

**VIRGINIA COMMONWEALTH UNIVERSITY  
BOARD OF VISITORS  
ACADEMIC AND HEALTH AFFAIRS COMMITTEE  
9:20 A.M.\*\*  
May 12, 2017  
JAMES BRANCH CABELL LIBRARY  
901 PARK AVENUE – ROOM 303  
RICHMOND, VIRGINIA**

**AGENDA**

1. **CALL TO ORDER** Dr. Carol Shapiro, *Chair*
  
2. **APPROVAL OF AGENDA** Dr. Carol Shapiro, *Chair*
  
3. **APPROVAL OF MINUTES** Dr. Carol Shapiro, *Chair*  
[\(March 22, 2017\)](#)
  
4. **ACTION ITEMS:** Dr. Carol Shapiro, *Chair*
  - a. [Proposal to create a new Ph.D. in Chemical and Life Sciences Engineering](#)
  - b. [Proposal to create a new Ph.D. in Pharmaceutical Engineering](#)
  - c. [Proposal to rename the Center for Teaching Excellence](#)
  
5. **REPORT FROM PROVOST** Dr. Gail Hackett, *Provost and Vice President for Academic Affairs*
  - a. [Review of Committee Dashboard](#)
    - i. [Financial Aid Report](#)
    - ii. [iCubed Report](#)
  
  - b. Follow-up from March meeting:
    - i. [Student Climate Surveys](#) Dr. Charles Klink, *Vice Provost for Student Affairs*
  
    - ii. [Purdue University Inquiry](#) Dr. Gail Hackett, *Provost and Vice President for Academic Affairs*
  
6. **STRATEGIC PLAN UPDATE** Dr. Gail Hackett, *Provost and Vice President for Academic Affairs*  
  
Dr. Marsha Rappley, *Vice President for Health Sciences and CEO, VCU Health*
  
7. **RELEVANT EXPERIENTIAL AND APPLIED LEARNING ([REAL](#)) INITIATIVE** Dr. Deborah Noble-Triplett, *Senior Vice Provost for Academic Affairs*

8. **VENTURE CREATION UNIVERSITY**

Dr. Frank Macrina, *Vice President for Research*

Ms. Nicole Monk, *Enterprise and Economic Development Executive, VCU Innovation Gateway*

Dr. Garret Westlake, *Executive Director, VCU da Vinci Center*

9. **REPORT FROM FACULTY REPRESENTATIVE**

Ms. June Nicholson, *Faculty Senate Board of Visitors Representative*

Ms. Holly Alford, *alternate and president, VCU Faculty Senate*

10. **REPORT FROM STAFF REPRESENTATIVE**

Ms. Sania Marcoccia, *Staff Senate Board of Visitors Representative and president, VCU Staff Senate*

11. **REPORT FROM STUDENT REPRESENTATIVES**

Elizabeth Winslow, *Graduate Student Representative*

Alan Booth, *Undergraduate Student Representative*

12. **OTHER BUSINESS**

Dr. Carol Shapiro, *Chair*

13. **ADJOURNMENT**

Dr. Carol Shapiro, *Chair*

**\*\*The start time for the Board of Visitors meeting is approximate only. The meeting may begin either before or after the listed approximate start time as Board members are ready to proceed.**

**(March 22, 2017)**



# VCU

**DRAFT**  
**BOARD OF VISITORS**  
**ACADEMIC AND HEALTH AFFAIRS COMMITTEE**  
**9:20 A.M.**  
**MARCH 22, 2017**  
**JAMES BRANCH CABELL LIBRARY**  
**901 PARK AVENUE, ROOM 303, RICHMOND, VIRGINIA**

**COMMITTEE MEMBERS PRESENT**

Dr. Carol S. Shapiro, Chair  
Dr. Robert D. Holsworth, vice chair  
Mr. H. Benson Dendy III  
Mr. William M. Ginther  
Dr. Shantaram Talegaonkar  
Mr. G. Richard Wagoner, Jr.  
Mr. Steve L. Worley

**COMMITTEE MEMBER ABSENT**

Mr. Tyrone Nelson

**OTHERS PRESENT**

Ms. Elizabeth L. Brooks, Associate University Counsel  
Dr. Gail Hackett, Provost and Vice President for Academic Affairs  
Dr. Marsha Rappley, Vice President for Health Sciences and CEO VCU Health  
Ms. Jamie Stillman, Director of Strategic Communications, Office of the Provost  
Staff and students from VCU and VCUHS  
Member of the press

**CALL TO ORDER**

Dr. Carol Shapiro, Chair of Academic and Health Affairs Committee, call the meeting to order at 9:25 a.m.

