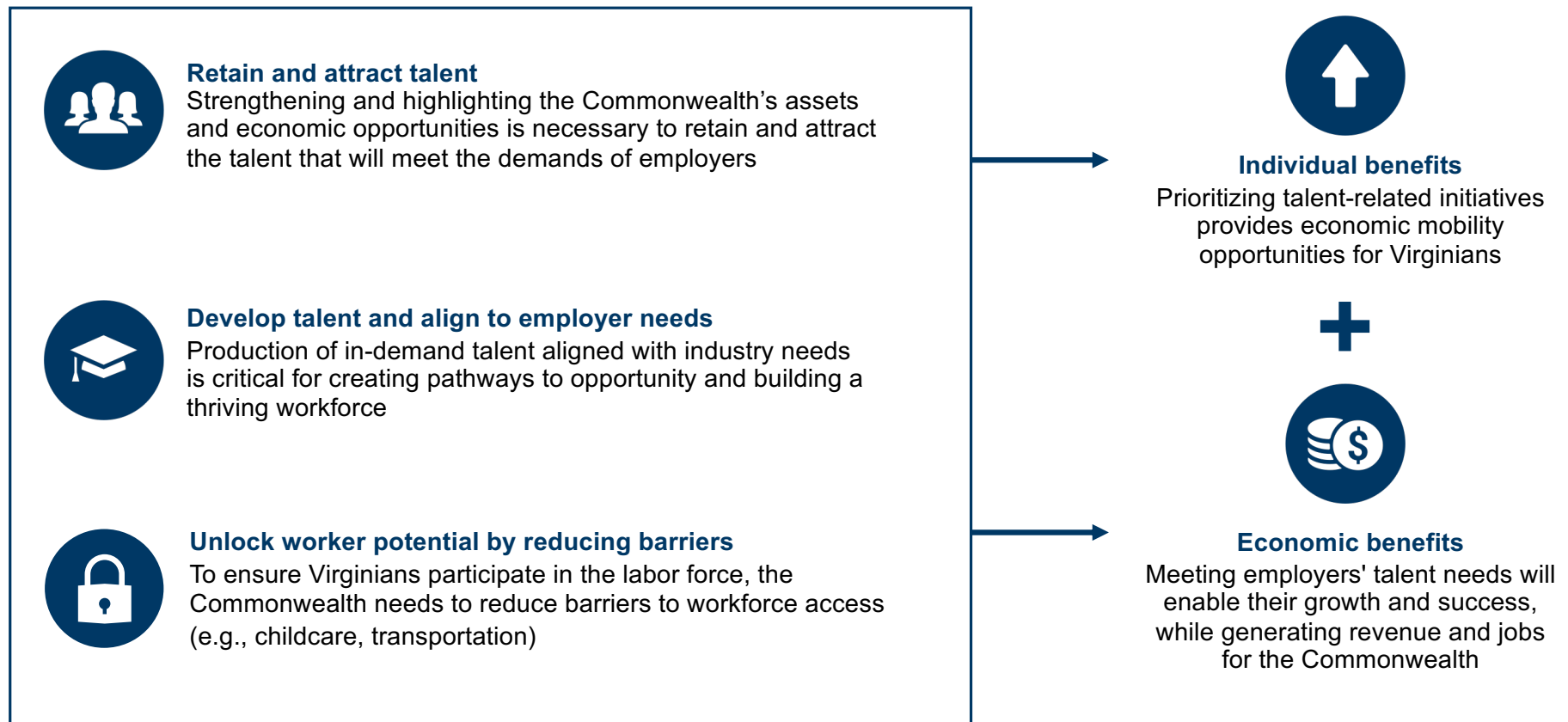
*Top ten, top five, top three represented by lowest targeted rank (#10, #5, or #3)

