

# James Madison University Institutional Six-Year Plan Institutional Narrative – July 2015



## Introduction

As JMU unveiled our new strategic plan in 2014, we also introduced a new vision statement – *To be the national model for the engaged university: engaged with ideas and the world.* This world class engagement will be experienced in three ways – through **engaged learning**, where students experience innovative approaches in and out of the classroom, **civic engagement**, where students develop their commitment to our Commonwealth and our nation, and **community engagement**, where all members of the JMU community impact citizens and help solve real problems for our future together.

To live out this fresh vision, we'll continue leveraging our lean approach, offering Virginia an efficient and difference-making higher education experience. And, that experience is recognized throughout the Commonwealth, with 15,101 first-year or transfer students from Virginia applying to JMU for the Fall Semester in 2014.

## The Value of a JMU Degree

Evidence that a student's investment in JMU reaps great awards is confirmed by what is said and written about us.

- Among large comprehensive U.S. institutions (those enrolling more than 2,000 first year students), JMU ranks the highest with an 81 percent six-year graduation rate, 7 percentage points higher than the next comprehensive institution at 74 percent. This traditional six-year graduation rate includes only students who enter and graduate from JMU. A more complete analysis shows that approximately 91 percent of students who begin at JMU as first year students earn a degree at JMU or another four-year institution within six years.
- The *U.S. News & World Report* 2014 edition of its "Best Colleges" guidebook ranked the university Number 2 on the list of top public schools in the South and includes JMU among institutions most often cited by college presidents, provosts and admissions deans who were asked to identify up to 10 schools in their U.S. News ranking category where the faculty has a strong commitment to teaching. JMU is also included in the magazine's listing of schools where students are encouraged to engage in service learning in which they participate in required or for-credit volunteer work in the community.
- Ninety-five percent of students report that they are satisfied or very satisfied with their experience at JMU.
- Ninety-nine percent of respondents to the Alumni Employment and Educational Experiences Survey conducted in fall 2014 reported that they were "likely or very likely" to recommend JMU to a colleague, friend or relative.
- High graduation rates and low costs are among the factors landing JMU a place on *Kiplinger's Personal Finance's* top 100 "Best Values in Public Colleges" for 2014. JMU placed 22nd on the list of four-year public schools that combine outstanding education with economic value.
- JMU's "impressive balance of educational, social and extracurricular activities to enrich students' experience" earned us a place in *The Princeton Review's* "The Best Value Colleges: 2014 Edition," subtitled "The 150 Best Buy Colleges and What It Takes to Get In."

### Of Note

*Among large comprehensive U.S. institutions (those enrolling more than 2,000 first year students), JMU ranks the highest with an 81 percent six-year graduation rate.*

*Ninety-nine percent of respondents to an alumni survey reported that they were "likely or very likely" to recommend JMU to a colleague, friend or relative.*

## Areas of Focus

### *Faculty and Staff Compensation*

Faculty and staff compensation continues to be a challenge for the university and represents one of our most important areas of emphasis in the near term. A Compensation Advisory Council has been established to provide compensation related advice to senior leadership due to the importance and priority of the issue for university administration and employees. Over the past year, the Council has been investigating and providing pertinent ideas and recommendations regarding the university's total compensation issues and will continue to focus on innovative solutions.

## Academic Achievements and Competencies

We have demonstrated a high level of competence across the university. Some noteworthy achievements include:

- JMU established a task force to document the impact of students' college experience as a holistic experience, looking beyond monetary benefits. We are leveraging our nationally-recognized assessment framework to measure well-being in students beginning with their initial time at JMU through multiple years beyond their graduation.
- As a comprehensive university we offer and will continue to offer a broad range of academic programs - currently at over 55 undergraduate majors and over 40 graduate programs.
- Even with a strong graduation rate of 81%, we remain committed to seeing all students reach their fullest potential and therefore continue to offer a host of retention programs and services that support a first year student retention rate of 91%.
- We are a national leader in assessment.
- We remain committed to developing academic programs that address stated needs of the Commonwealth, specifically in nursing, sustainability and STEM areas. We have a thriving nursing program; JMU nursing students significantly outperformed the national average in the Nursing NCLEX pass rate. In 2013-14, the JMU pass rate was 88.24%, compared to 85.18% nationally.

We are committed to ensuring excellence in these areas for which our students and ultimately society will be the beneficiaries.

## Efficiency

Of all Virginia public comprehensive institutions, JMU expends the lowest amount of dollars on institutional support per FTE, \$1776 in 2013-14. This figure is \$270 less than the next lowest institution and \$2544 less than the highest. On a per student basis, JMU has been administratively the leanest comprehensive institution in the Commonwealth for more than 21 years. In addition, we are one of only two institutions within the Commonwealth who have met the Financial Management Standards since their inception.

Additionally, to assist in the review of efficiency and effectiveness across campus, the university hired an independent firm to conduct a university-wide efficiency review of its operations and processes. Results of the review include: administrative staffs are lean but from a customer service perspective are very effective; benchmarking and industry standards denote that JMU exceeds expectations in a number of areas. However, the university is constantly looking to improve services and a few areas identified for possible improvement include: procurement strategies across campus, organizational structure and motor pool operations.

### **Of Note**

*We are leveraging our nationally-recognized assessment framework to measure well-being in students beginning with their initial time at JMU through multiple years beyond their graduation.*

*We offer a host of retention programs and services that support a first year student retention rate of 91%.*

### **Of Note**

*Results of an independent review include: administrative staffs are lean but from a customer service perspective are very effective; benchmarking and industry standards denote that JMU exceeds expectations in a number of areas.*

*Of all Virginia public comprehensive institutions, JMU expends the lowest amount of dollars on institutional support per FTE, \$1776 in 2013-14.*

## The Plan Overview

The 2015 Institutional Plan identifies academic component activities in addition to the financial plan. Key strategies in this JMU six-year plan that support both the SCHEV strategic plan and the Commonwealth's commitment to quality higher education include the following:

- In keeping with SCHEV's goal to provide affordable access to education and JMU's core quality of Access, Inclusion and Diversity, the university is committed to *increasing access for nontraditional students (20)* and *ensuring technology accessibility (22)*.
- In support of SCHEV's goal to optimize student success for work and life and JMU's core quality of Academic Quality: Outstanding Programs, JMU is focused on *facilitating degree completion for adult degree students (21)* and *advancing online learning opportunities (25)*.
- SCHEV's goal of advancing the economic and cultural prosperity of the Commonwealth and the region complements JMU's core quality of engagement, as seen in our strategies to *increase community partnerships and engagement (13)* and *expand existing research to build a regional innovation and entrepreneur ecosystem (18)*.

**Six-Year Plans - Part I (2015): 2016-18 through 2020-22**

**James Madison University**

**ACADEMIC AND FINANCIAL PLAN**

Instructions: In the column entitled "Academic and Support Service Strategies for Six-Year Period (2016-2022)," please provide titles to identify strategies (for the three biennia of this six-year period) associated with goals in the Statewide Strategic Plan. *Please use this title to identify a more detailed description of the strategy in the separate Word document (Part II - Narrative).*

