



Virginia Department of Planning and Budget

Decision Package Narrative Justification (Form NJ)

Section 1: Summary Information

1. Agency name: University of Virginia 2. Agency code: 207

3. Amendment number: 725 4. Title: Continue and Expand the Commonwealth's Investment in the Research Enterprise

5. Priority of this amendment: 1

6. Does this amendment impact a key objective or measure (Institutional Performance Standard for Higher Education)? YES NO

If yes, please indicate which objective and/or measure is being impacted and explain the impact.

If no, explain the circumstances that should be taken into consideration as to why this request does not impact a key objective and/or measure (Institutional Performance Standard for Higher Education).

Key Objective: N/A for higher ed

Key Measure: N/A for higher ed

Institutional Performance Standard (higher education ONLY):

D.8. Academic Standards. Institution reports on total programs reviewed under Southern Association of Colleges and Schools assessment of student learning outcomes criteria within the institution's established assessment cycle in which continuous improvement plans addressing recommended policy and program changes were implemented.

G.16. Economic Development. In cooperation with the State Council, institution develops a specific set of actions to help address local and/or regional economic development needs consisting of specific partners, activities, fiscal support, and desired outcomes. Institution will receive positive feedback on an annual standardized survey developed by the State Council, in consultation with the institutions, of local and regional leaders, and the economic development partners identified in its plans, regarding the success of its local and regional economic development plans.

H.17. Research, Patents, and Licenses. Institution maintains or increases the total expenditures in grants and contracts for research, within the prescribed range of permitted variance, according to targets mutually agreed upon with SCHEV and/or consistent with the institution's management agreement.

H.18. Research, Patents, and Licenses. Institution maintains or increases the annual number of new patent awards and licenses, within the prescribed range of permitted variance, according to targets mutually agreed upon with SCHEV and/or consistent with the institution's management agreement.

Justification: By recruiting distinguished faculty teams and excellent graduate students in the biomedical sciences and in environmental and energy sciences, engineering, and architecture, the University will consolidate and accelerate translational research associated with already strong, but distributed existing research groups. Undergraduate students will benefit from world class faculty, exposure to active research programs, and collaborations with the best graduate students. This will have a positive impact on academic quality, economic development, total expenditures in grants and contracts, and the number of new patent awards and licenses.

This request will position the University to continue stimulation of economic development and create public sector value through the transfer of solutions and intellectual property to pharmaceutical, biomedical device, and healthcare companies and energy and building industries. Our research will produce intellectual property, in the form of patents and licenses that will support economic development. It is estimated that for every \$100 million in research expenditures over 5 patents are generated and nearly 20 licenses/options. In addition, because the environmental and energy research will produce technologies and methods for supporting sustainable development, this research will provide value to state and local agencies responsible for environmental stewardship and development—and the communities they serve. Finally, with the cancer research proposal, the “return on investment” in terms of better and longer lives for our citizens will be incalculable.

7. Summary of costs and positions

	GF Dollars	HEETF Allocation	NGF Dollars	Personal Services Costs	Nonpersonal Services Costs	GF Positions	NGF Positions
FY 2009	\$13,725,000	\$3,750,000	\$13,725,000	\$6,106,000	\$25,094,000	66.0	0.0
FY 2010	\$13,725,000	\$3,750,000	\$13,725,000	\$6,106,000	\$25,094,000	66.0	0.0
FY 2011	\$13,725,000	\$3,750,000	\$13,725,000	\$6,106,000	\$25,094,000	66.0	0.0
FY 2012	\$13,725,000	\$3,750,000	\$13,725,000	\$6,106,000	\$25,094,000	66.0	0.0
FY 2013	\$13,725,000	\$3,750,000	\$13,725,000	\$6,106,000	\$25,094,000	66.0	0.0
FY 2014	\$13,725,000	\$3,750,000	\$13,725,000	\$6,106,000	\$25,094,000	66.0	0.0

8. Summary of nongeneral fund sources. (For nongeneral fund amounts only, complete the table below): Higher Education Research

Revenue Source Code	Fund/ Fund Detail Code	Fund/Fund Detail Title	FY 2009 Amount	FY 2010 Amount
10000	0301	Higher Ed Operating-Federal (Financial Assistance for Educational and General Services))	\$8,000,000	\$8,000,000
06003	0302	Higher Ed Operating-Foundation/Other Grants and Contracts (Financial Assistance for Educational and General Services))	\$1,725,000	\$1,725,000
09073	0303	Higher Ed Operating-Indirect Cost Recovery (Financial Assistance for Educational and General Services))	\$4,000,000	\$4,000,000

Explanation of / comments on nongeneral fund sources: Funds from federal, foundation and industrial sponsors and Facilities and Administration (F&A) cost recoveries.

9. Description (Include discussion on need for request and explanation on how this request is inherently governmental):

The creation of knowledge and tools through scholarship, research, and invention is fundamental to the life of a great university. Faculty research projects also provide distinctive learning opportunities for undergraduate and graduate students, and research funding drives local and regional economic development. The University is recognized as a leading institution in humanities, social sciences, and arts scholarship. We are now committed to enhancing research in key interdisciplinary areas of science and engineering. In building these complementary strengths, we cultivate a University research culture that supports innovation and ultimately leads to discoveries that will transform society.

This proposal builds on and expands the 2006-08 Commonwealth Research Initiative program supporting biomedical research and aligns closely with the strategic areas identified in the recently approved Virginia Research and Technology Advisory Commission (VRTAC) report *Collaborative Research and Development Strategies and Directions for the Commonwealth of Virginia* as well as many elements of the *Virginia Energy Plan (2007)*. This program request also aligns with University research priorities identified in the ongoing [Commission on the Future of the University](#) planning process and the Board of Visitors Research Enhancement Program launched in 2004.

To build capacity and competence in science and technology research and teaching befitting a major research university, the University plans to:

- increase the number of scientists by recruiting additional science professors in the College and Graduate School of Arts and Sciences, School of Medicine, and School of Engineering and Applied Science, in addition to replacing science professors set to retire over the next decade;
- construct new laboratory space to support hiring;
- build strength in mathematics, sciences, systems and information engineering and computer science;
- sustain strength in digital scholarship, radio astronomy, environmental science and sustainability, morphogenesis, and biomedical engineering; and
- anticipate and plan for significant growth in translational research and public health.

Because University research provides both a bridge to regional and statewide economic prosperity in the new economy and the development of a new generation of scholars, scientists, and researchers, this request is inherently governmental. The state must recruit, develop, and retain top research teams by increasing support for top-quality faculty who can compete and succeed in the peer-reviewed granting environment; making consistent and sustained investments in areas of institutional excellence; increasing support for graduate education; and providing world-class facilities required for research.

The University requests an investment from the Commonwealth in support of the above plans through the following three components:

1. \$6,725,000 operating funds and \$3,750,000 Higher Education Equipment Trust Funds (HEETF) each year to continue the state's 2006-08 investment in higher education research;
2. \$2,000,000 in each year to further support graduate students in the Commonwealth.
3. \$5,000,000 in each year to increase cancer research funding (a joint request with Virginia Commonwealth University); and

Continue the Commonwealth's Investment in Research

On October 1, 2007, the University submitted its Report on the Use of the Commonwealth Research Initiative Funds documenting the success of research funds allocated during 2006-08. This investment enabled us to recruit eleven distinguished faculty members. These recruits brought to UVa and the Commonwealth over \$40 million in sponsored research awards. We expect each senior scientist-led team to generate \$2 million in research expenditures per year, mid-career scientist led team \$700,000, and junior scientist led team \$200,000. Department of Commerce statistics show that for every \$1 million of academic research conducted in Virginia, over 30 jobs are created. Last year, the University sponsored research expenditures exceeded \$250 million, which translates into the spin-off of over 7,500 jobs. This proposal and associated matching funds will contribute to this ongoing success.

The University requests the permanent continuation of the 2006-2008 Higher Education Research Initiative (*\$6,725,000 in operating support each year and \$3,750,000 in HEETF each year*) in order to support the continued recruitment of new prominent faculty teams. In 2008-10, we expect to recruit 4 distinguished (either senior, mid-career, or junior) faculty teams in the basic and applied biomedical sciences who will complement existing research strengths in specific diseases and in the development of breakthrough therapeutic agents and compounds. We also expect to recruit 4 distinguished faculty teams in environmental and energy sciences and in engineering and architecture who will complement existing research strengths in sustainable building, water, and alternative energy. The University will provide at least a 1:1 match from non-general funds.

The Commonwealth's continued support of research will accelerate the translation of basic research, in large part funded through peer-reviewed federal agency programs, in the biomedical sciences and in the environmental sciences, engineering, and design to applications and products that drive economic development and improve quality of life. These two translational research programs address our institutional mission as a state research university to conduct research and develop intellectual property that can be used to create private and public value and improve quality of life. Research revenue also creates good jobs in our community.

With state funds to support the recruitment of four additional top teams we can leverage prior investments in genomics, animal models, and bioengineering to accelerate solutions to specific diseases, such as birth defects, cancer, and diabetes. One example of a potential research investment that the University could make with the continued support of the Commonwealth would include an investment into the research around Myotonic Muscular Dystrophy (MMD). MMD is a genetic, often debilitating disease that causes a progressive wasting of the muscles in the face, neck, and limbs and also of the internal organs including the brain, heart, eyes and gastrointestinal system. Dr. Mani Mahadevan, a professor of clinical pathology, is one of the co-discoverers of the gene marker for MMD, and the diagnostic test used in most labs around the world is based on his studies. In 2006, Dr. Mahadevan and his team demonstrated that turning off the production of the defective RNA in mice with MMD not only halted the disease's progression but actually resulted in reversal of the animals' symptoms. This important finding provided the first proof for a therapeutic strategy for treating MMD. This research was published in the September 2006 issue of *Nature Genetics*. Continued state support will help the University to make seed investments in ground-breaking research such as Dr. Mahadevan's activities.

The University has pioneered the study of ecological processes at the regional-scale, a research

niche that lays the foundation for sustainable watershed management, land use, and city and community development and planning. We also have long experience in the resolution of multi-stakeholder environmental disputes and building non-partisan consensus on managing environmental assets. We have added very strong professional programs that translate environmental science into sustainable architecture and engineering: in 2007 University teams won national and local awards for education in sustainable design and engineering. With additional faculty leadership in these collaborative and translational research programs, and in the energy sciences and engineering mentioned above, UVA can make very significant contributions to local economic development and quality of life and help the Commonwealth become a leader in green business and technology development. For example with additional practitioner-faculty leadership in architecture, engineering, and business we can (1) develop cutting-edge building technologies and strategies for minimizing the environmental impact of buildings and reduce their energy use by half by 2030, (2) develop emergency housing prototypes, particularly for coastal communities; and (3) identify incentives and develop tools and databases for regional-scale sustainable development.

Recruit the Highest-Quality Graduate Students

Graduate students support the research mission of the University by helping to drive the process of discovery, gathering preliminary data for research proposals, producing new knowledge that is published in archival journals, attracting top faculty, and mentoring undergraduates who participate in research projects, thereby imparting the skills and encouragement necessary for future graduate study. In the last decade, competition for the most talented graduate students has become increasingly severe. Such students are drawn to top research universities by (1) the opportunity to work with prominent faculty members, and (2) highly competitive offers of financial support.

While the University has made progress in targeted graduate student funding, particularly with funds from the 2006-08 biennium Commonwealth Research initiative, top research institutions have made continuous investments in graduate student support. As a result, recent investments by the Commonwealth and the University, have prevented us from falling further behind, but have not been sufficient to close the competitive gap.

To offer more competitive graduate support packages, the University requests \$2,000,000. This investment will enhance our ability to compete for the most promising graduate students. We can make our competitive graduate support packages more competitive by expanding and enhancing our most prestigious graduate fellowships, creating first-year fellowships to provide departments a competitive advantage during recruiting, increasing the number of dissertation year fellowships to reward innovative research, and providing competitive enhancements to recipients of prominent national fellowships, such as those from the National Science Foundation and the National Institutes of Health. We do not want such need to serve as a disincentive for such talented students considering the University's graduate programs.

In a separate decision package, in order to provide additional flexibility in offering competitive graduate support packages, the University is also requesting a language modification to eliminate the current restriction that 50 percent of general funds allocated for graduate student aid must be allocated to in-state students.

Increase Cancer Research Funding (Joint Request with Virginia Commonwealth University)

The University's Cancer Research Center includes almost 200 investigators from 13 departments within the School of Medicine and College of Arts and Sciences. The Center is recognized as a premiere institution in basic cancer research, and has contributed substantially to the understanding of cancer cell and molecular biology. The Cancer Research program is organized around 7 research programs, and 12 outstanding shared research cores that support our investigators. This initiative includes collaboration between the University's Cancer Center and Virginia Commonwealth University's Massey Cancer Center. These are the only two cancer centers in Virginia to have earned prestigious designations from the National Cancer Institute (NCI) based on the caliber of their research programs. Nationwide, only a small number of the some 1,500 cancer centers hold an NCI designation.

The Massey Cancer Center at VCU and the University of Virginia Cancer Center propose a state-funded partnership to bring the best cancer care to all the citizens of Virginia, regardless of where they live. New ways to prevent, detect, and treat cancer are rapidly being developed. Access to this cutting-edge care occurs only through clinical trials. This proposal has three parts, outlined below, and requires *\$5 million state investment to the University* and a \$5 million state investment to VCU.

1. Enhanced capacity and efficiency for development and delivery of the best clinical trials.

We will leverage trials at UVa and Massey by linking them electronically to each other, so that trials developed at one institution can readily be opened at the other. This will enhance access to the trials, which benefits our patients; and also accelerates accruals, so that the results of the trials can be obtained more quickly.

The clinical trials we perform are oriented toward improving treatment, and also detecting cancer in its earliest stages, diagnosing the cancer accurately, and preventing it. Clinical trials research touches people directly by saving, prolonging and improving lives.

The five-year goal is to have clinical trials available for every major form of cancer that afflicts the citizens of Virginia. This will ensure that no citizen of Virginia has to travel to a different state to get the very best and newest care available. Consequently, we will double the number of patients at VCU and UVA who participate in clinical trials.

Achieving this goal will require a state investment of \$2.0 million per year for each institution to recruit additional top-notch physicians, scientists, nurses, statisticians, and other staff and to provide infrastructure to assist in the development, regulatory approval, data management, and financing of these trials. Clinical trials are extraordinarily expensive and reimbursements often fall far short of the true costs. These funds will be used to hire new faculty, nurses, and support staff, and to implement electronic data systems that can link the clinical trials activities at Massey to those at UVa. This investment will enhance our capacity for opening clinical trials and the efficiency with which we can perform those trials.

2. Discovery, Translational, and Pre-clinical Research: Understanding the fundamental causes of each type of cancer continues to increase at an accelerating pace. Each new discovery represents an opportunity to improve cancer care. Each clinical trial also raises new questions that must be studied in the laboratory; paradoxically, sometimes we learn even more from analyzing trials that failed as we do from those that succeed. Progress depends on an iterative process which goes

from the laboratory to the bedside and back again. As the clinical trials increase, we must also increase the laboratory research that generates new ideas.

Two new state-of-the-art facilities, Massey's *Goodwin Research Laboratory* and UVa's *Carter-Harrison Laboratory*, provide laboratory space to accommodate this expansion of cancer research. These laboratories will bring together basic scientists and physician scientists in multi-disciplinary teams that can tackle the biggest problems in cancer research. Although no capital funds are requested, each entity will require \$1.5 million for staffing and equipping the facilities.

The five-year goal is to accelerate advances in understanding cancer biology and in analyzing clinical trials so that at least 20% of our clinical trials grow from our own discoveries, and that external funding for research in these laboratories exceeds \$1.5 million per year for each institution.

