

Agenda Book

October 30, 2025

Location:

SCHEV

October 30, 2025

9:30	Education Session Section I on the agenda Full Council
10:45 -1:30	Committee of the Whole Section II on the agenda Full Council
1:30 – 3:00	Council Meeting Section III on the agenda Full Council

NEXT MEETING: January 13, 2026, Virtual



Council Meetings – October 30, 2025

Agenda

SCHEV Office

Richmond, VA

Item	Time		Page
Cover Page			
Schedule of Events			2
Agenda			3
I. Education Session: JLARC Community College Report	9:30 a.m.	Ms. Papps/Mr. Brown	5
II. Committee of the Whole Thursday, October 30, 2025 SCHEV Office, 9th floor main conference room	10:30 a.m.		
II.A. Call to Order	10:45 a.m.	Gen. Jumper	
II.B. Approval of Minutes from the September 15, 2025, Academic Affairs Committee	10:50 a.m.	Gen. Jumper	7
II.C. Action on Proposal to Improve Transfer Grant	10:55 a.m.	Mr. Andes/Dr. Smith	10
II.D. Action on a Proposed Program at a Public Institution	11:20 a.m.	Dr. DeFilippo	18
II.E Update on ROI of Academic Programs	11:30 a.m.	Mr. Massa	28
II.F. Update on Revised Enrollment Projections	11:55 a.m.	Mr. Massa	31
LUNCH BREAK	12:30 p.m.		
II.G. Update on Pell Initiative for Virginia 2025 report	1:00 p.m.	Dr. Simmons	33
II.H. Update from Finance Policy & Innovation	1:15 p.m.	Mr. Andes	35
III. Council Meeting Thursday, October 30, 2025 SCHEV Office, 9th floor main conference room			
III.A. Remarks from James Madison University President, James Schmidt	1:30 p.m.	Dr. Schmidt	38
III.B. Approval of Minutes from September 15, 2025, Council Orientation, Council of Presidents Meeting and the September 16, 2025, Council Meeting	1:55 p.m.	Gen. Jumper	40
III.C. Discussion of Draft Statewide Strategic Plan	2:00 p.m.	Ms. Salmon	63
III.D. Receipt of Report from Agency Executive Director	2:30 p.m.	Mr. Fleming	65
III.E. Receipt of Items Delegated to Staff	2:40 p.m.	Mr. Fleming	69

III.F. Old Business	2:45 p.m.	Gen. Jumper	
III.G. New Business	2:50 p.m.	Gen. Jumper	
III.H. Receipt of Public Comment	2:55 p.m.	Gen. Jumper	
III.I Motion to Adjourn	3:00 p.m.	Gen. Jumper	
<u>NEXT MEETING:</u> January 13, 2026, Virtual			

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

State Council of Higher Education for Virginia Agenda Item

Item: I. Education Session: JLARC Community College Report

Date of Meeting: October 30, 2025

Presenters: A. Scott Fleming
Executive Director
scottfleming@schev.edu

Justin C. Brown
Senior Associate Director, JLARC
jbrown@jlarc.virginia.gov

Stefanie Papps
Chief Legislative Analyst, Project Leader, JLARC
spapps@jlarc.virginia.gov

Most Recent Review/Action:

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

Date:

Action:

Purpose of the Agenda Item:

Council will hear from staff of the Joint Legislative Audit and Review Commission (JLARC) regarding their recent report on how well the Virginia Community College System (VCCS) is adapting to the changing higher education landscape. Council be informed of JLARC staff's recommendations to the State Board of Community Colleges (SBCC) and the VCCS administration regarding changing trends in enrollment and course delivery, which will contribute to Council's understanding of these trends.

Background Information/Summary of Major Elements:

In 2024, the Joint Legislative Audit and Review Commission (JLARC) directed its staff to review how well the Virginia Community College System (VCCS) is adapting to the changing higher education landscape. Specifically, JLARC requested reviews of: the VCCS's use of virtual instruction; community-college students' acquisition of skills and credentials to meet the state's workforce needs; and opportunities for high-school students to gain postsecondary credentials. JLARC staff were also directed to review how other states' community college systems have adapted to the changing higher ed landscape and how Virginia's community colleges could gain operational efficiencies.

JLARC staff used various research methods to address the study mandate, including interviews with VCCS senior leadership and other system office staff, community-college presidents, community-college academic affairs and workforce training staff, dual enrollment staff in K–12 school divisions, four-year-institution registrars, and national subject matter experts. They analyzed data on enrollment levels and trends, student

outcomes, and college-level financial trends. JLARC staff developed and administered two data collection instruments (one on dual enrollment – sent to local school divisions, and one on advising and course development and oversight – sent to each community college). They reviewed relevant documentation, including VCCS’s policy manual, State Board of Community College (SBCC) meeting materials and minutes, and dual enrollment memorandums of understanding.

On October 6, 2025, JLARC staff presented the following findings to the Commission:

- The proportion of community-college students taking courses online has increased substantially.
- A larger proportion of community-college students are taking all their classes online.
- Community-college students who take, and retake, asynchronous courses (i.e., on their own time) are less successful, but the difference is somewhat small.
- The FastForward program has grown substantially, but demand this year will be higher than available funding.
- Dual enrollment has been growing, but about one-third of high school graduates participate and a very small proportion earn a credential.
- Implementation of the College and Career Ready Virginia (CCRV) program is underway, but additional effort and realistic planning are needed.
- To improve efficiency in this changing higher-ed landscape, consideration of a more regionalized approach is warranted.
- The larger community colleges and the regions that contain fewer community colleges spend less per student.

JLARC staff’s report contains recommendations to the SBCC and the VCCS, including:

- Require students retaking a course asynchronously to meet with an advisor or faculty member to discuss strategies to help ensure success.
- Periodically evaluate the appropriate balance between asynchronous, hybrid, and in-person courses, and establish policies to minimize worse outcomes for online students.
- Further evaluate the FastForward program’s impact on participant employment, credential type and attainment, and longer-term wage gains.
- Initiate a strategic review and propose a plan for how the system can more efficiently deliver services, especially in regions with smaller colleges.

Materials Provided:

The report is accessible at: <https://jlarc.virginia.gov/pdfs/reports/Rpt608.pdf>. At the meeting, JLARC staff will speak from a slideshow presentation, which will be made available after the meeting.

Financial Impact: None.

Timetable for Further Review/Action: None.

Resolution: N/A

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
ACADEMIC AFFAIRS COMMITTEE
September 15, 2025**

DRAFT MINUTES

Dr. Taylor called the meeting to order at 1:04 p.m., at the Allen B. Miller Hall, Room 2018B, The College of William and Mary in Virginia, in Charlottesville, VA.

Committee members present: Steven Taylor (Chair), Gen. John Jumper, Jason El Koubi, Lindsay Fryer (participating remotely), Dr. Harvey (arrived 1:45 pm)

Committee members absent: Cheryl Oldham, and J. Douglas Straley

Staff members present: Joseph G. DeFilippo, Alan Edwards, Jodi Fisler, Scott Fleming, Alexis Gravely, Todd Massa, Kirstin Pantazis, Paula Robinson, and Paul Smith

RESOLUTION TO ALLOW REMOTE PARTICIPATION

On motion by General Jumper and seconded by Mr. El Koubi, a resolution to allow remote participation of Lindsay Fryer was approved unanimously (3-0).

APPROVAL OF MINUTES FROM THE July 15 COMMITTEE MEETING

On motion by General Jumper and seconded by Mr. El Koubi, the minutes were approved unanimously (4-0).

UPDATE ON SCHEV'S PROGRAM PRODUCTIVITY POLICY MODIFICATIONS

Dr. DeFilippo introduced Mr. Todd Massa, Director of Policy Analytics, and described the background of the proposed modifications to the program productivity policy, the details of which can be found beginning on pg. 38 of the agenda book. Dr. DeFilippo noted Mr. Massa's presentation on the calculation of return on investment (ROI) specifically derived from Virginia data is in response to council's direction and noted the upcoming productivity review scheduled for the 2025/2026 academic year.

Mr. Massa reviewed the draft model for calculating return on investment created by SCHEV staff and based on student data at the academic program level that is already available and regularly reported to SCHEV. In response to a query by Dr. Taylor, Mr. Massa noted there are imperfections in the data, including no inclusion of federal employee data, self-employed data (which often encompasses graduates from art programs), or agricultural employee data.

In response to a query by Mr. El Koubi, Mr. Massa noted that nationally, the best available data for students on the cost of pursuing their dreams via higher education is obtained through state-level programs rather than national clearinghouses. Dr. DeFilippo remarked that the proposed return on investment data provides additional quantitative data to assist in program productivity review and should be viewed as a part of the whole process rather than as the process itself. Dr. Taylor noted interest in soliciting institutional feedback as

well as a desire to finalize the program productivity policy with return on investment data by the January council meeting.

UPDATE ON CARDINAL EDUCATION

Ms. Gravely introduced Bob Bailey, Cardinal Education Program Manager. Mr. Bailey reviewed the goals and history of Cardinal Education, an education consortium designed to provide working engineers with opportunity to gain post-baccalaureate credentials while employed and in their communities, details found beginning on pg. 40 of the agenda book. In response to a query by Dr. Taylor, Mr. Bailey noted that outreach efforts have expanded across the commonwealth resulting in a doubling in enrollments over the past four years. In response to a query by Dr. Harvey, Mr. Bailey remarked that the largest growth has been in certificate attainment and that the area of engineering study varies by institution, with mechanical and electrical engineering being high interest areas of study.

UPDATE ON SCHEV TRANSFER POLICIES

Dr. DeFilippo introduced Dr. Smith, Senior Associate for Student Mobility Policy and Research and noted that transfer is an area with high impact potential, particularly for students who struggle most with access. Dr. Smith highlighted state-wide work on improving transfer outcomes and noted an increase in the number of students transferring with a completed associate's degree. Students who transfer with an associate degree are most likely to complete their bachelor's degree on time after transfer. In response to a query by Dr. Harvey, Dr. Smith noted that the state's transfer work benefits students who attend both public and private institutions of higher education. In response to a query by Dr. Taylor, Dr. Smith remarked that the transfer pathway maps are a tool for students to ensure they only take credits that will count towards bachelor's degree completion. Dr. DeFilippo noted that the pathways maps are specific to each degree at each institution, and are available to all students, family, and advisors through the TransferVA portal. General Jumper requested staff identify the cost-savings achieved as a result of the transfer pathways maps as a basis for understanding the potential for transfer tuition cost strategies.

RECEIPT OF REPORT FROM ACADEMIC AFFAIRS COMMITTEE STAFF LIAISON

Dr. DeFilippo remarked on recent staff activities at the national and state level. Of particular note is staff being subpoenaed to testify in a case about student protection and private post-secondary education. Dr. Taylor acknowledged the recent activities and accomplishments of Academic Affairs staff.

ADJOURNMENT

Dr. Taylor adjourned the meeting at 2:44 p.m.

Steven Taylor

Chair, Academic Affairs Committee

Kirstin Pantazis
Staff, Academic Affairs

State Council of Higher Education for Virginia Agenda Item

Item: II.C – Committee of the Whole – Action on Proposal to Improve the Two-Year College Transfer Grant

Date of Meeting: October 30, 2025

Presenters: Mr. Lee Andes
Director of Finance Policy & Innovation
leeandes@schev.edu

Dr. Paul Smith
Senior Associate for Student Mobility Policy & Research
paulsmith@schev.edu

Most Recent Review/Action:

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

Date: September 15, 2025

Review: The committee received a briefing on staff activities in consideration of options to improve the transfer of courses, credits, and students.

Purpose of the Agenda Item:

The purpose of this item is to afford Council an opportunity to discuss – and either provide feedback on or approval of – staff recommendations to amend the Two-Year College Transfer Grant program.

Background Information/Summary of Major Elements:

The Two-Year College Transfer Grant (CTG or grant program) program was created in 2007; awards began in 2008-09. The purpose of the program is to provide an affordable pathway for students to complete bachelor's degrees after beginning their matriculation at one of Virginia's two-year colleges.

As prescribed in [§§ 23.1-622-627](#), a state grant is available to a student who meets specified criteria, including: completion of an Associate degree at a Virginia two-year college with a grade point average of at least 3.0; transfer to a participating Virginia four-year institution within one year of completing the degree; enrollment at the senior institution that equates to full-time status; and demonstration of sufficient financial need – specifically, possession of a Student Aid Index of no more than 15,000.

In recent years, modification of the CTG program has been a topic of conversation among transfer-focused stakeholders, SCHEV staff, and members of the State Committee on Transfer (SCT).

In 2022, SCHEV partnered with HCM Strategist on its Transfer BOOST Initiative. This initiative was focused on assisting community-college students in transferring to four-year institutions and earning bachelor's degrees by improving affordability and efficiency. The key feature to this initiative was an institutional guarantee for transfer students that: (i) all community-college credits would transfer and apply toward baccalaureate completion; and (ii) students would receive financial benefit via either tuition reductions or transfer-specific financial aid.

SCHEV staff convened a state-level group consisting of transfer stakeholders as well as Council members and legislative representatives. Ultimately, the group was unable to convince the partner institutions to implement Transfer BOOST, and the project ended in 2023.

Nevertheless, the project succeeded in highlighting the importance of transfer-specific financial aid and the impact such aid can have on baccalaureate completion. Through the SCT, staff have continued the conversation regarding the fiscal impact on baccalaureate completion for transfer students.

