

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

## University of Virginia

**Instructions:** Provide annual planned increases in in-state undergraduate tuition and mandatory E&G fees and mandatory non-E&G fees in 2022-24 biennium. The tuition and fee charges for in-state undergraduate students should reflect the institution's estimate of reasonable and necessary charges to students based on the mission, market capacity and other factors with the assumption of no new state general fund support.

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

| 2021-22               | 2022-23        |            | 2023-24        |            |
|-----------------------|----------------|------------|----------------|------------|
| Charge (BOV approved) | Planned Charge | % Increase | Planned Charge | % Increase |
| \$16,520              | \$17,263       | 4.5%       | \$17,868       | 3.5%       |

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

| 2021-22               | 2022-23        |            | 2023-24        |            |
|-----------------------|----------------|------------|----------------|------------|
| Charge (BOV approved) | Planned Charge | % Increase | Planned Charge | % Increase |
| \$2,752               | \$2,876        | 4.5%       | \$2,976        | 3.5%       |

#### Assumptions for:

|   |   |
|---|---|
| 2021-22 IS UG Tuition + E&G Fee         | 1st year weighted average - UG Tuition, Differential and E&G Fees   |
| FY2023 & FY2024 IS UG Tuition + E&G Fee | Tuition, E&G and Non-E&G fee increases are based on HEPI + 2% (slightly higher to help fund FY22 salary increase) and HEPI + 1%, respectively |

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

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

| Items                             | 2020-2021 (Actual)              | 2021-2022 (Estimated)           | 2022-2023 (Planned)             | 2023-2024 (Planned)             |
|-----------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
|                                   | Total Collected Tuition Revenue | Total Collected Tuition Revenue | Total Projected Tuition Revenue | Total Projected Tuition Revenue |
| <b>E&amp;G Programs</b>           |                                 |                                 |                                 |                                 |
| Undergraduate, In-State           | \$173,289,000                   | \$200,317,000                   | \$209,331,000                   | \$216,658,000                   |
| Undergraduate, Out-of-State       | \$266,324,000                   | \$261,918,000                   | \$273,704,000                   | \$283,284,000                   |
| Graduate, In-State                | \$49,921,000                    | \$53,507,000                    | \$55,915,000                    | \$57,872,000                    |
| Graduate, Out-of-State            | \$114,884,000                   | \$119,205,000                   | \$124,569,000                   | \$128,929,000                   |
| Law, In-State                     | \$13,677,000                    | \$15,679,000                    | \$16,385,000                    | \$16,958,000                    |
| Law, Out-of-State                 | \$47,086,000                    | \$46,887,000                    | \$48,997,000                    | \$50,712,000                    |
| Medicine, In-State                | \$15,375,000                    | \$14,939,000                    | \$15,611,000                    | \$16,157,000                    |
| Medicine, Out-of-State            | \$21,850,000                    | \$22,986,000                    | \$24,020,000                    | \$24,861,000                    |
| Dentistry, In-State               | \$0                             | \$0                             | \$0                             | \$0                             |
| Dentistry, Out-of-State           | \$0                             | \$0                             | \$0                             | \$0                             |
| PharmD, In-State                  | \$0                             | \$0                             | \$0                             | \$0                             |
| PharmD, Out-of-State              | \$0                             | \$0                             | \$0                             | \$0                             |
| Veterinary Medicine, In-State     | \$0                             | \$0                             | \$0                             | \$0                             |
| Veterinary Medicine, Out-of-State | \$0                             | \$0                             | \$0                             | \$0                             |
| Other NGF                         | \$33,893,000                    | \$49,292,000                    | \$51,362,000                    | \$53,006,000                    |
| <b>Total E&amp;G Revenue</b>      | <b>\$736,299,000</b>            | <b>\$784,730,000</b>            | <b>\$819,894,000</b>            | <b>\$848,437,000</b>            |

| Non-E&G Fee Revenue                  | 2020-2021 (Actual)    | 2021-2022 (Estimated) | 2022-2023 (Planned)   | 2023-2024 (Planned)   |
|--------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
|                                      | Total Tuition Revenue | Total Tuition Revenue | Total Tuition Revenue | Total Tuition Revenue |
| In-State undergraduates              | \$26,831,000          | \$27,776,000          | \$28,943,000          | \$29,869,000          |
| All Other students                   | \$30,469,000          | \$31,542,000          | \$32,867,000          | \$33,919,000          |
| <b>Total non-E&amp;G fee revenue</b> | <b>\$57,300,000</b>   | <b>\$59,318,000</b>   | <b>\$61,810,000</b>   | <b>\$63,788,000</b>   |
| <b>Total Auxiliary Revenue</b>       | <b>\$148,275,000</b>  | <b>\$192,584,000</b>  | <b>\$200,673,000</b>  | <b>\$207,095,000</b>  |

**Part 3: ACADEMIC-FINANCIAL PLAN**  
**University of Virginia**

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

Instructions for 3A: The Academic Plan should contain academic, finance, and support service strategies the institution intends to employ in meeting state needs/goals as found in the Virginia Plan. (Please see the main instructions sheet in this workbook for more detailed information about The Virginia Plan. Please provide short titles to identify institutional strategies. Provide a concise description of the strategy in the Description of Strategy column (column J). Within this column, provide a specific reference as to where more detailed information can be found in the Narrative document. Note the goal(s) with which the strategy is aligned with the Virginia Plan (in particular, the related priority areas) in the VP Goal column and give it a Priority Ranking in column A. Additional information for 2024-2028 should be provided in column K (Two Additional Biennia). Strategies for student financial aid, other than those that are provided through tuition revenue, should not be included on this table; they should be included in Part 4, General Fund Request, of the plan. **All salary information must be provided in section 3B. No salary information should be included in 3A.** Funding amounts in the first year should be incremental. **However, if the costs continue into the second year, they should be reflected cumulatively.** Please update total cost formulas if necessary. **Institutions should assume no general fund (GF) support in this worksheet. A separate worksheet (Part 4) is provided for institutions to request GF support. IF ANY STRATEGIES WILL BE FUNDED WITH STIMULUS FUNDS, PLEASE INCLUDE THOSE FUNDS IN THE REALLOCATION COLUMNS.**

| ACADEMIC AND SUPPORT SERVICE STRATEGIES FOR SIX-YEAR PERIOD (2022-2028)                   |  |         |                                     |              |                             |              |              |                             |  |  |
|---|--|---------|-------------------------------------|--------------|-----------------------------|--------------|--------------|-----------------------------|--|--|
| Priority Ranking  | Strategies (Short Title)                     | VP Goal | Biennium 2022-2024 (7/1/22-6/30/24) |              |                             |              |              |                             | Description of Strategy<br><br>Concise Information for Each Strategy   | Two Additional Biennia<br><br>Information for 2024- 2028   |
|   |  |         | 2022-2023                           |              |                             | 2023-2024    |              |                             |  |  |
|   |  |         | Total Amount                        | Reallocation | Amount From Tuition Revenue | Total Amount | Reallocation | Amount From Tuition Revenue |  |  |
|   |  |         |                                     |              |                             |              |              |                             |  |  |
| 1   | SuccessUVA                                   | 1,2     | \$0                                 | \$0          | \$0                         | \$0          | \$0          | \$0                         | Expand efforts to attract more first-generation and under-represented students and provide them with the resources and support that they need. Funding to be provided by other institutional resources. (additional details available on page 4 of the narrative)  | Expand efforts to attract more first-generation and under-represented students and provide them with the resources and support that they need.   |
| 2   | Third-Century Faculty Initiative             | 1,2,3   | \$6,854,000                         | \$0          | \$6,854,000                 | \$5,440,000  | \$0          | \$5,440,000                 | Invest in innovative hiring programs to recruit the very best researchers, teachers, and mentors. Additional funding will be necessary and will be provided by other institutional resources. (additional details available on page 4 of the narrative)  | Invest in innovative hiring programs to recruit the very best researchers, teachers, and mentors.  |
| 3   | Pathways to Research Preeminence             | 3       | \$0                                 | \$0          | \$0                         | \$0          | \$0          | \$0                         | Invest in research infrastructure; focus on pressing issues that will allow UVA to be an international leader in research; and provide funding to launch and grow research initiatives. Funding to be provided by other institutional resources. (additional details available on page 4 of the narrative)   | Invest in research infrastructure; focus on pressing issues that will allow UVA to be an international leader in research; and provide funding to launch and grow research initiatives.  |
| 4   | Open Grounds at Emmet-Ivy                    | 3       | \$0                                 | \$0          | \$0                         | \$0          | \$0          | \$0                         | Encourage cross-disciplinary endeavors involving people from across grounds and beyond, in an active and engaging environment on the 14-acre site at the Emmet-Ivy site to enhance our community and encourage cross-disciplinary discoveries. Funding to be provided by other institutional resources. (additional details available on page 3 of the narrative)  | Encourage cross-disciplinary endeavors involving people from across grounds and beyond, in an active and engaging environment on the 14-acre site at the Emmet-Ivy site to enhance our community and encourage cross-disciplinary discoveries.                                 |
| 5   | Broadening our Horizons                      | 1,2,3   | \$3,000,000                         | \$2,000,000  | \$1,000,000                 | \$3,000,000  | \$2,000,000  | \$1,000,000                 | Increase our impact in Northern Virginia by growing our research footprint, reaching more students, and developing new partnerships, including those focused on workforce development. Partner with the College at Wise to support economic development in Southwest Virginia. Additional funding to be provided by other institutional resources. (additional details available on page 5 of the narrative) | Increase our impact in Northern Virginia by growing our research footprint, reaching more students, and developing new partnerships, including those focused on workforce development. Partner with the College at Wise to support economic development in Southwest Virginia. |
| 6   | Bachelor's Completion & Certificate Programs | 1,2,3   | \$2,100,000                         | \$0          | \$2,100,000                 | \$4,300,000  | \$0          | \$4,300,000                 | Expand degree-completion opportunities and other offerings for skill development. Additional funding may be necessary and will be provided by other institutional resources. (additional details available on page 5 of the narrative)   | Expand degree-completion opportunities and other offerings for skill development.  |
| 7   | Citizen-Leaders for the 21st Century         | 1,2,3   | \$0                                 | \$0          | \$0                         | \$0          | \$0          | \$0                         | Prepare students to be productive servant-leaders in a diverse, globally connected world, regardless of their careers or professions. Funding to be provided by other institutional resources. (additional details available on page 5 of the narrative)   | Prepare students to be productive servant-leaders in a diverse, globally connected world, regardless of their careers or professions.  |
| <b>Total 2022-2024 Costs (Included in Financial Plan 'Total Additional Funding Need')</b> |  |         | \$11,954,000                        | \$2,000,000  | \$9,954,000                 | \$12,740,000 | \$2,000,000  | \$10,740,000                |  |  |