- 3. Delivery: ensuring access to the cutting edge of cancer care:** Our goal is to ensure that every Virginian has access to the most contemporary cancer care and to clinical trials. All Virginians with cancer should have access to clinical trials, not just those living close to our flagship institutions. To achieve that goal, we propose formation of the Virginia Cancer Network, in which institutions throughout the state are linked to each other electronically and via telemedicine; local staff, trained at Massey or UVa, can implement clinical trials and advanced cancer care at multiple sites. This network will be expanded from the Massey-UVa linkage to include other major medical centers and community hospitals that provide excellent cancer care, but do not offer leading edge clinical trials.

Complementary to the clinical trials network, we also will expand our cancer prevention, screening/early detection, and education activities. Cancer prevention is now a reality, as demonstrated by the HPV vaccine – and the best way to prevent death and suffering due to cancer is to ensure that it never occurs. Improved access to cancer screening/detection increases the likelihood that cancer, when it occurs, will be caught early – 90% of early cancers are curable while only 10% of advanced cancers are curable. Education of our citizens is essential if they are to understand how they can utilize the knowledge and tools for preventing and detecting cancer. Developing the Virginia Cancer Network will require an investment of \$1.5 million per year for each institution.

Section 2: Expected Outcomes (this section optional for technical adjustments)

10. Consequences of not funding:

If this research request is not funded, the University's ability to recruit top faculty teams and graduate students for key translational research programs, to sustain and increase external research funding, and to produce top quality intellectual property that will attract private sector investment will be severely slowed.

By volume of research revenue, Virginia institutions rank lower than larger peer institutions or those with long traditions of research excellence. However, at present, the University has a genuine competitive edge in the basic biomedical research that will drive breakthroughs in regenerative medicine and in specific diseases, such as diabetes, kidney failure, birth defects, and cancer. We also have a

genuine competitive edge in basic energy research, especially in catalysis and nanoscience that will drive biorefineries that use biorenewable feedstocks and high-efficiency photovoltaic cells that use nanocrystalline materials. Our architecture and engineering practitioners are leading the proto-typing of sustainable housing. By failing to capitalize on these advantages the state may lose an important opportunity for leadership in economic development and public service, here, in the form of improved health care and quality of life. But these opportunities exist within an extremely competitive research marketplace. Other states and academic institutions can develop research teams and solutions that will draw investment for business development and technology transfer.

With this investment, over the next six years, the University expects to take national leadership in regenerative medicine and in developing treatments for birth defects, diabetes, and cancer; we also will take national leadership in prototyping building design and energy technologies that dramatically reduce greenhouse gas emissions.

With growth in enrollments, both undergraduate and graduate, the University will face significant challenges in funding support packages for graduate students. If we fail to invest in graduate support, we will inevitably see a decline in the quality of classroom instruction, less competitive graduate programs, and increased difficulty in recruiting and retaining top research faculty.

Our ability to manage cancer is changing in ways that were inconceivable only a few years ago. New scientific discoveries about the underlying causes of cancer are being exploited to improve not only diagnosis and treatment but to enhance early detection and to actually prevent some important cancers. Some cancers that were considered rapidly fatal only a few years ago are now responding to therapy and in some cases being cured. The national statistics show, for the first time, a decline in the rate of death from cancer.

Although we have made genuine progress, we have in reality just begun to win this battle. Cancer is not one disease – it is a group of diseases of profound complexity. Cancer can affect every organ, tissue or cell of the body; it involves hundreds of genes; it can strike people of all ages, races and ethnic groups. Further progress depends both on gaining new understanding about cancer and on accelerating the pace at which that understanding gets translated into clinical application and distributed to our citizens.

This is the time to redouble our efforts and put an end to the death and suffering due to cancer. The two NCI-designated cancer centers in the Commonwealth – Massey Cancer Center at Virginia Commonwealth University, and the University of Virginia Cancer Center – are joining forces to accomplish this goal. We will work together to bring advances in care to all Virginians – not just those who live close to these major facilities but also to those who live in more rural reaches of our Commonwealth or who are in underserved groups.

11. Alternatives considered:

We do not see an alternative for achieving our research revenue, graduate education, economic development, cancer research and treatment, and public service goals.

12. What are the expected results to be achieved if this request is funded?

We expect the following results:

- Continued research revenue growth despite increased competition for reduced resources
- Breakthroughs in understanding disease processes and developing diagnostic tools, therapies, and drugs
- Breakthroughs in alternative biorenewable energy and in reducing energy use through novel building technologies
- Intellectual property that drives technology transfer and economic development
- Increased yield rates for the most qualified graduate students.
- Increased enrollment of students receiving prominent national fellowships, from agencies such as the NSF and NIH.
- Enhanced ability to attract the highest quality graduate students and to recognize research excellence among currently enrolled graduate students.
- In five years, UVa and VCU will offer clinical trials available for every major form of cancer that afflicts the citizens of Virginia. This will ensure that no citizen of Virginia has to travel to a different state to get the best and most current care available. Consequently, we will double the number of patients at VCU and UVA who participate in clinical trials.
- In five years, accelerate advances in understanding cancer biology and in analyzing clinical trials so that at least 20% of UVA and VCU clinical trials grow from our own discoveries, and that external funding for research in these laboratories exceeds \$10 million per year.
- Formation of the Virginia Cancer Network, in which institutions throughout the state are linked to each other electronically and via telemedicine; local staff, trained at Massey or UVA, can implement clinical trials and advanced cancer care at multiple sites. This network will be expanded from the Massey-UVA linkage to include other major medical centers and community hospitals that provide excellent cancer care, but do not offer leading edge clinical trials.

Section 3: Detailed Cost Information (this section optional for technical adjustments)

13. Does the request contain one-time funding? YES NO

Explanation of one-time funding:

14. Does the request contain recurring funding? YES NO

Explanation of recurring funding: All funding is needed on a recurring basis in order to ensure continued growth in the research enterprise. While some of the investment may be in the form of start-up, seed funding for recruited faculty, this is need on a recurring basis as faculty are hired on into the future. Typically, start-up packages will be allocated for 2-3 years for new recruits, while their research programs are re-established at the University. At the end of that temporary allocation, the University would re-invest in new faculty recruitments.

15. Does the request contain funding for the cost of new positions? YES NO

If yes, complete a copy of Form NP (Excel file) and include it with your submission. Enter the totals from the Form NP file in the table below. (Make sure the attached Form NP file is named with your agency code and the amendment number for this request.)

New Positions Request (See Form NP For Details)	GF Dollars	NGF Dollars	GF Positions	NGF Positions
FY 2009	\$6,106,000	\$0	66.0	0.0
FY 2010	\$6,106,000	\$0	66.0	0.0

Explanation of and methodology used in request for new positions: Includes senior, junior, mid-career faculty; support staff, laboratory technicians, research associates, and graduate research assistants.

16. Does the request contain funding for personal services costs other than new positions? (example: added wage employees or a job class regrade) YES NO

If yes, complete the following table:

Other Personal Services Items	FY 2009 GF	FY 2009 NGF	FY 2010 GF	FY 2010 NGF

Explanation of and methodology used in other personal services costs request:

17. Does the request contain funding for nonpersonal services? YES NO

If yes, complete the following table:

A. Higher Education Initiatives	FY 2009 GF	FY 2009 NGF	FY 2010 GF	FY 2010 NGF
Contractual Services	\$3,144,000	\$13,725,000	\$3,144,000	\$13,725,000
Supplies & Materials	\$2,475,000	\$0	\$2,475,000	\$0
Transfer Payments	\$0	\$0	\$0	\$0
Continuous Charges	\$0	\$0	\$0	\$0
Property & Improvements	\$0	\$0	\$0	\$0
Equipment	\$3,750,000 (HEETF)	\$0	\$3,750,000 (HEETF)	\$0
Plant & Equipment	\$0	\$0	\$0	\$0
Obligations	\$0	\$0	\$0	\$0
Fellowships	\$2,000,000	\$0	\$2,000,000	\$0

Explanation of and methodology used in nonpersonal services request:

Section 4: Other Information and Requirements (this section optional for technical adjustments)

18. Are the proposed services mandated? YES NO
Explanation of mandate:

19. Will new legislation be required as a result of this request? YES NO
Explanation of required legislation:

20. Is Appropriation Act language required as part of this request? YES NO
Explanation of required Appropriation Act language: See the related decision package requesting the modification of language related to general fund graduate student aid.



Virginia Department of Planning and Budget
Decision Package Narrative Justification (Form NJ)

Section 1: Summary Information

1. Agency name: University of Virginia 2. Agency code: 207

3. Amendment number: 726 4. Title: Establish "Engineers: PRODUCED in Virginia" Program

5. Priority of this amendment: 2

6. Does this amendment impact a key objective or measure (Institutional Performance Standard for Higher Education)? YES NO

If yes, please indicate which objective and/or measure is being impacted and explain the impact.

If no, explain the circumstances that should be taken into consideration as to why this request does not impact a key objective and/or measure (Institutional Performance Standard for Higher Education).

Key Objective: N/A for higher education

Key Measure: N/A for higher education

Institutional Performance Standard (higher education ONLY):

A.1. Access. Institution meets its State Council-approved biennial projection of total in-state student enrollment within the prescribed range of permitted variance.

A.2. Access. Institution increases the percentage of in-state undergraduate enrollment from under-represented populations.

C.7. Breadth of Academics. Institution maintains acceptable progress towards an agreed upon target for the total number and percentage of graduates in high-need areas, as identified by the State Council of Higher Education.

F.13. Articulation Agreements and Dual Enrollment. Institution increases the number of undergraduate programs or schools for which it has established a uniform articulation agreement by program or school for associate degree graduates transferring from all colleges of the Virginia Community College System and Richard Bland College consistent with a target agreed to by the institution, the Virginia Community College System, and the State Council of Higher Education for Virginia.

F.14. Articulation Agreements and Dual Enrollment. Institution increases the total number of associate degree graduates enrolled as transfer students from Virginia’s public two-year colleges with the expectation that the general education credits from those institutions apply toward general education baccalaureate degree requirements, as a percent of all undergraduate students enrolled, within the prescribed range of permitted variance.

G.16. Economic Development. In cooperation with the State Council, institution develops a specific set of actions to help address local and/or regional economic development needs consisting of specific partners, activities, fiscal support, and desired outcomes. Institution will receive positive feedback on an annual standardized survey developed by the State Council, in consultation with the institutions, of local and regional leaders, and the economic development partners identified in its plans, regarding the success of its local and regional economic development plans.

H.17. Research, Patents, and Licenses. Institution maintains or increases the total expenditures in grants and contracts for research, within the prescribed range of permitted variance, according to targets mutually agreed upon with SCHEV and/or consistent with the institution’s management agreement.

Justification: This program will have an impact on many of the institutional performance measures. With its collaboration with the Virginia Community College System (VCCS), PRODUCED in Virginia will help the University meet its in-state enrollment goals, particularly in underserved regions of the Commonwealth, establish articulation agreements with the University’s Engineering School, and increase the number of associate degree transfers from the VCCS. With its collaboration with industry and local governments, PRODUCED in Virginia ensures that the state and local economic development goals are realized and that graduates are produced from high-need disciplines. Finally, the addition of the faculty to instruct the students will also result in the addition of research intensive faculty to help the School of Engineering, the University, and the Commonwealth attain research growth expectations.

7. Summary of costs and positions

	GF Dollars	NGF Dollars	Personal Services Costs	Nonpersonal Services Costs	GF Positions	NGF Positions
FY 2009	\$1,500,000	\$100,000	\$987,000	\$613,000	7.5	0.5
FY 2010	\$1,658,000	\$753,000	\$1,858,000	\$553,000	9.6	4.4
FY 2011	\$2,006,000	\$1,288,000	\$2,870,000	\$424,000	12.8	8.2
FY 2012	\$2,075,000	\$2,402,000	\$3,851,000	\$626,000	12.5	14.5
FY 2013	\$2,180,000	\$3,331,000	\$4,887,000	\$624,000	13.1	19.9
FY 2014	\$2,606,000	\$4,131,000	\$5,981,000	\$756,000	15.1	23.9

8. Summary of nongeneral fund sources. (For nongeneral fund amounts only, complete the table below):

Revenue Source Code	Fund/ Fund Detail Code	Fund/Fund Detail Title	FY 2009 Amount	FY 2010 Amount
06001	0300	Higher Ed Operating (Tuition and Fees)	\$0	\$276,000
06003	0302	Higher Ed Operating-Foundation/Other Grants and Contracts (Financial Assistance for Educational and General Services)	\$100,000	\$477,000

(Insert additional rows as needed)

Explanation of / comments on nongeneral fund sources: Tuition will be generated as new enrollments matriculate to the University in the Fall of 2009, when we expect 31.0 FTE (47 headcount, attending as a .67 FTE each). Gifts and grants will be provided from foundations (interested in STEM education to underserved populations) and corporate support.

9. Description (Include discussion on need for request and explanation on how this request is inherently governmental):

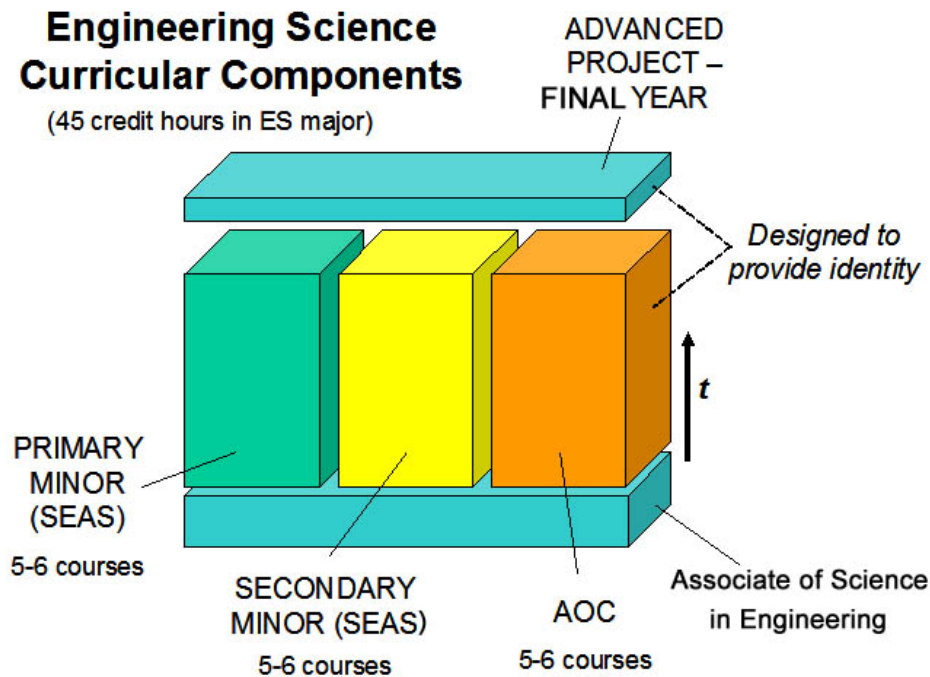
Several Virginia regional governments and economic development groups, along with their local industry leaders, have approached the University of Virginia and its School of Engineering and Applied Science (SEAS) and requested that the University provide undergraduate engineering education in order to increase the number of engineering graduates to meet industry demand in their locales. In response to these requests, the proposed *Engineers: PRODUCED in Virginia* program initiates and expands engineering programs at selected Virginia community colleges. It would also create an undergraduate engineering degree completion pathway in those same communities, literally **PROviDing Undergraduate Connections to Engineering EDucation**. The request contained in this budget document addresses only the University's share of the program. The Virginia Community College System (VCCS) is submitting a parallel request to support its participation.