The SCT has proposed changes to the CTG eligibility criteria, increasing the monetary amount, improving CTG marketing, and improvements to the institutional awarding process. Those proposals – and staff's follow-on recommendations – are detailed on the pages that follow.

Materials Provided:

Findings and recommendations appear in the PROPOSAL section/pages that follow.

Financial Impact:

The creation of a pilot program for four institutions would require \$2.5 million in the first year and \$5.0 million in the second.

Timetable for Further Review/Action:

Council action in October is necessary to allow time for staff's preparation of the recommendation for the 2026 legislative session.

Resolution:

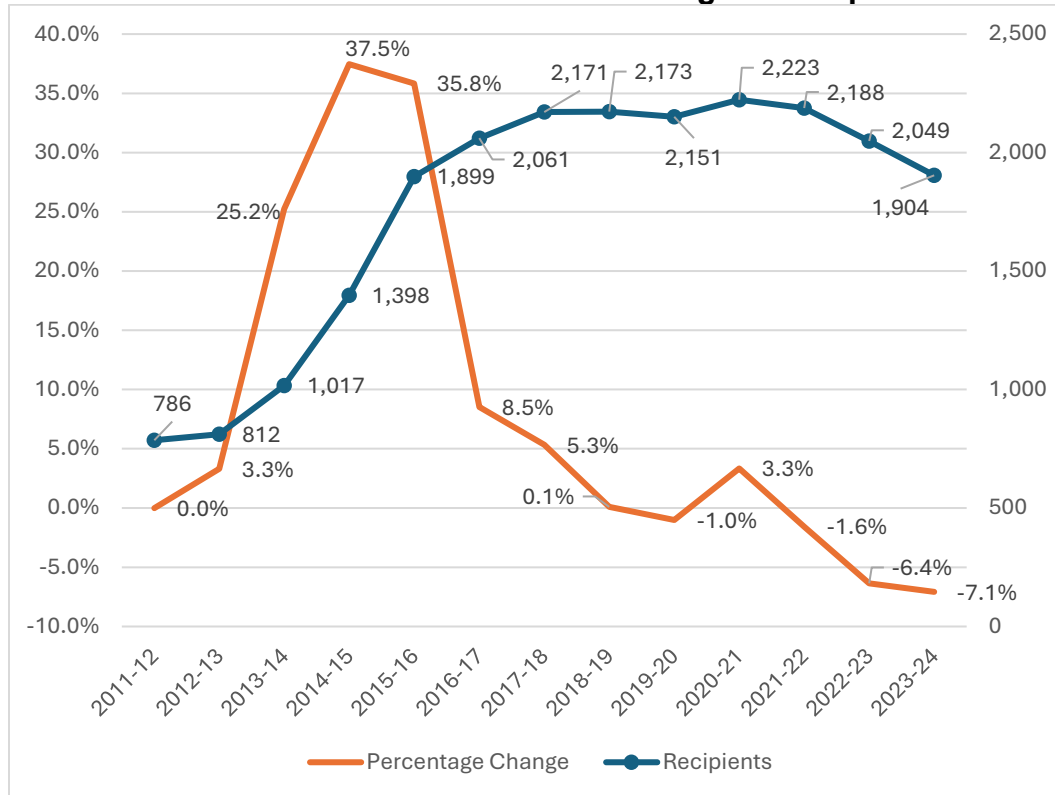
BE IT RESOLVED that the State Council of Higher Education for Virginia approves amendment of the Two-Year College Transfer Grant program, to include a bonus award for students enrolling into institutions with declining enrollment, and directs staff to work with state policymakers as necessary to effect changes consistent with the recommendations in this item.

PROPOSAL TO IMPROVE THE TWO-YEAR COLLEGE TRANSFER GRANT (CTG)

Findings

The CTG program experienced rapid growth as it matured, reaching its height of usage in 2020-21 at 2,223 recipients. From 2021-22 onward, the program experienced declining usage annually, though early data for 2025-26 indicate that the trend is reversing.

**Two-Year College Transfer Grant – Trendlines from 2011-12 to 2023-24:
Number and Percent Change in Recipients**



SCHEV Report - FA22: Financial Aid by Program, "Two Year Transfer Grant Program"
Final data for 2024-25 is currently under collection.

- The Commonwealth maintains a vested interest in ensuring the success of the grant program and strengthening the transfer process.
- The grant program provides an affordable pathway and an incentive for students to consider completing the first two years of education at a two-year college. Doing so can reduce the cost of the first two years of education by over 50 percent (for 2025-26, the average tuition of community colleges is \$5,035 and average public four-year tuition is \$10,521). This path also provides students with an Associate degree after the first two years.
- The community colleges experienced an overall drop in degree-seeking enrollment of nearly 25,000 students in the ten years between fall 2014 and fall 2024.

- Consensus exists among college-access professionals that high school students are not necessarily aware of the grant program prior to enrolling in a two-year college. Community colleges inform students of the program only after they have completed 30 credit hours and are otherwise on track to meet program requirements.
- School counselors and college-access advisors generally help students identify the best fit and match across a range of postsecondary pathways, including two-year, four-year, certificate and apprenticeship options. Awareness of the Transfer Grant program is often limited, however; and students may not learn about it until after enrolling in community college.
- Targeted marketing through college access organizations such as Access College Foundation, AdviseVA, Beacon of Hope, ECMC's The College Place, GEAR UP Virginia, GRASP, Partnership for the Future, and VirginiaCAN could help address the awareness gap and ensure students and families consider the two-year to four-year pathway as a viable first-choice option rather than a fallback plan.

Transfer-specific Data and Related Activities

On average, public two-year institutions in Virginia transfer approximately 12,500 students annually to public and private four-year institutions. Transfer students with an associate degree constitute nearly 60% of the total number of these transfers. Transfer students, overall, have an average bachelor's completion rate of 74%, while those with an associate degree have an average completion rate of 84%. Thirty percent of students transferring with an associate degree complete a bachelor's degree two years after enrolling at the baccalaureate institution. However, a majority of associate-degree earners who transfer (50%) take at least three years to complete a bachelor's degree. Each additional year at the four-year institution results in reduced cost savings toward a four-year degree.

SCHEV, in collaboration with the VCCS, and both public and private four-year institutions, is working to improve associate degree completion rates and the application of credits toward baccalaureate degree requirements. Improving transfer efficiency hinges on the development of discipline-specific pathway maps based on a common associate degree curriculum. A total of 28 discipline-specific common curricula have been developed for associate degree programs which have resulted in the development of nearly 500 pathway maps. Students adhering to these pathway maps, assuming full time enrollment, will be able to complete a bachelor's degree two-years post transfer; thus, reducing the financial burden on students following a two- to four-year transfer strategy.

VCCS and SCHEV provide access to all transfer-related information through the Transfer Virginia Portal (transfervirginia.org). The portal is a one-stop shop for students and advisors on all things transfer. The portal provides an outline of the transfer process; institutional-specific transfer information, links to websites, and transfer agreements; course equivalents and descriptions; pathway maps; credit evaluation tools; and other transfer-specific information related to post-high school planning, dual

enrollment, and credit for prior learning. Portal use continues to grow with user traffic focused on pathway maps. From May 2024 to May 2025, the number of unique users accessing pathway maps nearly doubled from 1,533 to 3,008. All Virginia public institutions, as well as 20 private institutions maintain a presence on the portal.

In the future, focus will be placed on growth and marketing of discipline-specific pathway maps as well as the Transfer Virginia Portal overall. This focus has the underlying goal of improving transfer efficiency by increasing associate degree completion prior to transfer, reducing time to baccalaureate completion, and improving baccalaureate completion rates.

Goal

Whereas Council has expressed an interest in improving the affordability and process for transfer, staff have identified measures that could improve student interest, participation, and success in pursuing an associate degree at a public two-year college prior to transferring to a participating four-year institution to complete a bachelor's degree. These measures align with the Commonwealth's goals for educational attainment and credential production.

Proposed changes

1. As a pilot program, increase the award for students enrolled into selected institutions such that the student's tuition responsibility is no more than the equivalent of the average community college rate for the year.

Four-Year Public Institutions – Enrollments from Fall 2015 to Fall 2024

Four-Year Public Institutions	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024	Ten-Year
Total Public Four-Year Institutions	170,295	170,668	173,763	174,574	175,334	174,839	171,803	172,002	174,304	177,107	Change
Christopher Newport University	5,051	4,930	4,954	4,857	4,837	4,758	4,472	4,449	4,407	4,369	-13.5%
George Mason University	23,180	24,009	25,248	26,491	26,983	27,528	27,335	27,519	28,277	28,956	24.9%
James Madison University	19,396	19,548	19,975	19,924	19,895	19,726	20,070	20,346	21,006	21,112	8.8%
Longwood University	4,612	4,386	4,471	4,324	3,859	3,940	3,485	3,154	3,222	3,314	-28.1%
Norfolk State University	4,522	4,739	4,689	4,660	5,112	4,992	5,016	5,337	5,510	5,412	19.7%
Old Dominion University	20,101	19,793	19,540	19,372	19,176	19,622	18,678	18,375	17,736	17,746	-11.7%
Radford University	8,880	8,453	8,418	7,926	7,967	7,307	6,513	6,008	5,704	6,161	-30.6%
University of Mary Washington	4,320	4,357	4,398	4,410	4,182	3,993	3,660	3,493	3,611	3,660	-15.3%
University of Virginia	16,709	16,298	16,620	16,753	16,978	17,274	17,256	17,334	17,589	17,892	7.1%
University of Virginia's College at Wise	2,028	2,221	2,095	2,065	2,002	1,906	1,844	1,737	1,906	2,254	11.1%
Virginia Commonwealth University	23,877	23,999	23,859	23,933	23,067	22,183	21,625	21,207	21,480	21,482	-10.0%
Virginia Military Institute	1,717	1,713	1,722	1,685	1,698	1,698	1,652	1,512	1,560	1,527	-11.1%
Virginia State University	4,217	4,155	4,296	3,986	4,022	3,656	3,894	4,300	4,829	5,124	21.5%
Virginia Tech	25,384	25,791	27,193	27,811	29,300	30,020	29,760	30,434	30,504	31,035	22.3%
William & Mary	6,301	6,276	6,285	6,377	6,256	6,236	6,543	6,797	6,963	7,063	12.1%

- Over the past ten years, seven public four-year institutions have experienced an overall decline in undergraduate enrollment. The four experiencing the largest decline are Christopher Newport University, Longwood University, Radford University, and the University of Mary Washington.
- A pilot effort could provide an increased award for CTG-eligible students at the four institutions experiencing the greatest loss in undergraduate enrollment over the past ten years. The award would bring down the cost of tuition at the four-year institution to the average tuition costs among community colleges for that award year.

- A student would be required to have enrolled into a two-year college with a formal transfer agreement or letter of intent to transfer in place with the four-year institution.
2. Continue to work with policymakers, the institutions, and the State Committee on Transfer to identify means to improve the transfer experience and address any on-going barriers for students seeking a low-cost path to completing a four-year degree program.
 - Newly-established policies and procedures – such as transfer guides, common curriculum, and the transfer portal – have been designed and implemented to improve transfer. Up to two years may be required prior to verification of whether more state action is needed on these initiatives.
 3. Improve overall marketing and early awareness of the grant program and the transfer policies to high school students in preparation for college and share with college access providers.
 - Marketing opportunities for state financial aid are limited and rely on an internet presence and the ability to get timely information to high school students. The new Pathways portal, along with partnerships with high school counselors, local college access providers, and SCHEV's statewide college access campaign, Level Up Virginia, offer an opportunity to expand early outreach and ensure students are aware of both state and institutional support for transfer well before college application and enrollment.

Act of Assembly Chapter 725, Item 130

F.1. Out of the appropriation for this Item, ~~\$3,285,256~~ ~~\$5,785,256~~ the first year and ~~\$3,285,256~~ \$8,285,256 the second year from the general fund is designated to support the Two-Year College Transfer Grant Program.

2. The State Council of Higher Education for Virginia shall disburse these funds for full-time students consistent with § 23.1-623 through § 23.1-627, Code of Virginia. Beginning with students who are entering a senior institution as a two-year transfer student for the first time in the fall 2013 academic year, and who otherwise meet the eligibility criteria of § 23.1-624, Code of Virginia, the maximum EFC is raised to \$12,000 or its equivalent.

3. The actual amount of the award depends on the number of students eligible under § 23.1-623 through § 23.1-627, Code of Virginia. Changes that decrease the grant amount shall be determined by the State Council of Higher Education for Virginia.