**APPROVAL OF MINUTES**

On motion made and seconded; the Academic and Health Affairs Committee approved the Minutes of the Meeting held **December 9, 2016**.

**ACTION ITEM**

On motion made and seconded the following action item was recommended for approval to the full board of visitors:

- Proposal: Substantial Modification to Doctor of Philosophy (Ph.D.) Nursing Program

## **REPORTS**

The following items were presented for information and after general discussion follow-up requests were made:

- Dr. Hackett presented the committee dashboard.
- Dr. Hackett provided follow-up information that had been requested at the December 9, 2016 meeting including a) data on the number of underrepresented minority faculty on the Monroe Park Campus and on the MCV Campus; b) information on activities within the university that promote respect and civility among our faculty, staff and students; and c) progress made on the Diversity and Inclusion Strategic Action Plan.
- Dr. Hackett provided an update on the Real World Experience initiative, which represents VCU's commitment to having all VCU undergraduates participate in experiential learning as part of their education. The program will roll out in Fall 2017 with the incoming freshman class. A task force is currently working on the details of the program. A full presentation on the initiative will be made to the Board in May.
- Dr. Hackett and Dr. Rappley, who are co-chairs of the task force that is developing the university's next strategic plan, provided a brief update.
  - The task force has been engaging a variety of stakeholder groups in discussions that will inform the themes for the new plan.
  - Thematic Work Groups have been formed to build upon the broad themes that have emerged to date including Student Success; National Prominence; Local Impact and Social Embeddedness; Culture of Appreciation; and Leveraging Diversity.
  - Town hall meetings will be held in the spring to facilitate engagement throughout the university community.
- Dr. Hackett facilitated a discussion of VCU's plans for International Student Recruitment and Retention as a means of building global diversity as well as significant revenue streams.
  - There is an emphasis being placed on pipeline partnerships with international universities and targeting academic programs based on capacity, demand and strategic priority.
  - The university is also exploring opportunities with third-party vendors for international recruitment that will increase enrollment, enhance VCU's global profile, enhance international student success and, ultimately, yield financial returns.

- Based on a good discussion with board members, the university will ensure do additional research on best practices among universities that excel in international recruitment and retention as well as maintain our focus on a positive student experience to attract more domestic, out-of-state students.
- The committee also requested an update on VCU Qatar at a future meeting.
- Ms. June Nicholson, the faculty representative, reported that the Faculty Senate continued to express its appreciation of university leadership in supporting of diversity and inclusion. They are also working with the Office of the University Counsel to develop a focus on the coupling of Freedom of Speech and Academic Freedom.
- Ms. Sania Marcoccia, the staff representative, reported that the Staff Senate hosted a professional development conference earlier this month that was well attended. Ninety-eight percent of those who attended felt that the event demonstrated the value VCU places on its staff.
- Ms. Elizabeth Winslow and Mr. Alan Booth, the student representatives, provided an update on the joint student government council and were very excited to highlight a student organization called “Alternative Spring Break” through which 11 student groups travelled to 11 locations within the US to engage in intensive service activities.

### **CLOSED SESSION**

On motion made and seconded, the Academic and Health Affairs Committee of the Board of Visitors of Virginia Commonwealth University convened a closed session under **Section 2.2-3711(A)(2)** for the discussion or consideration of admission or disciplinary matters or any other matters that would involve the disclosure of information contained in a scholastic record concerning any student of any Virginia public institution of higher education or any state school system, specifically regarding the selection of the Board of Visitor Student Scholarship recipient which requires disclosure of scholastic records.

### **RECONVENED SESSION**

Following the closed session, the public was invited to return to the meeting. Dr. Shapiro, Chair, called the meeting to order. On motion duly made and seconded the following resolution of certification was approved by a roll call vote:

## **Resolution of Certification**

**BE IT RESOLVED**, that the Committee certifies that, to the best of each member's knowledge, (i) only public business matters lawfully exempted from open meeting requirements under this chapter were discussed in the closed meeting to which this certification resolution applies, and (ii) only such public business matters as were identified in the motion by which the closed session was convened were heard, discussed or considered by the Board.