**Part 3: ACADEMIC-FINANCIAL PLAN**  
**University of Virginia**

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

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

| Items   | 2022-2023           |                    |                             | 2023-2024           |                    |                             |
|---|---------------------|--------------------|-----------------------------|---------------------|--------------------|-----------------------------|
|   | Total Amount        | Reallocation       | Amount From Tuition Revenue | Total Amount        | Reallocation       | Amount From Tuition Revenue |
| <b>Total Incremental Cost from Academic Plan<sup>1</sup></b>      | \$11,954,000        | \$2,000,000        | \$9,954,000                 | \$12,740,000        | \$2,000,000        | \$10,740,000                |
| Increase T&R Faculty Salaries (\$)                                | \$8,877,000         | \$0                | \$8,877,000                 | \$18,021,000        | \$0                | \$18,021,000                |
| T&R Faculty Salary Increase Rate(%) <sup>2</sup>                  | 3.00%               |                    | 3.00%                       | 3.00%               |                    | 3.00%                       |
| Increase Admin. Faculty Salaries (\$)                             | \$1,316,000         | \$0                | \$1,316,000                 | \$2,671,000         | \$0                | \$2,671,000                 |
| Admin. Faculty Salary Increase Rate (%) <sup>2</sup>              | 3.00%               |                    | 3.00%                       | 3.00%               |                    | 3.00%                       |
| Increase Classified Staff Salaries (\$)                           | \$0                 | \$0                | \$0                         | \$0                 | \$0                | \$0                         |
| Classified Salary Increase Rate (%) <sup>2</sup>                  | 0.00%               |                    | 0.00%                       | 0.00%               |                    | 0.00%                       |
| Increase University Staff Salaries (\$)                           | \$13,822,000        | \$0                | \$13,822,000                | \$28,058,000        | \$0                | \$28,058,000                |
| University Staff Salary Increase Rate (%) <sup>2</sup>            | 3.00%               |                    | 3.00%                       | 3.00%               |                    | 3.00%                       |
| Increase Number of Full-Time T&R Faculty(\$) <sup>3</sup>         | \$0                 | \$0                | \$0                         | \$0                 | \$0                | \$0                         |
| O&M for New Facilities  | \$1,183,000         | \$0                | \$1,183,000                 | \$3,610,000         | \$0                | \$3,610,000                 |
| Add'l In-State Student Financial Aid from Tuition Rev             | \$5,099,000         | \$0                | \$5,099,000                 | \$9,401,000         | \$0                | \$9,401,000                 |
| Add'l Out-of-State Student Financial Aid from Tuition Rev         | \$8,643,000         | \$0                | \$8,643,000                 | \$15,870,000        | \$0                | \$15,870,000                |
| Anticipated Nongeneral Fund Carryover                             | \$0                 | \$0                | \$0                         | \$0                 | \$0                | \$0                         |
| Nongeneral Fund for Current Operations (Safety & Security; Fringe | \$0                 | \$0                | \$0                         | \$0                 | \$0                | \$0                         |
| Library Enhancement   | \$247,000           | \$0                | \$247,000                   | \$501,000           | \$0                | \$501,000                   |
| Utility Cost Increase   | \$3,230,000         | \$0                | \$3,230,000                 | \$5,190,000         | \$0                | \$5,190,000                 |
| <b>Total Additional Funding Need</b>                              | <b>\$54,371,000</b> | <b>\$2,000,000</b> | <b>\$52,371,000</b>         | <b>\$96,062,000</b> | <b>\$2,000,000</b> | <b>\$94,062,000</b>         |

Notes:

- (1) Please ensure that these items are not double counted if they are already included in the incremental cost of the academic plan.
- (2) If planned, enter the cost of any institution-wide increase.
- (3) If planned, enter the cost of additional FTE faculty.

**Auto Check (Match = \$0)**

| Match Incremental Tuit Rev in Part 2 |               | If not matched, please provide explanation in these fields.   |   |
|--------------------------------------|---------------|---|---|
| 2022-2023                            | 2023-2024     | 2022-2023   | 2023-2024   |
| -\$17,207,000                        | -\$30,355,000 | Driven by increased costs associated with the University's strategic priorities listed above (and detailed in the narrative), FY2022 salary increases, O&M for new facilities, utility rate increases, and financial aid. A portion of the FY2022 salary increase will be covered by the additional 1% tuition increase in FY2023. Private funds/other sources will be used to cover any shortfall. | Driven by increased costs associated with the University's strategic priorities listed above (and detailed in the narrative), the ongoing impact of the salary increases implemented in FY2022, O&M for new facilities, utility rate increases, and financial aid. Private funds/other sources will be used to cover any shortfall. |

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

Instructions: Indicate items for which you anticipate making a request for state general fund in the 2022-24 biennium. The item can be a supplement to a strategy or item from the academic and financial plan or it can be a free-standing request for which no tuition revenue would be used. If it is a supplement to a strategy or item from the academic and financial plan, use the same title used in Part 3 and place it in bold print to draw attention to its connection to Part 3. Also, describe in the Notes column how additional general fund will enhance or expand the strategy. Requests for need-based financial aid appropriated in program 108 should be included here. If additional rows are added, please update the total costs formulas.

| Priority Ranking | Initiatives Requiring General Fund Support                  |         |                                     |              |              |              | Notes   |
|------------------|---|---------|-------------------------------------|--------------|--------------|--------------|---|
|                  |   |         | Biennium 2022-2024 (7/1/22-6/30/24) |              |              |              |   |
|                  | Strategies (Match Academic-Financial Worksheet Short Title) | VP Goal | 2022-2023                           |              | 2023-2024    |              |   |
|                  |   |         | Total Amount                        | GF Support   | Total Amount | GF Support   |   |
| <b>1</b>         | Maintain Affordable Access                                  | 2       | \$3,501,500                         | \$3,501,500  | \$3,501,500  | \$3,501,500  | Makes permanent the one-time GF allocation to address affordability issues due to unavoidable cost increases and required expenses; additional details available on page 8 of the narrative |
| <b>2</b>         | Minimum Wage Increases for Work Study Students              | 2,3     | \$33,061                            | \$22,151     | \$55,000     | \$37,148     | Additional details available on page 8 of the narrative   |
| <b>3</b>         | Public Service Loan Forgiveness Pilot Program               | 1,2,3   | \$11,000,000                        | \$5,500,000  | \$0          | \$0          | Additional details available on page 8 of the narrative   |
| <b>4</b>         | Cancer Research Funding                                     | 3       | \$11,000,000                        | \$11,000,000 | \$11,000,000 | \$11,000,000 | Additional details available on page 8 of the narrative   |
| <b>5</b>         | FY21 COVID Direct Expense Recovery                          | 1,2,3   | \$42,737,253                        | \$21,127,974 | \$0          | \$0          | Additional details available on page 8 of the narrative   |
| <b>6</b>         | Health Insurance Premiums                                   | 2       | \$2,400,000                         | \$840,000    | \$6,500,000  | \$2,270,000  | Additional details available on page 8 of the narrative   |
| <b>7</b>         | O&M for New Facilities                                      | 2       | \$1,183,000                         | \$304,000    | \$3,610,000  | \$927,000    | Additional details available on page 8 of the narrative   |
| <b>8</b>         | Utilities   | 2       | \$3,230,000                         | \$830,000    | \$5,190,000  | \$1,333,000  | Additional details available on page 8 of the narrative   |
|                  |   |         | \$75,084,814                        | \$43,125,625 | \$29,856,500 | \$19,068,648 |   |

**Part 5: Financial Aid Plan**  
**University of Virginia**

*Instructions: Provide a breakdown of the projected source and distribution of tuition and fee revenue redirected to financial aid. To ensure compliance with the state prohibition that in-state students not subsidize out-of-state students and to provide the review group with a scope of the strategy, projections must be made for each of the indicated categories. Please be aware that this data will be compared with similar data provided by other institutional offices in order to ensure overall consistency. (Please do not alter shaded cells that contain formulas.)*

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

**Note: If you do not have actual amounts for Tuition Revenue for Financial Aid by student category, please provide an estimate. If values are not distributed for Tuition Revenue for Financial Aid, a distribution may be calculated for your institution.**

**Allocation of Tuition Revenue Used for Student Financial Aid**

| *2020-21 (Actual) Please see footnote below |                       |   |                             |                               |                       |                                     |                                     | Compliance with § 4-5.1.a.i |
|---|-----------------------|---|-----------------------------|-------------------------------|-----------------------|-------------------------------------|-------------------------------------|-----------------------------|
| T&F Used for Financial Aid                  | Total Tuition Revenue | Tuition Revenue for Financial Aid (Program 108) | % Revenue for Financial Aid | Distribution of Financial Aid | Unfunded Scholarships | Other Tuition Discounts and Waivers | Gross Tuition Revenue (Cols. B+F+G) |                             |
| Undergraduate, In-State                     | \$173,289,000         | \$38,814,000                                    | 22.4%                       | \$38,814,000                  | \$0                   | \$10,093,000                        | \$183,382,000                       | \$0 Compliant               |
| Undergraduate, Out-of-State                 | \$266,324,000         | \$53,336,000                                    | 20.0%                       | \$53,336,000                  | \$0                   | \$14,243,000                        | \$280,567,000                       |                             |
| Graduate, In-State                          | \$49,921,000          | \$7,549,000                                     | 15.1%                       | \$7,549,000                   | \$0                   | \$1,676,000                         | \$51,597,000                        |                             |
| Graduate, Out-of-State                      | \$114,884,000         | \$49,224,000                                    | 42.8%                       | \$49,224,000                  | \$0                   | \$180,000                           | \$115,064,000                       |                             |
| First Professional, In-State                | \$29,052,000          | \$2,257,000                                     | 7.8%                        | \$2,257,000                   | \$0                   | \$200,000                           | \$29,252,000                        |                             |
| First Professional, Out-of-State            | \$68,936,000          | \$9,225,000                                     | 13.4%                       | \$9,225,000                   | \$0                   | \$69,000                            | \$69,005,000                        |                             |
| <b>Total</b>                                | <b>\$702,406,000</b>  | <b>\$160,405,000</b>                            | <b>22.8%</b>                | <b>\$160,405,000</b>          | <b>\$0</b>            | <b>\$26,461,000</b>                 | <b>\$728,867,000</b>                |                             |