4. Out of this appropriation, up to \$600,000 the first year and \$600,000 the second year from the general fund is designated to support students eligible for the first time under § 23.1-623 through § 23.1-627, Code of Virginia. The State Council of Higher Education for Virginia shall transfer these funds to Norfolk State University, Old Dominion University, Radford University, University of Virginia's College at Wise, Virginia Commonwealth University and Virginia State University so that each institution can provide for grants of \$1,000 from these funds for these students.

a. Each institution shall award grants from these funds for one year and students shall not receive subsequent awards until they have satisfied the requirements to move to the next class level. Each recipient may receive a maximum of one year of support per class level for a maximum total of two years of support.

b. Any balances remaining from the appropriation identified in paragraph F.4. shall not revert to the general fund at the end of the fiscal year, but shall be brought forward and made available to the State Council of Higher Education for Virginia to support the purposes specified in paragraphs F.1. and F.4. in the subsequent fiscal year.

c. It is anticipated that the institutions shift by a total of 600 the number of students each enrolls from first time freshman to transfers eligible under § 23.1-623 through § 23.1-627, Code of Virginia. Institutional goals under this fund are estimated as follows:

Institution	Transfer Target
Norfolk State University	80
Old Dominion University	140
Radford University	140

University of Virginia's College at Wise	20
Virginia Commonwealth University	140
Virginia State University	80

d. The State Council of Higher Education for Virginia may allocate these funds among the institutions in Paragraph F.4.c. as necessary to meet the actual number of transfers each institution generates for students eligible for the first time under § 23.1-623 through § 23.1-627, Code of Virginia. Each institution shall report its progress toward the targets in Paragraph F.4.c. to the Chairs of the House Appropriations and Senate Finance and Appropriations Committees by May 1 each year.

e. The report shall include a detailed accounting of the use of the funds provided and a plan for achieving the goals identified in this item.

f. Beginning with first time eligible students as of fall 2026, out of this appropriation, up to \$2.7 million the first year and \$5.0 million the second year from the general fund is designated to support students eligible under § 23.1-623 through § 23.1-627, Code of Virginia. The State Council of Higher Education for Virginia shall transfer these funds as a pilot program to Christopher Newport University, Longwood University, Radford University, and the University of Mary Washington so that each institution can provide total transfer grants sufficient to equalize the net tuition at the institution, before application of any other financial aid, with the average tuition charged for Virginia's community colleges for the equivalent award year.

1. Students must have enrolled in a two-year college with a formal transfer agreement in place with the four-year institution.
2. Each institution shall award grants from these funds for one year and students shall not receive subsequent awards until they have satisfied the requirements to move to the next class level. Each recipient may receive a maximum of one year of support per class level for a maximum total of two years of support.
3. Any balances remaining from the appropriation identified in paragraph F.5. shall not revert to the general fund at the end of the fiscal year, but shall be brought forward and made available to the State Council of Higher Education for Virginia to support the purposes specified in paragraphs f.1. and f.2. in the subsequent fiscal year.

State Council of Higher Education for Virginia Agenda Item

Item: II.D. — Action on a Proposed Degree Program at a Public Institution

Date of Meeting: October 30, 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 agenda item is to present a new proposed degree program, 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 program from the University of Mary Washington is presented for Council action. The program summary is included below.

- Master of Science in Nursing (MSN) in Nursing (CIP: 51.3818)

Financial Impact: See Program Summary 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.

Resolution:

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

BE IT RESOLVED that the State Council of Higher Education for Virginia grants approval to the University of Mary Washington to initiate a Master of Science in Nursing (MSN) degree program in Nursing (CIP code: 51.3818), effective fall 2026.

University of Mary Washington
Master of Science in Nursing (MSN) in Nursing
(CIP: 51.3818)

Degree Program Description

The University of Mary Washington (UMW) is proposing the creation of a Master of Science in Nursing (MSN) degree program in Nursing to be initiated fall 2026. The proposed degree program would be located in the College of Education, Department of Nursing.

The proposed MSN in Nursing would require 36 to 46 credit hours: 18 credit hours of core coursework; 12-18 credits for a track area; five credit hours for clinical practicums; and a one credit hour capstone course. Students selecting the Family Nurse Practitioner track would be required to complete 18 credit hours of coursework in advanced nursing practice and primary care and four credit hours for a clinical practicum. Students selecting the Nursing Education track would be required to complete 12 credit hours of coursework in curriculum development, assessment, and education technology.

UMW wrote: The purpose of the Master of Science in Nursing (MSN) in Nursing degree program at University of Mary Washington will be to prepare baccalaureate-prepared nurses with the critical thinking and higher-level knowledge and skills to address vacancies in primary care and higher education in the regional, state, and national communities. These programs equip nurses with the advanced competencies and expertise for leadership, specialized practice, research, and improved patient outcomes across diverse healthcare.

The Master of Science in Nursing (MSN) in Nursing degree program will have two tracks emerging from a central core of classes: Family Nurse Practitioner and Nursing Education. Family Nurse Practitioner will gain essential skills such as health screening, diagnosis, patient treatment and education and fill vacancies in hospitals, urgent care, long term care and community settings. The Nursing Education track will prepare students to assume faculty roles in colleges and universities or educator roles in clinical facilities. Graduates will be prepared to deliver instruction using online and face to face modalities in both academic and clinical settings.

Justification for the Proposed Degree Program

Response to Current Needs (Specific Demand)

UMW wrote: The American Association of Colleges of Nursing (AACN) emphasizes the need for nurses prepared at the master's degree or higher ("Academic Progression in Nursing," [2019], p. 1). Nurses will move the profession forward as they impact and shape care delivery in the future for communities and the nation. "Nurses with graduate-level preparation are needed to provide high quality care; conduct research; teach online, across clinical settings, and classroom; shape public policy; lead health systems; consult with corporations; and implement evidence-based solutions that

revolutionize health care" ("Academic Progression in Nursing," [2019], p. 1). In short, without a more educated nursing workforce, the nation's health will be further at risk.

The current composition of the nursing workforce in Virginia, contrasted with standards for the education of nurses noted above, shows a need for programs that take RNs to higher level degrees. Despite the calls for more highly educated nurses nationally, 2023 data shows that only 20% of nurses in Virginia have a Master's degree or higher (Virginia's Registered Nurse Workforce, 2023, p. 8).

The proposed Master of Science in Nursing (MSN) degree program addresses the two of the greatest advanced practice nursing shortfalls within the profession: Family Nurse Practitioners and Nursing Educators.

Family Nurse Practitioners: The demand for primary care health providers in Virginia continues to grow faster than supply. In 2030, there is a projected shortfall of "3,911 doctors" with "primary care alone short 1622 providers" (Cicero Institute 2024, p. 1). Because nurses with MSNs can serve as primary care providers, the proposed Master of Science in Nursing (MSN) in Nursing degree program will help to address this shortfall in physicians by supplying additional primary care providers to the region, state and nation (Harvard Public Health 2024). Nurse Practitioners, qualified by receiving an MSN in family nurse practice, function as Advanced Practice Providers and administer primary care in a manner that helps to close the gap between demand for physicians and provider availability. An increase in the number of these positions benefits the public and hospital systems by decreasing costs, lowering wait times, reducing the numbers and length of hospital stays, and reducing readmissions to hospitals.

Nursing Education: In addition to the severe shortage of primary care health care workers, Virginia faces a critical nursing faculty shortage. Faculty shortages across the nation limit the enrollment of nursing students thereby compounding the current nursing shortage. According to the American Association of Colleges of Nursing in 2023, 65,766 qualified nursing applicants were turned away from nursing schools in the United States with the top reason for not accepting all applicants being the nursing faculty shortage (Rosseter, 2024, p. 2). In Virginia, nursing schools face faculty shortages as those across the nation. "Virginia continues to experience an alarming shortage of healthcare professionals, especially in the nursing profession, while large numbers of nursing school applicants are being denied admission based not on merit, but rather on a lack of faculty and available clinical sites" (Virginia Nurses Association 2025, p.1). Without sufficient faculty, nursing schools will be unable to meet the nursing workforce needs in Virginia. The proposed Master of Science in Nursing (MSN) in Nursing degree program Nursing Education track will supply additional faculty to the community colleges of our area and our state.

Local leaders, hospital and community college administrators further describe the specific demand for Master of Sciences in Nursing (MSN) in Nursing with skills in nurse education because there are not enough nurse educators to teach at regional community colleges. In a related vein, they describe the specific demand for Master of Sciences in Nursing (MSN) in Nursing with skills as nurse practitioners because the growing number of hospitals in the region (the fastest growing region in Virginia),

including a new Veteran's Administration hospital, cannot keep up with the demands for MSN nurses to serve as nurse leaders or as nurse practitioners. Associate Dean of Nursing at Germanna Community College April Morgan states, "The shortage of qualified Nurse Educators is of urgent concern. The Nurse Educator vacancy rate in Virginia has reached 8.8%, the highest level since 2008. This shortage directly impacts the ability of nursing programs like ours to expand enrollment—something we are being encouraged to do in order to meet the nation's critical need for nurses. The Nurse Educator track within your MSN program will help address this gap by preparing graduates who are fully equipped to design curriculum, engage diverse learners, and deliver high-quality instruction in both academic and clinical settings....As the Associate Dean of Nursing at Germanna Community College, I am writing to express my strongest support for the proposed Master of Science in Nursing (MSN) program at your institution. The program's dual-track design—offering pathways to become either a Family Nurse Practitioner (FNP) or a Nurse Educator—is both timely and essential to meeting the growing healthcare and educational needs of our region and the Commonwealth of Virginia....The recent opening of the new VA clinic in our area—planning to employ approximately 700 individuals—has expanded the need for highly qualified healthcare professionals, including clinical and academic nursing leaders" (personal communication with Dr. Timothy O'Donnell, UMW Provost, on May 27, 2005).

[A] hospital administrator, Tara Talbott, Chief Nursing Officer, Spotsylvania Regional Medical Center, adds, "We absolutely need and support advanced nursing education in the form of an MSN program – both aimed at an education tract and a nurse practitioner tract. Enhancing our ability to educate nurses through additional master's prepared nurse educators will only serve to allow our region and the commonwealth to expand classroom volume and subsequently graduate nurses ready to enter the profession. The current rate of new to practice nurses is not sufficient to sustain and build on the growing need to provide healthcare for our communities. Additionally, access to healthcare, especially primary care, continues to be a struggle in many areas of the commonwealth due in part, to physician recruitment into this specialty. Nurse practitioners are an ideal solution to help fill this gap and are well-equipped to provide high quality primary care and disease prevention thus preventing costly emergency room visits or need for advanced care at a tertiary level" (personal communication with Dr. Timothy O'Donnell, UMW Provost, on September 25, 2025).

Employment Demand

Information about employment demand for occupations aligned to the proposed degree program is provided by the Virginia Office of Education Economics (VOEE) "Degree Program Labor Market Profile" report.

Tables A and B provide five-year workforce projections for all occupations most closely aligned to the proposed Master of Science in Nursing (MSN) in Nursing degree program. The first column indicates the aligned occupations. The second column indicates the number of individuals employed in the occupation in 2024. The third column indicates the number of individuals projected to be employed in the occupation in 2029. The fourth column indicates the number of individuals projected to be added to the workforce by 2029 in comparison to the 2024 workforce. The fifth column

expresses the change in the number of individuals in the workforce between 2024 and 2029 as a percentage. Table B provides information specific to the city of Fredericksburg and the counties of Caroline, Essex, Gloucester, King and Queen, King George, King William, Lancaster, Mathews, Middlesex, Northumberland, Richmond, Spotsylvania, Stafford, and Westmoreland.

The employers with the most job postings across Virginia for the aligned occupations from September 2024 to August 2025 are: HCA Healthcare, Sentara Healthcare, Mary Washington Healthcare, and Inova Health System.

A) State Labor Market Information for Aligned Occupations

Occupation	Workforce (2024)	Workforce (2029 projection)	Workforce Change (2024 to 2029 projection)	Workforce % Change (2024 to 2029 projection)
Nurse Practitioners	6,931	8,793	1,862	26.9%

B) Regional (GO Virginia) Labor Market Information for Aligned Occupations

Occupation	Workforce (2024)	Workforce (2029 projection)	Workforce Change (2024 to 2029 projection)	Workforce % Change (2024 to 2029 projection)
Nurse Practitioners	263	332	69	26.4%

Student Demand

The summary of projected student enrollments for the proposed degree program shows a headcount (HDCT) of 20 in the program's first year, rising to a HDCT of 38 by the target year, 2030-2031. Enrollment projections show a full-time equated student enrollment (FTES) of 12 in the degree program's first year (2026-27). The projections continue as follows: FTES 2027-28, 23; 2028-29, 23; and 2029-30, 23. UMW anticipates 18 graduates per year beginning in 2030-31. If projections are met, then the proposed degree program will meet Council's productivity/viability standards within five years, as required. UMW indicates the assumptions for the projected student enrollment are: Retention rate: 88%; Full-time students: 20%; and Part-time students: 80%. Full-time students graduate in two (2) years, and part-time students graduate in three (3) years. Summer enrollment will be required.

UMW wrote: The degree program will be marketed to students with a Bachelor of Science in Nursing [(BSN) degree in Nursing]. Evidence of student demand comes from two sources: 1) a survey of interest among UMW undergraduate students in the BSN program, and 2) a survey of interest among UMW graduates of the BSN program:

Student Survey

In April 2025, the Office of Institutional Analysis and Effectiveness conducted a survey of 150 undergraduate students at the University of Mary Washington. The

sample was students who are current majors in our BSN [degree] program. A total of five (5) juniors and eleven seniors completed the survey. Of these, nine seniors and two juniors responded “definitely” and one (1) senior and two (2) juniors responded “very likely” when asked, “if UMW offered a Masters in Science in nursing, would you enroll?” One (1) junior and one (1) senior responded with “likely.” No students responded “not likely.”

Graduate Survey

In April 2025, the Office of Institutional Analysis and Effectiveness conducted a survey of 250 alumni of our Bachelor of Science in Nursing (BSN) [degree] program [in Nursing]. A total of 24 graduates of the [degree] program from 2019 to 2024 completed the survey. Of these, eight (8) responded “definitely” and eight (8) responded “very likely” when asked, “if UMW offered a Masters in Science in nursing, would you enroll?” Four (4) students responded with “likely.”

Duplication

Five public institutions in Virginia offer a similar or related degree program: George Mason University (GMU), James Madison University (JMU), Old Dominion University (ODU), James Madison University (JMU), Radford University (Radford), and the University of Virginia (UVA).