<u><b>Vote</b></u>	<u><b>Ayes</b></u>	<u><b>Nays</b></u>
Dr. Carol S. Shapiro, Chair	X	
Dr. Robert D. Holsworth, vice chair	X	
Mr. H. Benson Dendy III	X	
Mr. William M. Ginther	X	
Dr. Shantaram Talegaonkar	X	
Mr. G. Richard Wagoner, Jr.	X	
Mr. Steve L. Worley	X	

All members responding affirmatively, the resolution of certification was unanimously adopted.

### **ADJOURNMENT**

There being no further business, Dr. Carol Shapiro, Chair, adjourned the meeting at 10:47 a.m.

# **Proposal to create a new Ph.D. in Chemical and Life Sciences Engineering**

**Virginia Commonwealth University  
Board of Visitors  
Academic and Health Affairs Committee  
Proposed Program Brief**

**Proposal to create a new Ph.D. in Chemical and Life Science Engineering**

**Overview**

The VCU School of Engineering requests approval to create a Doctor of Philosophy (Ph.D.) degree in Chemical and Life Science Engineering (CIP Code 14.07). The proposed Ph.D. program is designed to

- Meet Virginia's growing private-sector demand for engineers and scientists with doctoral-level training in chemical and life science engineering, and allied fields such as pharmaceutical and chemical processes, materials science and engineering, cellular engineering, and chemical engineering applied to biological systems and biomolecular processes; and
- Meet the national need for engineers and scientists with doctoral-level training in chemical and life science engineering for employment in the academic (future faculty), industrial, and federal government sectors.

The proposed Ph.D. program will train graduates for careers in industry, technical administration, and academia. It will address the growing demand for researchers trained in interdisciplinary science and engineering, who recognize the need for cross-disciplinary approaches to solving complex problems in energy, healthcare, and sustainable manufacturing.

**Method of Delivery**

The proposed program will be delivered in a traditional, face-to-face modality.

**Target Implementation Date**

Fall 2018

**Demand and Workforce Needs**

The primary motivation for the proposed Ph.D. program is the high demand from employers and students for graduate training opportunities. The Virginia Biotechnology Association (VABio) estimates that the biopharmaceutical sector accounts for 11,000 direct jobs, and a payroll of approximately \$1 billion per year.<sup>1</sup> It creates another 25,000 jobs in Virginia indirectly in the companies and professionals in service and support of the sector. Graduates with backgrounds in life science and engineering form a key pipeline for this sector. Studies conducted by both the American Society for Engineering Education and the National Science Foundation reported a shortage of graduate level engineers in the United States. The unemployment rate for graduate level engineers is among the nation's lowest.<sup>2</sup>

Thus, the regional and nation-wide demand for engineers with advanced degrees is strong and is anticipated to remain strong in the coming years. **Whether in academic research or industry, the discipline-specific degree is expected to enhance the marketability of our graduates and will address a current and future need for chemical and life science engineers.**

**External Competition**

This unique, forward-looking program does not duplicate any other graduate program in Virginia. In particular, emphasis areas on interdisciplinary pathways such as life science engineering, chemical kinetics and process engineering, materials science engineering coupled with a core training in chemical engineering fundamentals is a truly unique program of its kind, not just in the Commonwealth but nationwide. This degree is therefore distinctive and timely given the projected jobs outlook for the future and the engineering talent pool needs facing the Commonwealth.

**Target Population**

---

<sup>1</sup> <https://www.vabio.org/?page=overview>

<sup>2</sup> NSF 14-317, <http://www.nsf.gov/statistics/infbrief/nsf14317/>

The target population for the Chemical and Life Science Engineering Ph.D. program is students with a B.S. or M.S. degree in chemical engineering or an allied field such as materials science, petroleum engineering, biochemical engineering and engineering physics. According to the United States Department of Labor, a considerable amount of work-related skill (for example, manufacturing processes, equipment design, analytical equipment), knowledge (principles of chemistry, biology, physics, and mathematics), and experience are needed in chemical engineering and allied fields.<sup>3</sup> Sixteen percent (16%) of chemical engineers reported that a master's degree was required for their positions, with 20% of respondents reporting that a doctoral degree was required for their positions.<sup>4</sup>

### **Impact on Existing Programs**

No negative impact is anticipated. In fact, with this stand-alone Ph.D. program, we expect research successes to expand with diverse and talented students and professional researchers to complement our growing academic programs within the School of Engineering.