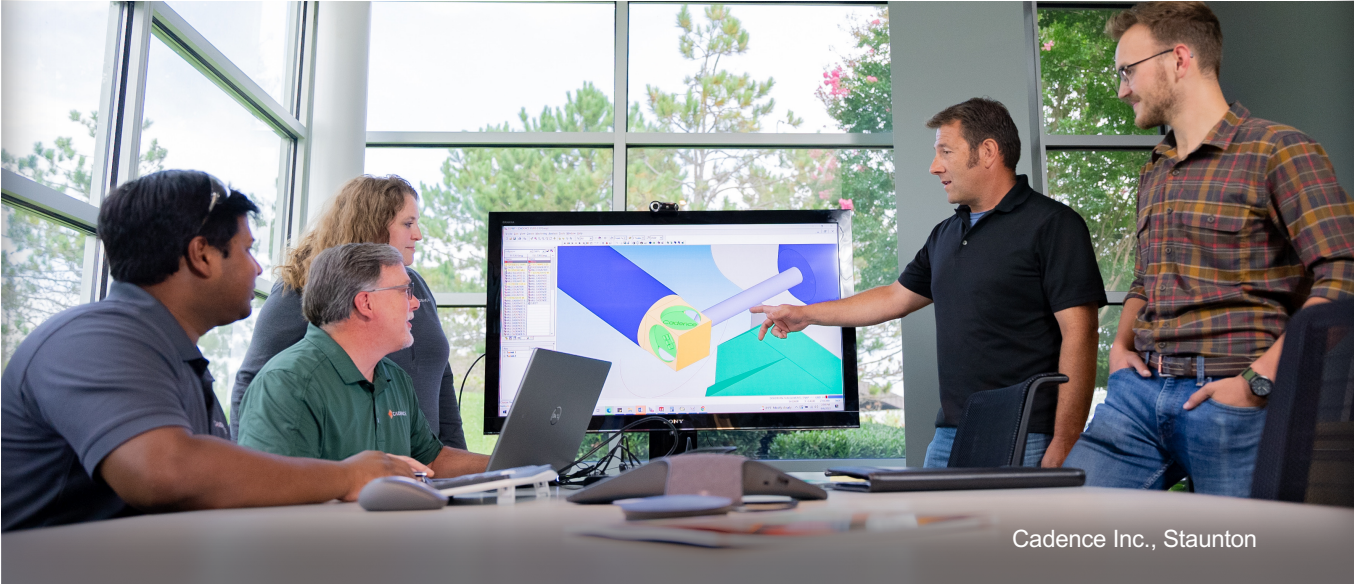
THE FY25-FY29 STRATEGIC PLAN INITIATIVES ARE DESIGNED TO ENHANCE VIRGINIA'S HUMAN CAPITAL DEVELOPMENT ENGINE

SP	Initiative	Owner (Support)	Key Partners
1	Strengthen and grow Virginia's workforce through enhanced marketing to retain and attract talent*	Anita Begnaud (Sector Teams, Stuller)	VDWDA, VTC, REDOs/LEDOs
2	Expand work-based learning opportunities and enhance career navigation resources	David Devan (Oldham, Stuller / Melvin)	SCHEV, VCCS, VDWDA
3	Connect and align regional workforce and education ecosystems with private sector needs for target industries*	Tim Stuller / Debbie Melvin (Oldham)	VDWDA, VCCS, SCHEV, WDBs
4	Identify and assess credentials of value in collaboration with industry and education partners	Todd Oldham	SCHEV, VCCS, VDWDA, WDBs
5	Increase awareness and uptake of credentialed manufacturing careers in collaboration with partners*	Sneha Atwal (Stuller, Melvin)	VCCS, SCHEV, VMA, WDBs, private industry
6	Increase awareness of logistics career opportunities and develop regional-based career pathway programs*	Eric Jehu (Stuller, Melvin)	VCCS, WDBs, private industry
7	Support programs and partnerships for the development of critical skills for Knowledge Work careers	Ted Sniffin (Stuller, Melvin)	VCCS, SCHEV, federal partners, private sector
8	Develop data tools and research to identify employer workforce needs and align talent solutions to focus areas	Todd Oldham	SCHEV, VDWDA, private industry
9	Reduce labor force barriers by supporting initiatives to expand childcare, transportation, and housing access*	Nicole Riley	DHCD, VA Housing, VDOT, VAPDC, VA Early Childhood Foundation
10	Sustain the Talent Accelerator as the #1 U.S. custom workforce recruitment and training incentive program	Mike Grundmann	VCCS, SCHEV, VDWDA

*Initiatives aligned with Rural Task Force priorities

PURSuing THREE TALENT-FOCUSED STRATEGIES WILL PROVIDE BENEFITS TO THE COMMONWEALTH'S CITIZENS AND ECONOMY





QUESTIONS?