| 2021-22 (Estimated)              |                       |   |                             |                               |                       |                                     |                                     | Compliance with § 4-5.1.a.i |
|----------------------------------|-----------------------|---|-----------------------------|-------------------------------|-----------------------|-------------------------------------|-------------------------------------|-----------------------------|
| T&F Used for Financial Aid       | Total Tuition Revenue | Tuition Revenue for Financial Aid (Program 108) | % Revenue for Financial Aid | Distribution of Financial Aid | Unfunded Scholarships | Other Tuition Discounts and Waivers | Gross Tuition Revenue (Cols. B+F+G) |                             |
| Undergraduate, In-State          | \$200,317,000         | \$43,147,000                                    | 21.5%                       | \$43,147,000                  | \$0                   | \$883,000                           | \$201,200,000                       | \$0 Compliant               |
| Undergraduate, Out-of-State      | \$261,918,000         | \$55,054,000                                    | 21.0%                       | \$55,054,000                  | \$0                   | \$2,000                             | \$261,920,000                       |                             |
| Graduate, In-State               | \$53,507,000          | \$7,839,000                                     | 14.7%                       | \$7,839,000                   | \$0                   | \$1,539,000                         | \$55,046,000                        |                             |
| Graduate, Out-of-State           | \$119,205,000         | \$50,965,000                                    | 42.8%                       | \$50,965,000                  | \$0                   | \$121,000                           | \$119,326,000                       |                             |
| First Professional, In-State     | \$30,618,000          | \$2,345,000                                     | 7.7%                        | \$2,345,000                   | \$0                   | \$0                                 | \$30,618,000                        |                             |
| First Professional, Out-of-State | \$69,873,000          | \$9,552,000                                     | 13.7%                       | \$9,552,000                   | \$0                   | \$0                                 | \$69,873,000                        |                             |
| <b>Total</b>                     | <b>\$735,438,000</b>  | <b>\$168,902,000</b>                            | <b>23.0%</b>                | <b>\$168,902,000</b>          | <b>\$0</b>            | <b>\$2,545,000</b>                  | <b>\$737,983,000</b>                |                             |

| 2022-23 (Planned)                |                       |   |                             |                               |                       |                                     |                                     | Compliance with § 4-5.1.a.i |
|----------------------------------|-----------------------|---|-----------------------------|-------------------------------|-----------------------|-------------------------------------|-------------------------------------|-----------------------------|
| T&F Used for Financial Aid       | Total Tuition Revenue | Tuition Revenue for Financial Aid (Program 108) | % Revenue for Financial Aid | Distribution of Financial Aid | Unfunded Scholarships | Other Tuition Discounts and Waivers | Gross Tuition Revenue (Cols. B+F+G) |                             |
| Undergraduate, In-State          | \$209,331,000         | \$47,787,000                                    | 22.8%                       | \$47,787,000                  | \$0                   | \$923,000                           | \$210,254,000                       | \$0 Compliant               |
| Undergraduate, Out-of-State      | \$273,704,000         | \$60,974,000                                    | 22.3%                       | \$60,974,000                  | \$0                   | \$2,000                             | \$273,706,000                       |                             |
| Graduate, In-State               | \$55,915,000          | \$8,192,000                                     | 14.7%                       | \$8,192,000                   | \$0                   | \$1,608,000                         | \$57,523,000                        |                             |
| Graduate, Out-of-State           | \$124,569,000         | \$53,258,000                                    | 42.8%                       | \$53,258,000                  | \$0                   | \$126,000                           | \$124,695,000                       |                             |
| First Professional, In-State     | \$31,996,000          | \$2,451,000                                     | 7.7%                        | \$2,451,000                   | \$0                   | \$0                                 | \$31,996,000                        |                             |
| First Professional, Out-of-State | \$73,017,000          | \$9,982,000                                     | 13.7%                       | \$9,982,000                   | \$0                   | \$0                                 | \$73,017,000                        |                             |
| <b>Total</b>                     | <b>\$768,532,000</b>  | <b>\$182,644,000</b>                            | <b>23.8%</b>                | <b>\$182,644,000</b>          | <b>\$0</b>            | <b>\$2,659,000</b>                  | <b>\$771,191,000</b>                |                             |

| 2023-24 (Planned)                |                       |   |                             |                               |                       |                                     |                                     | Compliance with § 4-5.1.a.i |
|----------------------------------|-----------------------|---|-----------------------------|-------------------------------|-----------------------|-------------------------------------|-------------------------------------|-----------------------------|
| T&F Used for Financial Aid       | Total Tuition Revenue | Tuition Revenue for Financial Aid (Program 108) | % Revenue for Financial Aid | Distribution of Financial Aid | Unfunded Scholarships | Other Tuition Discounts and Waivers | Gross Tuition Revenue (Cols. B+F+G) |                             |
| Undergraduate, In-State          | \$216,658,000         | \$51,716,000                                    | 23.9%                       | \$51,716,000                  | \$0                   | \$955,000                           | \$217,613,000                       | \$0 Compliant               |
| Undergraduate, Out-of-State      | \$283,284,000         | \$65,988,000                                    | 23.3%                       | \$65,988,000                  | \$0                   | \$2,000                             | \$283,286,000                       |                             |
| Graduate, In-State               | \$57,872,000          | \$8,479,000                                     | 14.7%                       | \$8,479,000                   | \$0                   | \$1,664,000                         | \$59,536,000                        |                             |
| Graduate, Out-of-State           | \$128,929,000         | \$55,122,000                                    | 42.8%                       | \$55,122,000                  | \$0                   | \$130,000                           | \$129,059,000                       |                             |
| First Professional, In-State     | \$33,115,000          | \$2,537,000                                     | 7.7%                        | \$2,537,000                   | \$0                   | \$0                                 | \$33,115,000                        |                             |
| First Professional, Out-of-State | \$75,573,000          | \$10,331,000                                    | 13.7%                       | \$10,331,000                  | \$0                   | \$0                                 | \$75,573,000                        |                             |
| <b>Total</b>                     | <b>\$795,431,000</b>  | <b>\$194,173,000</b>                            | <b>24.4%</b>                | <b>\$194,173,000</b>          | <b>\$0</b>            | <b>\$2,751,000</b>                  | <b>\$798,182,000</b>                |                             |

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

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

### INSTITUTION: UNIVERSITY OF VIRGINIA

#### OVERVIEW

The totality of the six-year plan should describe the institution's goals as they relate to state goals found in the *Pathways to Opportunity: The Virginia Plan for Higher Education*; the Higher Education Opportunity Act of 2011 (TJ21); and the Restructured Higher Education Financial and Administrative Operations Act of 2005.

The instructions under institutional mission and alignment to state goals, below, ask for specific strategies, in particular related to equity, affordability and transformative outcomes. Other sections will offer institutions the opportunity to describe additional strategies to advance institutional goals and state needs. ***Please be as concise as possible with responses and save this narrative document with your institution's name added to the file name.***

#### SECTIONS

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

#### RESPONSE:

In March 2020, the University of Virginia (UVA) shifted to remote work for many employees and a virtual learning environment in a matter of days. In support of this immediate shift and over the past year, faculty have engaged in various activities and implemented practices to deliver the best educational experience possible to our students including, but certainly not limited to, developing resources to provide support – both pedagogical and technological – needed for remote teaching ([teachingcontinuity.virginia.edu](https://teachingcontinuity.virginia.edu)); expanding learning technologies to provide new tools and improve student engagement; redesigning courses using the Center for Teaching Excellence's [c<sup>3</sup>Design](#) program; creating workshops and other vehicles for faculty to work together and share ideas about learning technologies and student engagement; and shifting various arts programs to online forums, allowing them to reach much larger audiences (e.g., Virginia Film Festival; Fralin Museum online programming for K-12 students; "Arts on the Hill" series that shared student art with the University community; virtual recitals, drama, dance, musical performances, and artists talks and panels; etc.)

UVA also offered free online J-term (January term) and 1<sup>st</sup> summer session courses, and created a set of signature courses which were largely cross-disciplinary and taught by faculty members from across the University. UVA remains committed to its strong residential student experience, while also continuing to explore opportunities to augment this experience. To that end, we are evaluating continuing a set of courses online in J-term and in summer session when many students may want to engage in online/virtual courses that will allow them to accumulate course credit and make additional progress toward their degree while living at home or engaged in summer employment or internships.

With study abroad programs evacuated in Spring 2020 and closed through May 2021, UVA provided students with alternative international experiences through several new initiatives largely based on virtual technology including the Global Mentors Program; Virtual Summer Language Institute; virtual global internships; innovative new global research opportunities pairing UVA students and faculty with international partners across the globe; translation of public health guidance into 30 foreign languages by 275 student volunteers for the University's and Charlottesville's international community; and various

globally-themed programming including more than 20 virtual and actual visits by U.S. and international Ambassadors in the last two years.

We anticipate that many of the innovations we pioneered to maintain global engagement during the pandemic – including virtual global mentors, virtual global internships, and virtual global health research partnerships – will remain a permanent feature of our global program, allowing an even greater number of our students to have a global experience at a lesser cost.

The University's plans to return to in-person learning and living for students will mean that many UVA employees who have been working remotely will return to working in person this summer and fall. Our adaption to new ways of working during the pandemic has taught us valuable lessons about how to creatively approach our work in the future. To that end, a group of experts from around the University is developing recommendations about the future of work at the University. Their recommendations are expected this summer, and schools and units will continue to develop and refine their return-to-Grounds plans in the coming months. Individual schools or operating units will continue to have the authority to work with employees to structure flexible work arrangements (including alternative work schedules and locations), in keeping with the management needs of the school or the unit.

More flexible work arrangements and remote work will enable us to closely examine the use of our space, particularly external leases. We already know of one large administrative unit that has developed a hoteling plan that has allowed them to consolidate their personnel within a single building and terminate a lease of approximately 20,000 square feet, saving in excess of \$700,000 annually. Fewer employees physically on Grounds also has implications for parking requirements, likely lessening the need for new parking structures both in the short and long term.

One of the most significant ongoing concerns relates to pandemic-related expenses. We currently project unrecovered expenses of over \$23 million in FY2021 and \$15.3 million in FY2022; and lost auxiliary revenues of nearly \$35 million in FY2021 and more than \$27 million in FY2022. Without additional federal stimulus funding, the University will need to allocate more than \$100 million in reserves or other institutional resources to cover these additional costs and revenue losses.



**Section B. Institutional Mission, Vision, Goals, Strategies, and Alignment to State Goals:** Provide a statement of institutional mission and indicate if there are plans to change the mission over the six-year period.

Provide a brief description of your institutional vision and goals over the next six years, including numeric targets where appropriate. Include specific strategies (from Part 3 – Academic-Financial Plan and Part 4 – General Fund Request) related to the following state themes and goals:

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

Strategies also can cross several state goals, notably those related to improved two-year and four-year transfer, and should be included here. If applicable, include a short summary of strategies related to research. The description of any strategy should be one-half page or less in length. Be sure to use the same short title as used in the Part 3 and Part 4 worksheets. If federal stimulus funds will fund activities and are included in Part 3 as reallocations, please note how they will be used.

### **RESPONSE:**

The University of Virginia's mission is reflected in its *Mission Statement* that was revised in 2013 and approved by SCHEV in 2014:

The University of Virginia is a public institution of higher learning guided by a founding vision of discovery, innovation, and development of the full potential of talented students from all walks of life. It serves the Commonwealth of Virginia, the nation, and the world by developing responsible citizen leaders and professionals; advancing, preserving, and disseminating knowledge; and providing world-class patient care.

We are defined by:

- Our enduring commitment to a vibrant and unique residential learning environment marked by the free and collegial exchange of ideas;
- Our unwavering support of a collaborative, diverse community bound together by distinctive foundational values of honor, integrity, trust, and respect;
- Our universal dedication to excellence and affordable access.