GMU offers a Master of Science in Nursing (MSN) in Nursing with a concentration in Family Nurse Practitioner in Primary Care.

JMU offers a Master of Science in Nursing (MSN) in Nursing with concentrations in Family Nurse Practitioner, Adult/Gerontology Primary Care Nurse Practitioner, Clinical Nurse Leader, and Nurse Administrator.

ODU offers a Master of Science (MS) in Nursing with concentrations in Adult Gerontology Clinical Nurse Specialist-Educator, Family Nurse Practitioner, Neonatal Clinical Nurse Specialist, Neonatal Nurse Practitioner, Nurse Midwifery, Pediatric Clinical Nurse Specialist, Pediatric Nurse Practitioner, and Psychiatric-Mental Health Nurse Practitioner.

Radford offers a Master of Science in Nursing (MSN) in Family Nurse Practitioner.

UVA offers a Master of Science in Nursing (MSN) in Nursing with tracks in Adult-Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner, Adult-Gerontology Clinical Nurse Specialist, Clinical Nurse Leader – Direct Entry to Nursing Track, and Clinical Nurse Leader – [Registered Nurse]-Entry Track.

UMW provided information for student enrollment and completion data for existing degree programs at public institutions in Virginia with the same CIP code as the proposed degree program or with a similar degree program name and/or curriculum requirements as the proposed degree program.

Enrollments and Degrees Awarded at Comparable Degree Programs in Virginia

Enrollment	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
ODU	167	167	176	165	181
GMU	119	205	220	228	204
UVA	280	261	280	218	171
JMU	83	85	88	81	66
Radford	62	55	57	58	49
Degrees Awarded	2020	2021	2022	2023	2024
ODU	60	49	76	69	80
GMU	52	42	52	106	55
UVA	133	139	123	112	98
JMU	26	27	31	31	32
Radford	24	15	18	17	18

Return on Investment

The information in the table below is a calculation of return on investment for graduate degree programs conducted by The Foundation for Research on Equal Opportunity. The data in the table may not be specific to the proposed degree program (CIP code: 51.3818). The data used in the return on investment calculation classifies degree programs at the two-digit CIP code level (CIP code: 51.38) and therefore may include earnings data for master's degree programs that prepare graduates for professions other than those most closely aligned to the proposed degree program. The return on investment analysis was originally published in October 2021, and the data has not been updated.

Institution	Field of Study	Earnings (1 year)	Earnings (10 years)	ROI (on time completion)	ROI (non-completion)
ODU	Registered Nursing, Nursing admin, research and clinical	\$100,688	\$137,846	\$1,409,663	\$1,145,858
GMU	Ibid.	\$104,203	\$120,616	\$567,802	\$450,826
UVA	Ibid.	\$98,307	\$108,339	\$780,678	\$628,569
JMU	Ibid.	\$104,874	\$132,210	\$1,470,365	\$1,196,236
VCU	Ibid.	\$106,697	\$132,103	\$1,167,350	\$945,718

Projected Resources Needs for the Proposed Degree Program

Resource Needs

UMW wrote: UMW has requested funding from the Virginia General Assembly to initiate and sustain the proposed degree program. The General Assembly appropriated \$740,000 to initiate and sustain this proposed degree program. Those funds were disbursed in FY2025 and are being used in FY2026 to develop the online courses

(\$120,000), to outfit space, and to hire a director. The final budget will be determined when the search concludes in FY2026. The remaining funds from the appropriation will be used to pay the director and hire and pay additional faculty in the upcoming years. As part of its budget submission request for the upcoming [General Assembly] session, UMW is again requesting that funding for the program be made recurring to make this funding permanent (to include years two through five and beyond). If the General Assembly does not make this funding ongoing the University must reallocate funds from other academic program operating budgets.

Board Approval

The UMW Board of Visitors approved the proposed degree program on February 21, 2025.

Staff Feedback

- Staff noted a dearth of objective cited evidence to demonstrate specific demand for Virginia for the proposed degree program. Specifically, the proposal was lacking in objective cited sources to indicate a state need exists for an additional new degree program to train master's level nurses. Information provided specific to the sub area for family nurse practitioner does not clearly indicate specific demand or need for professionals with such a specialty in the field of nursing in Virginia. One source is an opinion article written by a certified family nurse practitioner in Massachusetts (<https://harvardpublichealth.org/policy-practice/can-a-nurse-practitioner-be-a-pcp-an-experienced-np-explains/>). The proposal includes personal communication between the UMW provost and five regional stakeholders to justify the need for the proposed degree program. Some information does not demonstrate specific demand for the proposed degree program. For example, one email provides U.S. Bureau of Labor of Statistics (BLS) information.
- UMW does not possess approval from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to offer a Master's level degree program in nursing. UMW currently offers a Bachelor of Science in Nursing (BSN) in Nursing degree program that was approved by SCHEV as a degree program designed for licensed registered nurses to complete coursework to earn a bachelor's degree in nursing. In the final submission document, UMW provided a document showing that on September 11, 2025, documentation was submitted to SACSCOC for a "Substantive Change". SACSCOC evaluates information to determine whether the institution has the capacity, including faculty resources, to offer a degree program at a new degree designation level and/or a new degree designation level and discipline area. The status of the SACSCOC review is not known.
- The data specific to Growth and Opportunity (GO) Virginia Region 6 includes the following cities and counties: the city of Fredericksburg and the counties of Caroline, Essex, Gloucester, King and Queen, King George, King William, Lancaster, Mathews, Middlesex, Northumberland, Richmond, Spotsylvania, Stafford, and Westmoreland. Per the Virginia Office on Education Economics

report, 69 new positions for nurse practitioners would be available in the region in 2029.

- UMW indicated additional permanent funding to support the proposed degree program for “years two through five and beyond” would be requested from the General Assembly in the upcoming session. Based on the projected student enrollment of in-state students only and, tuition and fees charges that do not reflect annual increases in tuition and fees, the budget form shows revenue for the proposed degree program would be \$340,320 in the initiation year and \$646,608 each year in year two to the target year, 2030-2031. UMW did not provide information to explain why permanent additional funding would be needed or what additional money would be needed for to support the proposed degree program.

The University of Mary Washington did not address all the feedback provided by staff regarding the original submission.

- Staff indicated the expenditures for the \$740,000 in funding appropriated by the Virginia General Assembly in 2025 should be itemized in the revised proposal document to show how the money is spent on the proposed degree program. In UMW’s budget form, the funding is indicated only in the initiation year. UMW provided only one expenditure: \$120,000 for online course development.
- Staff identified a misalignment between the amount of faculty instructional effort needed for the proposed degree program and the amount of faculty instructional effort available. The misalignment is still present in the proposal document. The proposed degree program will require 1.4 FTE of instructional effort in the initiation year based on the projected full-time equated student enrollment. However, only 1.25 FTE has been allocated. In addition, it is not clear UMW will have full-time faculty with the credentials to teach core and required courses at the master’s level.

State Council of Higher Education for Virginia Agenda Item

Item: II.E – Update on ROI of Academic Programs

Date of Meeting: October 30, 2025

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

Most Recent Review/Action:

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

Date: September 15, 2025

Action: The Academic Affairs Committee received a briefing on a Return on Investment (ROI) measure for academic degree programs at Virginia public institutions and discussed a set of proposed modifications to the Virginia Public Higher Education Policy on Program Productivity. The Committee requested a staff update in October on its progress with the ROI measure.

Purpose of the Agenda Item: This item fulfills a request of the Academic Affairs Committee from Council's September 2025 meeting by providing an update on progress toward finalizing a ROI measure for academic degree programs at Virginia public institutions. Once developed, the ROI measure will be incorporated into SCHEV's program productivity policy, with the intention of implementing the updated productivity policy in spring 2026.

Background Information/Summary of Major Elements:

SCHEV staff proposes a Return on Investment measure derived from existing Virginia data to measure the economic outcomes of academic programs based on the following data components:

- Each student's total net cost of attendance, utilizing:
 - cost of attendance; minus total gift aid; plus total student loans (since actual family contributions are unknown)
 - individual students' time-to-degree
- Virginia Longitudinal Data System (VLDS) wage data:
 - A linear regression analysis has been performed on historical wage data (adjusted to 2023 dollars) to develop a wage growth coefficient for graduates in each two-digit CIP code (the broader discipline family of each major).
 - The wage growth coefficient is then used to predict wage growth for graduates by discipline for the remainder of their working life, which initially was assumed to be 40 years post-entry to higher education (to be

consistent with other models), but has now been adjusted to age 67 (full retirement under Social Security). Staff made this change for two reasons:

- 1) To accommodate non-traditional and transfer students who complete a bachelor's degree, as both groups are not well-measured if they are assumed to be 22 or 23 years old at graduation. Further, institutions with large proportions of transfer students should be measured appropriately.
- 2) In evaluating methodologies for calculating ROI for graduate programs, staff identified a similar problem in terms of age at program entry and how to account for the years prior to entry.

An illustrative Return on Investment (ROI) projection for college graduates in select disciplines will be provided, using 2018-19 graduates and a modified version of the standard formula: $ROI = (\text{Net Profit} / \text{Cost of Investment}) \times 100\%$. Specifically, the proposed **Virginia Higher Education ROI Measure** would be:

(sum of projected college graduate's wages to age 67) – (total net cost of attendance + student loans) – (sum of projected high school graduate's wages to age 67)

Note: Staff now propose expressing ROI as the dollar amount of the projected differences because dividing above result by \$0 (a graduate with full COA met) or very small amounts creates somewhat meaningless ratios or undefined ratios in the case of \$0.

One final change made by staff is to create a comparison set of values using the same model but eliminating all graduates who can be identified as having earned a higher-level degree. Staff also have dropped all graduates with excessively high earnings that are not explained by the degree alone, as these cases are clearly anomalous.

Key considerations/justifications:

- A. Given the data set that is being utilized, the resulting ROI results are based on actual historical earnings of Virginia graduates, and they take into account the actual costs of education (including however much time is taken to complete the degree and at what age an individual starts and finishes).
- B. And, because the earnings data are actual historical data by discipline, the wage projections are based in each case on a coefficient that is directly related to the graduate's degree.
- C. Finally, staff seek to make clear that the ROI measure, as proposed here, is designed to be inherently conservative. The inclusion of student loans as a cost results in an increased cost of attendance; however, the extension of the earnings point to age 67 (for a generalized maximum of ~49 years), while increasing the projected growth, allows for a more accurate representation of the earnings of real-world students who are non-traditional, as well as the thousands of transfer students attending Virginia colleges.

Materials Provided: N/A

Financial Impact: N/A

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

Council's review of degree-program productivity supports the following strategies outlined in *Pathways to Opportunity: The Virginia Plan for Higher Education*:

- Strategy 5: Cultivate affordable postsecondary 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.

Timetable for Further Review/Action:

Pending Council's feedback on the proposals herein, staff will make final modifications to the Virginia Public Higher Education Policy on Program Productivity, which staff will present to Council for action at the next feasible meeting.

Resolution: N/A

State Council of Higher Education for Virginia Agenda Item

Item: II.F. Update on Enrollment Projections and Degree Estimates

Date of Meeting: October 30, 2025

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

Most Recent Review/Action:

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

Date: September 15, 2025

Action: The Council, in its joint meeting with the Council of Presidents, received a briefing on the status of the 2025 Enrollment Projections and Degree Estimates. In his briefing, Mr. Massa expressed the view that the submitted projections did not appear to be internally consistent between headcount and full-time equivalent enrollment, nor externally consistent with changes at the federal or the demographic changes of the near future. Massa then proposed asking the institutions for third round of submissions with substantial changes to the collection template that represented previously expressed concerns of Council members and members of the OpSix Committee during the six-year plan meetings with the institutions and the after-meetings.

Purpose of the Agenda Item: To provide an update on the changes and current submission process.

Background Information/Summary of Major Elements: After reviewing the proposed modifications to the template and implementing those, staff then added a page of additional context regarding high school graduate projections, recent projections of 11th and 12th graders from the Weldon-Cooper Center (that had been requested by JLARC), and the original projections from the VCCS to provide estimates of the potential transfer population. We then provided the materials to a handful of Council members for review and comment. After a week, we sent the request out for a third round of responses using the new template and a revised deadline October 22nd. Unfortunately, we ran into a few technical and language mistakes in the template and performed three iterations of the release to ensure clarity and consistency.

As of this writing, institutions have begun submitting the revised projections and estimates, and a few institutions have asked for delay in submission of up to a week.

Materials Provided: N/A

Financial Impact: N/A

Relationship to Goals of The Virginia Plan for Higher Education:

- Council's review of degree program productivity supports the following strategies outlined in Pathways to Opportunity: The Virginia Plan for Higher Education:
- The enrollment projections and degree estimates provide early indicators of the enrollment measure of Goal 1 and the awards measure of Goal 2.

Timetable for Further Review/Action: Staff intend to publish the projections and estimates on November 15th. They will be formally presented to Council in January for action.

Resolution: N/A

State Council of Higher Education for Virginia Agenda Item

Item: II.G. Update on Pell Initiative for Virginia 2025 report

Date of Meeting: October 30, 2025

Presenter: Dr. Barry Simmons
Associate, Financial Aid
barrysimmons@schev.edu

Most Recent Review/Action:

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

Date: October 21, 2024

Action: Update on annual report

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 in the Commonwealth, has established goals that higher education in Virginia be equitable, affordable, and transformative. Additionally, the Commonwealth has set a target for at least 70% of its adult population to possess either a college degree or other post-secondary credential of value. These goals cannot be accomplished without sufficient access to higher education as well as successful completion for low income students (defined as Pell-eligible students).