### **Impact on Faculty**

All faculty in the Department of Chemical and Life Science Engineering faculty have responsibilities for both graduate and undergraduate academic programs, and all department faculty spend portions of their time conducting research and performing service to the school, university and their respective professions. We do not anticipate the need to hire additional faculty for this program.

### **Funding**

Additional funding is not required.

### **Benefit to the university**

This proposed Ph.D. program is consistent with VCU's vision as Virginia's premier urban, public research university. The proposed program will notably advance two of the themes from VCU's strategic plan, Quest for Distinctions:

- *Theme II:* Attain preeminence as an urban, public research university by making contributions in research, scholarship, creative expression and clinical practice to advance knowledge and enhance the quality of life.
- *Theme III:* Achieve national recognition as a fully integrated research university with a commitment to human health.

The proposed Ph.D. in Chemical and Life Science Engineering program is consistent with the mission of the university by providing graduate students with learning opportunities for acquiring a broad foundation of engineering knowledge; an in-depth original research experience at the frontiers of the chemical and life sciences; and life-long learning and professional development skills.

### **Next Steps**

With BOV approval, this proposal will be submitted to the State Council of Higher Education in Virginia (SCHEV) for final approval.

### **Full Proposal**

Available in supplemental agenda book.

---

<sup>3</sup> <https://www.onetonline.org/link/summary/17-2041.00> (O\*NET OnLine is sponsored by the U.S. Department of Labor)

<sup>4</sup> Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Chemical Engineers, on the Internet at <https://www.bls.gov/ooh/architecture-and-engineering/chemical-engineers.htm> (visited December 12, 2016).

<sup>5</sup> <http://www.quest.vcu.edu/>

**Virginia Commonwealth University  
Board of Visitors  
Academic and Health Affairs Committee  
Proposed Program Brief**

**Proposal to create a new Ph.D. in Pharmaceutical Engineering**

**Overview**

The Schools of Pharmacy and Engineering at Virginia Commonwealth University (VCU) request approval for the establishment and implementation of a new Pharmaceutical Engineering Ph.D. degree. The program is to be jointly administered by the two schools. The purpose of the Ph.D. degree program is to train students in pharmaceutical engineering concepts related to the design, development, manufacture and regulation of pharmaceutical products and devices. It will address the growing need for a new generation of researchers trained in cross-disciplinary and interdisciplinary science and engineering who recognize the need for a team-based approach to solving challenges related to the design and manufacturing of pharmaceutical products. Graduates of the program will be trained to recognize and address challenges in the pharmaceutical, regulatory, entrepreneurial and academic environments.

This first in the nation Ph.D. program in Pharmaceutical Engineering will take a structured approach towards the cross-disciplinary nature inherent to the area, taking into account the needs of the employer base and market opportunities within the region and the Commonwealth of Virginia, and also the expertise existing at VCU. This program is unique and does not exist in the Commonwealth, region or nation. <sup>1</sup>

This program is built on existing partnerships and teamwork among departments, disciplines, and research teams in both schools, as well as reaching out to other departments and schools including chemistry, medicine, the VCU Center for Clinical and Translational Research, and the VCU School of Business. The proposed approach to education and research will uniquely address one of the key issues in the pharmaceutical and related regulatory professions, namely, that the challenges are almost always cross functional in nature, but the traditional education paradigm and training offered to those entering the market today is not. The program aims to break that paradigm via our interdisciplinary approach towards the Ph.D. degree and prepare VCU graduates for excellence in academia, the pharmaceutical and biotech industry and governmental and regulatory agencies.

**Method of Delivery**

The proposed program will be delivered in a traditional, face-to-face modality.