Over the next six years, the University and the following VCCS schools will ramp up undergraduate engineering education in the portions of the state served by these community colleges: Central Virginia, Danville, Eastern Shore, Germanna, Lord Fairfax, Northern Virginia, Piedmont, Rappahanock, Southwest Virginia, and Virginia Highlands. Students participating in the program will first enroll at their local community college and complete the Associate of Science in Engineering degree (or equivalent). Then, those students will have the possibility of entrance into the University's undergraduate engineering program, qualifying for admission as part of an articulation agreement or via the standard application process. Students who enter the University's School of Engineering and Applied Sciences program in their community will take courses towards a Bachelor of Science in Engineering Science degree.

The University will rely primarily upon distance learning instruction to provide engineering education to students in their communities, with critical academic support services being provided on-site. The courses to be offered will constitute the second half of a bachelor degree program, i.e. courses taken during a student's junior and senior years. Course delivery will be on-line, i.e. computer-based, and via a mix of synchronous and asynchronous formats that facilitate participation by working individuals. Necessary lab work for courses would be performed either on-line or at local community colleges during special weekend or evening programs throughout each semester.

The University intends to make only its undergraduate Engineering Science degree available to students in their communities. Engineering Science is a flexible, SCHEV-approved degree program that allows students to mix and match different courses for the creation of an interdisciplinary engineering degree. The Engineering Science degree will require students to complete courses in two technical minors plus an area of concentration. Technical minors are organized plans of study in traditional engineering disciplines, e.g. mechanical engineering, electrical engineering, and materials science & engineering. The area of concentration is a set of related courses in an important area of study relevant to engineering, e.g. nanotechnology, nuclear energy, or engineering business. In addition to these organized studies, students will complete an Advanced Project during their final year to draw together their

interdisciplinary studies in a cohesive activity.



In the engineering profession today, there are numerous calls for interdisciplinary education. The Engineering Science degree is responsive to those calls. Students pursuing the Engineering Science degree can not only study Electrical Engineering but also learn about Materials Science or Mechanical Engineering. Graduates of this program will likely be very valuable to their employers as an interface between different engineering communities within the company.

The *Engineers: PRODUCED in Virginia* program is established with the idea that an important fraction of enrolled students may be working and thus unable to pursue their degree full-time. While full-time studies will ultimately be possible, initial course offering schedules will assume that students are pursuing the degree part-time. Thus, students entering the University's portion of the program will be able to complete that portion of the program over three years during which they take no more than seven course credits at any one time. Once the program has ramped up to full capacity, students will be able to progress through their studies as part-time or full-time students. It is expected that the steady-state enrollment in the University's portion of the program will be 350 full-time equivalent students. Enrollment in the entire VCCS + UVA program will be more than twice that level.

To matriculate to the University's portion of this program, students will need to complete an Associate of Science in Engineering degree (or equivalent) at their local community college. There will be two admission pathways. For those students who earn an overall GPA of 3.4 or higher (and 3.4 GPA in their program's math, physics, and chemistry classes) admission to the University is automatic under an articulation agreement currently being finalized between the University's School of Engineering and Applied Sciences and the VCCS. Students can also apply for admission to the University, just like all other students wishing to transfer into a University degree program.

Courses or laboratory activities involving a physical meeting in the community will occur at the

local community college or higher education center. Many of the University's courses will be delivered using distance learning technology and merely require access to high speed internet. Thus students can work at home, or they may wish to access the courses at their local community college or higher education center. The program is intended to facilitate any time, any where learning. Classes will proceed on a regular schedule, and students must keep up with that schedule. However, all course materials will be available for viewing at a time most convenient to the student. When live sessions are held as part of instruction, students will be strongly encouraged to link into those live sessions from their computer desktops.

State general fund request is needed to support the enrollment growth anticipated – this enrollment is not yet incorporated into the SCHEV enrollment projections and will, when incorporated, generate a need for additional base budget adequacy support. We request an initial one-time investment and base budget adequacy funds in advance. This program – at full roll-out in 2013-14 – will include upper-level undergraduate engineering courses for 350 new full-time equivalent students, requiring 24 new faculty positions and 24 teaching assistants. To support instructional infrastructure, the University will need media specialists and administrative staff members to support pedagogically-sound education at a distance. The University can only offer undergraduate engineering education to communities if these resources are allocated for this completely new program. Since accrediting bodies like the Southern Association of Colleges and Schools demand reliable access by students to faculty instructors and educational support resources, the money for these positions cannot reasonably come from “soft” federal grant or corporate donation sources.

The University's general fund budget request is based upon the Base Budget Adequacy formula. We have assumed that the undergraduates would be 100 percent in-state, that the state would fund 67 percent of the cost of in-state students, and that the average base adequacy funding level for an upper-level undergraduate engineering student is \$16,947.

The University makes this request to the Commonwealth of Virginia because the state has a vested interest in bettering the welfare of its citizens. The Commonwealth has recognized engineering as an area of critical need. This program would provide new engineering education opportunities for citizens. It would grow and strengthen the Commonwealth's technology workforce. It would allow the state to support high technology corporate expansion and recruitment. State investment in this program should improve the welfare of its citizens while simultaneously expanding state revenues.

Section 2: Expected Outcomes (this section optional for technical adjustments)

10. Consequences of not funding:

The *Engineers: PRODUCED in Virginia* program was developed after interest was raised by several Virginia communities. Each community expects to derive a value from enhanced local access to undergraduate engineering education. If the Commonwealth does not fund this initiative, that decision will hamper the ability of these communities to support the needs of their corporate citizens and may have negative impacts on economic development to contribute to the solution of important challenges facing the Commonwealth (e.g., energy independence), and to provide their residents with rewarding employment opportunities.

In Lynchburg, Areva NP, Inc. has stated that, over the next five years, they need to hire 1,000 *new* engineers in the US, over half of which will be located in Virginia. This estimate does not include the

need to replace retiring engineers over the same period. Areva, Central Virginia Community College, and the Lynchburg community approached the University to request the creation of a “home-grown” engineering program in Lynchburg as one strategy for meeting the engineering employment needs of this company. As UVA has talked with Lynchburg and developed the *Engineers: PRODUCED in Virginia* idea, Central Virginia Community College (CVCC) has initiated an Associate of Science in Engineering program and the Lynchburg economic development community polled other companies in the region, regarding their engineering needs. This fall, 143 students have enrolled in the new CVCC engineering program, and twelve companies in the region have offered to provide financial support to students going through a CVCC + UVA engineering program in Lynchburg. The companies have made commitments because they all need to hire engineering talent. If state funding is not be available for the program, no additional students will be granted entrance to this developing talent pipeline, Lynchburg will renew its search for engineering talent, and the Region 2000 economy will be damaged.

The Southside region of Virginia has been hurt economically in recent years by a loss of furniture and textile manufacturing operations and a decline in the tobacco industry. As a result, Danville is seeking to reinvent itself as the hub of science, technology, engineering, and mathematics education and employment in Southside Virginia. To realize this strategy, they want to bring undergraduate engineering education to their community. With the financial support of the state’s Tobacco Indemnification Commission, the Institute for Advanced Learning and Research (IALR), Danville Community College (DCC), and the University have begun construction of an engineering talent pipeline in Southside Virginia. This fall, we are offering the Danville community access to a distance learning, undergraduate course entitled “Explorations in Engineering.” The course has 23 high school students and 7 adult learners from Southside Virginia enrolled at IALR and the New College Institute. The students are learning about the engineering discipline, its educational pathways, and its employment opportunities. In January 2008, Danville Community College will follow this engineering course with a special offering of pre-calculus in an effort to strengthen the mathematics skills of students, in preparation for engineering undergraduate studies. Additionally, DCC is preparing an application to the State Council for Higher Education in Virginia (SCHEV) for the establishment of an Associate of Science in Engineering degree program, to start in August 2008. Efforts are underway to bring engineering to Danville. Should the state not support the *Engineers: PRODUCED in Virginia* program, economic redevelopment in Danville will be severely hampered. The ability of local high technology employers like Luna nanoWorks, EIT, Corning, Goodyear, and Dewberry to grow and compete will be restricted.

In Manassas, Micron Technology, Inc. has approached the University about how the company might connect its existing workforce to undergraduate engineering education. Micron has over 500 semiconductor technicians located on-site who operate and maintain the equipment that allows the company to turn out valuable semiconductor memory products 24 hours a day, 7 days a week, 365 days a year. Indeed, Micron Technology and Qimonda AG (in the Richmond area) are the two primary companies that contribute to Virginia’s #1 manufacturing export in 2006 and 2007, semiconductor wafers. Micron competes in a global, advanced technology business sector that requires a skilled workforce. Micron believes that to remain competitive, to continue to operate in Virginia, it must provide its employees with opportunities to upgrade their skills. Placing Micron employees in classrooms is a challenge because of the 12 hour per day, 4 days on, 3 days off work schedule instituted within the company. Micron’s work schedule is one example of why the proposed program will allow students to participate in a fully on-line manner. Should the Commonwealth not be able to support the *Engineers: PRODUCED in Virginia* program, Micron’s ability to stay economically competitive will be impacted.

In Southwest Virginia, the Commonwealth of Virginia has had two recent successes in economic development, locating Northrop-Grumman and CGI-AMS in Lebanon. These companies are providing new employment opportunities for technicians and engineers in the area, in the information technology (IT) arena. As these companies have recruited and hired technicians and engineers, they have applied pressure to other, smaller firms in the area who compete for the same employees and skill sets. As Northrop-Grumman, CGI-AMS, and other IT companies in Southwest Virginia seek to sustain and expand their operations, the limited availability of engineering talent in the region has the potential to restrict growth. As part of the *Engineers: PRODUCED in Virginia* program, Southwest Virginia and Virginia Highlands Community Colleges are seeking to enhance their engineering programs significantly. This fall, these two colleges, the Higher Education Center in Abingdon, the University, and the University of Virginia's College at Wise intend to host an industry summit to look at the need for engineering talent in the region and to discuss how the *Engineers: PRODUCED in Virginia* program can help the community meet those needs. Should the Commonwealth not be able to support this program, the rate of development of an IT economy in Southwest Virginia will be reduced.

The four examples given here illustrate why *Engineers: PRODUCED in Virginia* is a program worthy of Commonwealth support. If the Commonwealth cannot ramp up funding for the program over the next six years, we will miss the opportunity to grow our own engineers and to support economic development throughout the Commonwealth.

11. Alternatives considered:

During the development of *Engineers: PRODUCED in Virginia*, various forms of the program were considered. Undergraduate education provided locally has been a central component of each alternative. During development of the program, it became clear that the University did not need to teach courses appropriate for the first and second years of an undergraduate curriculum, but could instead leverage the capabilities of the local community colleges. During program discussions, it also became obvious that delivery of a set of traditional engineering curricula would be extremely challenging. The different communities each had different curricular interests. While Lynchburg was interested in Mechanical, Electrical, and Materials Engineering, Danville was interested in Electrical and Chemical Engineering. Additionally, the curricular constraints of traditional mechanical engineering, electrical engineering, chemical engineering degrees, etc. appeared to preclude the offering of the entire set of degrees to the communities. The fact that the University has an already approved, flexible degree program, its Engineering Science degree, makes *Engineers: PRODUCED in Virginia* possible.

In terms of alternate funding sources, it certainly appears that corporations, foundations, and federal agencies can contribute a portion of the resources necessary to support the program. Indeed, such partial support is reflected in the budget request submitted here. As mentioned earlier, accrediting bodies like the Southern Association of Colleges and Schools demand reliable access to faculty instructors and educational support resources by students, so the money for these positions cannot reasonably come from such "soft" sources. The instructional resources simply must be available to support students enrolled in the program. Unless the University were to attempt to charge a "market rate" for this program, there does not appear to be a strong alternative to state funding. Still, "market rate" funding of the program appears to be questionable. Such pricing would undoubtedly limit the number of students enrolling in the program and potentially lead to under-subscription that would eventually doom the program. Thus "market rate" pricing would likely ensure that depressed, rural communities like Danville or Southwest Virginia would not benefit from the economic boost of growing their own *Engineers: PRODUCED in Virginia*.

12. What are the expected results to be achieved if this request is funded?

Should this program be funded, the VCCS and the University will develop a new set of pipelines through which Virginia-based engineering talent can flow. This program will deliver a new set of engineers into the Commonwealth's labor and talent pools. These individuals will be available to support existing engineering endeavors in the Commonwealth. They will also be available to create completely new companies and economic opportunities. At a time when Virginia, the nation, and the world are faced with significant challenges (e.g., a tightening energy supply, accelerating consumption of natural resources, pervasive pollution, and continued population growth), it is vital to develop as many individuals as possible with skills useful in meeting these challenges. At steady-state, this program should deliver over 100 additional bachelors degree-level engineers to the Commonwealth workforce each year. In addition to those graduates, it is anticipated that additional students will chose to finish their education at the Associate of Science in Engineering level. Each year the program should provide about 100 of these important technicians to the workforce.

Section 3: Detailed Cost Information (this section optional for technical adjustments)

13. Does the request contain one-time funding? YES NO

Explanation of one-time funding: The University will not have matriculated undergraduates until Fall 2009; however, the University requests start-up funding of \$1.5 million in 2008-09 and \$1.3 million in 2009-10 to recruit faculty, purchase equipment, and develop academic offerings.

14. Does the request contain recurring funding? YES NO

Explanation of recurring funding: Once the first students enter the University, ongoing support will be required for faculty, course delivery, academic support, and administrative oversight.

15. Does the request contain funding for the cost of new positions? YES NO

If yes, complete a copy of Form NP (Excel file) and include it with your submission. Enter the totals from the Form NP file in the table below. (Make sure the attached Form NP file is named with your agency code and the amendment number for this request.)

New Positions Request (See Form NP For Details)	GF Dollars	NGF Dollars	GF Positions	NGF Positions
FY 2009	\$887,000	\$100,000	7.5	0.5
FY 2010	\$1,105,000	\$753,000	9.6	4.4

Explanation of and methodology used in request for new positions: Includes technology specialists for course delivery, faculty, administrative support, and graduate teaching assistants.

16. Does the request contain funding for personal services costs other than new positions? (example: added wage employees or a job class regrade) YES NO

If yes, complete the following table:

Other Personal Services Items	FY 2009 GF	FY 2009 NGF	FY 2010 GF	FY 2010 NGF

(Insert additional rows as needed)

Explanation of and methodology used in other personal services costs request: N/A

17. Does the request contain funding for nonpersonal services?

YES

NO

If yes, complete the following table:

	FY 2009 GF	FY 2009 NGF	FY 2010 GF	FY 2010 NGF
Contractual Services	\$0	\$0	\$0	\$0
Supplies & Materials	225,000	\$0	\$153,000	\$0
Transfer Payments	\$0	\$0	\$0	\$0
Continuous Charges	\$0	\$0	\$0	\$0
Property & Improvements	\$0	\$0	\$0	\$0
Equipment	\$388,000	\$0	\$400,000	\$0
Plant & Equipment	\$0	\$0	\$0	\$0
Obligations	\$0	\$0	\$0	\$0

Explanation of and methodology used in nonpersonal services request: Includes course development, operating costs, one-time set-up costs (development of electronic classrooms, office space renovations, multi-media lab renovations, equipment), and other.

Section 4: Other Information and Requirements (this section optional for technical adjustments)

18. Are the proposed services mandated?

YES

NO

Explanation of mandate: N/A

19. Will new legislation be required as a result of this request?

YES

NO

Explanation of required legislation: N/A

20. Is Appropriation Act language required as part of this request?

YES

NO

Explanation of required Appropriation Act language: N/A



Virginia Department of Planning and Budget
Decision Package Narrative Justification (Form NJ)

Section 1: Summary Information

1. Agency name: University of Virginia 2. Agency code: 207
 3. Amendment number: 727 4. Title: Establish Frank Batten School of Leadership and Public Policy
 5. Priority of this amendment: 3

6. Does this amendment impact a key objective or measure (Institutional Performance Standard for Higher Education)? YES NO

If yes, please indicate which objective and/or measure is being impacted and explain the impact.