Among four-year public institutions, a wide variation of success exists within the enrollment and retention metrics, and success in one measure often has an inverse relationship with the other. During the 2022 session, the General Assembly provided funding and budget language to improve Pell enrollments and completions.

In its first two years of implementation, the Pell Initiative for Virginia (PIV) provided:

- The FY2024 allocation of \$37.5 million was awarded in two rounds of proposals totaling \$36.8 million for 31 proposals containing 137 activities.
- The FY2025 allocation of \$37.5 million was awarded in one round of proposals totaling \$36.6 million for 19 proposals containing 114 activities.

Each award in these initial two years can range from one to four years.

Beginning with FY2026, institutions are funded one year at a time; instead of disbursing funds over a period of years. As a result, over \$30.7 million was disbursed in one year in support of the approved institutional initiatives. The program is scheduled for an

annual report due November 1 of each year. This report will track the progress of the individual PIV activities as well as how the institutions are improving on overall enrollment and retention goals.

Materials Provided: N/A

Financial Impact: N/A

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

The PIV program supports each of the three primary goals of the current strategic plan: equitable, affordable, and transformative.

Timetable for Further Review/Action:

N/A

Resolution: N/A

State Council of Higher Education for Virginia Agenda Item

Item: II.H. Update on Finance Policy & Innovation

Date of Meeting: October 30, 2025

Presenter: Mr. Lee Andes
Director of Finance Policy & Innovation
leeandes@schev.edu

Mr. Scott Kemp
Student Loan Advocate
scottkemp@schev.edu

Most Recent Review/Action:

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

Date:

Action:

Purpose of the Agenda Item:

This agenda item updates Council on two important activities within the Finance Policy & Innovation section.

Background Information/Summary of Major Elements:

2025 Tuition and Fee Report:

Each year, the State Council of Higher Education for Virginia (SCHEV) provides a tuition and fees report based on charges approved by boards of visitors at Virginia public institutions. The report includes a list of tuition and fee charges to in-state and out-of-state students and for undergraduate and graduate programs. It also provides trends over time, comparisons to other states and highlights affordable options students can choose to reduce costs.

The requirements for the report are outlined in the Appropriation Act and are provided to the Governor and the chairs of the House Appropriations and Senate Finance and Appropriations Committees (Item 4-2.01.b.4.b).

Highlights of the 2025 report:

- Tuition and mandatory educational and general (E&G) fees (those fees related to instruction and supported by the state) increased by 2.1% (\$206) for in-state undergraduate students at the system level, the lowest annual increase since FY 2022.

- Mandatory non-educational and general fees (those fees related to non-instructional or “auxiliary” activities) increased by 3.9% (\$180) for all undergraduate students (in-state and out-of-state).
- Combined, the average tuition and all mandatory fees for in-state undergraduates is \$14,846, a 2.7% (\$386) increase from 2024-25.
- Total charges at baccalaureate institutions — the average sum of tuition, all mandatory fees and room and board — are \$29,538 for the 2025-26 academic year, an increase of 3.1% (\$898) for in-state undergraduate students.
- While charges have increased, Virginia undergraduate students on average will pay 42% of the costs related to education, while the state will provide 58%. This percentage is below Virginia’s cost-share policy of covering 67% of costs.
- The total charges for in-state undergraduates as a percentage of per-capita disposable income remains higher than the national average at 41.5% at baccalaureate institutions compared to 39.2% nationally, though it has decreased from the historical high of 48.6% in 2019-20.
- Affordable options to reduce the cost of higher education are available, such as through transfer and financial aid. For example, students who complete an associate degree at a community college first and transfer to a baccalaureate institution can save an average of \$21,961 of the tuition cost of a bachelor’s degree.

The full official 2025 Tuition & Fee Report is available on the SCHEV website under Research and Publications then Reports and Publications.

RISE Committee

The One Big Beautiful Bill passed in July 2025 provided several changes to student loan programs. These changes include, but are not limited to:

- Eliminates Graduate PLUS loans
- Limits on Parent PLUS loans and aggregate student loans
- Caps on amount of loans for graduate and professional programs
- Permits institutions to limit loans based on program

Following any sweeping change in federal law, the federal department of education then engages in a process referred to as negotiated rulemaking in order to provide guidance to the institutions in the application of the law. Following the OBBB, the department formed the Reimagining and Improving Student Education Committee (RISE Committee), which met from September 29 to October 3, 2025. A final set of meetings is scheduled for November 3-7, 2025.

Scott Kemp, SCHEV’s Student Loan Advocate, was named to this committee and provides Council with a summary of the issues and progress to date.

Materials Provided: N/A

Financial Impact: N/A

Timetable for Further Review/Action:

Update to Council only, no action required at this time.

Resolution: N/A



President Schmidt has over 30 years of experience working in higher education and currently and comes to JMU from the [University of Wisconsin-Eau Claire](#) where he served as chancellor since 2013.

During his tenure, UW-Eau Claire was ranked among the top 10 regional public universities in the Midwest by U.S. News & World

Report. It was named the top masters-level university for excellence in undergraduate research by the Council for Undergraduate Research in 2016 and is currently the only master's-level university in Wisconsin among the top 20 nationally for student participation in study abroad.

In addition to UW-Eau Claire's national recognition, Schmidt was a stellar fundraiser and visionary for elevating academic excellence. He brought in one of the largest gifts in Wisconsin history at \$70 million to help construct an indoor athletics facility and event center.

Previous tenures included service as vice president for university advancement at Winona State University in Winona, Minnesota, and vice president for student affairs at Riverland Community College in Austin, Minnesota. He holds a doctorate in educational policy and administration from the University of Minnesota, a master's degree in business administration from the University of St. Thomas in Saint Paul, Minnesota, and a bachelor's degree in political science from Winona State University.

Schmidt's appointment began July 1, 2025.

"I am honored to serve as the next president of James Madison University," said Schmidt. "Over three decades in public higher education has prepared me to lead this great institution into the future, and I am committed to leading JMU's vision and strategic direction, enhancing academic excellence and research, and ensuring an exceptional student experience," added Schmidt.

Former JMU President Jonathan Alger announced in March 2024 that he would be stepping down as president and accepted the presidency at American University in Washington, D.C. [Charlie King](#) became JMU's interim president on July 1, 2024.

“It is an honor to welcome Jim into the JMU community,” said King, the current interim president of JMU. “I look forward to our partnership in the coming months as we will collectively work to ensure this transition continues to be seamless. I take great pride in this institution and will do everything I can to support the board and our new president during this transition.”

Kay Coles James, chair of the search committee, said Schmidt’s strategic vision, leadership and passion for higher education were among the factors that led to his selection as the next JMU president.

“Jim Schmidt’s commitment to JMU’s values, bold vision-casting, student-centered outlook, and his community-building experience will be invaluable assets to lead JMU boldly into the future,” said James.

Rector of JMU’s Board of Visitors Suzanne Obenshain said, “It is an exciting time in the university’s history to welcome Jim into the JMU community. I am confident his leadership and skillset will continue JMU’s positive momentum into the future with an entrepreneurial mindset that will encourage innovation, creativity, collaboration and big thinking,” added Obenshain.

Schmidt has been active in academic and athletics circles at the national level.

Ted Mitchell, president of the American Council on Education, a major coordinating body for the nation’s colleges and universities, said, “Higher education shapes the world for the better and helps to build America. James Madison University’s story is one of insistent progress, and this great institution will continue to prepare enlightened and productive citizens who will be well-equipped to make lasting, positive impacts on our country and beyond under Jim Schmidt’s steadfast watch.”

American Association of State Colleges and Universities President and CEO Charles L. Welch said, “James Madison University has long been a leader in driving transformative civic engagement and preparing its student body to be active and responsible participants in a representative democracy. Jim Schmidt is the perfect person to take that ethos one step further and ensure future Dukes are actively engaged on the local level and ready to impact our world for the common good.”

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
COUNCIL ORIENTATION
SEPTEMBER 15, 2025
DRAFT MINUTES

Council Members present: Eric Chewning, John Jumper, Charlie King and Jennifer Montague.

Staff members present: Lee Andes, Joe DeFilippo, Alan Edwards, Scott Fleming, Tod Massa, Laura Osberger, Paula Robinson, Bob Spieldenner and Kristin Whelan.

Also present: Deb Love and Ambria Wood from the Office of Attorney General and Cedar Riener, American Association for the Advancement of Science and Technology Policy Fellow.

Mr. Fleming started the meeting at 11:00 a.m. in Room 2023 in the Alan Miller building at William & Mary in Williamsburg, Virginia.

Mr. Fleming provided a summary of SCHEV responsibilities and asked staff to introduce themselves. He then asked Dr. Edwards to provide a brief history of SCHEV.

Dr. Edwards described the structure and oversight responsibilities. He explained that SCHEV is a coordinating body for higher education in the Commonwealth. Mr. Chewning asked about the levers that SHEV has in influencing the direction of the institutions. Mr. Fleming described some of them. General Jumper mentioned he is dedicated to making SCHEV more active and that SCHEV Council should communicate more with the institutions' boards of visitors. Mr. Chewning also asked about SCHEV's role in distribution of funds to the institutions and data collection.

Mr. Fleming wrapped up the meeting by encouraging the members to use SCHEV staff as resources.

The meeting adjourned at 12:50 p.m.

General John Jumper

Kristin Whelan, SCHEV staff

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
JOINT SCHEV/COUNCIL OF PRESIDENTS MEETING
September 15, 2025**

DRAFT MINUTES

General Jumper called the meeting to order at 3:00 p.m. in Brinkley Commons Room 2025 of Alan Miller Hall at William & Mary in Williamsburg, Virginia.

Council members present: Walter Curt, Delceno Miles, Jason El Koubi, William Harvey, John Jumper, Jennifer Montague, Charlie King, Eric Chewning, John Olsen, Lindsay Fryer and Steven Taylor.

Council members absent: Doug Straley.

Staff members present: Lee Andes, Lynne Taylor Clark, Grace Covello Khattar, Joseph DeFilippo, Alan Edwards, Scott Fleming, Alexis Gravely, Tod Massa, Jessica Minnis-McClain, Laura Osberger, Kirstin Pantazis, Emily Salmon, Bob Spieldenner, Kristin Whelan and Yan Zheng.

Other notable attendees: Aimee Guidera, Secretary of Education and Zach Jacobs, Deputy Secretary of Education; Deb Love and Ambria Wood from the Office of the Attorney General and Carly Fiorina, Chair of the Virginia 250 Commission.

See the list at the end of this document of Presidents who attended.

WELCOME AND INTRODUCTIONS

General Jumper introduced the current Chair of the Council of Presidents, Troy Paino. He introduced Carly Fiona and thanked her for joining the meeting.

VA 250

Carly Fiorina, Honorary National Chair Virginia 250 Commission, shared a video about the celebration of the United States's semiquincentennial anniversary in 2026. Ms. Fiorina pointed out that America was made in Virginia and she spoke about the special responsibility Virginia has in the celebration of the USA's 250 anniversary.

Ms. Fiorina spoke about the unique features of the United States government. She mentioned the importance of recognizing our shared history. Ms. Fiorina reviewed the goals of the Virginia 250 Commission.

VA 250 seeks to educate and inspire a season of civic renewal in the United States. Ms. Fiorina shared the ways that the Presidents can support the Virginia 250 Commission.

1. Share the video on their campuses at their sporting events.

2. Leverage alumni, student and faculty networks to share the videos and other marketing.
3. Coordinate localities to have the mobile museum visit college campuses when in the area.
4. Design a “how well do you know your nation” challenge.
5. Present the video to students and faculty.
6. Make “America, Made in Virginia,” merchandise available on campus.
7. Host a naturalization ceremony on campus.
8. Design faculty led civil dialogue about the nation.
9. Engage with Student Advisory Committee and student government representatives to appeal to more students.

Ms. Fiorina received comments and questions from the Presidents and Council members.

Ms. Miles asked if the Virginia 250 Commission is coordinating with other states. Ms. Fiorina shared that in March of the last three years, the group convened meetings called Common Cause to gather people from across the US to talk about the commemoration.

Dr. Rowe added that there are many other projects located in Williamsburg. General Jumper asked about exporting the commission’s work. The redesigned k-12 civics curriculum and the mobile museum content have been made available nationwide.

DISCUSSION OF ENROLLMENT TRENDS AND PROJECTIONS

SCHEV’S Policy Analytics Director, Tod Massa, presented a slide deck discussing the enrollment projections and degree estimates.

Mr. Massa discussed the drop in undergraduate degrees and the challenges that make the projections difficult. Among other factors, he pointed out the lower number of DACA students applying for college now and how the Common App has led to a large increase in applications but not an increase in enrollment as students apply to many institutions through a single application.

The assumptions underlying the projections may not always be sound. The four-year institutions may need to reevaluate their projections. Mr. Massa reviewed the current template and discussed the planned changes and stated that institutions will be asked to complete their projections again.

Mr. Massa introduced the proposed changes to the template and announced an enrollment projection reissue deadline of October 15. He shared that he would present Council with an update to preview the new projections at the October meeting. Council will then have the option to act by approving the new projections at the January meeting or at a special meeting.

Council members and the Presidents discussed the updates from Mr. Massa.

Ms. Taylor asked if there is utility in institutions including a separate line item for DACA and international students.