Priority Ranking	ACADEMIC AND SUPPORT SERVICE STRATEGIES FOR SIX-YEAR PERIOD (2016-2022)								
	Biennium 2016-2018 (7/1/16-6/30/18)				Biennium 2018-2020 (7/1/18-6/30/20)		Biennium 2020-2022 (7/1/20-6/30/22)		
	Strategies (Short Title)	SSP Goal	Cost: Incremental, Savings, Reallocation				Strategies	Strategies	
			2016-2017		2017-2018				
Total Amount			Amount From Tuition Revenue	Total Amount	Amount From Tuition Revenue				
10	Additional Undergraduate Student Financial Aid (See Details Below in Financial Section)	1.4	Incremental:	\$0	\$0	\$0	\$0	Continue to provide affordable access through undergraduate student financial aid.	Continue to provide affordable access through undergraduate student financial aid.
			Savings:	\$0	\$0	\$0	\$0		
			Reallocation:	\$0	\$0	\$0	\$0		
12	Create an Office of Civic Engagement	2.1	Incremental:	\$207,357	\$207,357	\$420,663	\$420,663	Expand the work of The Madison Center to promote and coordinate civic engagement activities of students, faculty and staff that advances the education and continuing contributions of educated and enlightened citizens. Continue to integrate existing programs offered by the university into a singular center.	Maintain the offerings of The Madison Center for students, faculty and staff. Assess the center offerings.
			Savings:	\$0	\$0	\$0	\$0		
			Reallocation:	\$0	\$0	\$0	\$0		
13	Increase Community Partnerships and Engagement	4.4	Incremental:	\$0	\$0	\$168,685	\$168,685	Continue to seek opportunities for mutually beneficial and reciprocal engagement with community partners.	Continue creating partnerships and coordinating programs between the community and the university.
			Savings:	\$0	\$0	\$0	\$0		
			Reallocation:	\$0	\$0	\$0	\$0		
14	Develop an Honors College	2.1	Incremental:	\$109,720	\$109,720	\$516,980	\$516,980	Based on evaluation of the progress toward converting the existing Honors Program into a stand-alone college, continue the necessary steps to formalize the Honors College.	Assess the progress and standing of the Honors College.
			Savings:	\$0	\$0	\$0	\$0		
			Reallocation:	\$0	\$0	\$0	\$0		
15	Expand Study Abroad Programs and Access	2.1	Incremental:	\$113,910	\$113,910	\$364,344	\$364,344	Evaluate progress toward the original goal of having 33% of students participate in study abroad. Continue to create additional study abroad opportunities and increase study abroad program locations in response to student requests and societal need.	Continue to create additional study abroad opportunities and increase study abroad program locations in response to student requests and societal need.
			Savings:	\$0	\$0	\$0	\$0		
			Reallocation:	\$0	\$0	\$0	\$0		
16	Develop a Student Research Center	2.1	Incremental:	\$166,222	\$166,222	\$304,668	\$304,668	Evaluate the structure and offerings of the student research center that facilitate scholarly opportunities for undergraduate and graduate students. Implement high impact learning practices regarding engagement in research.	Expand offerings of the student research center. Continue to implement high impact learning practices regarding engagement in research.
			Savings:	\$0	\$0	\$0	\$0		
			Reallocation:	\$0	\$0	\$0	\$0		
17	Expand Curriculum-Based Peer Education	2.1	Incremental:	\$0	\$0	\$82,690	\$82,690	Continue to expand curriculum-based peer education programs to support courses with high Drop/Withdrawal/Fail rates through extended tutoring and supplemental instruction based on program assessment.	Continue to expand curriculum-based peer education programs to support courses with high Drop/Withdrawal/Fail rates through extended tutoring and supplemental instruction based on program assessment.
			Savings:	\$0	\$0	\$0	\$0		
			Reallocation:	\$0	\$0	\$0	\$0		
18	Expand Existing Research to Build a Regional Innovation and Entrepreneur Ecosystem	4.2 3.3	Incremental:	\$133,647	\$133,647	\$564,668	\$564,668	Expand internal and external faculty research collaborations. Continue to recruit, retain and develop faculty through increased collaborative research opportunities for faculty and students. Leverage 4-VA partnerships to enhance research opportunities.	Expand internal and external faculty research collaborations. Continue to recruit, retain and develop faculty through increased collaborative research opportunities for faculty and students. Leverage 4-VA partnerships to enhance research opportunities.
			Savings:	\$0	\$0	\$0	\$0		
			Reallocation:	\$0	\$0	\$0	\$0		
19	Demonstrate the Impact of Higher Education in the Commonwealth	4.4	Incremental:	\$53,000	\$53,000	\$228,000	\$228,000	Based on initial assessments, continue to investigate the value of higher education on a meaningful life. Expand inquires to measure student well-being and document the impact of college as a holistic experience.	Based on initial assessments, continue to investigate the value of higher education on a meaningful life. Expand inquires to measure student well-being and document the impact of college as a holistic experience.
			Savings:	\$0	\$0	\$0	\$0		
			Reallocation:	\$0	\$0	\$0	\$0		
20	Continue to Increase Access for Nontraditional Students	1.3	Incremental:	\$0	\$0	\$59,484	\$59,484	Continue to expand online offerings and flexible scheduling for adult learners and veterans as appropriate. Seek opportunities for richer engagement through partnerships with internal and external constituencies in the areas of credit and non-credit courses, PK-12 and Workforce Development.	Continue to focus on the needs of local, state, regional and national audiences in offering access for nontraditional students.
			Savings:	\$0	\$0	\$0	\$0		
			Reallocation:	\$0	\$0	\$0	\$0		

**Six-Year Plans - Part I (2015): 2016-18 through 2020-22**

**James Madison University**

**ACADEMIC AND FINANCIAL PLAN**

Instructions: In the column entitled "Academic and Support Service Strategies for Six-Year Period (2016-2022)," please provide titles to identify strategies (for the three biennia of this six-year period) associated with goals in the Statewide Strategic Plan. *Please use this title to identify a more detailed description of the strategy in the separate Word document (Part II - Narrative).*

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	Strategies (Short Title)	SSP Goal	Cost: Incremental, Savings, Reallocation				Strategies	Strategies	
			2016-2017		2017-2018				
Total Amount			Amount From Tuition Revenue	Total Amount	Amount From Tuition Revenue				
21	Facilitate Degree Completion for Adult Degree Program (ADP) Online Learners	2.4	Incremental:	\$83,674	\$83,674	\$83,674	\$83,674	Use results of assessment to ensure learning outcomes of programs are similar regardless of delivery mode. Continue to expand curricular opportunities, including outreach areas. Identify new programs to meet the needs of regional employers and adult learners.	Use results of assessment to ensure learning outcomes of programs are similar regardless of delivery mode. Continue to expand curricular opportunities within the ADP, including outreach areas. Develop new programs to meet the needs of regional employers and adult learners.
			Savings:	\$0	\$0	\$0	\$0		
			Reallocation:	\$0	\$0	\$0	\$0		
22	Ensure Technology Accessibility	2.2	Incremental:	\$0	\$0	\$83,674	\$83,674	Evaluate expansion of institutional capacity to support electronic and video-based course materials to ensure accessibility for those who have disabilities and adapt as needed. Evaluate production of accessible media and increased support to faculty in developing accessible course content.	Evaluate expansion of institutional capacity to support electronic and video-based course materials to ensure accessibility for those who have disabilities and adapt as needed. Evaluate production of accessible media and increased support to faculty in developing accessible course content.
			Savings:	\$0	\$0	\$0	\$0		
			Reallocation:	\$0	\$0	\$0	\$0		
23	Increase Support for At-Risk Students	2.2	Incremental:	\$83,674	\$83,674	\$185,692	\$185,692	Continue to expand learning strategies instruction and disability liaison relationships. Support faculty in increasing the academic performance of targeted at-risk students, particularly in key foundational courses and STEM/H fields.	Continue to expand learning strategies instruction and disability liaison relationships. Support faculty in increasing the academic performance of targeted at-risk students, particularly in key foundational courses and STEM/H fields.
			Savings:	\$0	\$0	\$0	\$0		
			Reallocation:	\$0	\$0	\$0	\$0		
24	Increase Academic Advising Support	2.2	Incremental:	\$324,328	\$324,328	\$962,719	\$962,719	Continue to provide additional support for advising resources to ensure timely completion of degree programs. Evaluate the number of academic advisers. Expand advising technology and development of more interactive web resources.	Continue to provide additional support for advising resources to ensure timely completion of degree programs. Evaluate the number of academic advisers. Expand advising technology and development of more interactive web resources.
			Savings:	\$0	\$0	\$0	\$0		
			Reallocation:	\$0	\$0	\$0	\$0		
25	Advance Online Learning Opportunities and Expand Year-Round Offerings	1.3	Incremental:	\$0	\$0	\$77,076	\$77,076	Assess coordination of online learning opportunities and adjust offerings as indicated. Investigate use of summer school as a way of helping students stay on a four-year graduation plan.	Assess coordination of online learning opportunities and adjust offerings as indicated. Investigate use of summer school as a way of helping students stay on a four-year graduation plan.
			Savings:	\$0	\$0	\$0	\$0		
			Reallocation:	\$0	\$0	\$0	\$0		
26	Expand and Support Engaged Learning and Increase High Impact Course Design Programs	3.2	Incremental:	\$120,000	\$120,000	\$1,497,013	\$1,497,013	Evaluate establishment of course design academic unit liaison cohorts. Expand the Learning Improvement by Design (LID) program and learning improvement through directed redesign of assessment instruments and course design. Strengthen support for innovative classroom design, development and use across campus.	Evaluate establishment of course design academic unit liaison cohorts. Expand the Learning Improvement by Design (LID) program and learning improvement through directed redesign of assessment instruments and course design. Strengthen support for innovative classroom design, development and use across campus.
			Savings:	\$0	\$0	\$0	\$0		
			Reallocation:	\$0	\$0	\$0	\$0		
27	Develop New Interdisciplinary Academic Programs Responsive to Commonwealth's Needs	4.2 2.1	Incremental:	\$0	\$0	\$531,456	\$531,456	Continue to investigate additional academic programs in state and national need areas, particularly in collaboration with other Virginia universities. Expand existing course offerings in STEM/H for application across the institution.	Continue to investigate additional academic programs in state and national need areas, particularly in collaboration with other Virginia universities. Expand existing course offerings in STEM/H for application across the institution.
			Savings:	\$0	\$0	\$0	\$0		
			Reallocation:	\$0	\$0	\$0	\$0		
28	Expand our Pipeline for Virginia K-12 Students	1.1	Incremental:	\$0	\$0	\$70,000	\$70,000	Continue to promote and expand student competitions and collaborations that grow the culture, expand the interest and extend the recruitment value of JMU as the national model for the engaged university.	Continue to promote and expand student competitions and collaborations that grow the culture, expand the interest and extend the recruitment value of JMU as the national model for the engaged university.
			Savings:	\$0	\$0	\$0	\$0		
			Reallocation:	\$0	\$0	\$0	\$0		
29	Establish a Culture of Innovation	3.2	Incremental:	\$0	\$0	\$140,000	\$140,000	Persist in developing a culture of innovation, creativity, collaboration and entrepreneurship across campus. Create more spaces for students to engage, interact and prototype ideas and promote the culture of innovation.	Persist in developing a culture of innovation, creativity, collaboration and entrepreneurship across campus. Create more spaces for students to engage, interact and prototype ideas and promote the culture of innovation.
			Savings:	\$0	\$0	\$0	\$0		
			Reallocation:	\$0	\$0	\$0	\$0		
<b>Total 2016-2018 Costs</b>									
<b>Incremental (Included in Financial Plan line 61)</b>				<b>\$1,395,532</b>	<b>\$1,395,532</b>	<b>\$6,341,486</b>	<b>\$6,341,486</b>		
<b>Savings</b>				<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>		
<b>Reallocation</b>				<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>		