If no, explain the circumstances that should be taken into consideration as to why this request does not impact a key objective and/or measure (Institutional Performance Standard for Higher Education).

Key Objective: N/A for higher education

Key Measure: N/A for higher education

Institutional Performance Standard (higher education ONLY):

A.1. Access. Institution meets its State Council-approved biennial projection of total in-state student enrollment within the prescribed range of permitted variance.

C.7. Breadth of Academics: Offer a broad range of undergraduate and, where appropriate, graduate programs consistent with its mission and assess regularly the extent to which the institution's curricula and degree programs address the Commonwealth's need for sufficient graduates in particular shortage areas, including specific academic disciplines, professions, and geographic regions.

Justification: The Batten School of Leadership and Public Policy will forge a new path in American higher education by giving students the opportunity to hone their leadership skills and to develop the analytical skills required to address complex policy problems like health care, poverty, and the environment. The School will become a hub to link and leverage institutional strengths at the University. It will create positive synergies with existing public affairs institutes at the University as well as sponsor new multidisciplinary policy research centers that will enhance the University's academic reputation and widen its public visibility. The Batten School will ultimately offer a variety of degree programs to students at all stages of leadership development, from undergraduates being exposed to the challenges of leadership for the first time to advanced mid-career students who have already demonstrated leadership potential in government, business, or the non-profit sector but who wish to hone specific leadership skills and prepare themselves for even more ambitious challenges. These degree programs will be phased in over the next several years as the School builds up its faculty.

7. Summary of costs and positions

	GF Dollars	NGF Dollars	Personal Services Costs	Nonpersonal Services Costs	GF Positions	NGF Positions
FY 2009	\$418,000	\$792,000	\$600,000	\$610,000	3.0	3.0
FY 2010	\$1,333,000	\$2,067,000	\$1,850,000	\$1,550,000	10.0	10.0
FY 2011	\$2,000,000	\$4,168,000	\$3,568,000	\$2,600,000	18.0	18.0
FY 2012	\$2,400,000	\$4,856,000	\$4,156,000	\$3,100,000	18.0	18.0
FY 2013	\$2,520,000	\$5,100,000	\$4,320,000	\$3,300,000	18.0	18.0
FY 2014	\$2,646,000	\$5,355,000	\$4,536,000	\$3,465,000	18.0	18.0

8. Summary of non-general fund sources. (For non-general fund amounts only, complete the table below):

Revenue Source Code	Fund/ Fund Detail Code	Fund/Fund Detail Title	FY 2009 Amount	FY 2010 Amount
06001	0300	Higher Ed Operating (Tuition)	\$792,000	\$2,067,000

(Insert additional rows as needed)

Explanation of / comments on nongeneral fund sources: Tuition will be generated as new enrollments matriculate to the University. This expected enrollment is an increase to the enrollment plan approved by the State Council of Higher Education this past spring. In 2008-09, it is expected that 60 students will be enrolled in the BA/MPP program. Approximately half will be undergraduates and half will be graduate students.

In 2009-10, it is expected that there will be 75 students in the undergraduate degree program; 45 students in the BA/MPP program (15 undergraduate and 30 graduate); and 60 students in the Master of Public Policy (MPP) program.

The undergraduate programs are expected to be comprised of 68 percent in-state students, while the graduate programs are expected to be comprised of 60 percent in-state students.

9. Description (Include discussion on need for request and explanation on how this request is inherently governmental):

The University was conceived as a cradle of intellectual enlightenment, moral leadership, and public service. Its founding documents call for it to produce the future statesmen, legislators, and judges on whom the young nation's prosperity and well-being would depend. The Batten School will directly promote this Jeffersonian mission. In the broadest sense, the Batten School has the same threefold mission as the rest of the University: teaching, research, and public service. What is distinctive is how it will discharge that mission.

First, in focusing on leadership development, the School will not simply incorporate best practices from other leading schools of public and international affairs; rather, it will develop new degrees, pedagogies, and educational tracks designed to prepare students to bring about positive change. Graduates of the Batten School will have a bias for action. The result will be innovative, practical and theoretical learning experiences. The School will emphasize continuous improvement and rigorous

assessments of whether the students are learning what the faculty believe they are teaching.

Second, the School will foster research on critical public problems, bringing together economists, political scientists, psychologists, ethicists, scientists, legal scholars, and others to produce scholarship that will provide the knowledge base for the leaders of the 21st Century. The School will launch several research centers in critical areas such as education and decision-making.

The final component of the School's mission is to serve the broader community through outreach and public action. The School will serve as a laboratory for the development of innovative policy solutions and as a platform for sustained dialogues, strategic partnerships, technical assistance, and consultancies with government leaders, organizations, and stakeholders both locally and around the globe. It will seek to cosponsor initiatives with other Schools, Centers, and Institutes within the university, working to change and improve public policy at the local, state, and federal levels.

Programs for Undergraduate Students. The School will engage UVa undergraduates through several leadership-building programs.

Five-Year Master of Public Policy Program (BA/MPP). This accelerated master's program will permit talented undergraduates to obtain the MPP in five years rather than the normal six. The program is only open to current University undergraduates who apply for admission in the third year and, if accepted, begin the program in the fourth year. Students graduate with their classes to receive the bachelor's degree on schedule. After graduation, they perform a summer public service internship, and then return to Grounds for a final year of study. Students will advance to graduate student standing in the fifth year. The course of instruction blends skill-based professional training with liberal arts education. Students begin each year of study with a summer retreat held at the Miller Center in which they have small group meetings with prominent leaders. The program will include both Domestic and International Policy Tracks.

Undergraduate Major in Public Policy and Leadership (Domestic and International Tracks). The School will establish a selective undergraduate majors program. Students would be admitted initially to the College of Arts and Sciences and apply during their second year at the University. Upon successful completion of the program's requirements, students would receive a bachelor's degree in public affairs with a concentration in either domestic policy or international affairs, depending upon their interests and the electives they choose. The undergraduate major in Public Policy and Leadership builds upon the College's successful track record of interdisciplinary undergraduate programs, including Political and Social Thought, Studies in Women and Gender, Media Studies, and Political Philosophy, Policy and Law.

Leadership Scholars Program. This undergraduate concentration program would be open to undergraduates from any major. Students would receive a concentration (or possibly a minor) in leadership and public policy after completing a series of classes related to effective leadership in a democratic society. Guest speakers and special events would create a sense of community among the participants and would tap into the strong interest of UVa undergraduates in public policy and public service. The program will be coordinated with other University leadership programs to promote positive synergies and avoid duplication.

Programs for Graduate Students. The Batten School will offer the following three graduate programs:

Master of Public Policy. This two-year master's program is primarily geared for students with one to four years of work experience who seek leadership careers as executives, policy analysts, managers, advocates, and planners in government and with non-profit and private firms engaged in public-private partnerships. In addition, accelerated, joint degree programs (e.g., MPP/ JD, MPP/ MBA, MPP/MPH, MPP/MA in urban and environmental planning) could be established. Such coordinated programs would likely be in strong demand given the strength of the University's professional schools. Unlike the five-year BA/ MPP program, the two-year MPP would be open to graduates from any undergraduate program.

Master of Global Affairs. This degree is offered for students who seek foreign service and related international policy careers with government, NGOs, and international consulting firms. The content of this degree will be developed by the Dean of the Batten School and faculty with relevant expertise.

Master of Public Leadership (MPL) degree. The School will establish a master's degree, not currently offered at any other major U.S. research university, for mid-career professionals who wish to receive intellectual broadening and advanced leadership training. This program would be open to students who have at least five years of work experience, may already have advanced degrees in law, business, medicine, nursing, architecture, and other fields, and seek to hone their leadership skills and deepen their commitment to public service.

Innovative certificate programs In addition to formal degree programs, the Batten School may eventually offer certificate programs in areas such as nonprofit or public management; health policy; science, technology and public policy; or globalization studies.

General Fund Request

The University's general fund budget request is based upon the Base Budget Adequacy formula. These enrollments are not included in the currently approved Enrollment Plan and would be an addition to base budget adequacy requirements. We have assumed that the undergraduate enrollment mix would be 68 percent in-state, that the state would fund 67 percent of the cost of in-state students, and that the average base adequacy funding level per undergraduate student is \$14,182. We have assumed that the graduate enrollment mix would be 60 percent in-state, that the state would fund 67 percent of the cost of in-state students, and that the average base adequacy funding level per graduate student is \$27,558. Enrollments in the Leadership Scholars Program were not included in this calculation as these are not incremental enrollments to the University, but a new option offered to existing enrollments.

Section 2: Expected Outcomes (this section optional for technical adjustments)

10. Consequences of not funding:

The establishment of the School would continue, using tuition and private funding; however, planning would be decelerated and financial aid packages would be decreased, limiting the recruitment of top students and slowing down the proposed enrollment plan and phasing in of programs.

11. Alternatives considered:

If state general funds allocation is reduced, alternative operating plans include, but are not limited to:
o rolling out new programs at a decelerated pace

- o reducing enrollments in certain programs, or
- o adjusting expenditures to meet available funds, e.g., slower hiring rates for new faculty and staff

12. What are the expected results to be achieved if this request is funded?

The Batten School aims to serve a total of 630 students when fully built out. This translates to 390 student FTEs because each student in the Leadership Scholars Program is counted as a 0.2 FTE. They will take only 3 classes in the School, including one large gateway lecture class, and will require less administrative support than students who receive a major or a minor in a department. Thirty new students began the five year BA/MPP program in the fall of 2007.

Section 3: Detailed Cost Information (this section optional for technical adjustments)

13. Does the request contain one-time funding? YES NO

Explanation of one-time funding: N/A

14. Does the request contain recurring funding? YES NO

Explanation of recurring funding: The Batten School will offer a variety of degree programs to students at all stages of leadership development, from undergraduates being exposed to the challenges of leadership for the first time to advanced mid-career students who have already proven themselves in government, business, or the non-profit sector but who wish to hone specific leadership tools. These degree programs will be phased-in over the next several years as the School builds up its faculty. Each of the new programs will require careful faculty study and review prior to their implementation.

15. Does the request contain funding for the cost of new positions? YES NO

If yes, complete a copy of Form NP (Excel file) and include it with your submission. Enter the totals from the Form NP file in the table below. (Make sure the attached Form NP file is named with your agency code and the amendment number for this request.)

New Positions Request (See Form NP For Details)	GF Dollars	NGF Dollars	GF Positions	NGF Positions
FY 2009	\$230,000	\$230,000	3.0	3.0
FY 2010	\$822,500	\$822,500	10.0	10.0

Explanation of and methodology used in request for new positions: At full implementation, Batten School will have a complement of 18 full time faculty. In addition, the Dean and the Associate Dean will have appointments in the school and will carry some teaching load. It will also have 4 half-time faculty and 2 quarter-time faculty with joint appointments in other departments as well as a number of faculty who will have 100 percent time appointments in other University departments but who will have a Batten School affiliation for the purpose of research or other interests. The School will also have 7 adjunct faculty who may be distinguished leaders and other guest lecturers for a single class or seminar. In sum, the School will have 28.5 full time instructors (including adjuncts).

In addition, the School will have an expected administrative staff: Associate Dean for Academic Affairs, Director of Career and Alumni Services, Business Manager, Technical Support, Admissions/Student Recruitment Officer, Internship Officer, and office support staff.

16. Does the request contain funding for personal services costs other than new positions? (example: added wage employees or a job class regrade) YES NO

If yes, complete the following table:

Other Personal Services Items	FY 2009 GF	FY 2009 NGF	FY 2010 GF	FY 2010 NGF
Teaching Assistants	\$52,500	\$52,500	\$79,500	\$79,500
Research Assistants	\$10,000	\$10,000	\$15,000	\$15,000
Doctoral Intern	\$7,500	\$7,500	\$8,000	\$8,000

Explanation of and methodology used in other personal services costs request: Based on current rates and estimated increases consistent with the University's wage policies.

17. Does the request contain funding for nonpersonal services? YES NO

If yes, complete the following table:

	FY 2009 GF	FY 2009 NGF	FY 2010 GF	FY 2010 NGF
Contractual Services	\$50,000	\$250,000	\$150,000	\$550,000
Supplies & Materials	\$18,000	\$50,000	\$50,000	\$250,000
Transfer Payments	\$0	\$0	\$0	\$0
Continuous Charges	\$0	\$100,000	\$100,000	\$250,000
Property & Improvements	\$0	\$0	\$0	\$0
Equipment	\$50,000	\$92,000	\$108,000	\$92,000
Plant & Equipment	\$0	\$0	\$0	\$0
Obligations	\$0	\$0	\$0	\$0

Explanation of and methodology used in nonpersonal services request: A comprehensive budget was developed in Spring 2007 to fully fund the creation of a new school. This is an excerpt from that budget (excluding private support emanating from Frank Batten gift).

Section 4: Other Information and Requirements (this section optional for technical adjustments)

18. Are the proposed services mandated? YES NO

Explanation of mandate:

19. Will new legislation be required as a result of this request? YES NO

Explanation of required legislation:

20. Is Appropriation Act language required as part of this request? YES NO

Explanation of required Appropriation Act language:



Virginia Department of Planning and Budget
Decision Package Narrative Justification (Form NJ)

Section 1: Summary Information

1. Agency name: University of Virginia 2. Agency code: 207

3. Amendment number: 728 4. Title: Enhance Safety and Security

5. Priority of this amendment: 4

6. Does this amendment impact a key objective or measure (Institutional Performance Standard for Higher Education)? YES NO

If yes, please indicate which objective and/or measure is being impacted and explain the impact.

If no, explain the circumstances that should be taken into consideration as to why this request does not impact a key objective and/or measure (Institutional Performance Standard for Higher Education).

Key Objective: N/A for higher ed

Key Measure: N/A for higher ed

Institutional Performance Standard (higher education ONLY):

L.25. Campus Safety and Security. The Institution shall work to adopt an acceptable number of the 27 Best Practice Recommendations for Campus Safety adopted by the Virginia Crime Commission on January 10, 2006. Each practice should be considered by the institution as to how it fits in with current practices and the needs of the institution. Following each year of reporting and certification, the institution shall enumerate those practices adopted by the institution.

Justification: This request is in response to the findings and recommendations for safety improvements as recommended by the report released by the Virginia Tech Review Panel on August 30, 2007.

7. Summary of costs and positions

	GF Dollars	NGF Dollars	Personal Services Costs	Nonpersonal Services Costs	GF Positions	NGF Positions
FY 2009	\$1,768,500	\$206,500	\$283,771	\$1,691,229	1.0	2.5
FY 2010	\$1,718,500	\$206,500	\$283,771	\$1,641,229	1.0	2.5
FY 2011	\$143,500	\$206,500	\$283,771	\$66,229	1.0	2.5
FY 2012	\$143,500	\$206,500	\$283,771	\$66,229	1.0	2.5
FY 2013	\$143,500	\$206,500	\$283,771	\$66,229	1.0	2.5
FY 2014	\$143,500	\$206,500	\$283,771	\$66,229	1.0	2.5

8. Summary of nongeneral fund sources. (For nongeneral fund amounts only, complete the table below):

Revenue Source Code	Fund/ Fund Detail Code	Fund/Fund Detail Title	FY 2009 Amount	FY 2010 Amount
06001	0300	Higher Ed Operating (Tuition and Fees)	\$206,500	\$206,500

(Insert additional rows as needed)

Explanation of / comments on nongeneral fund sources: The non-general fund share represents the University's share (59%) of a normal fund split allocation. Resources will come from tuition and fees.