THANK YOU



Jason El Koubi
President and CEO
804.219.6232
jelkoubi@vedp.org

TOP STATE FOR TALENT ROUNDTABLE ATTENDEES (FEBRUARY 2024)

	Name	Affiliation
1	Shawn Avery	Hampton Roads Workforce Council
2	Kirk Cox	Virginia Business Higher Education Council
3	David Doré	Virginia Community College System
4	Sara Dunnigan	Department of Housing and Community Development; GO Virginia
5	Alan Edwards	State Council of Higher Education for Virginia (SCHEV)
6	Dr. Andrew Flagel	Consortium of Universities of the Washington Metropolitan Area
7	Victor Hoskins	Fairfax County Economic Development Authority
8	Nicholas Kent	Deputy Secretary of Education
9	Dr. Anne Kress	Northern Virginia Community College
10	Paul Liberty	George Mason University
11	Sacha Litman	Boston Consulting Group
12	Nicole Overley	Deputy Secretary for Workforce Development
13	Anthony Reedy	Deputy Secretary of Labor
14	Carrie Roth	Virginia Department of Workforce Development & Advancement
15	Bryan Slater	Secretary of Labor
16	George Taratsas	Labor Secretariat
17	Rick Wagner	Agile Defense

State Council of Higher Education for Virginia Agenda Item

Item: I.N. – Council – Report of the Agency Director

Date of Meeting: January 7, 2024

Presenter: A. Scott Fleming
Director
scottfleming@schev.edu

Most Recent Review/Action:

☒ No previous Council review/action

☐ Previous review/action

Date:

Action:

Purpose of the Agenda Item:

The purpose of this item is to inform Council of recent and upcoming work in which staff is involved.

Background Information/Summary of Major Elements: N/A

Materials Provided: Director's Report.

Financial Impact: N/A

Timetable for Further Review/Action: N/A

Relationship to Goals of *The Virginia Plan for Higher Education*: N/A

Resolution: N/A

Director's Report
State Council of Higher Education
September 17, 2024

Board of Visitors Education: On November 12-13, SCHEV staff, in coordination with the Secretary of Education and Governor's Office, provided two full days of orientation for institutional boards of visitor members for Virginia's public colleges and universities. Meetings were held in Virginia Beach to accommodate a larger than usual attendee list as invitations were extended to all boards of visitor members and not just new appointments. Sessions included presentations from the Secretary of Education, the Secretary of Finance, and Secretary of the Commonwealth, as well as the Chief of Staff to the Governor, the Virginia Community College System Chancellor and representatives from University of Virginia, Norfolk State University, George Mason University, Reynolds Community College, the Attorney General's office, and various other board and university professionals.

Mental Health Workforce Pilot Grants: On December 19, SCHEV staff and representatives from public institutions receiving grant funding under the pilot grant program met with the Secretary and Deputy Secretary of Education, the Chief Clinical Officer for the Virginia Department of Behavioral Health and Developmental Services and others of the Governor's staff to discuss findings from the pilot.

Leadership Team Retreat: On December 5-6, I convened SCHEV senior staff and the Council Chair for a two-day, off-site retreat in December. We worked to establish or refine strategic priorities, objectives, and key results for the agency in the coming year, and we discussed current and future SCHEV needs and internal dynamics. We developed an operating framework for the coming year, with a focus on aligning for success, and plans for a staff mentorship program.