# Six-Year Plans - Part I (2015): 2016-18 through 2020-22

## James Madison University

### Six-Year Financial Plan for Tuition and Fee Increases and Nongeneral Fund Revenue Estimates

Items	2014-2015 (Estimated)		2015-2016 (Estimated)			2016-2017 (Planned)			2017-2018 (Planned)		
	Student Charge	Total Revenue	Student Charge	Rate Increase	Total Revenue	Student Charge	Rate Increase	Total Revenue	Student Charge	Rate Increase	Total Revenue
<b>E&amp;G Programs</b>											
Undergraduate, In-State	\$5,406	\$78,036,544	\$5,724	5.9%	\$85,555,023	\$6,130	7.1%	\$93,001,622	\$6,578	7.3%	\$101,553,745
Undergraduate, Out-of-State	\$20,266	\$106,425,213	\$20,858	2.9%	\$108,448,403	\$22,076	5.8%	\$111,938,195	\$23,368	5.9%	\$116,618,564
Graduate, In-State	\$9,360	\$9,139,343	\$9,360	0.0%	\$10,015,284	\$10,032	7.2%	\$10,502,996	\$10,752	7.2%	\$11,019,651
Graduate, Out-of-State	\$26,184	\$8,107,771	\$26,184	0.0%	\$7,379,821	\$28,344	8.2%	\$7,836,895	\$30,024	5.9%	\$8,211,421
Law, In-State	\$0	\$0	\$0	%	\$0	\$0	%	\$0	\$0	%	\$0
Law, Out-of-State	\$0	\$0	\$0	%	\$0	\$0	%	\$0	\$0	%	\$0
Medicine, In-State	\$0	\$0	\$0	%	\$0	\$0	%	\$0	\$0	%	\$0
Medicine, Out-of-State	\$0	\$0	\$0	%	\$0	\$0	%	\$0	\$0	%	\$0
Dentistry, In-State	\$0	\$0	\$0	%	\$0	\$0	%	\$0	\$0	%	\$0
Dentistry, Out-of-State	\$0	\$0	\$0	%	\$0	\$0	%	\$0	\$0	%	\$0
PharmD, In-State	\$0	\$0	\$0	%	\$0	\$0	%	\$0	\$0	%	\$0
PharmD, Out-of-State	\$0	\$0	\$0	%	\$0	\$0	%	\$0	\$0	%	\$0
Veterinary Medicine, In-State	\$0	\$0	\$0	%	\$0	\$0	%	\$0	\$0	%	\$0
Veterinary Medicine, Out-of-State	\$0	\$0	\$0	%	\$0	\$0	%	\$0	\$0	%	\$0
Other NGF		\$4,013,633			\$4,797,579			\$4,941,505			\$5,089,752
Total E&G Revenue - Gross		\$205,722,504			\$216,196,110			\$228,221,213			\$242,493,133
Total E&G Revenue - Net of Financial Aid		\$200,365,618			\$210,019,039			\$221,090,750			\$234,266,269
E&G Revenue Used for Faculty Salary Increases		\$910,975			\$3,124,816			\$5,448,479			\$7,498,766
Average T&R Faculty Salary Increase Rate		2.00%			3.00%			2.00%			2.00%
<b>Auxiliary Program</b>											
Mandatory Non-E&G Fees											
Undergraduate	\$4,256		\$4,342	2.0%		\$4,474	3.0%		\$4,610	3.0%	
Graduate	\$1,056		\$1,056	0.0%		\$1,080	2.3%		\$1,104	2.2%	
Law	\$0		\$0	%		\$0	%		\$0	%	
Medicine	\$0		\$0	%		\$0	%		\$0	%	
Dentistry	\$0		\$0	%		\$0	%		\$0	%	
PharmD	\$0		\$0	%		\$0	%		\$0	%	
Veterinary Medicine	\$0		\$0	%		\$0	%		\$0	%	
Total Auxiliary Revenue (ALL including room and board)		\$179,625,840			\$188,869,350			\$201,182,374			\$208,887,659
<b>Total Tuition and Fees</b>											
Undergraduate, In-State	\$9,662		\$10,066	4.2%		\$10,604	5.3%		\$11,188	5.5%	
Undergraduate, Out-of-State	\$24,522		\$25,200	2.8%		\$26,550	5.4%		\$27,978	5.4%	
Graduate, In-State	\$10,416		\$10,416	0.0%		\$11,112	6.7%		\$11,856	6.7%	
Graduate, Out-of-State	\$27,240		\$27,240	0.0%		\$29,424	8.0%		\$31,128	5.8%	
Law, In-State	\$0		\$0	%		\$0	%		\$0	%	
Law, Out-of-State	\$0		\$0	%		\$0	%		\$0	%	
Medicine, In-State	\$0		\$0	%		\$0	%		\$0	%	
Medicine, Out-of-State	\$0		\$0	%		\$0	%		\$0	%	
Dentistry, In-State	\$0		\$0	%		\$0	%		\$0	%	
Dentistry, Out-of-State	\$0		\$0	%		\$0	%		\$0	%	
PharmD, In-State	\$0		\$0	%		\$0	%		\$0	%	
PharmD, Out-of-State	\$0		\$0	%		\$0	%		\$0	%	
Veterinary Medicine, In-State	\$0		\$0	%		\$0	%		\$0	%	
Veterinary Medicine, Out-of-State	\$0		\$0	%		\$0	%		\$0	%	
<b>Student Financial Aid (Program 108)</b>		\$5,356,886			\$6,177,071			\$7,130,463			\$8,226,864
<b>Sponsored Programs (Program 110)</b>		\$16,679,848			\$17,013,445			\$17,353,714			\$17,700,788
<b>Unique Military Activities</b>		\$0			\$0			\$0			\$0
<b>Workforce Development</b>		\$0			\$0			\$0			\$0
<b>Other (Specify)</b>		\$0			\$0			\$0			\$0

**Six-Year Plans - Part I (2015): 2016-18 through 2020-22**  
**James Madison University**

**FINANCIAL AID PLAN**

**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**

**2013-14 (Actual)**

T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid*	Distribution of Financial Aid
Undergraduate, In-State	\$71,160,596	\$1,403,489	2.0%	\$3,488,397
Undergraduate, Out-of-State	\$97,525,791	\$1,923,738	2.0%	\$210,203
Graduate, In-State	\$10,403,260	\$205,361	2.0%	\$0
Graduate, Out-of-State	\$8,498,907	\$167,619	2.0%	\$1,607
First Professional, In-State	\$0	\$0	%	\$0
First Professional, Out-of-State	\$0	\$0	%	\$0
Total	\$187,588,554	\$3,700,207	2.0%	\$3,700,207
In-State Sub-Total	\$81,563,856	\$1,608,850	2.0%	\$3,488,397

**2014-15 (Estimated)**

T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid
Undergraduate, In-State	\$78,036,544	\$2,072,579	2.7%	\$5,153,371
Undergraduate, Out-of-State	\$106,425,213	\$2,826,293	2.7%	\$186,825
Graduate, In-State	\$9,139,343	\$242,667	2.7%	\$16,690
Graduate, Out-of-State	\$8,107,771	\$215,347	2.7%	\$0
First Professional, In-State	\$0	\$0	%	\$0
First Professional, Out-of-State	\$0	\$0	%	\$0
Total	\$201,708,871	\$5,356,886	2.7%	\$5,356,886
Total from Finance-T&F worksheet	\$205,722,504	\$5,356,886	2.6%	
In-State Sub-Total	\$87,175,887	\$2,315,246	2.7%	\$5,170,061

**2015-16 (Planned)**

T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid*	Distribution of Financial Aid
Undergraduate, In-State	\$85,555,023	\$2,499,861	2.9%	\$5,942,552
Undergraduate, Out-of-State	\$108,448,403	\$3,168,837	2.9%	\$215,277
Graduate, In-State	\$10,015,284	\$292,793	2.9%	\$19,242
Graduate, Out-of-State	\$7,379,821	\$215,580	2.9%	\$0
First Professional, In-State	\$0	\$0	%	\$0
First Professional, Out-of-State	\$0	\$0	%	\$0
Total	\$211,398,531	\$6,177,071	2.9%	\$6,177,071
Total from Finance-T&F worksheet	\$216,196,110	\$6,177,071	2.9%	
In-State Sub-Total	\$95,570,307	\$2,792,654	2.9%	\$5,961,794
Additional In-State	\$8,394,420	\$477,408	5.7%	\$791,733