9. Description (Include discussion on need for request and explanation on how this request is inherently governmental):

This request is part of the University's response to the findings and recommendations for safety improvements as recommended by the report released by the Virginia Tech Review Panel on August 30, 2007. Based on these recommendations, funding is requested to create and maintain a new Office of Emergency Management (\$350,000 annually). While many departments of the University and the Health System are involved in emergency preparedness, it is critical that one office coordinate the mitigation, preparedness, response and recovery for the University. The office will not replace the important and necessary components but rather serve to enable collaboration from within the University while establishing coordination and cooperation with our community partners, the City of Charlottesville and the County of Albemarle.

In addition, we are requesting one-time funds (over two years) to replace classroom door hardware with locks that students can lock from inside without keys and replace exterior door hardware that is easy to chain and lock closed (\$2,000,000 over two years); install an emergency alert siren system (\$150,000 over two years); expand the use of card-based access control hardware on selected doors (\$1,000,000 over two years); and develop an on-line training program around safety and security (\$50,000 one time). This request is governmental in that it takes reasonable steps to provide for the safety and security of citizens in a very visible, accessible, heavily used venue.

Section 2: Expected Outcomes (this section optional for technical adjustments)

10. Consequences of not funding:

If not funded, known safety and security improvements either would not be addressed or would be funded from incremental tuition. Should a similar incident occur, students, faculty, and staff would not have the benefit of the physical safety improvements as recommended by the report released by the Virginia Tech Review Panel on August 30, 2007.

11. Alternatives considered:

The University would be forced to reallocate operating funds from an already inadequate base budget or increase tuition revenues.

12. What are the expected results to be achieved if this request is funded?

Facilities will be more secure, students and staff will feel safer, and the institution will be in a better position to alert its community of pending threats. The institution would be taking advantage of advancing technology to aid in the improved security of facilities and notification systems.

Section 3: Detailed Cost Information (this section optional for technical adjustments)

13. Does the request contain one-time funding? YES NO

Explanation of one-time funding: One-time funds are requested for replacing classroom door hardware with locks that students can lock from inside without keys and replacing exterior door hardware that is easy to chain and lock closed (\$2,000,000, split over two years); installation of an emergency alert siren system (\$150,000, split over two years); expansion of the use of card-based access control hardware on selected doors (\$1,000,000, split over two years); and development of an on-line training program around safety and security (\$50,000 one time)

14. Does the request contain recurring funding? YES NO

Explanation of recurring funding: Recurring funding is requested to create and maintain an Office of Emergency Management (\$350,000 annually).

15. Does the request contain funding for the cost of new positions? YES NO

If yes, complete a copy of Form NP (Excel file) and include it with your submission. Enter the totals from the Form NP file in the table below. (Make sure the attached Form NP file is named with your agency code and the amendment number for this request.)

New Positions Request (See Form NP For Details)	GF Dollars	NGF Dollars	GF Positions	NGF Positions
FY 2009	\$116,346	\$167,425	1.0	2.5
FY 2010	\$116,346	\$167,425	1.0	2.5

Explanation of and methodology used in request for new positions: The positions are for a Director of Emergency Coordination and additional support staff of 2.5 positions.

16. Does the request contain funding for personal services costs other than new positions? (example: added wage employees or a job class regrade) YES NO

If yes, complete the following table:

Other Personal Services Items	FY 2009 GF	FY 2009 NGF	FY 2010 GF	FY 2010 NGF

Explanation of and methodology used in other personal services costs request:

17. Does the request contain funding for nonpersonal services? YES NO

If yes, complete the following table:

	FY 2009 GF	FY 2009 NGF	FY 2010 GF	FY 2010 NGF
Contractual Services	\$50,000	\$0	\$0	\$0
Supplies & Materials	\$66,229	\$0	\$66,229	\$0
Transfer Payments	\$0	\$0	\$0	\$0
Continuous Charges	\$0	\$0	\$0	\$0
Property & Improvements	\$0	\$0	\$0	\$0
Equipment	\$1,575,000	\$0	\$1,575,000	\$0
Plant & Equipment	\$0	\$0	\$0	\$0
Obligations	\$0	\$0	\$0	\$0

Explanation of and methodology used in nonpersonal services request: These costs are estimated based upon research by the University's Facilities Management Division.

Section 4: Other Information and Requirements (this section optional for technical adjustments)

18. Are the proposed services mandated? YES NO

Explanation of mandate:

19. Will new legislation be required as a result of this request? YES NO

Explanation of required legislation:

20. Is Appropriation Act language required as part of this request? YES NO

Explanation of required Appropriation Act language:



Virginia Department of Planning and Budget
Decision Package Narrative Justification (Form NJ)

Section 1: Summary Information

1. Agency name: University of Virginia 2. Agency code: 207
 3. Amendment number: 729 4. Title: Operate and Maintain New Facilities
 5. Priority of this amendment: 5

6. Does this amendment impact a key objective or measure (Institutional Performance Standard for Higher Education)? YES NO

If yes, please indicate which objective and/or measure is being impacted and explain the impact.

If no, explain the circumstances that should be taken into consideration as to why this request does not impact a key objective and/or measure (Institutional Performance Standard for Higher Education).

Key Objective: N/A for higher ed

Key Measure: N/A for higher ed

Institutional Performance Standard (higher education ONLY):

D.8. Academic Standards. Institution reports on total programs reviewed under Southern Association of Colleges and Schools assessment of student learning outcomes criteria within the institution's established assessment cycle in which continuous improvement plans addressing recommended policy and program changes were implemented.

H.17. Research, Patents, and Licenses. Institution maintains or increases the total expenditures in grants and contracts for research, within the prescribed range of permitted variance, according to targets mutually agreed upon with SCHEV and/or consistent with the institution's management agreement.

L.25. Campus Safety and Security. The Institution shall work to adopt an acceptable number of the 27 Best Practice Recommendations for Campus Safety adopted by the Virginia Crime Commission on January 10, 2006. Each practice should be considered by the institution as to how it fits in with current practices and the needs of the institution. Following each year of reporting and certification, the institution shall enumerate those practices adopted by the institution.

Justification: As new facilities or utilities infrastructure are built or purchased, resources are required to provide ongoing support for maintenance, custodial, security, and utilities operations. This support is essential to protect the state's investment in new facilities, which provide the critical space needed to maintain the University's academic standards and meet University and Commonwealth research goals.

7. Summary of costs and positions

	GF Dollars	NGF Dollars	Personal Svcs Costs	Nonpersonal Svcs Costs	GF Positions	NGF Positions
FY2009	\$1,361,800	\$2,720,300	\$1,175,600	\$2,906,500	8.80	22.00
FY2010	\$2,111,600	\$4,342,700	\$1,783,200	\$4,671,100	13.20	31.00
FY2011	\$2,601,900	\$5,048,400	\$2,250,400	\$5,399,900	17.20	36.80
FY2012	\$2,601,900	\$5,048,400	\$2,250,400	\$5,399,900	17.20	36.80
FY2013	\$2,601,900	\$5,048,400	\$2,250,400	\$5,399,900	17.20	36.80
FY2014	\$2,601,900	\$5,048,400	\$2,250,400	\$5,399,900	17.20	36.80

FTE authority is requested for self-supporting buildings, even though funding is not requested.

8. Summary of nongeneral fund sources. (For nongeneral fund amounts only, complete the table below):

Revenue Source Code	Fund/ Fund Detail Code	Fund/Fund Detail Title	FY 2009 Amount	FY 2010 Amount
6001	0300	Higher Ed Operating (Tuition and Fees)	\$1,616,800	\$2,450,700
09073	0303	Higher Ed Operating-Indirect Cost Recovery (Financial Assistance for Educational and General Services))	\$1,103,500	\$1,892,000

Explanation of / comments on nongeneral fund sources: Consistent with the E&G and Research usage percentages reflected in the table provided in item 9 below, the requested incremental general funds reflects the general fund share for costs for all in-state students (61% of the University's total enrollment) and 0% of the cost associated with out-of-state students, as set forth in the current biennial budget. The balance of the increased O&M costs will be addressed through a combination of nongeneral funds including tuition and fee revenues and increased recoveries from auxiliaries and indirect cost recoveries. The West Main Street Parking Garage will be funded 100% through recoveries from auxiliary funds; the South Chiller will be funded 50% from billings to the Medical Center; both MR-6 and the Life Science Annex nongeneral funded research components as reflected in the table provided in item 9 below, will be funded from increased research funding.

9. Description (Include discussion on need for request and explanation on how this request is inherently governmental):

The Board of Visitors and State have approved the construction or purchase of capital assets for which the University requests operations and maintenance funding to provide for the maximum use and value. This increased funding will provide for the comprehensive stewardship of the state facilities.

During 2008-10 the University plans to complete or purchase, and to occupy approximately 863,000 gross square feet (gsf) of new E&G, research, and infrastructure space with an estimated asset value of \$230.7 million. As new facilities and/or utilities infrastructure are built or purchased, resources are required to provide ongoing support for the maintenance, custodial, security and utilities operations. The table below summarizes the buildings the University will occupy during the 2008-10 biennium and the associated operations and maintenance costs.

Building Name	Opening Date	GSF	Annual O&M Costs	Building E&G Percent	Building Research Percent	FY 09 Request Amount	FY 09 GF Request Amount	FY 09 NGF Request Amount	FY 10 Request Amount	FY 10 GF Request Amount	FY 10 NGF Request Amount	Total Annualized GF	Total Annualized NGF
Bavaro Hall	Mar-10	65,000	\$909,750	100%	0%	\$0	\$0	\$0	\$303,300	\$124,300	\$179,000	\$373,000	\$536,800
Sprigg Lane House	Aug-07	6,442	\$87,694	100%	0%	\$87,700	\$36,000	\$51,700	\$87,700	\$36,000	\$51,700	\$36,000	\$51,700
MR 6	Dec-08	198,000	\$3,549,440	50%	50%	\$2,070,500	\$636,700	\$1,433,800	\$3,549,400	\$1,091,500	\$2,457,900	\$1,091,500	\$2,457,900
Medical Education Bldg	Apr-10	57,540	\$785,975	100%	0%	\$0	\$0	\$0	\$196,500	\$80,600	\$115,900	\$322,200	\$463,800
West Main Street Parking	Feb-08	388,000	\$349,200	0%	0%	\$349,200	\$0	\$349,200	\$349,200	\$0	\$349,200	\$0	\$349,200
South Chiller Plant	Oct-08	11,000	\$367,900	50%	0%	\$275,900	\$56,600	\$219,300	\$367,900	\$75,400	\$292,500	\$75,400	\$292,500
2400 Old Ivy Rd	Oct-07	30,300	\$298,225	100%	0%	\$298,200	\$122,300	\$175,900	\$298,200	\$122,300	\$175,900	\$122,300	\$175,900
Life Sci Annex	Dec-08	34,000	\$834,030	0%	100%	\$486,500	\$99,700	\$386,800	\$834,000	\$171,000	\$663,000	\$171,000	\$663,000
Nursing School (McLeod)	Jul-08	30,000	\$397,160	100%	0%	\$397,200	\$162,800	\$234,400	\$397,200	\$162,800	\$234,400	\$162,800	\$234,400
Studio Art	Jul-08	43,000	\$604,108	100%	0%	\$604,100	\$247,700	\$356,400	\$604,100	\$247,700	\$356,400	\$247,700	\$356,400
Total		863,282	\$8,183,482			\$4,569,300	\$1,361,800	\$3,207,500	\$6,987,500	\$2,111,600	\$4,875,900	\$2,601,900	\$5,581,600
Recoverable-Auxiliaries						(\$349,200)		(\$349,200)	(\$349,200)		(\$349,200)		(\$349,200)
Recoverable-Medical Center						(\$138,000)		(\$138,000)	(\$184,000)		(\$184,000)		(\$184,000)
Net Requested						\$4,082,100	\$1,361,800	\$2,720,300	\$6,454,300	\$2,111,600	\$4,342,700	\$2,601,900	\$5,048,400

Section 2: Expected Outcomes (this section optional for technical adjustments)

10. Consequences of not funding:

The immediate consequence of not funding this request is legally required maintenance, such as elevator inspections, would have to be funded from some other source to allow continued use of the facility. Short-term consequences would be the reduction or elimination of custodial, utility, and/or security services that would soon render the building unusable. Long-term consequences would result in accelerated major repair expenses, and ultimately deterioration and unusable conditions for intended programs of instruction and research. Since the University cannot open a facility without providing operations and maintenance funding, if funding is not provided, resources will have to be reallocated from other activities, principally the instructional and research programs.

11. Alternatives considered:

The only alternatives are to reallocate operating funds or increase tuition revenues in excess of the share requested.

12. What are the expected results to be achieved if this request is funded?

The University strives to fund maintenance, repairs, grounds care, custodial services, security and utilities as new facilities are occupied for expected building efficiency. The objective is to identify appropriate resources for operations and maintenance of new facilities at a level adequate for efficient building use as instructional and research facilities and to minimize the deferral of maintenance requirements.

Section 3: Detailed Cost Information (this section optional for technical adjustments)

13. Does the request contain one-time funding? YES NO

Explanation of one-time funding:

14. Does the request contain recurring funding? YES NO

Explanation of recurring funding: These costs are the ongoing costs of operating and maintaining the constructed and acquired facilities. Funding requests are based on the projected occupancy dates.

15. Does the request contain funding for the cost of new positions?	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
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If yes, complete a copy of Form NP (Excel file) and include it with your submission. Enter the totals from the Form NP file in the table below. (Make sure the attached Form NP file is named with your agency code and the amendment number for this request.)

New Positions Request (See Form NP For Details)	GF Dollars	NGF Dollars	GF Positions	NGF Positions
FY 2009	\$406,200	\$1,043,100	8.80	22.00
FY 2010	\$603,800	\$1,466,800	12.90	31.30

Explanation of and methodology used in request for new positions: Personal Services are related to custodial upkeep, required security, and general operational expenses for utilities for new facilities. Maintenance expense calculations are based on a reinvestment rate formula related to the value of the capital asset. Maintenance expenses are calculated as 2% of the construction value, custodial positions are based on 1 FTE per 25,000 square feet, grounds care positions are calculated at about \$5,000 per acre and security positions approximate \$.90 per square foot.

16. Does the request contain funding for personal services costs other than new positions? (example: added wage employees or a job class regrade)	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
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If yes, complete the following table:

Other Personal Services Items	FY 2009 GF	FY 2009 NGF	FY 2010 GF	FY 2010 NGF

Explanation of and methodology used in other personal services costs request:

17. Does the request contain funding for nonpersonal services?	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
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If yes, complete the following table:

	FY 2009 GF	FY 2009 NGF	FY 2010 GF	FY 2010 NGF
Contractual Services	\$87,500	\$224,600	\$143,400	\$348,400
Supplies & Materials	\$349,800	\$898,200	\$573,500	\$1,393,200
Transfer Payments	\$0	\$0	\$0	\$0
Continuous Charges	\$349,800	\$898,200	\$573,500	\$1,393,200
Property & Improvements	\$0	\$0	\$0	\$0
Equipment	\$87,400	\$224,500	\$143,400	\$348,300
Plant & Equipment	\$0	\$0	\$0	\$0

Explanation of and methodology used in nonpersonal services request: Costs related to custodial upkeep and general operational expenses for utilities for new facilities. Maintenance expense calculations are based on a reinvestment rate formula related to the value of the capital asset. Custodial, security, and utility expense is calculated applying historical costs on a square foot basis. Maintenance is calculated at 2% of construction value, custodial at \$1.60/SF, security at \$.90/SF, and utilities at \$3.25/SF (research/medical facilities' utilities are calculated at \$8.75/SF due to the higher demands for the equipment and required redundancy). The cost of new positions is calculated and subtracted from the total with the balance for nonpersonal services. These costs are then allocated based on the standard funding formula for E&G and research space based on the projected occupancy dates.