GPAC Meetings: On October 25 and November 28, I convened public-institution chief executive officers as the General Professional Advisory Committee. Secretary of Education Aimee Guidera participated in both meetings. The agenda included discussion of SCHEV's 2024-25 priorities and OKRs (see above); Council's potential budget and policy recommendations; updates to the program approval and program productivity standards underway within the Academic Affairs department, enrollment trends and forecasts, and attitudes toward postsecondary attainment.

IPAC Meeting: On November 15, Dr. DeFilippo convened public-institution chief instructional leaders virtually as the Instructional Programs Advisory Committee. The agenda included discussion of the topics that appeared on the agenda of October's Council meeting regarding proposed changes to the program approval and program productivity policies by SCHEV.

Virginia Talent and Opportunity Program: On November 21, SCHEV announced \$3.9 million in grants to support the expansion of internship and work-based learning activities in the Commonwealth. Grants were awarded to three private institutions and all the state's public two- and four-year institutions (when including funds awarded through the Virginia Community College System). On December 17, SCHEV staff convened to evaluate current and future strategy for execution of the V-TOP initiatives.

Agency Staff Meetings: I convened agency staff meetings on November 21 and December 16 to update staff on agency and Council activities, manage agency operations and activities, and to review results of the monthly staff poll, the Pulse. November's meeting included discussion of incentives for efficiency suggestions, and December's meeting included an acknowledgement of staff serving SCHEV and the Commonwealth for various milestones.

Artificial Intelligence in Higher Education: Staff held several planning meetings with George Mason University representatives to begin developing the agenda for a May 2025 summit on the application of artificial intelligence in higher education.

Virginia State Authorization and Reciprocity Agreements: Since 2014, SCHEV has been recognized by the Southern Regional Education Board (SREB) as a member state of the National Council for State Authorization and Reciprocity Agreements (NC-SARA). On November 14, SCHEV convened stakeholders for an annual meeting, commemorating ten years as a member state and providing updates on key policy areas impacting distance and online education programs.

Out and About: Since the October Council meeting, I have attended board meetings for Commonwealth Savers, the Southern Virginia Higher Education Center (SVHEC), a board retreat for Commonwealth Savers, and board meeting for the Virginia Sea Grant Consortium. I also attended the Virginia Chamber of Commerce Education and Workforce Conference, two meetings of the College and Career Ready Virginia work group (also attended by Secretary of Education Aimee Guidera and members of the General Assembly), and several meetings of the Op-Six group on the Tech Talent Investment Program. I also met with chief executives from Central Virginia Community College (President John Capps) and Liberty University (President Dondi Costin). I attended the inauguration of Brightpoint Community College President Bill Fiege.

Items Delegated to Director/Staff

Pursuant to the Code of Virginia, § 23.1-203 and Council's "*Policies and Procedures for Program Approval and Changes*," the following items approved/not approved as delegated to staff:

Academic Program Actions

Institution	Degree/Program/CIP	Effective Date
George Mason University	Program Name Change Approved: <ul style="list-style-type: none"> Change the name of the Bachelor of Science in Education (BSEd) in Early Childhood Education for Diverse Young Learners (13.1210) to Inclusive Early Childhood Education 	Spring 2025
James Madison University	CIP Code Changes Approved: <ul style="list-style-type: none"> Bachelor of Arts/Bachelor of Science (BA/BS) degree program in Economics from 45.0601 to 45.0603 Master of Science (MS) degree program in Integrated Science and Technology from 30.1501 to 30.0601 	Spring 2025
James Madison University	Program Modification Approved: <ul style="list-style-type: none"> Modify the credit hours of the Doctor of Philosophy (PhD) degree program in Counseling and Supervision (42.2899) from 48 credit hours to 60 credit hours 	Summer 2025
Radford University	Graduate Certificate Program Approved: <ul style="list-style-type: none"> Music Therapy (51.2305) 	Spring 2025
Radford University	Program Modification Approved: <ul style="list-style-type: none"> Modify the credit hours of the Master of Science (MS) degree program in Criminal Justice (43.0104) from 36 credit hours to 30 credit hours 	Fall 2025
University of Virginia	Facilitated Staff Approval: <ul style="list-style-type: none"> Add a post-baccalaureate program pathway to the existing SCHEV-approved Doctor of Nursing Practice (DNP) degree program in Nursing Practice (51.3818) 	Spring 2025
University of Virginia	Program Modification Approved: <ul style="list-style-type: none"> Modify the credit hours of the Master of Science (MS) degree program in Global Commerce (52.1101) from 40 credit hours to 30 credit hours 	Fall 2025
Virginia Commonwealth University	CIP Code Change Approved: <ul style="list-style-type: none"> Change the CIP code of the Doctor of Philosophy (PhD) degree program in 	Fall 2024