**2016-17 (Planned)**

T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid*	Distribution of Financial Aid
Undergraduate, In-State	\$93,001,622	\$2,970,551	3.2%	\$6,741,696
Undergraduate, Out-of-State	\$111,938,195	\$3,574,501	3.2%	\$388,767
Graduate, In-State	\$10,502,996	\$335,132	3.2%	\$0
Graduate, Out-of-State	\$7,836,895	\$250,279	3.2%	\$0
First Professional, In-State	\$0	\$0	%	\$0
First Professional, Out-of-State	\$0	\$0	%	\$0
Total	\$223,279,708	\$7,130,463	3.2%	\$7,130,463
Total from Finance-T&F worksheet	\$228,221,213	\$7,130,463	3.1%	
In-State Sub-Total	\$103,504,618	\$3,305,683	3.2%	\$6,741,696
Additional In-State	\$7,934,311	\$513,029	6.5%	\$779,902
Additional In-State from Financial Plan		\$953,392		

**2017-18 (Planned)**

T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid*	Distribution of Financial Aid
Undergraduate, In-State	\$101,553,745	\$3,519,453	3.5%	\$7,942,161
Undergraduate, Out-of-State	\$116,618,564	\$4,041,036	3.5%	\$284,703
Graduate, In-State	\$11,019,651	\$381,726	3.5%	\$0
Graduate, Out-of-State	\$8,211,421	\$284,649	3.5%	\$0
First Professional, In-State	\$0	\$0	%	\$0
First Professional, Out-of-State	\$0	\$0	%	\$0
Total	\$237,403,381	\$8,226,864	3.5%	\$8,226,864
Total from Finance-T&F worksheet	\$242,493,133	\$8,226,864	3.4%	
In-State Sub-Total	\$112,573,396	\$3,901,179	3.5%	\$7,942,161
Additional In-State	\$9,068,778	\$595,496	6.6%	\$1,200,465
Additional In-State from Financial Plan		\$2,049,793		



## Six-Year Plans - Part I (2015): FY2014-2015

### James Madison University

#### INTELLECTUAL PROPERTY ASSIGNMENTS AND EXTERNALLY SPONSORED RESEARCH

##### Background

The intellectual property (IP) worksheet captures report information for the most recently ended fiscal year as required by § 23-4.4 (B) of the Code of Virginia. Assignment of IP interests to persons or nongovernmental entities and the value of funds from persons or nongovernmental entities to support IP research are captured by the worksheet. Information is sought on research that yields IP regardless of the project's intent. Information is sought about IP transferred as a result of either basic or applied research. The worksheet is structured to capture separate aggregate data on entities that have a principal place of business in Virginia and those with a principal place of business outside of Virginia.

##### Data Collection

*Special Note: The information requested below pertains to the institution as well as any affiliated entity.*

FY 2014-2015*	Principal Place of Business in VA	Principal Place of Business outside VA
Number of assignments of intellectual property interests to persons or nongovernmental entities	0	0
Value of funds from persons or nongovernmental entities to support intellectual property research	\$0	\$0
Number of patents (by type) developed in whole or part from external projects funded by persons or nongovernmental entities:		
Patent Type - Design	0	0
Patent Type - Plant	0	0
Patent Type - Utility	0	0
Total	0	0

\* Based on the definitions and focus on patents and revenue generated from Intellectual Property in this template, JMU assumes SCHEV is not interested in Intellectual Property that does not result in a revenue stream. As a result, we are reporting that we received \$0 in Sponsored Programs that carried an expectation to yield Intellectual Property. As there are no patents to report, we can also report that JMU did not receive funding to support that Intellectual Property.

##### Definitions

**Assignment:** A transfer of ownership of Intellectual Property from one entity to another, including exclusive and royalty bearing licenses.

**Design Patent:** A patent that may be granted to anyone who invents a new, original, and ornamental design for an article of manufacture.

**Intellectual Property:** Creations of the mind – creative works or ideas embodied in a form that can be shared or can enable others to recreate, emulate, or manufacture them.

**Nongovernmental Entities:** An entity not associated with any federal, national or local government.

**Patent:** A property right granted by the Government of the United States of America to an inventor "to exclude others from making, using, offering for sale, or selling the invention throughout the United States or importing the invention into the United States" for a limited time in exchange for public disclosure of the invention when the patent is granted.

**Plant Patent:** A patent that may be granted to anyone who invents or discovers and asexually reproduces any distinct and new variety of plant.

**Sponsored Research:** Research that is supported and compensated by a sponsoring agency.

**Utility Patent:** A patent that may be granted to anyone who invents or discovers any new, useful, and nonobvious process, machine, article of manufacture, or composition of matter, or any new and useful improvement thereof.

**Value of Funds:** Total value of all monetary and in-kind support provided by an external sponsor of Intellectual Property research.

# James Madison University Six-Year Institutional Plan Part II.

## A. Institutional Mission

With the inauguration of our sixth president, Jonathan Alger, in 2012, James Madison University began a sweeping study for the purpose of charting our future toward 2020. The result was The Madison Plan, introduced in January 2014, the product of the work and input of hundreds of faculty, staff, students, alumni and community leaders.

The plan affirmed our existing mission statement – *We are a community committed to preparing students to be educated and enlightened citizens who lead productive and meaningful lives.* – and introduced a brand new vision statement in support of that mission – *To be the national model for the engaged university: engaged with ideas and the world.*

Finally, six core values were identified as guides for the work mapped out in The Madison Plan: Academic Quality, Community, Diversity, Excellence, Integrity and Student Focus.

In aligning mission, vision, values, core qualities, goals and objectives, The Madison Plan provides the framework for JMU's continued role as a higher education leader in service to the Commonwealth and its citizens. We expect The Madison Plan to carry us through 2020 and therefore do not expect any changes to our mission in the foreseeable future.

## B. Six-Year Plan Strategies Narrative

The numbering of strategies in this section corresponds to the Financial Plan Strategies spreadsheet.

1. **Annualization of 2015-16 Salary Costs.** The salary increases for instructional faculty, administrative and professional faculty, and classified positions are to be effective on August 10, 2015, or for twenty pay periods in FY 2015-16, which leaves the annualization cost of four pay periods in FY 2016-17.
  - FY 2016-17 \$788,582
  - FY 2017-18 \$788,582
2. **Medical Insurance Cost Increase.** Medical insurance costs increased 8.0% during the FY 2014-16 biennium. While the future increases are unknown at this time, an increase of 2% is assumed annually in both years of the 2016-18 biennium.
  - FY 2016-17 \$529,609
  - FY 2017-18 \$1,070,583
3. **Utility Cost Increase.** Based on current facility occupancy and usage and energy price increase estimates, JMU will require additional funding for utilities. The average utility increases are estimated at approximately 3.8% in FY 2016-17 and 3.5% in FY 2017-18.
  - FY 2016-17 \$549,519
  - FY 2017-18 \$862,309
4. **Operation and Maintenance - New Facilities.** The new Health and Behavioral Sciences academic building is scheduled to open July 2016. This new facility will entail 150,000 gross square feet of academic, laboratory, classroom, faculty office and administrative spaces. The projected annual operation and maintenance costs are projected to be \$1,779,634 in FY 2016-17 and \$1,648,634 in FY 2017-18. The Madison Hall renovation is also projected to be completed by January 2017. While the university purchased the facility in 2015, this facility has been vacant since 2010 when the Rockingham Memorial Hospital occupants moved locations so there have never been permanent operating funds for

the facility. The estimated cost of operations and maintenance for six months is \$484,695 in FY 2016-17 and \$803,390 in FY 2017-18 for twelve months.

- FY 2016-17 18.0 FTE, \$674,468 salary + benefits, \$1,589,861 operating costs and one-time equipment
  - Total cost \$2,264,329
- FY 2017-18 18.0 FTE, \$808,862 salary + benefits, \$1,643,162 operating costs
  - Total cost \$2,452,024

**5. Provide Instructional Faculty Salary Increase.** Faculty and staff compensation continues to be a challenge for the university and represents one of our most important areas of emphasis in the near term. A Compensation Advisory Council has been established to provide compensation related advice to senior leadership due to the importance and priority of the issue for university administration and employees. Over the past year, the council has been investigating and providing pertinent ideas and recommendations regarding the university's total compensation issues and will continue to focus on innovative solutions. This strategy provides a 2% merit-based instructional faculty salary increase in both years of the 2016-18 biennium.

- FY 2016-17 \$2,010,045 salary + benefits
- FY 2017-18 \$4,060,332 salary + benefits

**6. Provide Administrative and Professional Faculty Salary Increase.** Faculty and staff compensation continues to be a challenge for the university and represents one of our most important areas of emphasis in the near term. A Compensation Advisory Council has been established to provide compensation related advice to senior leadership due to the importance and priority of the issue for university administration and employees. Over the past year, the council has been investigating and providing pertinent ideas and recommendations regarding the university's total compensation issues and will continue to focus on innovative solutions. This strategy provides a 2% across-the-board increase for administrative and professional faculty in both years of the 2016-18 biennium.