Section 4: Other Information and Requirements (this section optional for technical adjustments)

18. Are the proposed services mandated? YES NO
Explanation of mandate:

19. Will new legislation be required as a result of this request? YES NO
Explanation of required legislation:

20. Is Appropriation Act language required as part of this request? YES NO
Explanation of required Appropriation Act language:



Virginia Department of Planning and Budget
Decision Package Narrative Justification (Form NJ)

Section 1: Summary Information

1. Agency name: University of Virginia 2. Agency code: 207
 3. Amendment number: 730 4. Title: Invest in New Student Information System
 5. Priority of this amendment: 6

6. Does this amendment impact a key objective or measure (Institutional Performance Standard for Higher Education)? YES NO

If yes, please indicate which objective and/or measure is being impacted and explain the impact.

If no, explain the circumstances that should be taken into consideration as to why this request does not impact a key objective and/or measure (Institutional Performance Standard for Higher Education).

Key Objective: N/A for higher education

Key Measure: N/A for higher education

Institutional Performance Standard (higher education ONLY):

K.21. Financial and Administrative Standards. As specified in § 2.2-5004, Code of Virginia, institution takes all appropriate actions to meet the following financial and administrative standards:

- a. An unqualified opinion from the Auditor of Public Accounts upon the audit of the public institution’s financial statements;
- b. No significant audit deficiencies attested to by the Auditor of Public Accounts;
- c. Substantial compliance with all financial reporting standards approved by the State Comptroller;
- d. Substantial attainment of accounts receivable standards approved by the State Comptroller, including but not limited to, any standards for outstanding receivables and bad debts; and
- e. Substantial attainment of accounts payable standards approved by the State Comptroller including, but not limited to, any standards for accounts payable past due.

Justification: In 1999, the University of Virginia’s Board of Visitors approved the replacement of the University’s core administrative systems. With Oracle Financial Applications and Human Resource/Payroll Applications implemented, the replacement of the student information system completes the University’s upgrade of its core administrative systems. This technological advancement is required for the University to meet the demands of a 21st century enterprise. The implementation of PeopleSoft Campus Solutions will provide a technological infrastructure that is up-to-date, reflects “best business practices,” will evolve to capitalize on future advances in information technology, and will provide the adaptability and flexibility necessary to respond quickly to new business needs and requirements. The new student system will help position the University for growth and change and allow us to better serve the needs of our students.

7. Summary of costs and positions

	GF Dollars	NGF Dollars	Personal Services Costs	Nonpersonal Services Costs	GF Positions	NGF Positions
FY 2009	\$1,500,000	\$0	\$0	\$1,500,000	0.0	0.0
FY 2010	\$3,000,000	\$0	\$0	\$3,000,000	0.0	0.0
FY 2011	\$3,000,000	\$0	\$0	\$3,000,000	0.0	0.0
FY 2012	\$3,000,000	\$0	\$0	\$3,000,000	0.0	0.0
FY 2013	\$3,000,000	\$0	\$0	\$3,000,000	0.0	0.0
FY 2014	\$3,000,000	\$0	\$0	\$3,000,000	0.0	0.0

8. Summary of nongeneral fund sources. (For nongeneral fund amounts only, complete the table below):

Revenue Source Code	Fund/ Fund Detail Code	Fund/Fund Detail Title	FY 2009 Amount	FY 2010 Amount

(Insert additional rows as needed)

Explanation of / comments on nongeneral fund sources: N/A

9. Description (Include discussion on need for request and explanation on how this request is inherently governmental):

In 1999, the University of Virginia’s Board of Visitors approved the replacement of the University’s core administrative systems with the authorization of the Integrated System Project. Oracle Financial Applications were successfully deployed in July 2001, with the deployment of Oracle Human Resources/Payroll Applications following in October 2002; both phases were completed within the original approved budget of \$39.3 million. In 2006-07, the University completed planning for the third and final phase of the Integrated Systems Project to replace the student information system and is moving into full implementation mode in 2007-2008.

The University’s current student system, ISIS, is built on an aging technology platform that cannot meet current or future administrative or programmatic needs of students, faculty, and administrators. At the time of the October 1999 approval of the Integrated Systems Project, there was not a feasible student system option. After careful analysis and review, in 2006, the University selected PeopleSoft Campus Solutions as the new student information system. Oracle Corporation has recently purchased PeopleSoft, so the University’s vision of a fully integrated system will eventually be realized when the next generation of Oracle solutions is released.

The implementation of PeopleSoft Campus Solutions will provide a technological infrastructure that is up-to-date, reflects “best business practices,” will evolve to capitalize on future advances in information technology, and will provide the adaptability and flexibility necessary to respond quickly to new business needs and requirements. The new student system will help position the University for growth and change and, most importantly, allow us to better serve the needs of our students.

The Board of Visitors of the University of Virginia has approved a \$51.2 million comprehensive

budget for the implementation of the PeopleSoft Campus Solutions student information system. The budget includes personnel costs, hardware, software, maintenance, operating costs, consulting, and the coordination of projects, and is within the range incurred by similar student system implementations at peer institutions. The project will be funded from a combination of University debt, University private funding, allocations from University auxiliary operations, a technology fee assessed to students (beginning in 2008-09, included as part of the University's Six Year Plan submitted to the State Council of Higher Education on October 1, 2007), an allocation of Higher Education Equipment Trust Funds, and this request for a state general fund investment in this significant venture.

The student system implementation will take a multi-year, multi-phased approach. The project's budget is based on a timeline wherein all modules go live in a phased rollout by fall 2009; project funding ends in December 2009 and, after a short stabilization period, maintenance of the system begins.

Section 2: Expected Outcomes (this section optional for technical adjustments)

10. Consequences of not funding:

This project must go forward. If general fund support is not provided, student support (i.e., the expected technology fee) will be required to make up any funding gap. State support is critical to keep expected fee increases to the currently projected level.

11. Alternatives considered:

None.

12. What are the expected results to be achieved if this request is funded?

The new student system will replace ISIS and create the University's system of record for admission, student finance, and registration and records. It is expected that the new system provides greater functionality, accuracy, depth of information, consistency, and security centrally than is possible in current shadow or supporting student systems across the University and, therefore, provides significant benefit to all participants. Specifically, the system is expected to:

- Improve student service delivery
- Provide a secure and scalable environment for self-service
- Reduce paper based processes
- Reduce the need for shadow systems, where appropriate
- Increase on-line access to information in a secure environment
- Support one level of approval as the standard for transactions, where appropriate
- Standardize administrative processes, where appropriate, so that they can be effectively supported in a central system
- Standardize data definitions where appropriate to improve reporting
- Support compliance with laws and regulations

Section 3: Detailed Cost Information (this section optional for technical adjustments)

13. Does the request contain one-time funding?	<input type="checkbox"/>	YES	<input checked="" type="checkbox"/>	NO
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<i>Explanation of one-time funding:</i> N/A

14. Does the request contain recurring funding?	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
<p>For the first biennium, the general fund contribution will be applied to the project costs for the implementation of the new student information system. In the subsequent years, the student system will require ongoing maintenance operations and any general fund contribution will be applied to that operating unit.</p>		

15. Does the request contain funding for the cost of new positions?	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
<p><i>If yes, complete a copy of Form NP (Excel file) and include it with your submission. Enter the totals from the Form NP file in the table below. (Make sure the attached Form NP file is named with your agency code and the amendment number for this request.)</i></p>		

New Positions Request (See Form NP For Details)	GF Dollars	NGF Dollars	GF Positions	NGF Positions
FY 2009				
FY 2010				

Explanation of and methodology used in request for new positions: N/A

16. Does the request contain funding for personal services costs other than new positions? (example: added wage employees or a job class regrade)	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
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If yes, complete the following table:

Other Personal Services Items	FY 2009 GF	FY 2009 NGF	FY 2010 GF	FY 2010 NGF

(Insert additional rows as needed)

Explanation of and methodology used in other personal services costs request: N/A

17. Does the request contain funding for nonpersonal services?	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
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If yes, complete the following table:

	FY 2009 GF	FY 2009 NGF	FY 2010 GF	FY 2010 NGF
Contractual Services	\$1,500,000	\$0	\$3,000,000	\$0
Supplies & Materials	\$0	\$0	\$0	\$0
Transfer Payments	\$0	\$0	\$0	\$0
Continuous Charges	\$0	\$0	\$0	\$0
Property & Improvements	\$0	\$0	\$0	\$0
Equipment	\$0	\$0	\$0	\$0
Plant & Equipment	\$0	\$0	\$0	\$0
Obligations	\$0	\$0	\$0	\$0

Explanation of and methodology used in nonpersonal services request: A significant cost to the implementation of a new student information system is the contractual arrangement with our implementation partner, Cedar Crestone.

Section 4: Other Information and Requirements (this section optional for technical adjustments)

18. Are the proposed services mandated?

YES

NO

Explanation of mandate: N/A

19. Will new legislation be required as a result of this request?

YES

NO

Explanation of required legislation: N/A

20. Is Appropriation Act language required as part of this request?

YES

NO

Explanation of required Appropriation Act language: N/A



Virginia Department of Planning and Budget

Decision Package Narrative Justification (Form NJ)

Section 1: Summary Information

1. Agency name: University of Virginia 2. Agency code: 207

3. Amendment number: 731 4. Title: Supplement Funding to University of Virginia Libraries

5. Priority of this amendment: 7

6. Does this amendment impact a key objective or measure (Institutional Performance Standard for Higher Education)? YES NO

If yes, please indicate which objective and/or measure is being impacted and explain the impact.

If no, explain the circumstances that should be taken into consideration as to why this request does not impact a key objective and/or measure (Institutional Performance Standard for Higher Education).

Key Objective: N/A for higher education

Key Measure: N/A for higher education

Institutional Performance Standard (higher education ONLY):

D.8. Academic Standards. Institution reports on total programs reviewed under Southern Association of Colleges and Schools assessment of student learning outcomes criteria within the institution's established assessment cycle in which continuous improvement plans addressing recommended policy and program changes were implemented.

H.17. Research, Patents, and Licenses. Institution maintains or increases the total expenditures in grants and contracts for research, within the prescribed range of permitted variance, according to targets mutually agreed upon with SCHEV and/or consistent with the institution's management agreement.

Justification: The requested funding will provide critical support to maintain the University Library's core library collections, which exists as a state-wide resource to all colleges and universities and private citizens. Building and sustaining strong collections is core to the mission of the library, providing an essential resource for maintaining a high academic standard and meeting research goals. Supporting research and teaching at a top ranked university requires robust library collections, including both print and electronic journals, to strengthen science research and attract research funding.

7. Summary of costs and positions

	GF Dollars	NGF Dollars	Personal Services Costs	Nonpersonal Services Costs	GF Positions	NGF Positions
FY 2009	\$1,000,000	\$0	\$0	\$1,000,000	0.0	0.0
FY 2010	\$1,000,000	\$0	\$0	\$1,000,000	0.0	0.0
FY 2011	\$1,000,000	\$0	\$0	\$1,000,000	0.0	0.0
FY 2012	\$1,000,000	\$0	\$0	\$1,000,000	0.0	0.0
FY 2013	\$1,000,000	\$0	\$0	\$1,000,000	0.0	0.0
FY 2014	\$1,000,000	\$0	\$0	\$1,000,000	0.0	0.0

8. Summary of nongeneral fund sources. (For nongeneral fund amounts only, complete the table below):

Revenue Source Code	Fund/ Fund Detail Code	Fund/Fund Detail Title	FY 2009 Amount	FY 2010 Amount

(Insert additional rows as needed)

Explanation of / comments on nongeneral fund sources: N/A

9. Description (Include discussion on need for request and explanation on how this request is inherently governmental):

The University of Virginia Library plans to be a model research library known for innovative and collaborative programs that give our faculty and students a competitive advantage in their research, teaching, and learning. The Library's strategic plans are based on providing: permanent access to superb resources in both digital and physical forms; expert staff to support an increasingly complex information and intellectual property universe; and physical spaces that facilitate both individual and collaborative work while being almost infinitely flexible. The Library can clearly articulate its broad goals, however, the priorities of the schools and programs will appropriately influence the details.

The Libray's two-year plan focuses on its 21st century incarnation as a center for collaborative study, research, and scholarship. Initiatives include assessing physical space and information technology needs, establishing a preservation program for both physical and digital content, and increasing the collection of digital content.

The requested funding will provide critical support to maintain the University Library's core library collections. Building and sustaining strong collections is core to the mission of the library. Supporting research and teaching at a top ranked university requires robust library collections, including both print and electronic journals, to strengthen science research and attract research funding. The Library's most recent survey of faculty confirmed that collections are their highest priority. The cost of basic library resources increases steadily each year, but in recent years the rate of increase has greatly exceeded a normal rate of inflation. Average increases in the price of electronic and print journal subscriptions have consistently been 8-10% annually for the past decade. Current funding levels also do not allow the University Library to build strong collections through the acquisition of vital electronic resources. The base adequacy formula does not appropriately address the needs of a research library for a top-ranked University that is also looked to as a state resource.

Section 2: Expected Outcomes (this section optional for technical adjustments)

10. Consequences of not funding:

A decrease in quality of maintenance of electronic journal and print subscriptions, scientific resources, multicultural resources, and necessary preservation and digitization efforts can be expected if this is not funded.

11. Alternatives considered:

We will need to discontinue journal subscriptions and slow down digitization effort.

12. What are the expected results to be achieved if this request is funded?

With this funding, we expect to:

- **Build Collections:** We will increase or build collections relating to key University initiatives in the sciences and technology, media studies, public policy, Middle East and Asian studies, international studies, fine and performing arts, and public service and outreach, driven by academic programs.
- **Significantly Accelerate the Digitization of Book and Other Scholarly Materials:** The Google partnership will increase access to digital collections by vastly increasing production of digital texts. We will also offer on-demand digitization for teaching materials needed by faculty that are not already scheduled for the Google effort.
- **Digital Preservation:** We must develop technical standards to capture and preserve significant early digital humanities projects for which UVA has become world-renowned, as well as digital projects being created today. Digital preservation is quickly becoming central to the mission of research libraries, much as the preservation of books was central to our past.
- **Digitize and Preserve Special Collections and Fragile Materials:** The University Library has lagged seriously in its preservation of print collections. We must address this shortfall by concentrating on those materials of special cultural and intellectual importance.

Section 3: Detailed Cost Information (this section optional for technical adjustments)

13. Does the request contain one-time funding?	<input type="checkbox"/>	YES	<input checked="" type="checkbox"/>	NO
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Explanation of one-time funding: N/A

14. Does the request contain recurring funding?	<input checked="" type="checkbox"/>	YES	<input type="checkbox"/>	NO
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Explanation of recurring funding: The need for additional resources to support a top-ranked research library is on-going.

15. Does the request contain funding for the cost of new positions?	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
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If yes, complete a copy of Form NP (Excel file) and include it with your submission. Enter the totals from the Form NP file in the table below. (Make sure the attached Form NP file is named with your agency code and the amendment number for this request.)