Institution	Degree/Program/CIP	Effective Date
	Healthcare Policy and Research from 51.2299 to 45.0102	
Virginia Commonwealth University	Graduate Certificate Program Approved: <ul style="list-style-type: none"> English Literature (23.0101) 	Spring 2025
Virginia Commonwealth University	Graduate Certificate Program Approved: <ul style="list-style-type: none"> Preparing Future Faculty (13.1214) 	Fall 2025
Virginia Commonwealth University	Program Modifications Approved: <ul style="list-style-type: none"> Modify the credit hours of the Master of Art Education (MAE) degree program in Art Education (13.1302) from 36 credit hours to 30 credit hours Modify the credit hours of the Doctor of Philosophy (PhD) degree program in Nursing (51.3808) from 58-67 credit hours to 58-59 credit hours 	Fall 2025

Pursuant to the Code of Virginia, § 23.1-203 and Council's "*Policies and Procedures for Program Approval and Changes*," the following items approved and reported:

Programs Discontinued

Institution	Degree/Program/CIP	Effective Date
College of William and Mary in Virginia	Degree Designation Discontinuance Approved: <ul style="list-style-type: none"> Bachelor of Arts (B.A.) degree designation in the Bachelor of Arts/Bachelor of Science (B.A./B.S.) degree program in Mathematics (27.0101) Master of Arts (M.A.) degree designation in the Master of Arts/Master of Science (M.A./M.S.) degree program in Physics (40.0801) 	Spring 2025
Old Dominion University	Program Discontinuance Approved: <ul style="list-style-type: none"> Master of Science (MS) degree program in Park, Recreation and Tourism Studies (31.0301) [Council Approval Date: February 22, 2017] 	Spring 2025
Radford University	Degree Designation Discontinuances Approved: <ul style="list-style-type: none"> Bachelor of Arts (B.A.) degree designation in the Bachelor of Arts/Bachelor of Science (B.A./B.S.) degree program in Physics (40.0801) 	Spring 2025

Institution	Degree/Program/CIP	Effective Date
	<ul style="list-style-type: none"> Master of Arts (M.A.) degree designation in the Master of Arts/Master of Science (M.A./M.S.) degree program in Criminal Justice (43.0104) 	
University of Mary Washington	Program Discontinuance Approved: <ul style="list-style-type: none"> Master of Science (MS) degree program in Geospatial Analysis (45.0702) [Council Approval Date: October 29, 2013] 	Spring 2025
Virginia Commonwealth University	Graduate Certificate Program Discontinuance Approved: <ul style="list-style-type: none"> Teaching English to Speakers of Other Languages (13.1401) 	Spring 2025

Pursuant to the Code of Virginia, § 23.1-203 and Council's "*Policies and Procedures for Internal and Off-Campus Organizational Changes*," the following items approved as delegated to staff:

Internal and Off-Campus Organizational Changes

Institution	Change/Site	Effective Date
Christopher Newport University	<p>Create the School of Arts. The School will reside in the College of Arts and Humanities. Two existing departments will be moved to the school: the Department of Fine Art and Art History and, the Department of Music, Theatre, and Dance.</p> <p>The establishment of the school will "help increase collaboration between the faculty in the two departments... and the two professional art venues on the main campus."</p>	January 2, 2025
College of William and Mary in Virginia	Rename the School of Marine Science to the Batten School of Coastal and Marine Sciences . The school has been renamed to recognize a \$100 million gift. Further, "the change to include the word 'coastal' will accurately reflect the faculty's research and activities....."	October 15, 2024
Radford University	Reorganize Academic Affairs to close the College of Graduate Studies . The college closure will "close a unit that does not function as a college in the way Radford University treats academic units."	June 1, 2025