### **Strategic Priorities**

The University of Virginia is currently implementing a 10-year strategic plan, which our Board of Visitors approved in August 2019. Our goal is to be the best public university in the country in 2030, and one of the very best in the world, whether public or private. [The 2030 Plan, A Great and Good University](#), is built around four overarching goals that provide strategic direction for the University and further the goals of *The Virginia Plan for Higher Education*, the Virginia Higher Education Opportunity Act (HEOA), and the Restructured Higher Education Financial and Administrative Operations Act of 2005:

- 1) Strengthen our foundation, which means supporting our students, faculty, and staff.
- 2) Cultivate the most vibrant community in higher education.
- 3) Enable discoveries that enrich and improve lives.
- 4) Make UVA synonymous with service.

## **Initiatives**

The initiatives outlined below align with both the University's strategic plan and multi-year financial plan, and advance the priorities of the Commonwealth, as outlined in *The Virginia Plan for Higher Education*.

### **1. SuccessUVA**

Over the past decade, AccessUVA has transformed the University by helping us attract outstanding, diverse students, regardless of means. SuccessUVA will go even further – significantly expanding our financial aid program to enable more low- and middle-income students to attend the University and engage in all that we offer. We will work to attract more first-generation and underrepresented students. We will also work to ensure that all students receive the academic and career advising and support that they need to thrive on Grounds and beyond. We will improve our advising and build a new Contemplative Sciences Center to foster resilience, scheduled to break ground later this year.

VIRGINIA PLAN GOALS 1 AND 2

### **2. Third-Century Faculty Initiative**

This initiative will expand the existing Bicentennial Professorships and invest in innovative hiring programs, which will help us recruit the very best researchers, teachers, and mentors to the University of Virginia and will especially strengthen our capabilities in strategic priority areas of discovery. A truly excellent faculty will be diverse by every measure because diversity is essential to excellence. We will also provide faculty the tools and support they need to take advantage of the latest developments in pedagogy, including experiential and online delivery.

VIRGINIA PLAN GOALS 1, 2, AND 3

### **3. Pathways to Research Preeminence**

To help us move from prominent to preeminent in research, our approach will be three-fold:

- 1) First, we will continue to make strategic investments in research infrastructure, including by pursuing an interdisciplinary research building for biomedical sciences.
- 2) Second, we will focus on a discrete set of pressing challenges and opportunities that require collaboration across disciplines and schools and where UVA can be an international leader in important fields of research. We have identified five priority areas that represent major societal challenges and opportunities and draw on our existing strengths: Democracy, Environmental Resilience and Sustainability, Precision Medicine, the Brain and Neuroscience, and Digital Technology and Society.
- 3) Third, we will support Catalyst Funds that will provide seed funding to help launch and grow research initiatives, particularly those that require collaboration across disciplines.

VIRGINIA PLAN GOAL 3

### **4. Open Grounds at Emmet-Ivy**

The 14-acre site at the corner of Emmet Street and Ivy Road provides an unprecedented opportunity to enhance our community and encourage cross-disciplinary discoveries. We will establish three interrelated nexuses – Creativity, Democracy, and Discovery – designed to encourage cross-disciplinary endeavors involving people from across Grounds and beyond, in an active and engaging environment. The Creativity nexus, if we receive sufficient philanthropic and state support, will be anchored by a new performing arts center. The Democracy nexus will be anchored by the Institute of Democracy for which the University just received a major \$50 million gift, to be matched through additional philanthropy or strategic investments by the University. The Discovery nexus will be anchored by the new School of Data Science to begin construction in the fall of 2021, as well as an interdisciplinary research building. Open Grounds will be designed to be welcoming to members of the UVA community, the surrounding communities, and visitors to our Grounds.

VIRGINIA PLAN GOAL 3

## **5. Broadening Our Horizons**

Northern Virginia provides a significant opportunity to increase our impact by growing our research footprint, reaching more students, and developing new partnerships, including those focused on workforce development. Anchored by our business, engineering, and data science schools, the emerging grounds in Rosslyn will offer graduate and professional degree programs and certificates in high demand fields.

Partnering with the College at Wise, we will continue to support economic development in Southwest Virginia. We will also continue to support the College at Wise in their targeted and strategic program expansion.

VIRGINIA PLAN GOALS 1, 2, AND 3

## **6. Bachelor's Completion & Certificate Programs**

We will continue to expand educational opportunities, both in-person and online, for working adults in the Commonwealth and beyond—especially the 1.1 million Virginians who have some college credits but have not yet received a degree. Through our School of Continuing and Professional Studies, we will scale our bachelor's completion program and provide high-quality, easily accessible, and affordable education.

VIRGINIA PLAN GOALS 1, 2, AND 3

## **7. Citizen-Leaders for the 21st Century**

The University's ultimate aim for our students is to prepare them to be productive servant-leaders in a diverse, globally connected world, regardless of their careers or professions. Toward this end, UVA will build on existing programs and experiences inside and outside the classroom in three ways:

- 1) UVA will continue to investigate ways to house all first- and second-year students on Grounds and provide ways for third- and fourth-year students to stay connected to their University communities.
- 2) Second, we will enable our undergraduate students to develop the knowledge, perspective, experience, and skills necessary to lead in a globally connected world by providing them with the opportunity for at least one international experience before they graduate.
- 3) Third, as a public institution, we have a particular commitment to preparing students for a life of public service. We will define the competencies necessary to pursue public service and identify both curricular and co-curricular opportunities for professional, graduate, and undergraduate students to meet those competencies. We will explore the feasibility of creating a loan-forgiveness program for undergraduate students who enter public service.

VIRGINIA PLAN GOALS 1, 2, AND 3

**Section C. In-state Undergraduate Tuition and Fee Increase Plans:** Provide information about the assumptions used to develop tuition and fee information the institution provided in the Excel workbook Part 1. **The tuition and fee charges for in-state undergraduate students should reflect the institution's estimate of reasonable and necessary charges to students based on the institution's mission, market capacity and other factors.**

**RESPONSE:**

UVA modeled a 4.5% increase for FY2022-23 and a 3.5% increase for FY2023-24 for in-state undergraduate tuition and mandatory educational and general (E&G) fees. The modeled growth rate for in-state mandatory non-E&G fees in FY2022-23 is 4.2% and for FY2023-24 is 3.2%.

The increases align with the University's multi-year financial plan for tuition growth. Given that UVA held base undergraduate tuition flat in FY2021-22, the 4.5% growth rate modeled for FY2022-23 is intended to help close the no growth funding gap. The 3.5% FY2023-24 growth rate is based on a standard cost of living increase projection and, as instructed, assumes no new general fund support.

The University currently charges varying tuition rates by school and by year, so the reported undergraduate tuition amount is a weighted average of first-year student tuition across all schools. In their first year, Architecture students pay a \$1,036 differential, Engineering students pay a \$8,378 differential, and Nursing students pay a \$4,072 differential.

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

**RESPONSE:**

Due to the societal financial pressures caused by COVID-19, UVA is [holding base undergraduate tuition flat in FY2021-22](#). The projected growth in in-state undergraduate tuition is the result of (1) modest projected enrollment growth; and (2) implementation of new differential tuition in the College of Arts and Sciences (for rising third-year students beginning in fall 2021) and the School of Engineering and Applied Science (for entering first-year students). Stimulus funds, specifically HEERF round three funds, are available to help offset increased financial need for qualifying students and to address any lingering transitional needs that may be required to help students adjust to a return to in-person instruction including:

- \$1 million for block grants for financial-aid recipients enrolled in any summer session
- \$1 million for health insurance for students receiving need-based grants
- \$6 million for block grants for low-income students and other Pell Grant recipients
- \$2 million for emergency needs
- \$2.5 million for unanticipated needs related to returning to Grounds and for items still under consideration

UVA undergraduate students enrolled in certain schools pay tuition differentials to cover the increased cost of education. The projected total tuition revenue calculations include revenue realized from the following differential [tuition rates for the 2021-22 academic year](#):

|                       | School of Architecture | Batten School of Leadership and Public Policy | School of Engineering and Applied Science | McIntire School of Commerce | School of Nursing | College of Arts and Sciences |
|-----------------------|------------------------|---|---|-----------------------------|-------------------|------------------------------|
| 1 <sup>st</sup> -year | \$1,036                |   | \$8,378                                   |                             | \$4,072           |                              |
| 2 <sup>nd</sup> -year | \$1,036                |   | \$7,378                                   |                             | \$4,072           |                              |
| 3 <sup>rd</sup> -year | \$1,036                | \$10,554                                      | \$5,378                                   | \$10,608                    | \$2,072           | \$2,700                      |
| 4 <sup>th</sup> -year | \$1,036                | \$10,554                                      | \$5,378                                   | \$10,608                    | \$2,072           |                              |

Beginning in fall 2022, both third-year and fourth-year students in the College of Arts and Sciences will pay an additional \$2,700 thereby setting a new base tuition for upper division students in the College going forward. This tuition strategy was approved by the Board of Visitors in 2019.

The growth in other NGF (E&G Fees) from FY2021 to FY2022 is primarily driven by approximately \$7.9 million in International & Study Abroad programs being reinstated, and various conferences/enrichment events also being reinstated for the upcoming academic year.

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

**RESPONSE:**

Additional information follows regarding the items included on the GF Request tab, for which UVA will make a request for state general funds in the 2022-24 biennium:

- 1) Makes permanent the one-time funding provided to public institutions during the 2021 Special Session I for ongoing unavoidable cost increases and required spending (\$40 million across all institutions; \$3.5M allocated to UVA).
- 2) The GF portion for the estimated impact of increasing the minimum wage for students engaged in federal work study programs.
- 3) Establishes a UVA Public Service Loan Forgiveness Pilot Program that will (1) promote public service and entrepreneurship within the Commonwealth; (2) encourage UVA students to live and work in the Commonwealth upon graduation; and (3) make UVA more affordable and therefore more attractive to the widest group possible of talented students.
- 4) One of the top priorities of UVA Health during the upcoming legislative session will be increased funding for cancer research.
- 5) UVA incurred \$42.7M in direct COVID related operating expenses through FY2021 including costs to conduct student COVID testing, provide quarantine and isolation space for students, and equip the physical environment for COVID operations (technology, plexiglass, masks, hand sanitizer stations, etc.). Federal relief funding covered \$21.6M of these expenses, leaving \$21.1M in unreimbursed direct COVID expenses incurred in FY21. Funds that otherwise would be used to support efforts related to Virginia Plan goals 1, 2, and 3 will be redirected to cover these COVID costs if not reimbursed.
- 6) The GF portion for the estimated increase in the employer premiums for the UVA Health Plan. By long-standing agreement with the Commonwealth, UVA established its own health plan that is operated by a third-party administrator, and the state provides a share of funding for health insurance based on the lesser of the UVA premium or the state's CovaCare premium. Under this model, the state realizes the general fund's share of the University's health plan savings estimated at \$4.2 million.
- 7) The incremental increases in operations and maintenance (O&M) for new facilities coming online during the 2022-24 biennium.
- 8) The University seeks funding to cover the general fund's share of projected increases in utility rates impacting E&G activities.