New Positions Request (See Form NP For Details)	GF Dollars	NGF Dollars	GF Positions	NGF Positions
FY 2009				
FY 2010				

Explanation of and methodology used in request for new positions:

16. Does the request contain funding for personal services costs other than new positions? (example: added wage employees or a job class regrade)	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
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If yes, complete the following table:

Other Personal Services Items	FY 2009 GF	FY 2009 NGF	FY 2010 GF	FY 2010 NGF

(Insert additional rows as needed)

Explanation of and methodology used in other personal services costs request:

17. Does the request contain funding for nonpersonal services?	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
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If yes, complete the following table:

	FY 2009 GF	FY 2009 NGF	FY 2010 GF	FY 2010 NGF
Contractual Services	\$260,000	\$0	\$400,000	\$0
Supplies & Materials	\$240,000	\$0	\$200,000	\$0
Transfer Payments	\$0	\$0	\$0	\$0
Continuous Charges	\$0	\$0	\$0	\$0
Property & Improvements	\$300,000	\$0	\$200,000	\$0
Equipment	\$200,000	\$0	\$200,000	\$0
Plant & Equipment	\$0	\$0	\$0	\$0
Obligations	\$0	\$0	\$0	\$0

Explanation of and methodology used in nonpersonal services request: Nonpersonal services funding will be allocated to maintaining existing commitments for electronic and print subscriptions; acquiring new electronic resources (compilations of historic materials, e-journal packages and reference materials), and for preservation and digitization initiatives.

Section 4: Other Information and Requirements (this section optional for technical adjustments)

18. Are the proposed services mandated?

YES

NO

Explanation of mandate:

19. Will new legislation be required as a result of this request?

YES

NO

Explanation of required legislation:

20. Is Appropriation Act language required as part of this request?

YES

NO

Explanation of required Appropriation Act language:



Virginia Department of Planning and Budget
Decision Package Narrative Justification (Form NJ)

Section 1: Summary Information

1. Agency name: University of Virginia 2. Agency code: 207

3. Amendment number: 732 4. Title: Support College Guides Program

5. Priority of this amendment: 8

6. Does this amendment impact a key objective or measure (Institutional Performance Standard for Higher Education)? YES NO

If yes, please indicate which objective and/or measure is being impacted and explain the impact.

If no, explain the circumstances that should be taken into consideration as to why this request does not impact a key objective and/or measure (Institutional Performance Standard for Higher Education).

Key Objective: N/A for higher education

Key Measure: N/A for higher education

Institutional Performance Standard (higher education ONLY):

A.2. Access: Institution increases the percentage of in-state undergraduate enrollment from under-represented populations. (Such populations should include low income, first-generation college status, geographic origin within Virginia, race, and ethnicity, or other populations as may be identified by the State Council.)

Justification:

The ultimate goal of the program is to raise the percentage of Virginia students who attend and complete college (2-year and 4-year institutions). This decision packages is much broader than increasing the enrollment to the University; it is about increasing the number of college-attending citizens across the Commonwealth.

7. Summary of costs and positions

	GF Dollars	NGF Dollars	Personal Services Costs	Nonpersonal Services Costs	GF Positions	NGF Positions
FY 2009	\$240,000	\$0	\$0	\$240,000	0.0	0.0
FY 2010	\$240,000	\$0	\$0	\$240,000	0.0	0.0
FY 2011	\$240,000	\$0	\$0	\$240,000	0.0	0.0
FY 2012	\$240,000	\$0	\$0	\$240,000	0.0	0.0
FY 2013	\$240,000	\$0	\$0	\$240,000	0.0	0.0
FY 2014	\$240,000	\$0	\$0	\$240,000	0.0	0.0

8. Summary of nongeneral fund sources. (For nongeneral fund amounts only, complete the table below):

Revenue Source Code	Fund/ Fund Detail Code	Fund/Fund Detail Title	FY 2009 Amount	FY 2010 Amount

(Insert additional rows as needed)

Explanation of / comments on nongeneral fund sources: N/A

9. Description (Include discussion on need for request and explanation on how this request is inherently governmental):

The University of Virginia’s College Guide Program embodies a vision of public service, leadership, and academic excellence. Launched in the fall of 2005 to increase educational opportunities for high school students throughout the Commonwealth, the program has become a national model of higher education recruitment. The program encourages increased college preparatory participation among students at partner high schools and community colleges.

Although 79% of Virginians ages 18-24 have high school diplomas, only 53% of Virginians attend college directly out of high school. To address the widening gap in college participation, the University is placing recent graduates in public high schools throughout the Commonwealth to assist students with college admission, financial aid, and scholarship applications. Given their idealism and fresh perspective on the college experience, recent University graduates serve as perfect advocates for higher education. During the year, Guides spend forty hours a week working alongside guidance counselors—and in some cases in coordination with other access programs—to motivate and assist students through the college application process. College Guides act as mentors to students and create educational programming for the high school students and their families.

Guides do not replace professional counseling staff, but rather serve as student advocates and liaisons. They make individual contacts with students who may not have the exposure or resources or assistance with the college decision-making process beyond school walls. This one-on-one contact plays an integral role in the development of relationships between students and their Guides, who come to be viewed as trusted mentors. The Guides will work with all students, but focus particularly on making connections with those who are high-achieving/low-income students, and those who will be first-generation college students. Guides facilitate programs that address awareness of college-going opportunities, knowledge of financial aid resources and application processes, and practice with personal essay writing.

Guides participate in a training session over the summer and then serve for 1 to 2 years immediately following their graduation from the University. They receive a \$10,000 service stipend, a \$10,000 housing allowance, and \$5,000 toward future education or to pay for existing educational debts.

So far, the program has increased college enrollment numbers from several Virginia public school districts. Holston High School in the southwest Virginia town of Damascus has traditionally sent about 50 percent of its graduates on to some form of higher education. This year that number has risen to nearly 85 percent. In Fluvanna County, the college matriculation rate increased from 63 to 82 percent. In Patrick County, the rate jumped from 61 to 86 percent. Patrick County also saw a 25 percent increase in

the number of students taking the SAT and a 46 percent increase in students filing federal financial aid forms. In Halifax, after a College Guide took students for a tour of the Virginia Commonwealth University campus, Halifax County High School saw applications to VCU almost double.

The requested support will expand the program to include partnerships with the College of William & Mary and Virginia Tech and will support statewide training. Such initiatives will enable the program to have a greater impact statewide. We also anticipate strengthening the College Guide program by developing an assessment plan for the program.

Section 2: Expected Outcomes (this section optional for technical adjustments)

10. Consequences of not funding:

Without state funding, the Guide program will not expand and the resulting impact on state high school and community college students will be low. The program is currently dependent upon private support, which can be unpredictable. This general fund request would allow the program to expand and would provide a more stable funding stream.

11. Alternatives considered:

The program would remain funded solely through private funds that may not continue into the future.

12. What are the expected results to be achieved if this request is funded?

Each Guide represents a direct measure toward access to higher education for all Virginians. The program placed fourteen Guides for the 2005-2006 school year, twenty-two Guides in 2006-07, and has twenty-four Guides in 2007-08. Guide numbers are projected to increase in the next two fiscal years. To achieve these goals, the funding strategy includes working with school and community leaders in targeted areas to gauge potential interest and to identify potential donors (the program is fully supported entirely through private philanthropy). Areas served by Guides should realize an increase in the number of SAT and ACT test takers, and an increase in the number of students completing college applications, not just to the University at Virginia but to colleges and universities throughout the state and nation.

Section 3: Detailed Cost Information (this section optional for technical adjustments)

13. Does the request contain one-time funding?	<input type="checkbox"/>	YES	<input checked="" type="checkbox"/>	NO
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Explanation of one-time funding:

14. Does the request contain recurring funding?	<input checked="" type="checkbox"/>	YES	<input type="checkbox"/>	NO
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Explanation of recurring funding: The program requires stable funding in order to expand and increase service across the state.

15. Does the request contain funding for the cost of new positions?	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
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If yes, complete a copy of Form NP (Excel file) and include it with your submission. Enter the totals from the Form NP file in the table below. (Make sure the attached Form NP file is named with your agency code and the amendment number for this request.)

New Positions Request (See Form NP For Details)	GF Dollars	NGF Dollars	GF Positions	NGF Positions
FY 2009	\$0	\$0	0.0	0.0
FY 2010	\$0	\$0	0.0	0.0

Explanation of and methodology used in request for new positions:

16. Does the request contain funding for personal services costs other than new positions? (example: added wage employees or a job class regrade)	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
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If yes, complete the following table:

Other Personal Services Items	FY 2009 GF	FY 2009 NGF	FY 2010 GF	FY 2010 NGF
	\$0	\$0	\$0	\$0

Explanation of and methodology used in other personal services costs request: N/A

17. Does the request contain funding for nonpersonal services?	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
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If yes, complete the following table:

	FY 2009 GF	FY 2009 NGF	FY 2010 GF	FY 2010 NGF
Contractual Services	\$240,000	\$0	\$240,000	\$0
Supplies & Materials	\$0	\$0	\$0	\$0
Transfer Payments	\$0	\$0	\$0	\$0
Continuous Charges	\$0	\$0	\$0	\$0
Property & Improvements	\$0	\$0	\$0	\$0
Equipment	\$0	\$0	\$0	\$0
Plant & Equipment	\$0	\$0	\$0	\$0
Obligations	\$0	\$0	\$0	\$0

Explanation of and methodology used in nonpersonal services request: College Guides receive a \$10,000 service stipend, a \$10,000 housing allowance, and \$5,000 toward future education or to pay for existing educational debts. This allocation will support this commitment to the Guides.

Section 4: Other Information and Requirements (this section optional for technical adjustments)

18. Are the proposed services mandated?	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
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Explanation of mandate:

19. Will new legislation be required as a result of this request?	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
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Explanation of required legislation:

20. Is Appropriation Act language required as part of this request?	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
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Explanation of required Appropriation Act language:



Virginia Department of Planning and Budget
Decision Package Narrative Justification (Form NJ)

Section 1: Summary Information

1. Agency name: University of Virginia 2. Agency code: 207

3. Amendment number: 733 4. Title: Increase Support for the Virginia Folk life Program

5. Priority of this amendment: 9

6. Does this amendment impact a key objective or measure (Institutional Performance Standard for Higher Education)? YES NO

If yes, please indicate which objective and/or measure is being impacted and explain the impact.

If no, explain the circumstances that should be taken into consideration as to why this request does not impact a key objective and/or measure (Institutional Performance Standard for Higher Education).

Key Objective: N/A for higher education

Key Measure: N/A for higher education

Institutional Performance Standard (higher education ONLY): None

Justification:

The Virginia Folklife Program, a long-standing program of the Virginia Foundation for the Humanities, is the official Folklife program of the Commonwealth. It documents, presents, and supports Virginia’s cherished, living folkways through fieldwork, grants, exhibits, recordings, educational programs, and, among others, an Apprenticeship program. The Virginia Folklife Program enhances the Commonwealth by:

- Educating the general public about the broad scope of aesthetic expressions that fall under the often simplified umbrella of “folklore;”
- Publicly recognizing carefully selected individuals as masters of their craft;
- Providing a key link in the transmission of traditions between the generations, particularly in communities where these networks of cultural transmission have been weakened or threatened;
- Building an “artist roster” and enhance the guide to Virginia Folklife Resources as the primary resource for ongoing statewide documentary, educational, and festival programming; and
- Developing a statewide awareness among traditional artists, cultural programmers, and educators of Virginia’s diverse folklife.

7. Summary of costs and positions

	GF Dollars	NGF Dollars	Personal Services Costs	Nonpersonal Services Costs	GF Positions	NGF Positions
FY 2009	\$100,000	\$0	\$58,000	\$42,000	1.0	0.0
FY 2010	\$100,000	\$0	\$58,000	\$42,000	1.0	0.0
FY 2011	\$100,000	\$0	\$58,000	\$42,000	1.0	0.0
FY 2012	\$100,000	\$0	\$58,000	\$42,000	1.0	0.0
FY 2013	\$100,000	\$0	\$58,000	\$42,000	1.0	0.0
FY 2014	\$100,000	\$0	\$58,000	\$42,000	1.0	0.0

8. Summary of nongeneral fund sources. (For nongeneral fund amounts only, complete the table below):

Revenue Source Code	Fund/ Fund Detail Code	Fund/Fund Detail Title	FY 2009 Amount	FY 2010 Amount

Explanation of / comments on nongeneral fund sources: N/A

9. Description (Include discussion on need for request and explanation on how this request is inherently governmental):

These funds will be used by the Virginia Foundation for the Humanities (VFH) to expand the **Virginia Folklife Program (VFP)**, a long-standing program of VFH. The **Virginia Folklife Program**, the official Folklife program of the Commonwealth, documents, presents, and supports Virginia’s cherished, living folkways through fieldwork, grants, exhibits, recordings, educational programs, and, among others, an Apprenticeship program. A single staff member is charged with documenting, preserving, and promoting Virginia’s rich and diverse folklife, from water-based traditions of the Eastern Shore to mountain crafts and music.

The State Folklorist for Virginia, Jon Lohman, implements the program without additional assistance other than occasional interns. He conducts field research across the state; collects materials for documentaries and preservation; plans, promotes and participates in a variety of public and educational programs throughout Virginia; reviews grant proposals; administers the Virginia Folklife Apprenticeship program; creates exhibits, and maintains a guide to Virginia Folklife Resources. Over the last two years, he has produced a series of nine CD’s preserving the music of the “Crooked Road,” Virginia’s traditional music trail; written a 250 page photographic essay book on the Virginia Folklife Apprenticeship program; and played a pivotal role in organizing and presenting the Smithsonian Folklife Festival, the Richmond Folklife Festival, and numerous other Folklife festivals around the Commonwealth.

The VFP provides a key link in the transmission of traditions between the generations, particularly in communities where these networks of cultural transmission have been weakened or threatened. The **VFP** helps to ensure that Virginia’s treasured folkways not only continue, but receive new life and vibrancy, engaging new learners, and reinvigorating master practitioners. It serves as an ardent advocate and supporter of these vital cultural expressions. By highlighting and drawing attention

to the traditions of Virginia's smaller or lesser known communities, the **VFP** helps to validate and raise public awareness of these and other traditional cultures.

Over the last two years, the demands on the **VFP** have increased. The recent National Folklife Festival, held in Richmond in 2005, 2006, and again in 2007, the Smithsonian Folklife Festival's focus on Virginia in 2007, and the commemoration of 2007 have created the opportunity to showcase Virginia's traditional culture. Additional funds will allow the **VFP** to capitalize and build upon the interest generated by these events. The traditions, crafts, music, and stories of Virginia make up the very fabric of life in the Commonwealth. They are essential to maintaining a sense of place and pride in our state. These are the things which make Virginia unique among the states of the Union--a treasure which Virginia cannot afford to lose, for economic, historical and artistic reasons. The Commonwealth's investment in the Virginia Folklife Program is an investment in its past, its present and its future.

The funding increase we seek is for an additional program staff person to allow the VFP to broaden the scope of the documentation efforts, create a greater number and variety of programs, reach larger audiences, and create new educational materials and resources.

Virginia Foundation for the Humanities

The Virginia Foundation for the Humanities (VFH) is uniquely qualified to expand the reach of the **Virginia Folklife Program**. As the state's humanities council and as a public service outreach arm of the University of Virginia, VFH has worked since 1974 to develop the civic, cultural, and intellectual life of the Commonwealth by creating learning opportunities for all Virginians.

For thirty-four years, VFH has worked with the state's major libraries, historical agencies, museums, and cultural organizations, creating a network of collaborators and partners who serve as important allies of the **Virginia Folklife Program**. As the only statewide folklife program in Virginia, the **Virginia Folklife Program** has come to be viewed as the authority on Virginia's traditional culture, as evidenced by increased media attention and by requests for the Program's Director to serve on numerous advisory committees and panels for statewide and regional cultural heritage initiatives. An additional staff member for this program will only enhance its opportunities and outreach.

Section 2: Expected Outcomes (this section optional for technical adjustments)

10. Consequences of not funding:

The result of not funding this request is that the **Virginia Folklife Program** will continue with a single staff member, thereby limiting its reach at a time when the cultural environment is ripe for expansion.