- FY 2016-17 \$547,248 salary + benefits
- FY 2017-18 \$1,105,483 salary + benefits

**7. Provide Classified Bonus.** Faculty and staff compensation continues to be a challenge for the university and represents one of our most important areas of emphasis in the near term. A Compensation Advisory Council has been established to provide compensation related advice to senior leadership due to the importance and priority of the issue for university administration and employees. Over the past year, the council has been investigating and providing pertinent ideas and recommendations regarding the university's total compensation issues and will continue to focus on innovative solutions. This strategy provides a 2% bonus for classified staff in both years of the 2016-18 biennium.

- FY 2016-17 \$797,604 salary + benefits
- FY 2017-18 \$797,604 salary + benefits

**8. Increase Number of Full-time Faculty to Address Enrollment Growth.** Provide faculty and operating resources based on the university's current student to faculty ratio of 16 to 1, which will address the university's projected annual full-time-equivalent (FTE) student enrollment increases of 201 in FY 2016-17 and 287 in FY 2017-18 for a biennial total of 488.

- FY 2016-17 12.00 FTE, \$1,266,756 salary + benefits + \$180,000 operating costs
  - Total cost \$1,446,756
- FY 2017-18 30.00 FTE, \$3,166,890 salary + benefits + \$450,000 operating costs
  - Total cost \$3,616,890

**9. Increase Number of Support Staff to Address Enrollment Growth.** Provide staff and operating resources based on a student to staff ratio of 18 to 1, which will address the university's projected annual full-time-equivalent (FTE) student enrollment increases of 201 in FY 2016-17 and 287 in FY 2017-18 for a biennial total of 488.

- FY 2016-17 11.0 FTE, \$922,823 salary + benefits + \$110,000 operating costs
  - Total cost \$1,032,823
- FY 2017-18 27.0 FTE, \$2,265,111 salary + benefits + \$270,000 operating costs
  - Total cost \$2,535,111

**10. Additional Undergraduate Student Financial Aid.** In 2012-13, the university met an average of 32% of remaining need for students with Expected Family Contributions (EFC) up to \$9,000 (2,038 students). For 2013-14, the university met an average of 32% of remaining need for those with EFC up to \$9,500 (2,076 students). For 2014-15, the university continued to meet an average 32% of remaining need for those with EFC up to \$9,500 (approximately 2,142 students). Future strategies include the investigation of new programs to assist in the matriculation of low income students and to provide additional support for middle income students. In order to reach more of the unmet need, the university will rely on a combination of state general fund support, institutional support and private dollars.

- FY 2016-17 \$953,392
- FY 2017-18 \$2,049,793

**11. Library Enhancement.** Expansion of the library learning commons services, information literacy instruction, assessment, instructional technology, and enhancements for scholarly content discovery and delivery. Funding includes librarians, librarian liaisons, instructional technologist and additional licenses and subscriptions.

- FY 2016-17 3.00 FTE, \$175,918 salary + benefits, \$309,928 operating costs
  - Total cost \$485,846
- FY 2017-18 13.00 FTE, \$971,672 salary + benefits, \$776,196 operating costs
  - Total cost \$1,747,868

Items 12-29 represent the university's Academic Affairs strategies.

**12. Create an Office of Civic Engagement.** Establish an office to promote and coordinate civic engagement activities of students, faculty and staff that advances the education and continuing contributions of educated and enlightened citizens. Civic engagement is a pivotal element of JMU's vision to be the national model of the engaged university. The foundation of this initiative lies in the legacy of James Madison and its application to citizenship in the 21st century. The office will be combined with other existing programs at the university to form the Madison Center.

- FY 2016-17 2.00 FTE, \$192,357 salary + benefits, \$15,000 operating costs
  - Total cost \$207,357
- FY 2017-18 4.00 FTE, \$395,663 salary + benefits, \$25,000 operating costs
  - Total cost \$420,663

**13. Increase Community Partnerships and Engagement.** Seek opportunities for richer engagement with community partners that are mutually beneficial and reciprocal. Focus on the needs of local, state, regional and national audiences. Creating partnerships and coordinate programs between the community and the university.

- FY 2016-17 0.00 FTE \$0 salary + benefits, \$0 operating costs
  - Total cost \$0
- FY 2017-18 2.00 FTE \$158,685 salary + benefits, \$10,000 operating costs
  - Total cost \$168,685

- 14. Develop an Honors College.** Pursue the conversion of the existing Honors Program into a stand-alone college.
- FY 2016-17 1.00 FTE \$84,720 salary + benefits, \$25,000 operating costs
    - Total cost \$109,720
  - FY 2017-18 5.00 FTE \$471,980 salary + benefits, \$45,000 operating costs
    - Total cost \$516,980
- 15. Expand Study Abroad Programs and Access.** Create additional opportunities for more students to participate in study abroad experiences. The institution has set a target of having 33% of students participate in study abroad. Increase study abroad program locations in response to student requests and societal need.
- FY 2016-17 1.00 FTE \$108,910 salary + benefits, \$5,000 operating costs
    - Total cost \$113,910
  - FY 2017-18 5.00 FTE \$339,344 salary + benefits, \$25,000 operating costs
    - Total cost \$364,344
- 16. Develop a Student Research Center.** Establish a center for student research to facilitate scholarly opportunities for undergraduate and graduate students. Identify high impact learning practices to document how engagement in research enhances performance in entry-level positions and graduate school.
- FY 2016-17 1.00 FTE \$108,910 salary + benefits, \$57,312 operating costs
    - Total cost \$166,222
  - FY 2017-18 3.00 FTE \$237,356 salary + benefits, \$67,312 operating costs
    - Total cost \$304,668
- 17. Expand Curriculum-Based Peer Education.** Expand curriculum-based peer education programs to support courses with high Drop/Withdrawal/Fail rates through extended tutoring and supplemental instruction.
- FY 2016-17 0.00 FTE \$0 salary + benefits, \$0 operating costs
    - Total cost \$0
  - FY 2017-18 3.24 FTE \$72,274 salary + benefits, \$10,416 operating costs
    - Total cost \$82,690
- 18. Expand Existing Research to Build a Regional Innovation and Entrepreneur Ecosystem.** Expand current faculty research collaborations, both internally and externally, with partner institutions and companies in strategic areas, such as biotechnology, alternative energy, STEM education, cyber security and cyber intelligence/analysis. Recruit, retain and develop faculty through increased collaborative research opportunities for faculty and students. Leverage 4-VA partnerships to enhance research opportunities. Support faculty to increase research and technology development in these areas through release time and administrative support, and continue to build technology transfer. Promote opportunities for faculty to create innovative courses among institutions and disciplines.
- FY 2016-17 1.84 FTE \$78,647 salary + benefits, \$55,000 operating costs
    - Total cost \$133,647
  - FY 2017-18 6.90 FTE \$301,288 salary + benefits, \$263,380 operating costs
    - Total cost \$564,668
- 19. Demonstrate the Impact of Higher Education in the Commonwealth.** Expand the university's nationally recognized work on assessing student learning outcomes to include assessment of the value of higher education on a meaningful life. Leverage assessment framework to measure student well-being and document the impact of college as a holistic experience.
- FY 2016-17 .25 FTE \$45,188 salary + benefits, \$7,812 operating costs
    - Total cost \$53,000

- FY 2017-18 .25 FTE \$48,000 salary + benefits, \$180,000 operating costs
    - Total cost \$228,000
- 20. Continue to Increase Access for Nontraditional Students.** Expand online offerings and flexible scheduling for adult learners and veterans. Explore opportunities for PK-12 students to have a college experience. Seek opportunities for richer engagement through partnerships with internal and external constituencies in the areas of credit and non-credit courses, PK-12 and Workforce Development. Continue to focus on the needs of local, state, regional and national audiences.
- FY 2016-17 0.00 FTE \$0 salary + benefits, \$0 operating costs
    - Total cost \$0
  - FY 2017-18 1.00 FTE \$54,484 salary + benefits, \$5,000 operating costs
    - Total cost \$59,484
- 21. Facilitate Degree Completion for Adult Degree Program (ADP) Online Learners.** Continue to implement an assessment plan that demonstrates expected student learning outcomes upon completion of ADP and R.N.-B.S.N. programs, ensuring that outcomes are similar regardless of delivery mode. Expand curricular opportunities within the ADP and expand outreach areas. Develop new graduate and undergraduate programs to meet the needs of regional employers and adult learners.
- FY 2016-17 1.00 FTE \$78,674 salary + benefits, \$5,000 operating costs
    - Total cost \$83,674
  - FY 2017-18 1.00 FTE \$78,674 salary + benefits, \$5,000 operating costs
    - Total cost \$83,674
- 22. Ensure Technology Accessibility.** Expand institutional capacity to support electronic and video-based course materials to ensure accessibility for those who have disabilities. Provide for production of a variety of accessible media and increased support to faculty in developing accessible course content.
- FY 2016-17 0.00 FTE \$0 salary + benefits, \$0 operating costs
    - Total cost \$0
  - FY 2017-18 1.00 FTE \$78,674 salary + benefits, \$5,000 operating costs
    - Total cost \$83,674
- 23. Increase Support for At-Risk Students.** Expand learning strategies instruction and disability liaison relationships. Support faculty in increasing the academic performance of targeted at-risk students, particularly in key foundational courses and STEM/H fields.
- FY 2016-17 1.00 FTE \$78,674 salary + benefits, \$5,000 operating costs
    - Total cost \$83,674
  - FY 2017-18 2.25 FTE \$164,878 salary + benefits, \$20,814 operating costs
    - Total cost \$185,692
- 24. Increase Academic Advising Support.** Provide additional support for advising resources to ensure timely completion of degree programs. Increase the number of academic advisers. Improve advising technology and development of more interactive web resources, including four-year academic plans.
- FY 2016-17 2.00 FTE \$187,584 salary + benefits, \$136,744 operating costs
    - Total cost \$324,328
  - FY 2017-18 8.00 FTE \$677,766 salary + benefits, \$284,953 operating costs
    - Total cost \$962,719
- 25. Advance Online Learning Opportunities and Expand Year-Round Offerings.** Improve coordination of online learning opportunities. Focus increased attention on summer school as a way of helping students stay on a four-year graduation plan.
- FY 2016-17 0.00 FTE \$0 salary + benefits, \$0 operating costs
    - Total cost \$0