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

**RESPONSE:**

Our most recent projections were the product of consultations with deans regarding instructional capacity and with other administrators regarding our capacity to house, feed, and serve our residential undergraduate population and to support research and training at the graduate level. The undergraduate projections represented a return to steady residential undergraduate enrollment after a period of planned growth that ended in fall 2018 and after two additional entering classes — fall 2019 and fall 2020 — that exceeded their intended goals. These projections assumed no changes in retention or graduation rates. Graduate enrollment projections represent a modest increase during the next six years, notably related to growth in data science, engineering, and business programs.

We are not particularly concerned about future undergraduate residential enrollments, at least in the next ten years. The recent projections of future high-school graduates in Virginia by the Western Interstate Commission on Higher Education (WICHE) do suggest that we should be cautious about long-term growth. The Graduate School of Arts and Sciences has initiated an assessment of all PhD programs based on a student-centered training paradigm. The outcome of that work, slated for summer 2022, will inform curricular design and related cohort modeling for degree offerings and further clarify enrollment targets for STEM and non-STEM programs in the next decade.

**Section G. Programs and Instructional Sites:** Provide information on any new academic programs, including credentials and certificates, new instructional sites, new schools, or mergers supported by all types of funding, that the institutions will be undertaking during the six-year period. Note that as part of the revised SCHEV program approval process, institutions will be asked to indicate if a proposed new program was included in its six-year plan. Also, provide information on plans to discontinue any programs.

**RESPONSE:**

Making Virginia the best-educated state by 2030 (in terms of post-secondary credentials) while providing the education needed to support a skilled and educated workforce for Virginia's New Virginia Economy continues to be a focus of the post-secondary credentials (undergraduate degrees, graduate degrees, and certificates) offered by the schools of the University. Over the next six years we will generally focus on three areas:

**Data Science**

The School of Data Science will train students to be responsible practitioners and leaders in an increasingly data-driven society; to undertake, in collaboration with other schools, leading-edge interdisciplinary, open research; to catalyze research discovery through shared data and analytical techniques; and to serve the University, the local community, the Commonwealth, the nation, and the world by applying data science to seek the truth and maximize societal benefit. Planned program offerings include a PhD and a bachelors' degree.

**Job Growth Areas**

UVA will also expand our offerings in such areas as information technology, the life sciences, cybersecurity, education (focused on equity and access), media studies, autonomous systems, advanced manufacturing, computational biology, and behavioral neuroscience. In the area of computer science, we plan to add a stand-alone Bachelor of Arts degree. We expect that these degree and certificate programs will be at both the undergraduate and graduate levels.

**The Liberal Arts**

Many students come to UVA to receive a broad-based liberal arts education that will prepare them to be successful in both their personal and professional lives. The College of Arts and Sciences implemented a new general education curriculum that gives each student this broad-based education no matter their major or degree program. We also expect that students will want to pursue studies that are more in-depth than the new curriculum will provide.

We additionally expect that schools will explore opportunities to offer credentials that leverage their strengths such as data science and areas related to medicine/nursing, public policy, business, and education.



**Section H. Financial Aid:** Discuss plans for providing financial aid, not including stimulus funds, to help mitigate the impact of tuition and fee increases on low-income and middle-income students and their families, including the projected mix of grants and loans. Virginia's definitions of low-income and middle-income are based on HHS Poverty Guidelines. A table that outlines the HHS guidelines and the definitions is attached.

**RESPONSE:**

We plan to continue to meet the full demonstrated need of undergraduate students who qualify for federal aid through a combination of grants, loans, and work study. Virginians whose household incomes are at or below \$30,000 and who have typical assets will receive grants equal to the full cost of tuition, fees, room, and board. Virginians whose household incomes are at or below \$80,000 will receive grants equal to the full cost of tuition and fees. To sustain these efforts, we continue to raise funds to endow need-based scholarships.

**Section I. Capital Outlay:** Discuss the impact, if any, that the pandemic has had on capital planning, such as decreasing the need for space or other aspects. Provide information on your institution's main Education and General Programs capital outlay projects, including new construction as well as renovations that might be proposed over the Six-Year Plan period that could have a significant impact on strategies, funding, student charges, or current square footage. Do not include projects for which construction (not planning) funding has been appropriated. *Special Note: The requested information is for discussion purposes only and inclusion of this information in the plans does not signify approval of the projects.*

**RESPONSE:**

As part of UVA's fiscal impact mitigation measures in response to COVID-19, executive leadership developed criteria that guided the University over the last year with respect to major capital projects:

- Capital projects that were already in construction continued.
- Capital projects in the study phase prior to design proceeded through the completion of the study but did not proceed beyond the study phase.
- Capital projects that are in design and have a fully defined and approved funding plan continued.
- Capital projects in design that have private philanthropy as a funding source continued through design, but required 100% of gifts documented in written enforceable pledges and 50% of cash in hand before construction could begin.
- Studies not currently underway were deferred.

As a result of these efforts, the University deferred nearly \$1 billion in projects on the long-term plan. While they remain on the plan, these projects and their respective financing plans will be reevaluated prior to a project's initiation. On June 4, 2021, the Board of Visitors approved the University's 2021 Multi-Year Major Capital Plan, which is used as a planning tool and as support for state capital project funding priorities. The projects included below currently represent the highest priorities of the Academic Division.

**Maintenance Reserve**

Maintenance Reserve Funding is critical for the repair and replacement of plant, property, and equipment to maintain or extend the useful life of Educational & General (E&G) facilities. In 2004, the University engaged in a multi-year program to improve the condition of the University's facilities and reduce the deferred maintenance backlog. One metric used to assess deferred maintenance is the Facilities Condition Index (FCI). An FCI of five percent means the facilities are in good condition while anything over 10 percent indicates that facilities are in poor condition. In 2004, the University's FCI was 10.6 percent. Through significant investments, the overall FCI decreased to five percent by FY2014-15 and has remained around five percent since UVA achieved its goal. UVA continues to focus on investing in facilities, allocating additional resources to the annual operating maintenance budget, renewing buildings through renovation, and thoughtfully stewarding the maintenance reserve appropriation. We still have many buildings in need of major repair and the maintenance reserve appropriation will continue to play a critical role in maintaining UVA's FCI at five percent.

**Interdisciplinary Research Building**

In direct alignment with two initiatives in the University's 2030 Plan and noted above – Pathways to Research Preeminence and Third-Century Faculty Initiative – the University seeks to construct a new Interdisciplinary Research Building where key initiatives can be pursued at scale and intensity to solve some of the complex biomedical challenges with significant impact on human life. This approximately 285,000 SF state-of-the-art facility will replace current outdated research space; house a critical mass of new research labs and clusters of interdisciplinary faculty working on specific themes; enable the University to recruit and retain excellent faculty and postdoctoral researchers; engage students, both undergraduate and graduate, in all aspects of significant research; and create opportunities for new collaborations and new ways of collaborating among our faculty and across our various schools. In addition to research labs,

the University envisions this facility will also house faculty offices; shared state-of-the-art equipment; collaboration spaces; “hoteling” space for collaborators who are not housed in the building; large, flexible meeting space; and exhibit and other space to engage the broader community. The current estimated project budget (in 2021 dollars) is \$290 million-\$310 million, and will be updated when the program and scope are final.

### **Center for the Arts**

As reflected in the Open Grounds at Emmet-Ivy initiative, the University plans to enhance community and encourage cross-disciplinary discoveries in an active and engaging environment on the Emmet-Ivy Corridor through three interrelated nexuses: Creativity, Democracy, and Discovery. The anchor of the Creativity nexus will be a new Center for the Arts that will also support other institutional strategies including the student experience; recruiting and sustaining excellent faculty; research; and community service and engagement. The University plans to seek both philanthropic and state support to fund the new Center for the Arts, which will combine elements needed to support a program of commercial concerts and road shows aimed at a regional audience with elements needed to support student shows, Music Department programs, and creative arts. The total project budget is estimated currently at \$169 million-\$187 million (in 2021 dollars), but the University is continuing to refine the building’s programming and will update the budget when the program and scope are final.

### **Environmental Health and Safety Facility**

Environmental Health & Safety (EHS) supports the University’s mission of research, education, patient care, and service through the promotion of safe practices, regulatory compliance, and environmental stewardship. The University’s ability to generate sustained excellence in research and patient care, attract a distinguished faculty, and grow outside funding requires a continued commitment to operating in a manner that is safe, efficient, and consistent with requirements defined by federal and state regulations, funding agencies, and accrediting organizations. Current EHS facilities are not equipped or designed to accommodate the increased waste volumes anticipated from growth in research and patient care services. Based on a 2018 study, the University plans to construct a modern, compliant, and rightsized EHS facility capable of accommodating the collection, processing, and storage of regulated materials and waste generated from University research and patient care activities; and house staff dedicated to providing institutional safety support and research compliance services. This investment in infrastructure will strengthen the University’s foundational capacity to advance discovery and serve the Commonwealth of Virginia. Currently estimated at approximately \$35 million, the University will reevaluate the estimated project cost given the impact of the pandemic and other factors on construction pricing, and will have a revised budget closer to the start of construction.

The University has worked with the Forestry Department, which occupies a key site where Forestry’s maintenance functions are currently located, to determine whether an arrangement could be reached whereby UVA provides an alternate location for Forestry to construct a new facility and, in turn, UVA takes over the current Forestry site where the EHS facility might be located. The University will work with the Department to fine-tune a cost estimate for this transaction.

### **Safety and Security Facility**

The University’s safety and security functions have expanded dramatically over the last 20 years, including establishing the Department of Safety and Security (DSS) in 2018 to consolidate five related functions – University Police Department, Emergency Management, Threat Assessment, Safety and Security Systems, and Clery Compliance and Youth Protection – into one University division. The various DSS reporting units are currently housed in eight different locations across Grounds. Co-locating these functions into one facility will provide an efficient and effective facility with state-of-the-art technology to better serve the University community. The proposed 35,000 SF facility would accommodate future anticipated growth of the department and create opportunities for DSS to interact with and serve the larger Charlottesville community, an ambition articulated in the University’s 2030 Strategic Plan. Currently estimated at approximately \$30

million, the University will reevaluate the estimated project cost given the impact of the pandemic and other factors on construction pricing, and will have a revised budget closer to the start of construction.

**Section J. Restructuring:** Provide information about any plans your institution has to seek an increased level of authority, relief from administrative or operational requirements, or renegotiation of existing management agreements.

**RESPONSE:**

Public institutions of higher education and the Commonwealth of Virginia are now in the second decade of operating under the Restructured Higher Education Financial and Administrative Operations Act (Restructuring Act), and for Level III institutions such as the University of Virginia, its associated Management Agreement. Restructuring has provided UVA critical flexibility to manage its operations in the changing higher education environment, particularly during the last 16 months as we were thrust into a global pandemic and had to figure out how to continue to serve our students.