**Target Implementation Date**

Fall 2018

**Demand and Workforce Impact**

According to a report prepared by the VCU Office of Continuing and Professional Education, *"An advanced demand report through Labor Insight™<sup>2</sup> reveals that Virginia is number 7 among the Top 15 states in the U.S. in the last 12 months hiring for pharmaceutical engineers<sup>3</sup>. Labor Insight™ pulled 143 job postings in the last 12 months across the state of Virginia for job titles labeled specifically as pharmaceutical engineering or pharmaceutical engineer. There is a strong concentration of these jobs in the state, with a much higher demand than average. The Washington-Arlington-Alexandria, DC-VA-MD-WV Metropolitan Statistical Area (MSA) was the fifth largest hiring region in the country with 142 postings, and the Richmond, VA Metropolitan Statistical Area (MSA) was tenth with 54 postings over the last 12 months."*

The program therefore will be targeting an area of hiring where job growth is higher than the national average, and where the proposed Pharmaceutical Engineering Ph.D. can serve as an important catalyst for the region and for the Commonwealth of Virginia, and one that will originate from VCU enhancing our societal impact and visibility.

**External Competition**

There is no similar program, at any degree level, within the Commonwealth of Virginia. This is due to the unique partnership between the School of Pharmacy and School of Engineering to support this plan. Currently there are no such

---

<sup>1</sup> Several schools have an Engineering Ph.D. with a track in pharmaceutical engineering; however, this would be the first Pharmaceutical Engineering Ph.D. program in the U.S.

<sup>2</sup> Labor Insight™ | Burning Glass Technologies, October 2016

<sup>3</sup> Bureau of Labor Statistics, U.S. Department of Labor on O\*NET Online, October 2016

collaborative programs at the Ph.D. level in any other universities outside of Virginia but this potential does exist at several institutions. Teaching, research and industry trends are likely to encourage other schools to embark on such a higher level program. The proposed program has been designed to be distinct from the other related VCU programs. These distinctions include excellence in the key areas of generation and control of active ingredients, drug delivery, nanomedicine and biomaterials, and formulation engineering and sciences.

### **Target Population**

The program will target individuals who wish to pursue an academic or pharmaceutical research career and have an interest in pharmaceutical engineering. Specifically, the program will target:

- Students with an appropriate B.S. degree in relevant subject areas, such as pharmacy, biology, chemistry, mechanical engineering, biomedical engineering, chemical engineering, and materials science.
- Students with an appropriate M.S. degree in relevant subject areas, such as pharmacy, biomedical engineering or chemical engineering
- Doctor of Pharmacy (Pharm. D) graduates who wish to pursue an academic research career

Considering that both the Chemical and Life Science Ph.D. and Pharmaceutical Engineering Ph.D. programs are progressing for SCHEV review, it is important to acknowledge that there will be some overlap in the target populations for these two programs. This is not unexpected given that students will have interest in either program depending on their intended career goals. Other existing Ph.D. programs such as chemistry, and biology also draw from this population. Both the Pharmaceutical Engineering and Chemical and Life Science Ph.D. programs will seek to bring a national and international student population to the state of Virginia and are thus targeting an audience that is much broader than that sampled at VCU.

### **Impact on Existing Programs**

The Pharmaceutical Engineering Ph.D. program will be an interdisciplinary and collaborative program, drawing from the knowledge and research interests of Ph.D. programs in VCU's School of Engineering and School of Pharmacy. The Pharmaceutical Sciences Ph.D. programs in medicinal chemistry and pharmaceuticals are in the School of Pharmacy; the Biomedical Engineering and Mechanical and Nuclear Engineering Ph.D. programs and the proposed Chemical and Life Science Ph.D. in the School of Engineering. The proposed Pharmaceutical Engineering Ph.D. will be the collaboration space where the areas of research and expertise from these Ph.D. programs will be able to work together. Taken together, this collaboration will complete the educational framework to position VCU and the Commonwealth as a leader in education and innovation in the Pharma and Biopharma field.

### **Impact on Faculty**

All faculty will be shared with existing degree programs from the Schools of Engineering and Pharmacy, with home departments being those existing programs, including Pharmaceutics, Chemical and Life Science Engineering, and others.

### **Funding**

Both the Schools of Pharmacy and Engineering will use existing resources to ensure that the program is staffed with appropriately credentialed and experienced faculty. There are ongoing discussions at the university level regarding necessary facilities renovations, didactic equipment and future faculty hires and support staff. These discussions will be managed within the existing institutional budget. Therefore, no new state funds are being requested.