11. Alternatives considered:

The alternatives to this funding request are 1) Try to make up the difference from private sources; 2) Scale back the scope of the **VFP** and retain its current 1-staff-member configuration. Funds from the Commonwealth are only one part of a diversified funding strategy for all programs of the VFH, which undertakes aggressive fundraising through individuals, corporations and state and national foundations. We also seek partnerships and sponsorships for the **VFP**. Funds from the Commonwealth help leverage additional funds from other donors such as the National Endowment for the Arts and the J & E Berkley Foundation.

12. What are the expected results to be achieved if this request is funded?

- More Master artists will be recognized for their contribution to the cultural life of Virginia.
- More traditions will be documented and presented when Apprentices learn them from Masters.
- Virginians will have a greater awareness of the richness, variety and value of the state’s folk traditions and cultures.
- K-12 Teachers as well as the general public will have access to current and expanded resources on Virginia’s folklore traditions.
- K-12 Students as well as the general public will have more opportunities to experience Virginia’s folklore traditions with expanding public and educational programming.
- Tourists will have access to information about Virginia’s folklore traditions to assist them in planning travel to and within the Commonwealth.

Section 3: Detailed Cost Information (this section optional for technical adjustments)

13. Does the request contain one-time funding? YES NO

Explanation of one-time funding: N/A

14. Does the request contain recurring funding? YES NO

Explanation of recurring funding:

The **Virginia Folklife Program** has an annual budget of \$168,000, approximately one-third of which comes from non-recurring federal grants. The **Program** cannot expand to include an additional professional staff member without additional, stable income. Without an additional staff member, the **Virginia Folklife Program** has essentially reached the limits of what it can do. The demands on the **Program**, however, continue to increase, as its reputation increases and as interest in folklife increases throughout the Commonwealth.

15. Does the request contain funding for the cost of new positions? YES NO

If yes, complete a copy of Form NP (Excel file) and include it with your submission. Enter the totals from the Form NP file in the table below. (Make sure the attached Form NP file is named with your agency code and the amendment number for this request.)

New Positions Request (See Form NP For Details)	GF Dollars	NGF Dollars	GF Positions	NGF Positions
FY 2009	\$58,000	\$0	1.0	0.0
FY 2010	\$58,000	\$0	1.0	0.0

Explanation of and methodology used in request for new positions: An additional program staff person to allow the VFP to broaden the scope of the documentation efforts, create a greater number and variety of programs, reach larger audiences, and create new educational materials and resources.

16. Does the request contain funding for personal services costs other than new positions? (example: added wage employees or a job class regrade) YES NO

If yes, complete the following table:

Other Personal Services Items	FY 2009 GF	FY 2009 NGF	FY 2010 GF	FY 2010 NGF

Explanation of and methodology used in other personal services costs request: N/A

17. Does the request contain funding for nonpersonal services? YES NO

If yes, complete the following table:

	FY 2009 GF	FY 2009 NGF	FY 2010 GF	FY 2010 NGF
Contractual Services	\$25,000	\$0	\$25,000	\$0
Supplies & Materials	\$11,000	\$0	\$11,000	\$0
Transfer Payments	\$0	\$0	\$0	\$0
Continuous Charges	\$0	\$0	\$0	\$0
Property & Improvements	\$0	\$0	\$0	\$0
Equipment	\$6,000	\$0	\$6,000	\$0
Plant & Equipment	\$0	\$0	\$0	\$0
Obligations	\$0	\$0	\$0	\$0

Explanation of and methodology used in nonpersonal services request:

Section 4: Other Information and Requirements (this section optional for technical adjustments)

18. Are the proposed services mandated? YES NO

Explanation of mandate:

19. Will new legislation be required as a result of this request? YES NO

Explanation of required legislation:

20. Is Appropriation Act language required as part of this request? YES NO

Explanation of required Appropriation Act language:



Virginia Department of Planning and Budget

Decision Package Narrative Justification (Form NJ)

Section 1: Summary Information

1. Agency name: University of Virginia 2. Agency code: 207

3. Amendment number: 825 4. Title: Amend Appropriations Act Language:

5. Priority of this amendment: 10

6. Does this amendment impact a key objective or measure (Institutional Performance Standard for Higher Education)? YES NO

If yes, please indicate which objective and/or measure is being impacted and explain the impact.

If no, explain the circumstances that should be taken into consideration as to why this request does not impact a key objective and/or measure (Institutional Performance Standard for Higher Education).

Key Objective: N/A for higher ed

Key Measure: N/A for higher ed

Institutional Performance Standard (higher education ONLY):

D.8. Academic Standards. Institution reports on total programs reviewed under Southern Association of Colleges and Schools assessment of student learning outcomes criteria within the institution's established assessment cycle in which continuous improvement plans addressing recommended policy and program changes were implemented.

H. 17. Research, Patents, and Licenses. Institution maintains or increases the total expenditures in grants and contracts for research, within the prescribed range of permitted variance, according to targets mutually agreed upon with SCHEV and/or consistent with the institution's management agreement.

H. 18. Research, Patents, and Licenses. Institution maintains or increases the annual number of new patent awards and licenses, within the prescribed range of permitted variance, according to targets mutually agreed upon with SCHEV and/or consistent with the institution's management agreement.

Justification: More flexibility in graduate financial aid packaging will lead to more competitive offers and greater success at recruiting the best graduate students which will benefit the undergraduate experiences, help recruit world-class faculty, and enhance research activities.

7. Summary of costs and positions

	GF Dollars	NGF Dollars	Personal Services Costs	Nonpersonal Services Costs	GF Positions	NGF Positions
FY 2009	\$0	\$0	\$0	\$0	0.0	0.0
FY 2010	\$0	\$0	\$0	\$0	0.0	0.0
FY 2011	\$0	\$0	\$0	\$0	0.0	0.0
FY 2012	\$0	\$0	\$0	\$0	0.0	0.0
FY 2013	\$0	\$0	\$0	\$0	0.0	0.0
FY 2014	\$0	\$0	\$0	\$0	0.0	0.0

8. Summary of nongeneral fund sources. (For nongeneral fund amounts only, complete the table below):

Revenue Source Code	Fund/ Fund Detail Code	Fund/Fund Detail Title	FY 2009 Amount	FY 2010 Amount

Explanation of / comments on nongeneral fund sources: N/A

9. Description (Include discussion on need for request and explanation on how this request is inherently governmental):

The University of Virginia requests that the existing requirement that 50 percent of general funds allocated to graduate student financial assistance be made to Virginia residents be removed. The Commonwealth and the University have recognized that the role of graduate students differs from that of undergraduate students. Graduate, and specifically the highest quality graduate students, play a vital role in recruiting world class faculty, attracting external grant support, and improving the stature of the University and Commonwealth's research enterprise in the world. In the 2006-08 biennia, the Commonwealth awarded \$1.6 million in incremental general funds to support University graduate students as part of the Higher Education Research Initiative. This funding acknowledged the importance of high quality graduate students, their role in University based research and consequently their role in creating economic development for the Commonwealth, and the need to adequately support these students with financial aid.

In our highest priority budget request (#725), we have made the case for why incremental support continues to be needed for graduate students in order to maintain our progress towards an increased research presence. In addition to financial support, one no-cost measure of support would be the elimination of the requirement that 50% of the general fund awards to graduate students be made to in-state students. Increasingly our highest quality applicants are from out-of-state and require a higher level of commitment from the University.

Many graduate students remain in the Commonwealth after graduation, even becoming the faculty of our public and private colleges and Universities. Out-of-state graduate students frequently bring spouses and families to the region to have a settled life here. Allowing the University to award state support to the highest quality graduate students, regardless of their residency, will provide the University additional flexibility in building a world-renown research enterprise.

The Commonwealth awards are very attractive fellowships and we award these to best students. If the funds are unrestricted, we will be able to develop more attractive financial support packages for our most highly regarded graduate students.

Section 2: Expected Outcomes (this section optional for technical adjustments)

10. Consequences of not funding:

11. Alternatives considered:

12. What are the expected results to be achieved if this request is funded?

The University will be able to recruit the highest quality graduate students and we will lose fewer highly sought out-of-state students based on inadequate financial support packages.

Section 3: Detailed Cost Information (this section optional for technical adjustments)

13. Does the request contain one-time funding? YES NO

Explanation of one-time funding:

14. Does the request contain recurring funding? YES NO

Explanation of recurring funding:

15. Does the request contain funding for the cost of new positions? YES NO

If yes, complete a copy of Form NP (Excel file) and include it with your submission. Enter the totals from the Form NP file in the table below. (Make sure the attached Form NP file is named with your agency code and the amendment number for this request.)

New Positions Request (See Form NP For Details)	GF Dollars	NGF Dollars	GF Positions	NGF Positions
FY 2009				
FY 2010				

Explanation of and methodology used in request for new positions:

16. Does the request contain funding for personal services costs other than new positions? (example: added wage employees or a job class regrade) YES NO

If yes, complete the following table:

Other Personal Services Items	FY 2009 GF	FY 2009 NGF	FY 2010 GF	FY 2010 NGF

Explanation of and methodology used in other personal services costs request:

17. Does the request contain funding for nonpersonal services? YES NO

If yes, complete the following table:

	FY 2009 GF	FY 2009 NGF	FY 2010 GF	FY 2010 NGF
Contractual Services				
Supplies & Materials				
Transfer Payments				
Continuous Charges				
Property & Improvements				
Equipment				
Plant & Equipment				
Obligations				

Explanation of and methodology used in nonpersonal services request:

Section 4: Other Information and Requirements (this section optional for technical adjustments)

18. Are the proposed services mandated? YES NO

Explanation of mandate:

19. Will new legislation be required as a result of this request? YES NO

Explanation of required legislation:

20. Is Appropriation Act language required as part of this request? YES NO

Explanation of required Appropriation Act language:

[§4-5.01.b.3.](#) Grants To Graduate Students:

- a) An individual award may be based on financial need but may, in addition to or instead of, be based on other criteria determined by the institution making the award. The amount of an award shall be determined by the institution making the award; however, the Council shall annually be notified as to the maximum size of a graduate award that is paid from funds in the appropriation.
- b) The institution is required to transfer to educational and general appropriations all funds used to pay graduate assistantships or for duties which require work.
- c) A student receiving a graduate award paid from the appropriation must be duly admitted into a graduate degree program at the institution making the award.
- d) ~~Not more than 50 percent of the funds designated by an institution as graduate grants from the appropriation, and approved as such by the Council, shall be awarded to persons not eligible to be classified as Virginia domiciliary resident students.~~



Virginia Department of Planning and Budget
Decision Package Narrative Justification (Form NJ)

Section 1: Summary Information

1. Agency name: University of Virginia 2. Agency code: 207

3. Amendment number: 826 4. Title: Amend Appropriations Act Language: Add Sum Sufficient Language to Financial Aid Item

5. Priority of this amendment: 11

6. Does this amendment impact a key objective or measure (Institutional Performance Standard for Higher Education)? YES NO

If yes, please indicate which objective and/or measure is being impacted and explain the impact.

If no, explain the circumstances that should be taken into consideration as to why this request does not impact a key objective and/or measure (Institutional Performance Standard for Higher Education).

Key Objective: N/A for higher education

Key Measure: N/A for higher education

Institutional Performance Standard (higher education ONLY): None

Justification: To adjust language in the Acts of Assembly for the Higher Education Student Financial Assistance section (Item 193) to be consistent with terms of management agreement between the University of Virginia and the Commonwealth, in Chapters 933 and 943, of the 2006 Acts of Assembly.

7. Summary of costs and positions

	GF Dollars	NGF Dollars	Personal Services Costs	Nonpersonal Services Costs	GF Positions	NGF Positions
FY 2008	\$0	\$0	\$0	\$0	0.0	0.0
FY 2009	\$0	\$0	\$0	\$0	0.0	0.0
FY 2010	\$0	\$0	\$0	\$0	0.0	0.0
FY 2011	\$0	\$0	\$0	\$0	0.0	0.0
FY 2012	\$0	\$0	\$0	\$0	0.0	0.0
FY 2013	\$0	\$0	\$0	\$0	0.0	0.0

8. Summary of nongeneral fund sources. (For nongeneral fund amounts only, complete the table below):

Revenue Source Code	Fund/ Fund Detail Code	Fund/Fund Detail Title	FY 2009 Amount	FY 2010 Amount

(Insert additional rows as needed)

Explanation of / comments on nongeneral fund sources: N/A

9. Description (Include discussion on need for request and explanation on how this request is inherently governmental):

Add sum sufficient language to the Higher Education Student Financial Assistance section (Item 193) to be consistent with terms of management agreement between the University of Virginia and the Commonwealth, in Chapters 933 and 943, of the 2006 Acts of Assembly. We make our best estimate of the tuition to be used for financial aid each year, but the actual amount transferred from tuition revenues can vary based on the actual need of the students. Add to Item 193 the following language:

A. The appropriation for the fund source Higher Education Operating in this Item shall be considered a sum sufficient appropriation, which is an estimate of the fund required by the University to meet student financial aid needs, under the terms of the management agreement between the University of Virginia and the Commonwealth, as set forth in Chapters 933 and 943, of the 2006 Acts of Assembly.

Section 2: Expected Outcomes (this section optional for technical adjustments)

10. Consequences of not funding:

11. Alternatives considered:

12. What are the expected results to be achieved if this request is funded?

Section 3: Detailed Cost Information (this section optional for technical adjustments)

13. Does the request contain one-time funding?	<input type="checkbox"/>	YES	<input checked="" type="checkbox"/>	NO
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Explanation of one-time funding:

14. Does the request contain recurring funding?	<input type="checkbox"/>	YES	<input checked="" type="checkbox"/>	NO
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Explanation of recurring funding:

15. Does the request contain funding for the cost of new positions?	<input type="checkbox"/>	YES	<input checked="" type="checkbox"/>	NO
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If yes, complete a copy of Form NP (Excel file) and include it with your submission. Enter the totals from the Form NP file in the table below. (Make sure the attached Form NP file is named with your agency code and the amendment number for this request.)

New Positions Request (See Form NP For Details)	GF Dollars	NGF Dollars	GF Positions	NGF Positions
FY 2009				
FY 2010				

Explanation of and methodology used in request for new positions:

16. Does the request contain funding for personal services costs other than new positions? (example: added wage employees or a job class regrade)	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
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If yes, complete the following table:

Other Personal Services Items	FY 2009 GF	FY 2009 NGF	FY 2010 GF	FY 2010 NGF

Explanation of and methodology used in other personal services costs request:

17. Does the request contain funding for nonpersonal services?	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
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If yes, complete the following table:

	FY 2009 GF	FY 2009 NGF	FY 2010 GF	FY 2010 NGF
Contractual Services				
Supplies & Materials				
Transfer Payments				
Continuous Charges				
Property & Improvements				
Equipment				
Plant & Equipment				
Obligations				

Explanation of and methodology used in nonpersonal services request:

Section 4: Other Information and Requirements (this section optional for technical adjustments)

18. Are the proposed services mandated?	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
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Explanation of mandate:

19. Will new legislation be required as a result of this request?	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
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Explanation of required legislation:

20. Is Appropriation Act language required as part of this request?

YES NO

Explanation of required Appropriation Act language: Add sum sufficient language to the Higher Education Student Financial Assistance section (Item 193) to be consistent with terms of management agreement between the University of Virginia and the Commonwealth, in Chapters 933 and 943, of the 2006 Acts of Assembly. We make our best estimate of the tuition to be used for financial aid each year, but the actual amount transferred from tuition revenues can vary based on the actual need of the students. Add to Item 193 the following language:

A. The appropriation for the fund source Higher Education Operating in this Item shall be considered a sum sufficient appropriation, which is an estimate of the fund required by the University to meet student financial aid needs, under the terms of the management agreement between the University of Virginia and the Commonwealth, as set forth in Chapters 933 and 943, of the 2006 Acts of Assembly.