This document reiterates many of the suggestions made in our 2019 six-year plan submission related to modifications to the operational relationship between UVA and the Commonwealth. We believe this is a conversation that is vital to all public institutions in the Commonwealth, given what we perceive to be the accelerating competitive environment in higher education across the country where financial challenges and competition for talent – students, faculty, and staff – could lead to suboptimal performance and the possible failure of some institutions.

In responding to this request, we have set forth (1) major policy modifications, (2) business process improvements, and (3) organizational excellence partnerships that we propose be considered as we look to the next phase of Restructuring. In offering these suggestions, we explain the underlying rationale, as the reality of our experience in many cases is not consistent with the public perception of these issues. We believe that our proposals have the potential to further the competitive position of all public institutions in the Commonwealth, which we believe needs to be a higher, if not the ultimate, policy priority given the challenges facing public institutions in the state. We further believe that our proposals support economic development in the Commonwealth.

**(1) Policy Modifications**

There are several policies laid out in the Restructuring Act or in other legislation that, if modified, would allow institutions to operate more efficiently and better respond to our constituents.

**Financial Stability**

Since FY1989-90, UVA's inflation-adjusted unrestricted educational and general (E&G) appropriation per in-state student has declined by 50.7 percent, from \$18,940 to \$9,330 in 2021-2022. In 2021-22, the general fund appropriation will represent 8.8% of the operating budget for UVA's Academic Division, compared with 33.2% in 1989-90. We are grateful for increased investment by the Commonwealth in higher education over the last few years, which has been shown to have a direct link to our ability to mitigate in-state tuition increases, and we are optimistic that this reinvestment in higher education is a result of a longer-term strategy to support higher education in the Commonwealth.

Long-term planning and organizational success depend on the ability of an institution to predict and manage all of its revenue sources. To that end, we would like to explore alternatives that will ensure the stability and predictability of annual general fund appropriations. Additionally, we hope that our capital budget allocations remain at no less than current levels and believe that increased appropriations can easily be justified for research-related investments given the potential economic impact on the Commonwealth.

**Human Resources**

We would like to explore the opportunity to renegotiate aspects of the Human Resources policy included in the Management Agreement with the goal of re-examining current policies around transferring classified employees into the University staff system and the applicability of state human resources policies (e.g., layoff, probation) to University staff.

The Restructuring Act and the subsequent Management Agreement allowed Level III institutions to create human resources systems separate from the state system. We are prohibited, however, from involuntarily transferring existing employees to our new systems. As a result, most of UVA's staff employees are members of the Virginia Retirement System; all UVA employees are subject to the state grievance procedure; and the University is governed by the state workers' compensation policy.

Thirteen years after establishing the UVA human resources system for staff employees, through new hires and voluntary conversion of classified employees to University staff, there remain 823 state classified employees in the Academic Division, or 12 percent of our total salaried staff workforce. Managing two separate human resources systems for staff is inefficient and is becoming increasingly difficult as the number of state classified employees continues to decline.

### **Financial Incentives**

We propose that the state permanently maintain financial incentives provided for in the Code of Virginia's restructuring language (i.e., procurement card rebates and interest on Educational & General balances), and that the state revisit the eVA transactional model.

### **Financial Aid**

As noted above, the University's 2030 Strategic Plan has as one of its strategic goals to recruit and support exceptionally talented, diverse, and service-oriented students, regardless of their economic circumstances. To do this we need to marshal all available resources to address the financial need of prospective students. The state should provide new financial aid resources on a prospective basis so that resources are available to recruit first-generation and underrepresented students, many of whom have need. In addition, there should be no restrictions on the use of in-state tuition revenue for financial aid for in-state students or on out-of-state tuition revenue for financial aid for out-of-state students, so that we can continue to fully meet need for all students.

### **Long-Range Planning**

The ability to accumulate appropriate reserves, both capital and operating, in the educational and general program – as we do for auxiliary enterprises – is an important element for meaningful long-range planning. A non-reverting fund subject to certain limitations would allow an institution to make investments that it could not otherwise make within an annual appropriation of general and non-general funds in E&G (e.g., major equipment purchases, anticipation of new faculty hires). The 2018 General Assembly included a provision in the budget that allows institutions to hold a reserve equivalent to 3 percent of its general fund appropriation. The next step in this authority should be to approve a reserve equivalent to 3 percent of the total of general funds and nongeneral funds in E&G. For an institution like UVA, whose nongeneral fund appropriation represents more than 81 percent of its total E&G appropriation, this additional flexibility would enhance the institution's ability to buffer against future revenue reductions and mitigate the need to increase in-state tuition rates in times of economic downturn. A perfect example of a circumstance when a reserve would be helpful is the COVID-19 pandemic when institutions were faced with revenue losses and extraordinary expenses. We acknowledge that state and federal funds have been critical to helping the University meet those needs, but we still have expenses that are as yet unaddressed.

### **(2) Business Process Improvements**

In addition to the policy modifications proposed above, we have identified several transactional/technical amendments to streamline operations and improve efficiency, all of which would require legislative action:

- Revisit daily transactional posting in eVA and eliminate the requirement to post business opportunities, solicitations, and sole-source purchases.
- Exclude procurement card transactions from eVA's compliance calculations and transactional funding model.
- Maintain procurement card rebate or consider allowing institutions to establish and manage a procurement card program.

- Allow non-VASCUPP member institutions to access cooperative contracts negotiated by the Virginia Higher Education Procurement Cooperative without prior approval from the Department of General Services.
- Remove the requirement to escrow interest earnings on tuition balances.
- Move to a true sum sufficient non-general fund appropriation, where non-general fund appropriation is simply equal to non-general fund activity. Eliminate appropriation, allotment, and approval actions related to all non-general funds (including but not limited to tuition and fees, auxiliary revenues, and sponsored research activity).
- Relieve required reporting by DHRM for HR activities that are covered under the Management Agreement (i.e., performance management scores).
- Remove the requirement to submit annual reports on investments (as required by subsection B. 11. of [§ 23.1-1303](#) of the *Code of Virginia*).
- Revisit the institutional performance reporting requirements included in [Item 4-9.01 of Chapter 522](#), 2021 Special Session I.
- Revisit the requirement that all revenues “be paid into the State treasury” ([Section 7 of Article X of the Constitution of Virginia](#)) and consider allowing paper entry/transfer.
- Allow institutions to manage compensation and benefit programs for faculty and University staff without restrictions.

### **(3) Organizational Excellence Partnerships between Higher Education Institutions and Central State Agencies**

There are also opportunities for improvement in the business and academic processes between central state agencies and institutions of higher education that would enhance efficiency and effectiveness.

First, we propose examining the academic program approval process. Virginia’s institutions of public higher education will be reimagining and exploring new ways to serve students as the Commonwealth emerges from the pandemic. One of the important topics to explore is how to ensure that institutions are best positioned to meet the goals of *The Virginia Plan for Higher Education*. If the institutions are going to serve students post-pandemic and create “Pathways to Opportunity,” it will be critical to meet and anticipate the needs of the Commonwealth and empower students for success.

To this end, the SCHEV academic program approval process should be flexible and nimble enough to ensure that Virginia public colleges and universities can meet the goals of *The Virginia Plan for Higher Education*. Currently, the process has some redundancies, detailed administrative requirements, and variations in procedures that can detract from discussions that should focus on the merits of the proposal.

In some cases, the program approval process can take years and can be derailed or delayed for seemingly minor details.

To position the program approval process to meet the needs of future students more effectively, a representative or representatives from SCHEV can collaborate with IPAC and reach a mutual consensus on principles of redesign that would serve as a guide to developing a new process aimed to help higher education be more strategic and responsive to the changing needs of the Commonwealth. Additionally, there should be continuous improvements to the process itself to emphasize efficient use of resources.

This is an opportune time to redesign the program approval process as we reconsider how higher education operates on the other side of the pandemic. Exploring ways to better achieve the goals and objectives of *The Virginia Plan for Higher Education* and further the collaboration between the institutions and the Commonwealth is a shared goal that will benefit students and the entire Commonwealth.

In addition, we propose that the state:

- Develop consistent grant-making procedures across state agencies.

- Re-examine the Equipment Trust Fund eligibility and process. For example, allow (1) licensing/subscription fees for software as a service and storage in the cloud (given the continuing move from on-premise software, hardware, and other infrastructure needs) and (2) lab renovations and other research start-up expenditures.
- Explore opportunities to streamline the Comprehensive Annual Financial Report (CAFR).
- Eliminate non-value-added reporting requirements.

As we explore new opportunities for additional authorities we would like to pursue, we recognize the ongoing need to demonstrate our commitment and contributions to the Commonwealth through various accountability measures. The strategies included in our six-year plan address many of these items. We welcome the opportunity to discuss these issues with the Op-6 group and members of the General Assembly, and we believe the outcome of these discussions would benefit both the Commonwealth and institutions of higher education in Virginia.



**Section K. Evaluation of Previous Six-Year Plan:** Briefly summarize progress made in strategies identified in your institution's previous six-year plan. Note how additional general fund support and reallocations were used to further the strategies.

**RESPONSE:**

As described in detail above, like all institutions, we spent over half of the past two years focused on managing the pandemic. Despite the time, energy, and resources devoted to myriad pandemic-related issues, we continued to make progress towards our short-, mid-, and longer-term goals. In some cases – for example, equipping our faculty with the latest technological and pedagogical tools – our COVID interventions were highly aligned to our strategic plan. In others, we were able to make progress on our mid- and longer-term goals despite the pandemic.

Many of the goals and initiatives included in UVA's 2019 Six-Year Plan are long-term. We will continue to work on implementing them in the coming years, even as we have made progress over the last two.

**Priority 1: SuccessUVA**

The SuccessUVA initiative focuses on attracting and supporting diverse and talented students, and on ensuring that finances are not a barrier to their attending and succeeding at UVA.

Over the past two years, the University has redoubled its efforts to ensure that diverse students from across the Commonwealth have an opportunity to attend UVA, regardless of financial need. Each of the last two years, our student body has become more talented and more diverse in ways that strengthen the experience of all our students and better serve the Commonwealth, and we remain committed to continuing to attract a wide range of students to Charlottesville. Since expanding AccessUVA – which provides free tuition to students whose families earn under \$80,000 and free tuition, room, and board to students whose families earn under \$30,000 – we have both bolstered existing programs and launched new ones to continue our commitment to making UVA affordable. Our scholarship support will be enhanced by a \$100 million dollar [gift for scholarships for first-generation students](#). And we launched the [Piedmont Scholars program](#), which will provide full tuition scholarships for 25 transfer students per year from Piedmont Virginia Community College (PVCC) and focused advisory support to all PVCC transfer students, both pre-transfer and upon arrival at UVA. In total, in the past two years, we have raised approximately \$320 million for need-based scholarships, through direct contributions and our institutional match, and we remain committed to meeting 100% of our students' demonstrated financial need.

We continue to focus on ensuring that all University students are supported in myriad ways that enable them to thrive. The new Student Health and Wellness Center (SHWC) is scheduled to open this summer. Integrating primary care, Counseling and Psychological Services, the Student Disability Access Center, and the Office of Health Promotion, the SHWC takes a groundbreaking approach to integrated student health and wellness. It is strategically designed to help students thrive, promote collaborations and connections, and anchor a residential community while integrating with the natural environment. The SHWC will also serve as a home for interdisciplinary research related to issues of student health and wellness.