### **Benefit to the University**

This proposed Ph.D. program is an integral part of VCU's mission, vision and core values. The program seeks to promote scholarship and collaborative research among its faculty and students, which will lead to entrepreneurial activities, leadership and innovation in the area of pharmaceuticals and related medical therapies so as to promote human health and bring further distinction to VCU. The program completes and integrates the pharmaceutical education and research workflow along with the related proposed Chemical and Life Science Engineering Ph.D. program and existing programs such as Biomedical Engineering Ph.D., Pharmaceutical Science Ph.D. concentrations, Medicinal Chemistry and Pharmaceutics.

### **Next Steps**

With BOV approval, this proposal will be submitted to the State Council of Higher Education in Virginia (SCHEV) for final approval.

**Full Proposal** - Available in supplemental agenda book.

**Virginia Commonwealth University**  
**Board of Visitors**  
**Academic and Health Affairs Committee**  
**May 12, 2017**  
**Proposal Brief**

**Proposal to change the name of the Center for Teaching Excellence**

**Overview**

The VCU Office of Faculty Affairs requests approval to change the name of the chartered faculty development unit for VCU from the Center for Teaching Excellence (CTE) to the Center for Teaching & Learning Excellence (CTLE). The mission of the CTLE will remain true to that of the CTE – to promote, enhance and assess teaching effectiveness and student learning through faculty development.

**Background**

The Center for Teaching Excellence (CTE) was chartered by the Board of Visitors in 2001. In 2014 the CTE informally merged with Online@VCU to create ALT Lab. Although never chartered, ALT Lab's mission moved away from faculty development and the leadership was, subsequently, disbanded in 2016. The CTE was not formally dissolved with the creation of ALT Lab, but is **not** currently listed on the Office of Research & Innovation list of [institutes and centers](#).

In summer 2016, a director of teaching and learning excellence was appointed and charged with developing a plan to revamp the CTE and ensuring broad faculty involvement.

**Rationale for name change**

Changing the name of the former CTE to the CTLE will

- help recreate a visible faculty development unit; and
- help further VCU's mission and strategic plan through faculty development programs and continue faculty support through the Office of Faculty Affairs.

**Target Implementation Date**

August 2017

**Demand and Impact on Faculty**

Strategic planning for the new center commenced throughout the 2016-2017 academic year under the leadership of the Office of Faculty Affairs. Faculty from every rank across the university were invited to participate in a multi-dimensional strategic planning process. The response was overwhelmingly positive, and the input for its strategic direction was robust. A cohort of faculty organized suggestions and comments and developed a clear strategic direction for the new center for immediate and long-term actions. Upon the launch of this unit, faculty throughout the university will have access to programs, events, services and resources to further their development and advance student success.

**Funding**

No additional funding is required. The CTLE will be housed in the Academic Learning Commons, 1000 Floyd Ave., in the space previously occupied by ALT Lab.

**Benefit to the university**

The CTLE aligns with VCU's mission and strategic plan: The CTLE strives to advance VCU's mission and strategic plan through strategic alignment of its faculty development activities and goals related to teaching and learning excellence. Initial alignment efforts include: Faculty consultations, Teaching & Learning Digital Resources, Workshops, New Faculty Orientation & Academy, resources on inclusive teaching, piloting various scholarly teaching efforts within and across disciplines. (Themes 1, 2, 3).

**Next Steps**

No additional approvals are needed.