- FY 2017-18 1.00 FTE \$52,076 salary + benefits, \$25,000 operating costs
  - Total cost \$77,076

**26. Expand and Support Engaged Learning and Increase High Impact Course Design Programs.**

Increase new and existing course design program offerings to all faculty, especially cross-institutional cohorts organized around common objectives, courses, learning outcomes and delivery strategies. Establish a course design academic unit liaison cohort to foster direct access and discipline-specific course design methods, strengthen networks and foster opportunities for research. Expand the Learning Improvement by Design (LID) program to work with academic units in identifying specific student learning objectives for learning improvement through directed redesign efforts of assessment instruments, curricular structure, and course design.

Strengthen support for innovative classroom design, development and use across campus. Build on existing programs that identify needs within colleges and academic units and determine common physical classrooms needs. Acquire supportive technologies such as a classroom experience/lecture capture system and options for storing and cataloging content. Develop dual-use spaces that support cross-institution sharing of STEM/H courses and support the innovation, collaboration, creativity and entrepreneurship of students and faculty.

- FY 2016-17 0.00 FTE 0 salary + benefits, \$120,000 operating costs
  - Total cost \$120,000
- FY 2017-18 14.50 FTE \$1,019,513 salary + benefits, \$477,500 operating costs
  - Total cost \$1,497,013

**27. Develop New Interdisciplinary Academic Programs Responsive to Commonwealth Needs.**

Investigate the initiation of additional academic programs, including professional science, engineering design (in collaboration with industrial design), environmental policy, digital humanities, environmental science, transportation, big data analytics, manufacturing and quality assurance, community resilience, international stabilization and recovery, and health informatics. Consider JMU-based programs and collaboration with other Virginia universities. Leverage existing course offerings in STEM/H for application across the institution.

- FY 2016-17 0.00 FTE \$0 salary + benefits, \$0 operating costs
  - Total cost \$0
- FY 2017-18 4.00 FTE \$411,456 salary + benefits, \$120,000 operating costs
  - Total cost \$531,456

**28. Expand our Pipeline for Virginia K-12 Students.** Promote student competitions and collaborations that grow the culture, expand the interest and extend the recruitment value of JMU as the national model for the engaged university.

- FY 2016-17 0.00 FTE \$0 salary + benefits, \$0 operating costs
  - Total cost \$0
- FY 2017-18 0.00 FTE \$0 salary + benefits, \$70,000 operating costs
  - Total cost \$70,000

**29. Establish a Culture of Innovation.** Develop a culture of innovation, creativity, collaboration and entrepreneurship that is pervasive across campus. Create spaces for students to engage, interact and prototype ideas and promote the culture of innovation.

- FY 2016-17 0.00 FTE \$0 salary + benefits, \$0 operating costs
  - Total cost \$0
- FY 2017-18 0.72 FTE \$16,148 salary + benefits, \$123,852 operating costs
  - Total cost \$140,000

**30. Efficiency and Effectiveness Reallocation.** To assist in the review of efficiency and effectiveness across campus, the university hired an independent firm to conduct a university-wide efficiency review of operations and processes. Results of the review include reports that administrative staffs are lean and, from a customer service perspective, are very effective; benchmarking and industry standards denote that

JMU exceeds expectations in a number of areas. However, the university is constantly looking to improve services, and a few areas identified for possible improvement include procurement strategies across campus, organizational structure and motor pool operations.

- FY 2016-17 \$150,000 Reallocation
- FY 2017-18 \$300,000 Reallocation

## C. Financial Aid

James Madison University's definition of middle-income and low-income within the financial aid plan is as follows:

### A. Low Income Students in 2014-15:

- Definition = Expected Family Contribution (EFC) of \$0 – \$5,158 (Pell Grant eligible students)
- Number of students receiving aid from institutional dollars = 579

### B. Middle Income Students:

- Definition = Expected Family Contribution (EFC) of \$5,158 - \$9,500
- Number of students receiving aid from institutional dollars = 253

For 2014-15, the EFC cutoff for awarding Virginia Student Financial Assistance Program (VSFAP)/College Scholarship Assistance Program (CSAP) and university grants to on-time, in-state, undergraduate financial aid filers was \$9,500. This definition of middle class was used to award financial aid dollars to needy students. Our ultimate goal for the future is to increase the EFC cutoff that will be equal to or above one-half the Cost of Attendance. The \$9,500 EFC cutoff in 2014-15 equaled 40% of the full-time, in-state Cost of Attendance.

## D. Progress Report in Strategies in 2014 Plan

James Madison University has made focused progress toward the strategic priorities in the 2014 six year plan. While the university's general funds were reduced over the 2014-16 biennium, top priorities of the plan included compensation, operations of new facilities, enrollment growth staffing/operations and undergraduate financial assistance. Listed below are selected strategies that were included in the 2014 six year plan. Following each bulleted objective is a statement regarding JMU's progress toward accomplishing those objectives and an explanation of the incremental funding sources.

- **Academic Program Operations & Staffing.** In the fall of 2014, the institution implemented a \$50 per credit hour College of Business tuition differential. In the fall of 2015, the university will implement a \$90 credit hour nursing tuition differential. The use of differential tuition is part of the university's strategic efforts to continue to be able to provide quality educational programs to all students. Differential tuition seeks to place the significantly greater cost of offering some programs on the students who, because of greater potential for immediate employment with higher than usual salaries, benefit from these programs.

### **Funding**

2014-15 Funding Sources: General Funds \$0, Nongeneral Funds \$2,706,456

2015-16 Funding Sources: General Funds \$0, Nongeneral Funds \$1,261,288

- **Instructional Faculty Compensation.** Faculty and staff compensation remain a top priority for the university administration and employees. While the uncertain state revenue outlook delayed the award of a faculty increase until December 2014, the university provided funding (13 pay periods) for a 2% faculty salary increase through nongeneral fund reallocations. With state support in 2015-16, the university plans to provide an average of 3% salary increase for faculty dependent upon state revenues. The 2% is funded through state general funds/nongeneral funds and the additional 1% will be funded through institutional reallocations.



### ***Funding***

2014-15 Funding Sources: Nongeneral Funds Reallocation \$910,975

2015-16 Funding Sources: General Funds \$864,269, Nongeneral Funds \$1,445,156 and Nongeneral Funds Reallocation \$768,685

- **Classified and Administrative and Professional (A&P) Faculty Compensation.** Classified employees and A&P Faculty compensation remains a top priority for the university administration. Due to the uncertain budget outlook and minimal new general funds in FY 2014-15, the university was unable to provide an across the board salary increase for classified employees and A&P Faculty. In FY 2015-16, with state assistance, the university hopes to provide a 2% salary increase for A&P faculty and classified employees, and classified compression funding for years of service and specific job roles depending upon state revenues.

### ***Funding***

2014-15 Funding Sources: General Funds \$0, Nongeneral Funds \$0

2015-16 Funding Sources: General Funds \$591,240, Nongeneral Funds \$1,045,670

- **Virginia Retirement and Medical Insurance Increases.** The Virginia Retirement cost increased from 8.76% in FY 2013-14 to 14.22% in FY 2015-16 or 62% for those employees in this retirement category over the biennium. The university's weighted average medical cost per employee increased from \$10,800 in FY 2013-14 to \$11,670 in FY 2015-16 or 8.0% over the biennium.