The expanded Multicultural Student Center opened in February 2020, providing programming space designed to promote inclusion and engagement for historically underrepresented students. Programming focuses on enhancing the undergraduate experience through co-curricular programs and culturally relevant services that are meant to empower students in their identity, build community, and help a diverse group of students find their individual and collective voices.

We continue to develop new ways of promoting resilience in our students. Our Contemplative Commons focuses on enabling students to flourish through coursework, contemplative practice, and programming. Plans are underway for a new physical center for the Contemplative Commons, indoor and outdoor space that will encourage interdisciplinary collaboration, integrate academic pursuits and well-being, and foster experiential learning. Finally, over the past two years we have started to scale Hoos Connected, a program

designed to help first-year and transfer students make meaningful connections with one another. This program is described in more detail below in Citizen Leaders.

### **Priority 2: Third-Century Faculty Initiative**

The Third-Century Faculty Initiative focuses on building on our faculty excellence and developing stronger PhD and postdoc programs. We have made great strides on these fronts in the last two years.

Through the Bicentennial Professorship program, we have grown our portfolio of endowed professorships by 56 seats established by the Board. Thirteen faculty currently hold endowed professorships or other positions created by this Bicentennial incentive program, three of whom are new recruits to UVA, and the remainder are important retentions. Eleven of our twelve schools have benefitted from this program.

Several years ago, we developed faculty recruiting programs, Cluster and TOPS hires, to attract outstanding scholars in areas of strategic importance to the University. In the last two years, we hired 18 faculty through these programs and have approved the posting of an additional 10 positions to be filled in the next year. These programs have attracted a most distinguished and diverse group of faculty in the areas of Neuroscience, Democracy, Cybersecurity, Race & Inequality, and Biomedical Data Science, all fields that contribute to the research goals identified in our Strategic Plan and described in more detail below in Pathways to Research Preeminence.

Efforts to provide faculty the tools and support they need to enhance their pedagogical effectiveness are anchored in the University's Center for Teaching Excellence (CTE). The CTE offers several signature programs, tailored services, rich resource materials, and seed grants designed to enhance the teaching environment at UVA. The c3Design program, launched in 2020, has allowed more than 400 UVA instructors to reimagine their courses, whether in-person or online, which enabled faculty to continue to offer high-quality learning experiences for our students during the pandemic. Our newest program, the Community-Engaged Teaching Scholars, supports faculty in developing and broadening their expertise in community-engaged teaching. Additionally, we have developed a robust [one-stop-shop website for learning technologies](#).

We have also made progress in our goal to recruit and retain talented and diverse doctoral students, and we employ a broad range of programs and initiatives to do so. Among these are fellowship programs such as the Jefferson Fellowship Program, the Interdisciplinary Doctoral Fellowships, and Deans' Fellowships, all of which provide nationally competitive stipends, research funds, and professional development support. Other initiatives including, but not limited to, an NSF-funded Bridge to the Doctorate Program, the Bridge to the Doctorate Fellows in the Graduate School of Arts & Sciences, and a host of summer undergraduate research experiences for students from Minority Serving Institutions provide opportunities to broaden participation in doctoral education. As a result of these and many other efforts, applications for our doctoral programs have increased by more than 10% over the last five years, and enrollment of underrepresented minority students in the University's doctoral programs has increased from 7.3% to 10.6%.

We are also committed to postdoctoral education to develop future scholars and teachers, enhance our research and teaching, and help recruit and retain faculty. In December 2020, the [Andrew W. Mellon Foundation awarded the University \\$5 million](#) to build faculty and curriculum around the subject of "Race, Place, and Equity." The majority of the grant funding is dedicated to hiring 15 two-year postdoctoral fellows who address the intersection of race, place, and equity in their research and teaching. The deans of seven schools at the University have agreed to fund an additional matching 15 postdoctoral positions, for a total of 30 postdoctoral hires over the next three years. The University has committed funds to help transition all 30 postdoctoral fellows into tenure-track positions at UVA should the departments retain them. The grant also provides 50% support for three additional tenure-track hires, to be matched by the University. We anticipate that these openings, all focused on race and equity, will attract and sustain a strong community of diverse scholars and teachers who will contribute to real, lasting transformation at UVA.

The University also invested \$16 million to support the [Carter G. Woodson Institute](#). Founded in 1981, the institute is the home of the African American and African Studies interdisciplinary major in the College of Arts & Sciences and works to enhance the research and teaching of African American and African studies at UVA. The funding will support a postdoctoral fellowship program, a new endowed professorship, and up to \$6 million of matching funds for the creation of three Bicentennial Professorships.

### **Priority 3: Pathways to Research Preeminence**

As part of the University's strategic planning process, UVA is aggressively developing new research facility and equipment opportunities to accommodate, grow, and diversify our research portfolio. To help us move from prominent to preeminent in research, our approach is three-fold.

First, UVA has continued to make strategic investments in research infrastructure, several examples of which are highlighted below.

**State-supported major capital projects:** UVA, with support from the Commonwealth, is substantially upgrading and renovating Gilmer Hall, the Chemistry Building, Alderman Library, and the Physics Building. The renovation of Gilmer Hall, the Chemistry Building, and the Physics Building will enable UVA to meet academic growth and STEM program needs; and the renewal of the Alderman Library will provide UVA with a contemporary library with modern amenities suited to the needs of its users.

**Start-up recruitment packages in structural biology:** UVA has positioned itself early and well in the field of Cryo Electron Microscopy (Cryo-EM), which is a new technique in the arsenal of methods to elucidate atomic structures of biomolecules (proteins, DNA, RNA, carbohydrates), viruses, and ultrastructure of cells at unprecedented resolution. To maintain the momentum and continue to be a leading institution in this competitive and innovative research area, UVA is recruiting outstanding new faculty with Cryo-EM expertise and investing in new facilities and state-of-the-art equipment (funded through the Equipment Trust Fund [ETF]).

**High-Performance Research Computing:** Research computing supports UVA researchers interested in writing code to address their scientific inquiries. UVA has recently invested in hardware, largely supported from the state ETF, to provide faculty with much needed local computational resources: *Rivanna* (standard security HPC Cluster) and *Ivy* (high security/HIPAA environment provides secure computing for all user levels).

Second, we are focusing on a discrete set of pressing challenges and opportunities that require collaboration across disciplines and schools and where UVA can be an international leader in important fields of research. In each area, we will take a coordinated approach to amplify the impact of our faculty's work, and we will recruit and support doctoral and postdoctoral fellows who will partner with faculty.

**Research Strategic Priority Areas:** The 2030 Strategic Plan identified five priority areas that represent major societal challenges and opportunities and draw on our existing strengths: Democracy, Environmental Resilience and Sustainability, Precision Medicine, the Brain and Neuroscience, and Digital Technology and Society. We have issued a solicitation for proposals from the schools to advance STEM topics directly aligned with these priority areas (total of \$15M), and we continue to plan larger scale investments in each of the STEM topics later this year to significantly build momentum towards achieving preeminence. Two initial significant investments will focus on Brain and Neuroscience and on Environmental Resilience and Sustainability, with investments in other areas planned.

**Graduate Education:** A substantial investment in graduate education is essential to achieve the University's ambitious goals for reputational advancement and increased sponsored research. As part of its long-standing commitment to the creation of new knowledge for the well-being of the

Commonwealth and the nation, UVA has created a significant investment in doctoral training to fuel this research engine. We established “Grand Challenge” fellowships to attract the most promising doctoral students to UVA and empower them to pursue ambitious and novel intellectual pathways, especially those that engage society's most pressing challenges and have the potential to shape the external funding landscape.

Finally, we are creating Catalyst Funds that provide seed funding to help launch and grow research initiatives with preference given to applications that involve collaboration across disciplines and schools.

**3Cavaliers (3C) Seed Funding:** [3C provides seed funding](#) to three faculty members from disparate disciplines working on new early-stage interdisciplinary research ideas. The Phase 1.0 program awarded seed grants ranging from \$15,000 to \$60,000 to fund 77 projects, that included 231 researchers across Grounds, 270 graduate and undergraduate students, and 25 postdocs. The scope of projects ranged from energy storage to antibiotic resistance to compassionate schools. Since then, 3C participants have received approximately \$5.7 million in outside funding; and produced more than 70 journal articles, nearly 100 conference papers, and three new invention disclosures.

**President’s and Provost’s Fund for Institutionally-Related Research:** This [program](#) was launched to support faculty-led research projects related to the 2030 Strategic Plan with an emphasis on improving the experiences of students, faculty, and staff – anything that could improve life and learning at UVA. The fund has a total pool of \$700,000, with a cap of \$200,000 per award.

#### **Priority 4: School of Data Science**

Since the Board of Visitors unanimously approved the creation of a School of Data Science (SDS) – *A School without Walls* – in June 2019, and [SCHEV approved the school in September 2019](#), SDS has seen remarkable growth as it seeks to provide the Commonwealth with highly trained professionals, a research portfolio of relevance to society, and service that speaks in particular to issues of diversity, equity, and inclusion. SDS will respond to the digital transformation of society with a focus on a set of guiding principles that underscore a quality education, research for societal benefit, and service to our communities, all in an open, transparent, and responsible way. Opening a new school requires a wide range of programmatic, operational, and regulatory activities including several noted below.

The M.S. in Data Science program now has both an online version as well as a residential version with a total of 248 students enrolled and the first online students having graduated. Of the current cohort, approximately one-third are women; two-thirds of the online and one-half of the residential students are in-state. An undergraduate [minor in data science](#) was announced in July 2020 and 80 students have enrolled; this is a precursor to a four-year undergraduate degree we hope to introduce in the next two years. A PhD program in data science is also planned, pending approval by SCHEV.

The SDS faculty and staff have been expanding rapidly to accommodate student and research needs. We are currently filling 17 open positions including the newly-hired Senior Associate Dean for Research and the Associate Dean for Diversity, Equity, and Inclusion (DEI). The latter is part of a concerted effort to use a new school without an existing culture to strive for new heights including successful fundraising for minority student fellowships; hiring of a Data Activist in Residence who is a criminologist studying the impact of artificial intelligence on surveillance in our local community and algorithmic bias in policing practices; and a summer program partnership with historically Black colleges and universities (HBCUs).

In December 2020, the Board of Visitors approved the School of Data Science building design, and we will break ground this fall. The School, along with the UVA Hotel and Conference Center, will be the first two buildings on the Emmet-Ivy corridor, as part of the 2030 Strategic Plan’s Open Grounds initiative.

### **Priority 5: Bachelor's Completion and Certificate Programs**

The University's 2030 Strategic Plan reaffirms UVA's commitment to serving working adults across the Commonwealth. Helping working adults earn degrees and credentials is central to the University's public mission and aligns directly with the goals outlined in *The Virginia Plan for Higher Education*. Since 2019, we have made significant progress on our two primary goals.