Dr. Washington noted that SCHEV already knows which institutions' projections are inaccurate, but the global reporting makes it look like all institutional reporting is inaccurate. He suggested only requiring the institutions who are inaccurate complete the additional reporting. Dr. Washington also noted that fast-changing policies of the current federal administration are also causing uncertainty in enrollment projections.

DISCUSSION OF TOPICS OF MUTUAL INTEREST

Mr. Fleming welcomed the group to introduce other topics for discussion. He suggested the group talk about how to discuss the value of higher education. President Danilowicz pointed to the Richmond Fed statistics pointing to higher average employment and pay for college graduates. He noted that the data also shows that degree holders are happier, contribute more to society and have a higher quality of life. Dr. Rowe added that Growth for Virginia also provides supporting data.

President Paino mentioned seeking opportunities to partner with SCHEV to make changes and create efficiencies to meet regional workforce needs.

General Jumper urged the group to study additional pathways programs. He noted that a subsidized bundled tuition package would be an incentive for students to start at two-year institutions and complete a four-year degree at a partner institution.

Dr. Doré mentioned the community colleges' growth potential in high earning areas but noted that the current funding isn't supporting the growth. The funding for FastForward is not sufficient. Dr. Taylor asked for a sense of how many students who earn non-credit credential returns and complete an associate or bachelor's degree.

Mr. Chewning asked the group about their approaches to the growth of artificial intelligence. Dr. Sands stated that it is too soon to determine the full impact and Dr. Rowe stated that AI will impact on the business and academics of the institutions differently.

The chair adjourned the joint meeting at 5:30 p.m.

Council Secretary

Kristin Whelan
Coordinator of Board and Executive Operation

Council of Presidents President Attendees

William Kelly, Christopher Newport University
Gregory Washington, George Mason University
James Schmidt, James Madison University
Brian Hemphill, Old Dominion University
Bret Danilowicz, Radford University
Paul Mahoney, University of Virginia
Troy Paino, University of Mary Washington
Donna Price Henry, University of Virginia at Wise
David Doré, Virginia's Community Colleges
Dallas Clark, Virginia Military Institute
Timothy Sands, Virginia Tech
Katherine Rowe, William & Mary
Dean Sprinkle, Wytheville Community College

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
COUNCIL MEETING
SEPTEMBER 16, 2025**

DRAFT MINUTES

General Jumper called the meeting to order at 8:30 a.m. in Brinkley Commons, Room 2025, in Alan Miller Hall at William & Mary in Williamsburg, Virginia.

Council members present: Eric Chewning, Walter Curt, Delceno Miles, Lindsay Fryer, John Olsen, John Jumper, Charlie King, Jennifer Montague, Douglas Straley and Steven Taylor.

Council members absent: Cheryl Oldham, William Harvey, Jason El Koubi and Jennifer Montague.

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

Notable Guests: Secretary of Education Aimee Guidera, Deputy Secretary of Education Zach Jacobs and Deb Love from the Office of the Attorney General.

APPROVAL OF MINUTES

On a motion by Ms. Miles seconded by Dr. Taylor, the minutes from the July 15, 2025, Council meeting were approved unanimously.

REMARKS FROM KATHERINE ROWE, PRESIDENT, WILLIAM & MARY

Dr. Rowe provided remarks about the history and traditions of W&M. She also spoke about the current challenges impacting higher education.

Dr. Rowe pointed out that despite the attitudes toward higher education across the nation, in Virginia, the value of higher education is recognized and valued. Worked-based learning and mentored research are valued at W&M to help meet the demands of the moment. She emphasized the importance of helping students get their first career-connected jobs.

President Rowe introduced the W&M Better Arguments Curriculum, created to teach students how to disagree respectfully. She noted that W&M is committed to providing a funded internship to every student who seeks it. The institution uses this commitment to attract and keep talented students in the Commonwealth.

Dr. Rowe spoke about the need to moderate tuition prices. She asked for help from the legislature and the governor in moderating tuition, and she also discussed ways in which W&M is working on cost savings, including switching to geothermal heating.

President Rowe invited Council member questions.

General Jumper asked about the impact of the high number of administrative staff.

Ms. Fryer asked about recruitment and the changes in student demographics. Dr. Rowe noted that many students entering college no longer have built-in networks for career positions. She spoke about how current students are community-minded and very much aware of what is happening in the world, and that the current student body is looking for connection.

Ms. Miles asked about the percentage of students who stay in Virginia.

Mr. Chewning asked about the preservation of freedom of thought. Dr. Rowe discussed the importance of teaching students about the meaning of freedom of speech and the Constitution's provisions regarding it. She emphasized that discussion and argumentation are a learned practice that must be explicitly taught.

Mr. Curt asked about the percentage of males and females at W&M.

ACTION ON MEETING SCHEDULE AND LOCATION

Ms. Osberger presented the 2026 Council meeting schedule and location resolution for approval.

- January 13, 2026 – Virtual
- March 16-17, 2026 – Norfolk State University (Norfolk)
- May 11-12, 2026 (with Private College Advisory Board) – Hampden-Sydney College (Hampden Sydney)
- July 21, 2026 – Blue Ridge Community College (Weyers Cave)
- September 21-22, 2026 (with Council of Presidents) – Virginia Commonwealth University (Richmond)

On a motion by Ms. Miles, seconded by Mr. Olsen, the 2026 Council meeting schedule was approved unanimously.

ACTION ON SYSTEMWIDE BUDGET & POLICY RECOMMENDATIONS FOR THE 2026 LEGISLATIVE SESSION

Mr. Andes led a discussion of the budget and policy recommendations. He described the timeline for discussion and action. He explained how staff form the recommendations to guide the Council. Mr. Andes asked the Council to act on the budget recommendations. He proposed that Council members refer to page 76 of the agenda book to review the budget recommendations.

Mr. Andes introduced the items previously approved by the General Assembly, but require approval again for the next biennium. He then discussed the recommendations for items that, if approved, would constitute new money added to the budget. The staff considered inflationary rates and calculated the additional costs for the state's contribution. Staff also calculated the new maintenance costs for new building operations. Mr. Andes stressed that his team is proposing a minimalist budget and that the Council can decide whether to introduce further increases for the second part of the biennium.

The Council asked the following questions during the discussion of the budget recommendations.

Mr. Curt asked if the Council could disaggregate the budget recommendations to create individual recommendations for each institution.

Ms. Fryer asked where the recommendations go after the Council passes them. Ms. Fryer also suggested that the Council may want SCHEV staff to break down the budget by institution in the future. Mr. King suggested that it is too late in the cycle to break the budget down by institution this year.

Dr. Taylor asked how realistic the numbers in the recommendations are in light of the impending increased pressures on the state budget and on higher education funding.

Secretary Guidera stressed that this will be a tight budget year. She recommended prioritizing the funding of the workforce credential grant. She mentioned the FastForward and Workforce Credential Grant (WCG) programs and stressed that funding the programs sufficiently should be a priority. Dr. Taylor concurred.

Mr. Andes stressed that these recommendations represent the lowest budget request from SCHEV since 2021.

Mr. Andes discussed the remaining budget recommendations one by one.

The Council discussed the proposed increase in the TAG award. Dr. Taylor commented that the proposed \$50 increase would have more impact on the workforce credential grant and suggested that the Council reallocate the \$1 million to the WCG. Mr. Curt disagreed and pointed to the contribution of the private institutions.

General Jumper stated that sometime in the future, we will need to address the criteria for awarding the Virginia Military Survivors and Dependent Education Program (VMSDEP), but there should be no changes for now. Mr. Andes briefly described how the program works.

The Council further discussed the WCG and FastForward budget recommendations. Mr. Andes described how the required funding changes based on several factors, including program offerings. Dr. Taylor clarified that these funds are only dispersed once there is a student enrolled in the program. Mr. Curt asked how the success of the program is measured. Other members and Secretary Guidera clarified the program structure. General Jumper suggested that the budget recommendations for the WCG and FastForward should be increased in the table provided by Mr. Andes in the agenda book.

Mr. Curt expressed concern about the value of the Constructive Dialogue Institute. He questioned the methodology used to determine the program's success. Mr. Olsen suggested that the benefit is not measurable. The success of the program is in the fact that the Commonwealth is offering it at all.

Mr. Fleming provided additional explanation for some of the new items in the recommendations. Mr. Fleming specifically mentioned Pathways to Adventures, a program designed to engage students early and encourage them to pursue higher education.

Mr. Andes described two changes he made to the recommendations: one was a typo, and the other was an increase in the request for the WCG.

The resolution below is revised to reflect the Council's final action and approval, including specific funding recommendations. After updating the recommendations, General Jumper requested a motion on the following revised resolution.

WHEREAS, *Pathways to Opportunity*, the statewide strategic plan for higher education, seeks to make Virginia the best state for education by 2030; and

WHEREAS, Virginia's higher education system is a shared responsibility of the state, institutions, and students and families to reach the highest levels of performance and accountability; and

WHEREAS, budget recommendations for the 2026-28 biennium focus on improving access, affordability, student success, labor market outcomes and institutional efficiencies and effectiveness; now therefore,

BE IT RESOLVED that the State Council of Higher Education for Virginia approves budget and policy recommendations for the 2026-28 biennium as discussed and agreed upon on September 16, 2025, totaling \$106.9 million in the first year and \$116.8 million in the second year as summarized in the table below:

Summary of SCHEV Budget Recommendations for General Fund Support in 2026-28 Biennium
(in millions)

Category	Item	FY 2027	FY 2028	Biennial Total
Tuition and Fee Mitigation (operational support)	State portion of salaries and health premiums	\$46.0	\$46.0	\$92.0
	State portion of inflationary cost	\$18.0	\$18.0	\$36.0
	State portion of operations & maintenance	\$4.7	\$4.7	\$9.4
Affordability and Access	Undergraduate need-based financial aid	\$9.2	\$10.0	\$19.2
	Tuition Assistance Grant program - fill gap and increase annual award by \$50 per year	\$8.7	\$11.5	\$20.2
	Military Survivors and Dependent Education	-	\$2.5	\$2.5
Student Success and Labor Market Outcomes	New Economy Workforce Credential Grant	\$11.9	\$15.4	\$27.3
	Mental health workforce pilot program	\$1.0	\$1.0	\$2.0
	Constructive Dialogue Initiative	\$0.1	\$0.1	\$0.2
	Degree productivity	\$0.1	\$0.1	\$0.2
	Pathways to Adventure	\$1.5	\$1.5	\$3.0
	Student Advising and Access	\$2.5	\$2.5	\$5.0
	Adult non-completers pilot evaluation	\$0.5	\$0.5	\$1.0
Collaborative Initiatives	Virginia Longitudinal Data System	\$0.5	\$0.5	\$1.0
	SCHEV Operating Budget	\$0.7	\$0.7	\$1.4
	Virginia Space Grant Consortium (VSGC)	\$0.2	\$0.2	\$0.4
	Virginia Sea Grant (VASG)	\$0.8	\$0.8	\$1.6
	Virtual Library of Virginia (VIVA)	\$0.5	\$0.8	\$1.3
Total		\$106.9	\$116.8	\$223.7

Council further recommends restoration to the base budget, the one-time funding for institutional operating support and state need-based financial assistance.

SCHEV Supports the Continuation of FY 2025 One-Time General Fund in 2026-28 Biennium
(in millions)

Category	Item	FY 2027	FY 2028	Biennial Total
-----------------	-------------	----------------	----------------	-----------------------

Tuition and Fee Mitigation	FY2025 one-time general fund for E&G	\$106.0	\$106.0	\$212.0
Financial Aid	FY2025 one-time general fund for financial aid	\$12.0	\$12.0	\$24.0
Total		\$118.0	\$118.0	\$236.0

Finally, Council further recommends reconsideration, via cash or bonds, of the following projects vetoed in Chapter 725.

Projects vetoed in Chapter 725 of the 2025 General Assembly Session

Institution	Capital Project Title
GMU	Priority Facility Improvements
JMU	Renovate Johnston Hall
LU	Replace Roof, Windows, and External Doors Lankford Hall
VCCS	Renovate Amherst/Campbell Hall, Central Virginia
VCU	Acquire Altria Building
VIMS	Construct Marine Operations Administration Complex
VSU	Renovate Virginia Hall
VT	Expand Virginia-Tech Carilion School of Medicine and Fralin Biomedical Research Institute
UVA	Center for the Arts
W&M	Replace Law School Central Utility Plant

On a motion from Ms. Miles, seconded by Dr. Taylor, the resolution passed unanimously.

ACTION ON FRAMEWORK FOR THE STATEWIDE STRATEGIC PLAN

Ms. Salmon recapped the process, the discussion and the actions taken so far in the strategic plan process this year. She described the emergent themes and shared a slide demonstrating the input from Council.

Ms. Salmon highlighted the updated vision statement, which was revised after feedback from the Council at the July Council meeting. The new statement reads as follows: The Virginia Plan for Higher Education: Leading the nation in talent from campus to careers. Ms. Salmon asked for Council feedback. General Jumper suggested a mention of citizenship in the statement. Secretary Guidera suggested new wording to reflect Virginia's role in developing talent.

Ms. Salmon reviewed the goals. Ms. Miles thanked Ms. Salmon for her work.

Ms. Salmon asked the Council if they were ready to endorse or direct staff on any new work that needs to be done. She also suggested that the Council could endorse the framework but edit the vision statement. The Council decided to adopt the framework and ask Ms. Salmon to edit the vision statement. Ms. Salmon edited the resolution to

eliminate the adoption of the vision statement as she read the resolution for the Council's vote.