### ***Funding***

2014-15 Funding Sources: General Funds \$1,558,418, Nongeneral Funds \$1,998,656

2015-16 Funding Sources: General Funds \$814,302, Nongeneral Funds \$1,221,454

- **Enrollment Growth (faculty and staff positions).** In 2014-15, the university provided \$1,062,572 and 7.47 full time equivalent (FTE) instructional faculty positions, as well as additional part-time funding needs associated with new federal regulations and benefits. In 2015-16 the university has budgeted \$3,013,351 for 30.0 FTE instructional faculty positions to address the actual fall 2015 student increase over budget for FY 2014-15 and to accommodate increased enrollment projections for FY 2015-16. In 2015-16, \$1,618,828 was budgeted for additional 17.00 FTE staff and operations. These funds are primarily directed to positions for academic departments – especially lab and operations support, student counseling services, access and enrollment, university engagement, work control operations, and human resources.

### ***Funding***

2014-15 Funding Sources: General Funds \$1,062,572 – Salary + benefits + operating costs

2015-16 Funding Sources: General Funds \$1,740,552 Nongeneral Funds \$2,791,627– Salary + benefits + operating costs

- **Library Enhancement.** In 2014-15, the university provided an additional \$150,000 to the library for contractual obligations and materials costs. In FY 2015-16, the library is budgeted for an additional \$150,000 for materials costs and \$396,314 in positions and operating needs to support instruction and student learning. The Libraries and the Center for Instructional Technology have developed a six year plan to address the following needs: expansion of the digital and physical collection; the establishment of a digital hub for teaching, learning and scholarship; the expansion of high quality video conferencing and lecture capture in campus classrooms; hiring additional liaison librarians; and partnering with other colleges and departments to develop online, blended or hybrid distance programs.

### ***Funding***

2014-15 Funding Sources: General Funds \$137,428, Nongeneral Funds \$12,572

2015-16 Funding Source: General Funds \$0, Nongeneral Funds \$546,314

- **Increased Guaranteed Admission Agreements.** In 2014-15, the university completed the establishment of Guaranteed Admission Agreements with all Virginia Community Colleges and Richard Bland College. In addition, the university placed three transfer advisers at select VCCS campuses. As a result, we have seen an increase in the number of transfer students applying from VCCS schools (from 67% of transfer applicants in 2013 to 69% in 2014). For fall 2015, transfers from VCCS schools represent 71% of all admitted transfers. Numbers of transfers from VCCS schools are the highest from those in the areas with JMU transfer advisers.

**Funding**

2014-15 Funding Sources: General Funds \$0, Nongeneral Funds \$0

2015-16 Funding Sources: General Funds \$0, Nongeneral Funds \$0

- **Increased Collaboration with 4-VA Institutions.** Two pilot programs designed to share with other 4-VA schools were established. The Unmanned Aerial Vehicle (UAV) course centered around a partnership with NOVA-Labs engineers and taught undergraduates how to design and build UAV quad-copters. The Interdisciplinary Medical Innovations class, which involved faculty and students from nursing, biology and engineering, has attracted a partnership with UVA's Biomedical Engineering program that promises to give JMU access to UVA's medical research resources. Lead faculty from both projects have already received national recognition and have presented on their work at national-level conferences. During the spring 2015, eight courses were hosted or received in our existing TelePresence classrooms.

Collaborative research continues to be a flagship of the 4-VA program, with 32 active research projects. Big data and educational researchers from all 4-VA institutions, led by JMU, published a comprehensive report on the longitudinal impact of public pre-K programs in Virginia using Virginia's Longitudinal Database system. Collaborations between researchers from UVA and JMU resulted in published research on the impact of BPA (plastic) on genetic RNA.

**Funding**

2014-15 Funding Sources: General Funds \$0, Nongeneral Funds \$0

2015-16 Funding Sources: General Funds \$0, Nongeneral Funds \$0

- **Operation and Maintenance for New Facilities, Utilities and Debt Service.** Funding in the amount of \$2,611,822 was provided in 2014-15 for new facilities and debt service. Six months of operations costs were utilized for Duke Hall after its renovation/expansion was completed, and an additional eight months of costs were utilized for the Student Success Center (formerly Rockingham Memorial Hospital West Tower) when it opened. Additional facilities funding included Lakeview and debt service for the approved construction of the University Facilities Annex building. A total of 18.0 positions were allocated to meet facility and operations needs of the opening of the new buildings.

**Funding**

2014-15 Funding Sources: General Funds \$0, Nongeneral Funds \$2,768,845

2015-16 Funding Sources: General Funds \$0, Nongeneral Funds \$353,781

- **Additional Undergraduate Student Financial Aid -** \$1,072,491 in additional undergraduate student financial aid was provided in 2014-15. An additional increase of \$1,033,212 is budgeted in 2015-16. The university is reviewing funding strategies to increase our grant eligibility threshold to include more middle income students. For 2014-15, the university continued to meet an average 32% of remaining need for those with EFC up to \$9,500.

**Funding**

2014-15 Funding Sources: General Funds \$0, Nongeneral Funds \$1,072,491

2015-16 Funding Sources: General Funds \$100,000, Nongeneral Funds \$933,212

## E. Capital Outlay

The following capital outlay projects have been approved and are either in construction or planning phases.

### *Education & General Projects*

- **Health Sciences Project (#17997)** – Through state funding support, the university is constructing a new Health and Behavioral Sciences building on the current site of the East Tower of the former Rockingham Memorial Hospital. This new facility will entail 150,000 gross square feet of academic, laboratory, classroom, faculty office and administrative space. Substantial completion will be June 2016 with operation and maintenance costs beginning July of FY 2016-17.
  - Operation and Maintenance Costs – The total estimated education and general costs for maintenance personnel, utilities and equipment have been considered. The costs are included within the university’s six-year financial plan expenditure projections.
- **Renovate Madison Hall Project (# 18085)** – This project includes the renovation of the last building of the Rockingham Memorial Hospital purchased in 2005. This facility has been vacant since 2010 when the RMH occupants vacated the facility. Approximately 81,177 gross square feet will be utilized for faculty and staff offices, meeting rooms, small scale academic spaces and additional mixed uses. Estimated completion is projected to be January of 2017.
  - Operation and Maintenance Costs – The total estimated education and general cost for maintenance personnel, utilities and equipment have been considered. The costs are included within the university’s six-year financial plan expenditure projections.

### *Auxiliary Enterprise Projects*

- **Dining Hall Project (#18143)** – This project includes the design and construction of a new 115,985 gross square feet dining facility including site work and infrastructure. The new building will replace the existing dining facility, Gibbons Hall, which is well beyond its 50-year old useful life and is limited in functionality due to its current configuration. The new facility will provide an additional 990 seats for residential dining and retail/banquet space.
  - Debt Service – The estimated debt service costs have been considered and are included within the university’s six-year plan auxiliary expenditure projections.
- **Convocation Center Project (#17963)** – This project includes the construction of a new convocation center to replace the current facility, which was originally built in the late 1970’s as a physical education and recreation facility and lacks occupant capacity space, modern heating, ventilation, air conditioning and full handicap accessibility. Modernization is not an option due to structural, architectural and infrastructure limitations. The new facility will provide a sports and event venue that includes general seating for 8,500, suites, multipurpose room, concessions, merchandising, and capacity for graduation and special events. The facility will also provide classroom and academic space for kinesiology, athletic training, and sport and recreation management. The current starting date for construction has not been determined.
  - Debt Service – The estimated debt service costs have been considered and are included within the university’s six-year plan auxiliary expenditure projections.

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

### *Education & General Projects*

- **College of Business** – This project includes the design and construction of a 191,000 gross square feet (gsf) building, composed of 103,600 gsf new construction and 87,357 gsf renovation to support the College of Business. In keeping with the university’s goal to provide innovative programs responsive to societal needs, the university has experienced growth in demand for business education—as both a major and minor—and specialized major programs. The new building will be able to accommodate the College of Business’s academic and co-curricular programs, as well as professional development activities for business students, in one location. The College of Business has outgrown the current capacity of its current building, Zane Showker Hall.

- Operation and Maintenance Costs – The total estimated education and general costs for maintenance personnel, utilities and equipment have been considered. The costs are included within the university’s Six-Year Capital Outlay Plan.
- **Carrier Library Renovation and Expansion** – In support of the academic mission of the university, it is necessary to provide adequate library facilities. This renovation and expansion project includes the design and construction of 173,445 gross square feet of additional library space. As a part of the university’s master plan, it was concluded by a third party that our current library facilities are inadequate to serve current and future user populations. The current configuration of the Carrier Library building does not lend itself to efficient operations as the result of a lack of student study space, inadequate collection capacity, limited technology instructional space and outdated infrastructure needs.
  - Operation and Maintenance Costs – The total estimated education and general costs for maintenance personnel, utilities and equipment have been considered. The costs are included within the university’s Six-Year Capital Outlay Plan.

## F. Restructuring

- i. List of items for clarification under existing Level II authority  
James Madison University is classified as a Level II institution and currently there are no specific items that need clarification under this delegated authority. The flexibility offered by the Level II/III operational autonomy allows the university and higher education institutions the opportunity to be more efficient and effective.
- ii. List areas of interested additional authority  
The planned outcomes received by the Level II delegated authority in the areas of procurement and information technology have significantly benefited the university. The success in these areas leads us to conclude that additional benefits in efficiency and effectiveness can be achieved in the areas of Capital Outlay and Finance as well.