First, we aim to scale our bachelor's completion program and provide a high-quality, easily accessible, and affordable education. In the 2020-21 academic year, the School of Continuing and Professional Studies (SCPS) welcomed its [largest Bachelor's Completion class](#) in school history, enrolling over 125 new students in its degree completion programs. SCPS plans to double the size of its degree completion programs and expects its 1000<sup>th</sup> graduate to walk the Lawn in May 2023.

UVA is committed to high-quality, accessible, and affordable education. The seven-year graduation rate for the 2012-13 Bachelor of Interdisciplinary Studies (BIS) cohort is 75%, over twice the national average for part-time students at public four-year institutions. And in 2021, SCPS froze tuition and waived admissions fees to support students during the economic downturn.

The second goal is to expand educational opportunities, both in-person and online, for working adults in the Commonwealth and beyond – especially the more than one million Virginians who have some college credits but have not yet received a degree. The College of Arts & Sciences and SCPS partnered on UVA Edge, an innovative new education pathway for working adults with some college credits. UVA Edge helps working adults develop the in-demand digital and human skills needed for career advancement, while earning 20 undergraduate credits from UVA. The program's goal is to increase employment opportunities and provide a steppingstone towards a degree. [UVA Edge launched its inaugural cohort in February 2021](#) with both UVA staff and members of the Charlottesville community.

### **Priority 6: Economic Development**

UVA is committed to being a strong economic development partner for the Central Virginia region and the Commonwealth. Our role in economic development is to provide students with the skills needed in a rapidly changing world; fuel growth through research and innovation; and promote collaboration among academia, government, and industry. Progress on UVA's specific economic development initiatives include, but are not limited to:

**Industry Attraction and Retention:** Work closely with regional and state partners to support economic development activities across Virginia and facilitate connections to UVA during all phases of industry engagement. UVA collaborated with the Virginia Economic Development Partnership (VEDP) to recruit technology-based companies, providing content on unique research assets/facilities and forecasts for increased computing degrees and diversity in STEM fields. On a more local/regional level, UVA partnered with the Central Virginia Partnership for Economic Development to identify opportunities for corporate engagement through student recruitment, research, internships, faculty consulting, facilities/real estate, etc.

**Talent Development:** Provide students with skills needed in today's workplace and partner with industry to understand current and future needs and offer relevant courses, programs, workshops, etc.

- **Tech Talent Investment Fund (TTIF):** Signed TTIF agreement and formalized UVA's commitment to increase computer science, data science, and cybersecurity skills in response to industry needs. Began to increase enrollment in key areas to fuel the talent pipeline in Virginia.
- **UVA Propel Program:** Launched paid [virtual internship program](#) to link business needs with real-world experience for students, partnering with the Central Virginia Small Business Development Center, rural localities, and UVA Career Center.
- **Embark:** Embark Central Virginia was created by the UVA Dual Career Program to serve as a community resource that connects highly skilled talent with local employers.

**Research and Innovation:** Continue to provide support for industry-focused research and innovation including startup companies, proof-of-concept projects, IP licenses, industry sponsored programs, etc.

- Licensing and Ventures Group (LVG) Seed Fund: This \$10 million fund invests in faculty, staff, student, and alumni companies. One portfolio company, Ceres Nanosciences, received an \$8.2M NIH Award to improve wastewater-based COVID-19 surveillance.
- Entrepreneur in Residence (EIR) Program: The EIR program formed by LVG strengthens new venture pipeline by leveraging experts, entrepreneurs, and executives in residence to accelerate start up formation.
- Industry-Sponsored Research: Partnered with industry resulting in over \$25 million in industry-sponsored research in FY2019-20.

**Support for Rural Virginia:** Spur and enhance economic development in Southwest Virginia through the Appalachian Prosperity Project (APP), with a continued focus on K-12 education support; business support/entrepreneurship; and access to healthcare.

- Appalachian Telemental Health Network: Supported by UVA's Extension for Community Healthcare Outcomes (ECHO) project and Telehealth Village, the Appalachian Telemental Health Network established a behavioral/mental health provider network for underserved Appalachian counties of Virginia. The network includes 208 total providers with 944 patients served through more than 4,800 sessions.
- Ag-tech Cluster Development: Faculty from UVA departments of biology and chemical engineering partnered with Virginia Tech and the College at Wise faculty to document and expand knowledge of non-domesticated plants in Appalachia, focusing on the need for increased agrobiodiversity and sustainable food production.
- Appalachian Prosperity Project Research Program Manager: UVA joined the College at Wise to hire a program manager to serve as an onsite connector, increase funding opportunities, and enhance research collaboration between researchers at UVA and the College at Wise.
- Virginia Higher Ed Opioid Consortium (VHEOC): UVA, George Mason University, Old Dominion University, Virginia State, and Virginia Tech collaborated to address the opioid epidemic by offering cutting-edge academic resources to gather and analyze data, share knowledge on addiction and medicine, and provide expertise on topics such as workforce development and community engagement. Up to \$2.5 million funding from a \$15 million State Opioid Response federal grant is dedicated to the VHEOC's work.

**GO Virginia Initiative:** Partner with members of our regional council to advance the goals and objectives of GO Virginia.

- Catalyst Accelerator: UVA launched a high-growth accelerator to support an initial cohort of 20 high-potential startups in the Central Virginia region. With support from GO Virginia, the City of Charlottesville, and Albemarle County, the Catalyst Accelerator will provide \$20,000 grants to experienced founders and investors, as well as additional resources to support these early-stage companies. The Catalyst Accelerator-assisted companies have raised over \$4 million in outside funding, created 75 new jobs, and collectively are generating \$1.5 million in annual revenue.
- Venture Central: Formed by UVA, Charlottesville, Albemarle, and the Chamber of Commerce in response to recommendations made in the Region 9 Growth and Diversification Plan, Venture Central is beginning to address gaps in the local entrepreneurial ecosystem through a community-led, collaborative effort. A \$510,000 GO Virginia grant will help develop programming and staff Venture Central.
- CvilleBioHub: UVA is an active participant in CvilleBioHub, which fosters and supports the local emerging biotechnology cluster by connecting UVA research with local life science entrepreneurs. UVA helped CvilleBioHub draft a strategic plan and connected the CvilleBioHub with UVA Career Center for talent acquisition.

### **Priority 7: Citizen-Leaders for the 21st Century**

The University's ultimate aim for our students is to prepare them to be productive servant-leaders in a diverse, globally connected world, regardless of their careers or professions. Toward this end, the Citizen Leaders initiative focuses on three goals: creating residential communities that enable us to house our first- and second-year students; ensuring that all our students have one international experience before they graduate; and preparing our students for careers in public service, including determining the feasibility of a loan forgiveness program.

Obviously, the pandemic created some immediate challenges to residential education. As a result, we used the last year and a half to accomplish two primary activities. First, we have conducted an analysis of our housing stock and have looked at possible site options for additional residence halls. Second, we developed, and are launching in Fall 2021, Connect2Grounds, a new initiative for second-year students to engage actively in a residence hall experience designed specifically for second-year students. We will learn from this "pilot," as we continue to develop a plan to meet our long-term goal of housing all second-years. We also significantly scaled [Hoos Connected](#), a psychology-based program to help first-year and transfer students connect with other new students. This proved helpful to students during the pandemic, even when sessions were held online.

The pandemic also created challenges for beginning to scale global experiences for our students. UVA is ranked 12<sup>th</sup> nationally by the International Institute of Education for the number of students who participate in short-term study abroad programs. Moving forward, we will look for additional opportunities to enable students to engage in global experiences, but during the pandemic we were able to launch virtual service research projects for students engaged with international global health partners; develop virtual language training for students in a Summer Language Institute; and pilot a virtual exchange program with students in Rwanda. While these programs cannot replace fully the experience of being abroad, they provided meaningful learning opportunities for our students.

Finally, during the past two years we launched the inaugural Public Service Week, which focuses on public service across schools, careers, volunteer opportunities, and community-engaged courses. In the future we hope to develop specific pathways for students who want to pursue a career in public service, including the possibility of loan forgiveness, an idea we are exploring.

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

**RESPONSE:**

In January 2020, UVA launched the [Inclusive Excellence \(IE\) framework](#) to implement an evidence-based organizational change approach in support of the goals and key initiatives of The 2030 Plan, A Great and Good University.

The University of Virginia’s Inclusive Excellence plan is oriented around the following vision:

| <b>Framework dimensions</b>    | <b>2030 Vision</b>   |
|--------------------------------|--|
| Access + Success               | <i>Recruit and support exceptionally talented, diverse, and service-oriented students. Recruit, support, and retain excellent and diverse faculty and staff.</i>   |
| Climate + Intergroup Relations | <i>Continuously promote and strengthen an inclusive community of trust, a culture of integrity, mutual respect, excellence, collaboration, and innovation.</i>   |
| Education + Scholarship        | <i>Enable faculty, staff, and students to work across traditional boundaries and prepare servant-leaders to shed new light on enduring and profound questions in our diverse community and globally connected world.</i> |
| Infrastructure + Investment    | <i>Be a community that consistently lives its values and ensure that our systems enable our students, faculty, and staff to do their best work.</i>  |
| Community + Partnership        | <i>Be a strong partner with and good neighbor to our region, contributing to economic and social well-being by providing accessible healthcare, innovative education, opportunity, and engaging alumni.</i>              |

In March 2020, the Division for Diversity, Equity, and Inclusion (DEI) met with more than 120 representatives from IE planning teams across the University to kick off the IE development process, including localized self-study and action planning, [utilizing toolkits](#) developed by the Division.

Following the March 2020 kick-off, all levels of the University engaged in self-study and strategic action planning based on the distinct needs and contexts of each school and operating area. The institutional planning phase is anticipated to be completed in Fall 2021; to promote both transparency and accountability, all finalized school and area plans will be published on [DEI’s website](#).

The University’s process following plan development includes two key elements:

- 1) Each plan is reviewed by a panel of cross-functional readers to provide feedback and recommendations for the final plan.
- 2) Annual impact reporting will be requested of each area and published online along with the original planning document and any amendments based on the evaluation of its impact.

DEI is also currently partnering with the UVA Office of Institutional Research and Analytics to develop an IE indicator framework across all constituencies and dimensions of the IE plan that is expected to be completed in Winter 2022.



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

**RESPONSE:**

The University of Virginia embraces the mission to serve the Commonwealth by leading economic development through academic discovery and entrepreneurship. UVA accelerates robust, enduring, and inclusive economic growth that improves lives and promotes flourishing communities across Virginia through:

- ***Amplifying*** growth through research, innovation, and entrepreneurship
- ***Joining forces*** with local and state partners to recruit and retain industry in Virginia
- ***Empowering*** a future-ready workforce with the necessary skills in a rapidly changing world

In addition to the progress noted above in Section K (priority 6), [The University for Virginia Economic Development Report](#) highlights the University's efforts to proactively amplify our economic impact through focused efforts that bring the power of the University to citizens and communities across the Commonwealth.