BE IT RESOLVED that the State Council of Higher Education for Virginia adopts the framework (goals, objectives, and strategies) for the next statewide strategic plan for Virginia higher education, as discussed and agreed upon on September 16, 2025.

BE IT FURTHER RESOLVED that the State Council of Higher Education directs agency staff to develop the text of the next statewide strategic plan for Virginia higher education based on this framework, including a set of measures and targets, and provide the draft to Council by October 21, 2025.

On a motion from Ms. Miles and seconded by Mr. Olsen, the edited resolution was unanimously approved.

ACTION ON MODIFIED MODEL RESOLUTION ON ANTISEMITISM

Dr. DeFilippo presented this updated resolution as a correction to the model resolution presented to the Council in July. He highlighted the substantive changes and asked for further comments.

WHEREAS, Governor Youngkin has released Executive Order 48, *Combatting Antisemitism and Anti-religious Bigotry in Virginia Public Schools and Institutions of Higher Education*, with the stated intention to “reaffirm the Commonwealth’s commitment to safe educational environments free from discrimination and continue to act against antisemitism and anti-religious bigotry in Virginia’s public schools and institutions of higher education;” and

WHEREAS, Executive Order 48 directs the State Council of Higher Education for Virginia to publish a model resolution for institutions of higher education to adopt, and specifies four provisions to be included in the model resolution;

THEREFORE, BE IT RESOLVED that the Council adopts the following as a model resolution for governing boards of Virginia public institutions to adopt in accord with Executive Order 48:

Model Resolution

WHEREAS, Governor Youngkin has released Executive Order 48, *Combatting Antisemitism and Anti-religious Bigotry in Virginia Public Schools and Institutions of Higher Education*, with the stated intention to “reaffirm the Commonwealth’s commitment to safe educational environments free from discrimination and continue to act against antisemitism and anti-religious bigotry in Virginia’s public schools and institutions of higher education;” and

WHEREAS, Executive Order 48 directed the State Council of Higher Education for Virginia to publish a model resolution for institutions of higher education to adopt, and specified four provisions to be included in the model resolution;

WHEREAS, [Institution Name] is committed to promoting and fostering an environment free of antisemitism and anti-religious bigotry;

BE IT RESOLVED, that [Board name] adopts the following provisions and directs the [president/chancellor/superintendent] of [institution name] to incorporate each provision in relevant and applicable policies of [institution name]:

- i. (a) In accord with Chapter 471 of the 2023 Acts of Assembly, [institution name] adopts the Working Definition of Antisemitism as adopted by the International Holocaust Remembrance Alliance on May 26, 2016, including the contemporary examples of antisemitism set forth therein.**

This states that antisemitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities.

(b) The definition of antisemitism referenced in (a) above shall be incorporated into all student codes of conduct of [institution name];

- ii. [Institution name] shall treat harassment and discrimination that is motivated by or includes antisemitic intent, or bigotry against any religion, by any individual or as a result of school policies or programs on the school campus in the same manner as any other form of discrimination prohibited by state or federal law;**

- iii. [Institution name] shall include in all codes of conduct prohibited conduct as it specifically relates to antisemitism and anti-religious bigotry, which shall include, but not be limited to:
 - 1. harassment and discrimination against Jewish individuals in violation of Title VI of the Civil Rights Act of 1964, Pub. L. No. 88-352;
 - 2. antidiscrimination regulations provided by the United States Department of Education and the United States Department of Justice; and
 - 3. relevant state-level antidiscrimination laws.
- iv. In no case shall provisions i.-iii. above be implemented in any way that diminishes or infringes upon any right protected under the United States Constitution, including but not limited to the First Amendment to the Constitution, or under the Constitution of Virginia.

FINALLY, BE IT RESOLVED that the [president/chancellor/superintendent] shall submit a copy of this resolution to the Secretary of Education and the Executive Director of the State Council of Higher Education for Virginia no later than December 31, 2025.

On a motion from Ms. Miles and seconded by Ms. Fryer, the resolution passed unanimously.

RECEIPT OF REPORT FROM THE AGENCY EXECUTIVE DIRECTOR

Mr. Fleming thanked Council members and W&M for participating in the discussion at the Council meetings. He stated his belief that the Virginia system is the best in the country and that it can continue to improve. He thanked the SCHEV staff for their continued dedication and hard work, singling out the work that went into the statewide strategic plan. He also mentioned the large number of responsibilities assigned to SCHEV. Mr. Fleming also expressed concern about the current commentary regarding the value of higher education. Mr. Fleming concluded by wishing Secretary Guidera happy birthday.

General Jumper echoed Mr. Fleming's appreciation for the staff work.

Mr. Fleming 's report is available on page 134 of the agenda book.

REPORT FROM THE COMMITTEES

Report from Academic Affairs Committee

Dr. Taylor highlighted the discussions from the Academic Affairs committee.

The committee received an update from Dr. DeFilippo and Mr. Massa on the program productivity policy plan. Following feedback from institutions and economists, the committee will receive an update in October and vote on the plan in January.

The committee also heard updates from the Cardinal Education consortium of engineering programs.

The committee received an update on transfer policies. SCHEV staff have been working with institutions on transfer pathways and articulation agreements.

Dr. Taylor concluded by thanking Dr. DeFilippo for all his work ahead of his planned retirement at the end of the year.

Secretary Guidera asked that SCHEV discuss the new program at ODU called ODU Realizes. The program is a partnership with Tidewater Community College to prepare students for the four-year program at ODU. VCU has recently launched a similar partnership with JSRCC.

Report from Resources and Planning Committee

Mr. Olsen highlighted the activities of the Resources and Planning Committee.

The committee discussed the Institutional Performance Standards (IPS) and the full-cost calculations. The committee discussed the need to modify the IPS to base it on outcomes rather than just forecasts. The committee discussed the structure of a working group to update the IPS.

The committee has a preliminary discussion of the budget recommendations. Mr. Olsen stated that the conversation in the committee was similar to the discussions held at the full Council meeting.

Dr. Khattar provided an update on the six-year plans. The committee requested modifications to the enrollment projections, particularly for years three through six. After the boards of visitors at each institution vote on the plans, the final plans will be sent to LIS by December 1, 2025.

The committee received a report of staff activities and honors.

RECEIPT OF ITEMS DELEGATED TO STAFF

Included at the end of this document.

OLD BUSINESS

No old business.

NEW BUSINESS

General Jumper commended Tod Massa for his attention to the admission issues. He also commended Ms. Salmon and her team for their work on the statewide strategic plan.

General Jumper expressed his frustration that the Council cannot openly discuss higher education issues. He encouraged additional meetings as warranted. Ms. Fryer asked that this be encouraged at the Board of Visitors Orientation.

General Jumper recommended more direct communication with the Boards of Visitors, advising them on the kinds of questions they should ask of the college leadership. He suggested that enrollment is the most obvious example. He suggested that the Council draft a letter to the rectors of the Boards of Visitors.

Ms. Guider encouraged all Council members to attend the orientation. She suggested that the Council create a booklet describing the 10 things that every Board member should consider.

RECEIPT OF PUBLIC COMMENT

No commented reported.

MOTION TO ADJOURN

The meeting adjourned at 11:20 a.m.

John Jumper
Council Chair

Kristin Whelan
SCHEV Staff

Items Delegated to Executive 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	Facilitated Approval:	Fall 2025

Institution	Degree/Program/CIP	Effective Date
	<ul style="list-style-type: none"> • Doctor of Philosophy (PhD) degree program in Robotics (14.4201) 	
Germanna Community College	Certificate Program Approved: <ul style="list-style-type: none"> • Paramedic (51.0904) 	Fall 2025
James Madison University	Degree Designation Discontinuance Approved: <ul style="list-style-type: none"> • Master of Arts (MA) degree designation in the Master of Arts/Master of Fine Arts (MA/MFA) degree program in Art (50.0701) 	Fall 2025
J. Sargeant Reynolds Community College	Program Name Change Approved: <ul style="list-style-type: none"> • Associate of Applied Science (AAS) degree program in Management to Business Management (52.0299) 	Fall 2025
James Madison University	Graduate Certificate Program Approved: <ul style="list-style-type: none"> • Entrepreneurship and Leadership in the Arts and Design (50.1099) 	Fall 2025
Piedmont Virginia Community College	Certificate Program Approved <ul style="list-style-type: none"> • Substance Abuse Counseling (51.1599) 	Fall 2025
Radford University	Graduate Certificate Programs Approved: <ul style="list-style-type: none"> • Health Professions Education (51.3202) • Mathematics (27.9999) 	Fall 2025
Radford University	Post-Professional Certificate Program Approved: <ul style="list-style-type: none"> • Nursing Education (51.3203) 	Fall 2025
The College of William and Mary in Virginia	Degree Designation Discontinuance Approved: <ul style="list-style-type: none"> • Doctor of Education (EdD) degree designation in the Doctor of Education/Doctor of Philosophy (EdD/PhD) degree program in Counselor Education (13.1101) 	Fall 2025
University of Virginia	Graduate Certificate Program Approved: <ul style="list-style-type: none"> • Intercollegiate Athletics Administration (13.0406) 	Fall 2025
University of Virginia	Program Modifications Approved: <ul style="list-style-type: none"> • Modify the credit hours of the Post-Professional Certificate in Adult-Gerontology Acute Care Nurse Practitioner (51.3814) with 20 credit hours to 24 credit hours • Modify the credit hours of the Post-Professional Certificate in Adult-Gerontology Acute Care Clinical Nurse 	Fall 2025

Institution	Degree/Program/CIP	Effective Date
	Specialist (51.3813) with 20 credit hours to 24 credit hours <ul style="list-style-type: none"> • Modify the credit hours of the Post-Professional Certificate in Family Nurse Practitioner (51.3805) with 23 credit hours to 26 credit hours • Modify the credit hours of the Post-Professional Certificate in Neonatal Nurse Practitioner (51.3806) with 22 credit hours to 25 credit hours • Modify the credit hours of the Post-Professional Certificate in Pediatric Nurse Practitioner-Acute Care (51.3899) with 21 credit hours to 25 credit hours • Modify the credit hours of the Post-Professional Certificate in Pediatric Nurse Practitioner-Primary Care (51.3809) with 19 credit hours to 23 credit hours • Modify the credit hours of the Post-Professional Certificate in Psychiatric-Mental Health Nurse Practitioner (51.3810) with 19 credit hours to 24 credit hours 	
University of Virginia's College at Wise	Graduate Certificate Program Approved: <ul style="list-style-type: none"> • Technology Management and Data Analytics (52.1399) 	Fall 2025
Virginia Commonwealth University	Graduate Certificate Program Approved: <ul style="list-style-type: none"> • Advanced Educational Statistics (13.0603) 	Fall 2025
Virginia Commonwealth University	Program Modifications Approved: <ul style="list-style-type: none"> • Change the delivery format from traditional, face-to-face to a hybrid delivery format for the Bachelor of Science (BS) degree program in Nursing (51.3801) • Modify the credit hours of the Master of Arts (MA) degree program in History (54.0101) with 30-36 credit hours to 30 credit hours • Modify the credit hours of the Master of Science (MS) degree program in Sociology (45.1101) with 36 credit hours to 30 credit hours 	Fall 2025
Virginia Commonwealth University	Program Modification Approved:	Spring 2026

Institution	Degree/Program/CIP	Effective Date
	<ul style="list-style-type: none"> Add an online delivery format to the Master of Public Health (MPH) in Public Health (51.2201) 	
Virginia State University	Program Modification Approved: <ul style="list-style-type: none"> Add an online delivery format to the Bachelor of Individualized Studies (BIS) degree program in Individualized Studies (30.9999) 	Fall 2025
Virginia State University	Program Modifications Approved: <ul style="list-style-type: none"> Modify the credit hours of the Master of Interdisciplinary Studies (MIS) degree program in Interdisciplinary Studies (30.9999) with 36 credit hours to 30 credit hours Add an online delivery format 	Fall 2025

Pursuant to the Code of Virginia, Section § 23.1-211 and Council's "*Commonwealth of Virginia Policy on the Reciprocal Authorization of Distance Education and Related Activities*," the following items approved as delegated to staff:

National Council for State Authorization Reciprocity Agreements (NC-SARA) Approvals

Institution	Effective Date
Edward Via College of Osteopathic Medicine	July 30, 2025
Virginia Christian College	July 15, 2025

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

Programs Discontinued

Institution	Degree/Program/CIP	Effective Date
University of Virginia	Program Discontinuance Approved: <ul style="list-style-type: none"> Master of Arts (MA) degree program in Asian Studies (05.0104) [Council Approval Date: June 5, 1985] 	Fall 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 Accounting, Economics, and Finance to the Department of Accounting and Finance. The department is located in the College of Social Sciences. The Department has been renamed to “accurately reflect the academic programs” in the department.</p> <p>The department will administer two (2) degree programs: Bachelor of Science/Bachelor of Arts (BS/BA) in General Business and, the Master in Financial Analysis (MFINA) in Financial Analysis. CNU will not request “new resources from the state to initiate or sustain the organizational change to rename” the department.</p>	August 1, 2025
Christopher Newport University	<p>Create the Department of Economics. The Department will reside in the College of Social Sciences. The establishment of “a standalone academic unit will provide appropriate visibility of the economics education” at the university.</p> <p>All resources supporting the degree program, faculty, and operational expenses for economics education will be reallocated from the Department of Accounting, Economics, and Finance to the new department. No new resources are needed to support the new department. CNU has adequate and sufficient resources to support the proposed organizational change. “No resources will be requested from the state to establish or sustain” the new department.</p>	August 1, 2025
Christopher Newport University	<p>Create the Joseph W. Luter, III School of Business. The Joseph W. Luter, III School of Business will operate as a standalone academic unit and will not reside under any other academic unit. The dean will report to the provost. No new departments will be established in the first three years of operation. Two existing departments will be relocated to the school: 1) Department of Accounting and Finance and 2) Department of Management and Marketing.</p> <p>The establishment of the Joseph W. Luter, III School of Business as a standalone school will provide the “appropriate support and visibility</p>	October 1, 2025