The activities below are the fiscal areas that the university would like to be considered for decentralization:

- Authority to create and implement any and all financial policies necessary to establish a more efficient and effective financial management system. Policy areas include the following:
  - International Travel
    - Delegate approval to Agency Head or designee when more than three employees travel to one destination.
    - Designate Alaska and Hawaii as domestic destinations.
  - Lodging Exceptions
    - Increase lodging exception up to 100% over guidelines with approval from Agency fiscal officer or designee.
    - Allow employee to stay at conference hotels.
  - Eliminate written approval for overnight travel expected to exceed \$500.
  - Reimburse employees for M&IE if employee doesn’t stay overnight.
  - Allow fiscal officer to lift small purchase credit card restrictions for certain purchases.
  - Eliminate written requirement for pre-approval of Equipment Trust Fund equipment lists.
- Control and manage moneys generated or received by the university, including the authority to hold and invest tuition, education and general fees, research and sponsored programs funds, and all other nongeneral funds.

- Create and implement any and all accounts receivable management and collection policies, which will be guided by the requirements of the Virginia Debt Collection Act (Code of Virginia, Sections 2.2-4800 through 2.2-4808). This will include establishing criteria for granting credit; establishing the nature and timing of collection procedures within the above general principles, and the independent authority to select and contract with collection agencies and, after consultation with the Attorney General, private attorneys as needed to perform any and all collection activities for all university accounts receivable such as reporting delinquent accounts to credit bureaus, obtaining judgments, garnishments, and liens against such debtors, and other actions.
- Create and implement disbursement policies, to be guided by the general principles of the Commonwealth's Accounting Policies and Procedures Manual. The university shall continue to follow the Commonwealth's disbursement policies until such time as specific alternative policies can be developed, approved by the Board of Visitors and implemented. Such alternative policies will focus on the efficiency and effectiveness of the business operating environment and shall be submitted to the State Comptroller for review and comment prior to their implementation by the university.
  - Chartering aircraft for football travel to be performed by the university.
  - Change threshold to require receipts when claim exceeds \$50.
  - Modify submission of travel vouchers from 3 days to 10 days.
  - Eliminate exception request of moving and relocation into second year.
  - Eliminate pre-audit hold on legal fees.
- Create and implement any and all debt management policies, including the authority to issue bonds, notes or other obligations that do not constitute State Tax Supported Debt and that are consistent with debt capacity and management policies and guidelines established by its Board of Visitors, without obtaining the consent of any legislative body, elected official, commission, board, bureau or agency of the Commonwealth provided that the university shall notify the Treasurer of Virginia of its intention to issue bonds at the time it adopts the bond issuance planning schedule for those bonds.

**James Madison University**  
**2015 Response to Op Six Comments Regarding**  
**Review of the University's Six-Year Plan**

**General for All Institutions:**

**1. Provide information about your institution's involvement with the higher education centers (New College Institute, Roanoke Higher Education Center, Southern Virginia Higher Education Center, Southwest Higher Education Center and Institute for Advanced Learning and Research). Please include information such as courses offered, enrollment information, course completions, collaborations, etc.**

James Madison University's Department of Outreach & Engagement (O&E) has been in discussions with each of the HEC's since as early as 2006, and we continue to keep the lines of communication open with each of them. Below is a brief description of our relationship with each of the centers.

**New College Institute**

O&E has a nine-year history with the New College Institute (NCI). When NCI received a two-year grant, JMU was asked to offer our Adult Degree Program in Martinsville; we began to do so in fall 2008. The grant allowed JMU to hire a full-time position, housed at NCI, to coordinate courses and advise students. At the completion of the second year, JMU decided to discontinue the program due to a lack of interest and low enrollments. Meanwhile, in the spring of 2009, O&E and JMU's College of Education offered an Educational Leadership master's cohort at NCI; the program is still active. This semester, we are offering a video conference class to a student who needs this particular course in order to graduate in December. Collaborative conversations continue between NCI and JMU in regards to future programmatic options.

*Enrollment: Educational Leadership Program:*

Spring 2014: 9 students

Spring 2015: 10 students

Fall 2015: 11 students

**Southern Virginia Higher Education Center**

Outreach & Engagement began meeting with the Southern Virginia Higher Education Center during fall 2007. We discussed running a program through the College of Visual and Performing Arts. O&E and faculty from CVPA visited the center to discuss this option, but unfortunately we were not able to implement the program. We continued to visit the center and discuss different options for JMU and SVHEC, but again, did not see any viable opportunities. We both agreed to keep trying. In 2012, we agreed to sign a one-year contract to offer our online/non-credit programs through the center. These programs included Healthcare Certificates, Paralegal Certificate, Computer Technician Certificate, Six Sigma-Green Belt and Six Sigma-Black Belt. There was some interest in our Medical Assistant Program as well as our Pharmacy Technical Program, but ended up with zero enrollments. When the contract expired, we did not renew it.

*No enrollments in the past two years.*

### **Southwest Virginia Higher Education Center**

Outreach & Engagement initiated discussions with SWVHEC in 2007, but did not identify programs that would fit at that center. We renewed the conversation in 2013 and talked about JMU's MBA, MPA, Communication Disorders, Hospitality, Adult Degree Program and workforce development programs. None of these came to fruition, but the lines of communication remain open.

*No enrollments in the past two years.*

### **Institute for Advanced Learning and Research - Danville**

Outreach & Engagement began talking to ILAR in 2006 and continued talks through 2012. We discussed PK-12 programming, Workforce Development programs and our Adult Degree Program. With ILAR having such a heavy focus on research, we could not find a match for JMU at this center. We did attend a STEM-H Conference at the center in 2013.

*No enrollments in the past two years.*

### **Roanoke Higher Education Center**

Outreach & Engagement began discussions with RHEC in 2007. We were not yet members of the center, but they needed a university to offer a Master's in Public Administration and asked if JMU could do so. We did not have the resources for a full membership, so the center created an Associate Membership category in October 2008, and we maintained that membership until February 2009 when we began the M.P.A. program. In March of 2009, we became full members and secured both a classroom and an office at the center. In spring 2009, we enrolled seven students into the program. Because of the low enrollment numbers, JMU decided to allow additional students to enroll in the program, even though they were starting at a different place in the curriculum.

Our first graduating class was in the summer of 2010 with 7 students, spring 2011 with 5, fall 2011 with 4, summer 2012 with 4, spring 2013 with 4 and spring 2015 with 7. After graduating a class in summer 2012, the department, based on accreditation requirements, went back to a cohort model, and accepted the next cohort in the spring of 2013. Throughout the course of the M.P.A. program in Roanoke, we graduated 31 students. After years of low enrollments, the decision was made to discontinue the program. JMU worked with students to provide an alternative route for completing their degree.

We have met with the Director of Academic & Student Services at the center and made it clear that JMU is only closing the M.P.A. program, not our membership. We discussed several new programs we could offer moving forward; the first program we hope to launch is our Master's in Educational Leadership.

Our relationship with the Roanoke Higher Education Center remains strong and has great potential for growth. JMU continues to have representation on their Board of Trustees, and we are looking forward to a long and successful partnership with the center.

#### *Master of Public Administration Program:*

Spring 2013: 4 students graduated

Spring 2014: 0 students graduated

Spring 2015: 7 students graduated

## JMU

1. **Provide more information about JMU's reallocation efforts. Be sure to include information about reallocations in your final Six-Year Plan submission.**

The university continues to keep affordability and access a priority and is very sensitive to the economic issues impacting students and their families and will explore all reasonable possibilities for expenditure reallocations and efficiencies while preserving the educational experience of our students.

In a period of constrained resources, the realignment of existing resources and program efficiencies is often the best way to fund strategic priorities. The university incorporates a university-wide reallocation process within the development of the university's annual operating budget to provide departmental opportunities for realignment of resources. To assist in the review of efficiency and effectiveness across campus, the university hired an independent firm to conduct a university-wide efficiency review of its operations and processes in FY 2015. Results of the review include: administrative staffs are lean, but from a customer service perspective are very effective; benchmarking and industry standards denote that JMU exceeds expectations in a number of areas. However, the university is constantly looking to improve services and a few areas identified for possible improvement and potential efficiency savings include the following:

1. Procurement
  - a) The university, in concert with the Virginia Association of State Colleges and University Purchasing Professionals (VASCUPP) and Virginia Higher Education Procurement Cooperative (VHEPC), will explore areas for mandatory procurements to further realize savings.
  - b) The university recently entered into a mandatory contract for office supplies and anticipates an estimated \$100,000 in savings across the university.
2. Motor Pool Operations
  - a) An evaluation of the utilization of vehicles and types of vehicles for potential reduction of the university's fleet is underway along with a review of university policy regarding departmental acquisition of vehicles. \$200,000 in potential savings is estimated and under further discussion.
3. Organizational Structure
  - a) It has been determined that an additional third party study will provide a wide review of personnel organization spans and layers to assist the university in identifying potential cost savings and a streamlining of the organization. The study will also assist in the development of university policy to address the supervisor standards included in the Joint Legislative and Audit Review Committee's (JLARC) report on higher education staffing.