Institution	Change/Site	Effective Date
University of Mary Washington	<p>Reorganize the College of Business to relocate the Department of Computer Science from the College of Arts and Sciences to the College. The reorganization is needed “to improve the workload balance and oversight of academic units of deans at the university.”</p> <p>All resources supporting the Department of Computer Science will be reallocated and relocated with the department.</p>	January 13, 2025
University of Mary Washington	<p>Reorganize the College of Business to relocate the Department of Economics from the College of Arts and Sciences to the College. The reorganization is needed “to improve the workload balance and oversight of academic units of deans at the university.”</p> <p>All resources supporting the Department of Economics will be reallocated and relocated with the department.</p>	January 13, 2025
University of Mary Washington	<p>Reorganize the College of Business to relocate the Department of Mathematics from the College of Arts and Sciences to the College. The reorganization is needed “to improve the workload balance and oversight of academic units of deans at the university.”</p> <p>All resources supporting the Department of Mathematics will be reallocated and relocated with the department.</p>	January 13, 2025
University of Mary Washington	<p>Reorganize the College of Education to relocate the Department of Athletics, Health, and Physical Education from the College of Arts and Sciences to the College. The reorganization is needed “to improve the workload balance and oversight of academic units of deans at the university.”</p> <p>All resources supporting the Department of Athletics, Health, and Physical Education will be reallocated and relocated with the department.</p>	January 13, 2025
University of Mary Washington	<p>Reorganize the College of Education to relocate the Department of Nursing from</p>	January 13, 2025

Institution	Change/Site	Effective Date
	<p>the College of Arts and Sciences to the College. The reorganization is needed “to improve the workload balance and oversight of academic units of deans at the university.”</p> <p>All resources supporting the Department of Nursing will be reallocated and relocated with the department.</p>	
Virginia Commonwealth University	<p>Rename the Richard T. Robertson School of Media and Culture to the Richard T. Robertson School of Communication. The School is located in the College of Humanities and Sciences. The school has been renamed “to align the [unit] more closely with the names used by VCU’s SCHEV peer institutions.”</p>	November 1, 2024
Virginia Commonwealth University	<p>Reorganize the College of Humanities and Sciences to relocate the Department of Focused Inquiry from the University College to the College. The relocation of the department from the University College will “allow the Dean of the College of Humanities and Sciences to align faculty with similar academic backgrounds with degree programs and other academic program needs.” The reorganization is needed to ensure the department “is located in a college that allows for collaborative opportunities among faculty with similar academic backgrounds.”</p>	December 15, 2024

Pursuant to the Code of Virginia, § 23.1-203 and Council’s “*Policies and Procedures for Internal and Off-Campus Organizational Changes*,” the following items disapproved as delegated to staff:

Internal and Off-Campus Organizational Changes

Institution	Change/Site	Effective Date
Virginia Commonwealth University	Change the name of the University College to the Academy for Interdisciplinary Innovation	October 10, 2024
Virginia Commonwealth University	Change the name of the Department of Anatomy and Neurobiology to the Department of Neuroscience	November 26, 2024

Pursuant to the Code of Virginia § 23.1-213 to 230 and 8VAC-40-31-90 of the Virginia Administrative Code, the following items were approved as delegated to staff:

**Postsecondary, Non-Degree Institutions Certified to Operate in
the Commonwealth of Virginia**

Institution	Location	Effective Date
Accelerated Academy	Purcellville, VA	September 23, 2024
Illuminate Beauty Institute	Norfolk, VA	September 23, 2024
Empire Beauty School (Change of Ownership- 4 locations)	Richmond, VA Midlothian, VA VA Beach, VA Newport News. VA	September 27, 2024
OceanPointe Dental Academy of Richmond	Glen Allen, VA	October 28, 2024
Yoll Academy	Fairfax, VA	December 2, 2024