Institution	Change/Site	Effective Date
	<p>of the academic programs in business offered by the university.” The School is needed to ensure the university has an academic unit designed to “meet and maintain” accreditation standards set by Association to Advance Collegiate Schools of Business (AACSB), the accrediting organization for business schools.</p> <p>No new resources are needed to support this change. CNU has adequate and sufficient resources to support the proposed organizational change. “No resources will be requested from the state to establish or sustain” the new standalone school.</p>	
Virginia Commonwealth University	<p>Rename the Department of Anatomy and Neurobiology to the Department of Neuroscience and Anatomy. The Department is located in the School of Medicine. The Department has been renamed to reflect degree programs in the department and research in neuroscience conducted by faculty in the department. The new name will also reflect “the department’s emphasis on the study of neuroscience” and, demonstrate “the importance of the anatomical sciences education in the department and the department’s oversight of anatomy education in the School of Medicine.”</p> <p>The department will administer two (2) degree programs: M.S. in Anatomy and Neurobiology and the Ph.D. in Neuroscience.</p> <p>VCU will not request “new resources from the state to initiate or sustain the organizational change to rename” the department.</p>	July 15, 2025
Virginia Commonwealth University	<p>Reorganize and close the Department of Endodontics and Oral Diagnostic Sciences to establish two departments: the Department of Endodontics and the Department of Oral Diagnostic Sciences. The Departments will be located in the School of Dentistry.</p> <p>The establishment of separate departments will allow the university “to reverse an organizational change that incorrectly reorganized and closed two (2) departments to establish one (1) department.” The</p>	July 1, 2025

Institution	Change/Site	Effective Date
	<p>organizational structure will “support the faculty’s desire to restore two (2) independent departments” for their respective discipline areas. Further, the reorganization will ensure “the organizational structure of VCU’s School of Dentistry aligns with the university’s SCHEV peer institutions.”</p> <p>Resources supporting the existing Department of Endodontics and Oral Diagnostic Sciences will be used to support the proposed two new departments. “VCU has adequate and sufficient resources to support the proposed organizational change. No new resources will be requested from the state to establish or sustain” the two new departments.</p>	
Virginia Polytechnic Institute and State University	<p>Rename the Department of Biomedical Engineering and Mechanics to the Department of Biomedical Engineering. The Department is located in the College of Engineering. Given that all of the resources, including the faculty and degree programs in engineering science and mechanics, have been relocated to the Department of Mechanical Engineering, the department needs to be renamed to “remove an unsuitable term in the department’s name.” The new name will “ensure the department has a name that accurately reflects the academic focus of the unit.” Further, the new name will “align the department’s name” with “similar departments at Virginia Tech’s SCHEV peer institutions.”</p> <p>The department will administer three (3) degree programs: 1) B.S. in Biomedical Engineering, 2) M.S. in Biomedical Engineering, and 3) Ph.D. in Biomedical Engineering, Virginia Tech will not request “new resources from the state to initiate or sustain the organizational change to rename” the department.</p>	January 1, 2026

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
Bear River Institute of Healing Arts	Fredericksburg, VA	July 2, 2025
Chesapeake School of Practical Nursing	Chesapeake, VA	August 7, 2025
Norfolk Dental Assistant School	Norfolk, VA	July 1, 2025
Pathway Medical Institute	Pulaski, VA	August 12, 2025
Phlebotomy Training Specialists - Glen Allen	Glen Allen, VA	July 18, 2025
Phlebotomy Training Specialists - Norfolk	Norfolk, VA	July 18, 2025
Williamsburg Skin Institute	Williamsburg, VA	August 15, 2025

**Institutions of Higher Education Provisionally Certified to Operate in the
Commonwealth of Virginia—Limited Physical Presence**

Institution	Location	Effective Date
Johns Hopkins University	Ashburn, VA	June 30, 2025
Mercy College of Ohio (Provisional)	Chesapeake, VA	June 23, 2025

State Council of Higher Education for Virginia Agenda Item

Item: III.C. – Council – Discussion of the Draft Statewide Strategic Plan

Date of Meeting: October 30, 2025

Presenters: Scott Fleming
SCHEV Director
scottfleming@schev.edu

Emily Salmon
Assistant Director of Strategic Planning and Policy Studies
emilysalmon@schev.edu

Most Recent Review/Action:

☐ **No previous Council review/action**

☒ **Previous review/action:**

Date: September 16, 2025

Action: Council endorsed the plan framework (goals, objectives and strategies)

Purpose of the Agenda Item:

The purpose of this item is to facilitate Council's discussion of and feedback on the draft plan - *Pathways to Prosperity: The Virginia Plan for Higher Education*. Broad feedback on the contents and specific feedback on the proposed vision and measures will inform the resultant plan presented for Council's endorsement.

Background Information/Summary of Major Elements:

Per statute, Council is responsible for developing the Commonwealth's state-level strategic plan for higher education (*The Virginia Plan*) and reviewing that plan at least every six years to ensure its relevance in addressing critical issues. Council is charged with developing a plan that: (i) reflects statutory goals for Virginia higher education (§23.1-301 and §23.1-1002); (ii) identifies a coordinated approach to such state and regional goals; and (iii) emphasizes the future needs for higher education in Virginia. In January 2025 at the behest of Council and the executive director, staff initiated a new process to develop a statewide strategic plan for 2026-2032.

Since the September meeting, at which Council endorsed the plan's framework (goals, objectives and strategies), staff have completed the following activities:

- Drafted a revised vision statement based on Council members' feedback.
- Developed a slate of measures to assess progress toward the goals and vision of the plan, in consultation with the agency's executive leadership team.
- Produced a draft of the plan and supporting appendices.

Materials Provided:

A draft plan entitled, *Pathways to Prosperity: The Virginia Plan for Higher Education*, will be provided separately for ease of reading. (The document is too lengthy for inclusion in this Agenda Book.)

Financial Impact: N/A

Timetable for Further Review/Action:

Staff will seek Council's approval of the final plan either in late 2025 or at its January 2026 meeting.

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

Upon incorporating Council's feedback and ultimate endorsement, *Pathways to Prosperity* will become the next *Virginia Plan for Higher Education*.

State Council of Higher Education for Virginia Agenda Item

Item: III.D. – Council – Report of the Agency Executive Director

Date of Meeting: October 30, 2025

Presenter: A. Scott Fleming
Executive 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

**Executive Director's Report
State Council of Higher Education
October 30, 2025**

Federal Outreach/Involvement:

- In mid-September, several staff and I participated in a meeting with the White House Office of Management and Budget (OMB) on: (i) the Virginia Talent + Opportunity Partnership (V-TOP), including efforts to transform some federal work-study jobs into internships; and (ii) the Workforce Credential Grant (WCG) program.
- In late-September, Student Loan Ombudsman Scott Kemp served as the primary negotiator representing state agencies on the US Department of Education's Reimagining and Improving Student Education (RISE) negotiated-rulemaking committee, which USED is convening to determine implementation of the student-loan provisions in the One Big Beautiful Bill (OB BB) Act. The committee's goal is to flesh out the details of OB BB's new loan-repayment plans and new processes to help struggling borrowers. A main issue is determining how best to differentiate between graduate and professional degree programs for future borrowers. The committee is slated to finish its work during the first week of November.

Internships and other Work-Based Learning:

- On September 23, SCHEV announced the awarding from the V-TOP initiative of two, one-year, \$25,000 Vision Grants to Mary Baldwin University and Southern Virginia University to support each institution's development and implementation of a campus-wide vision for promoting and expanding paid, credit-bearing internships and other work-based-learning (WBL) opportunities. Successful completion of a Vision Grant qualifies an institution to apply subsequently to V-TOP for a Capacity-Building Grant, and ultimately a Scaling Grant.
- On September 29, staff from SCHEV and VEDP held a stakeholder webinar to clarify the impacts of new state-budget language on the V-TOP initiative – specifically, how VEDP now will focus on employer engagement, including matching grants for interns' pay and a marketing plan, and SCHEV will continue to focus on student and institutional readiness via grants and services.
- On September 30, SCHEV and Virginia Works transmitted to the Secretaries of Education and Labor, and posted to the Legislative Services website, the [report required annually on results of the agencies' collaborations to expand paid, work-based learning for college students](#).
- On October 1, SCHEV released the forms and instructions for nominating Virginia businesses as Top Employers for Interns for 2026. Simultaneously and for the first time, similar info was released for nominating students as Top Virginia Interns. Nominations close February 27.

AI Reference Guide: On September 18, SCHEV released a collaborative [reference guide on integrating artificial intelligence into Virginia education](#), which was developed by GMU staff following the AI Summit that SCHEV sponsored at GMU in May. The guide reflects the discussions that occurred at the summit and provides roadmaps for implementing summit recommendations.

Chamber's Education and Workforce Conference: On October 14, the V-TOP initiative co-hosted the Virginia Chamber of Commerce's annual Education and Workforce Conference, at which both gubernatorial candidates spoke. I moderated a panel discussion on education and workforce in the age of artificial intelligence, on which VSU President Abdullah served as a panelist. Other panels included: internships and talent pathways, on which Virginia Works Commissioner Overlay and ODU President Hemphill served; and business-higher ed partnerships to maximize value, for which UMW President Paino served as moderator and VCCS Chancellor Doré as a panelist. The VBHEC also presented its new Impact Agenda.

Advisory Committees:

- FAC Meeting: On September 18, Finance Policy Director Lee Andes convened a virtual meeting with public-institution CFOs as the Finance Advisory Committee. The agenda included review of Council's budget and policy recommendations; an update on OpSix comments/expectations on institutions' six-year plans; and discussion of next steps related to institutions' full-cost charges to non-Virginians as well as SCHEV's assessment of results on the institutional performance standards.
- SAC Meeting: On September 19, a team of agency staff convened the first meeting of the 2025-26 Student Advisory Committee. Secretary Guidera, Virginia21 Executive Director Slayton, and I provided remarks. Attendees reviewed results of a survey of SAC members to prioritize the committee's activities for the year. Attendees also presented major issues on their campus; nominations for co-chairs were made; future meetings and communication preferences were contemplated; and a tour of the Capitol was provided.
- VHEEAC Meeting: On October 27, I convened the public-institution CEOs as the Virginia Higher Education Executive Advisory Committee. The agenda included discussion of the changes in the budget language for the Innovative Internship Program, in which employer-engagement activities are moved from SCHEV to VEDP, as well as the Pathways Portal project.

Out and About: Since Council's September meeting, I have met with several legislators, legislative staffers, state-agency staffers, and institutional executives, including UMW President Paino and UMW BOV member Chris Newman regarding a potential medical school in Fredericksburg. I visited Christopher Newport University, Brightpoint Community College, and Southern Virginia University. I attended the Fall meeting of the Business Higher Education Forum (BHEF); an introductory meeting with representatives of the Virginia Health Workforce Development Authority (VHWDA); the retreat of the Commonwealth Savers Board;

and the October meeting of the board of the Virginia College Building Authority (VCBA). A highlight of the past month was my attendance at Virginia Business's "Women in Leadership" award ceremony, at which Council Vice Chair Miles was recognized for her professional accomplishments, civic engagement, mentorship, and barrier breaking.

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	CIP Code Change Approved: <ul style="list-style-type: none"> Master of Science (MS) degree program in Accounting from 52.0301 to 52.1399 	Spring 2026
Old Dominion University	Program Modification Approved: <ul style="list-style-type: none"> Modify the credit hours of the Master of Business Administration (MBA) degree program in Business Administration (52.0201) with 43 credit hours to 30-43 credit hours 	Spring 2026
University of Virginia	Graduate Certificate Program Approved: <ul style="list-style-type: none"> Accounting (52.0301) 	Spring 2026
Virginia Commonwealth University	CIP Code Change Not Approved: <ul style="list-style-type: none"> Master of Accountancy (MAcc) degree program from 52.0301 to 27.0305 	October 2, 2025
Virginia Commonwealth University	Facilitated Staff Approval: <ul style="list-style-type: none"> Master of Science (MS) degree program in Cardiovascular Perfusion (51.0906) 	Spring 2026
Virginia Commonwealth University	Facilitated Staff Approval: <ul style="list-style-type: none"> Master of Science in Nursing (MSN) degree program in Nursing (51.3801) 	Fall 2026
Virginia Commonwealth University	Graduate Certificate Program Approved: <ul style="list-style-type: none"> Mental Health (44.0799) 	Spring 2026
Virginia Commonwealth University	CIP Code Change Not Approved: <ul style="list-style-type: none"> Doctor of Philosophy (PhD) degree program in Social and Behavioral Sciences from 51.2207 to 30.1701 	September 12, 2025

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

Program Discontinued

Institution	Degree/Program/CIP	Effective Date
University of Virginia	Program Discontinuance Approved: <ul style="list-style-type: none"> Post-Baccalaureate Certificate in Accounting (52.0301) 	Spring 2026