# Review of Committee Dashboard

**Report from the Provost  
May 2017**

<b>PRESENTATION TITLE:</b> Committee Dashboard Review	
<b>Presenter Name and Title:</b> Gail Hackett, Provost & VP for Academic Affairs	
<b>Responsible University Division:</b> Academic Affairs and Health Sciences	
<b>BOV Committee:</b> Academic and Health Affairs Committee	
<b>Quest Theme(s) and Goal(s) to be Addressed:</b> All themes addressed	
<b>Key Presentation Messages</b>	<p>Each committee of the VCU Board of Visitors is required to develop and discuss a dashboard of metrics that are aligned to its respective oversight responsibilities and Quest for Distinction.</p> <p>The current dashboard was approved at the September 2016 meeting.</p> <p>Addendums to the May dashboard are:</p> <ol style="list-style-type: none"> <li>1. Three-year trends in financial aid to undergraduate, in-state residents (AY 2015-16)</li> <li>2. iCubed FY 2017 progress report</li> </ol> <p>Follow-up from March meeting include:</p> <ol style="list-style-type: none"> <li>1. Student climate survey</li> <li>2. Purdue University Inquiry</li> </ol>
<b>Governance Implications</b>	N/A
<b>Governance Discussion Questions</b>	N/A
<b>Next Steps for Management (Responsible Division Head; Timeframe for Action)</b>	N/A
<b>Next Steps for Governance (Responsible Board Member; Timeframe for Action)</b>	N/A

## **5.a. AHAC Dashboard\_May 2017\_FINAL**

## AHAC Dashboard for 2016-17 (for May 12, 2017 meeting)

Student Success				Quest Peer Comparisons <sup>1</sup>		
Measure	2016-2017 <i>7/1 to 4/30</i>	2015-2016	2014-2015	UAB 2015-2016	USC-Columbia 2015-2016	USF 2015-2016
6-year graduation rate	Available Aug 2017	62%	62%	55%	72%	60%
4-year graduation rate		45%	40%	31%	55%	30%
Student safety Clery Act reports	27 YTD/ 9 prior YTD	12	17	N/A	N/A	N/A
5-year graduation rate for full- time transfer students	Available Aug 2017	67%	62%	N/A	N/A	N/A
% of recent baccalaureate degree graduates working full-time ( <i>12 months post-graduation</i> )	Available July 2018	Available July 2017	60%	N/A	N/A	N/A
Avg. in-state UG debt at graduation ( <i>thousands</i> )	Available spring 2018	Available spring 2017	\$28,425	N/A	N/A	N/A
UG student satisfaction ( <i>somewhat satisfied + satisfied + very satisfied</i> ) [ <i>Note: Tri-annual survey</i> ]	Available fall 2018	76%	N/A	80% <i>(NSSE 2014 survey)</i>	N/A	Not Public <i>(NSSE 2011 survey)</i>
Faculty Success						
T&R faculty turnover ( <i>est. using fall Census II data</i> )	8.2%	8.9%	7.6%	N/A	N/A	N/A
Global satisfaction with VCU as a good place to work ( <i>strongly agree + agree response rate</i> ): faculty (f) / staff (s) [ <i>Note: Bi-annual survey</i> ]	Next survey in spring 2018	73% (F) / 76% (S)	N/A	N/A	N/A	N/A

<sup>1</sup> Remaining Quest peers include University of Cincinnati, University of Illinois at Chicago, and the University of Louisville.

## AHAC Dashboard for 2016-17 (for May 12, 2017 meeting)

Research Productivity				Quest Peer Comparisons <sup>1</sup>		
Measure	2016-2017 7/1 to 4/30	2015-2016	2014-2015	UAB 2014-2015	USC-Columbia 2014-2015	USF 2014-2015
Sum of federal research awards ( <i>millions</i> ) ( <i>CMUP AY 2013 for est. of Nat'l Ranking</i> )	\$126.0 YTD / \$112.7 prior YTD	\$144.1 / fall 2017 ranking	\$156.5/ approx. 70 <sup>th</sup>	\$309.9/ approx. 36 <sup>th</sup>	\$160.8/ approx. 76 <sup>th</sup>	\$193.6/ approx. 65 <sup>th</sup>
Federal R&D expenditures ( <i>millions</i> ) ( <i>NSF AY2015 for peers/Nat'l Ranking</i> )	Available fall 2018	\$143.8/ fall 2017 ranking	\$142.4/81 <sup>st</sup>	\$328.5/34 <sup>th</sup>	\$90.5/107 <sup>th</sup>	\$218.3/55 <sup>th</sup>
Invention disclosures/ ( <i>AUTM FY2015 for peers</i> )	110 YTD / 119 prior YTD	134	93	42	46	185
Health Sciences						
Measure	2016-2017	2015-2016	2014-2015	UAB 2014-2015	USC-Columbia 2014-2015	USF 2014-2015
Inter-professional student contact hours	25,549 <small>(one course not offered SP17 due to scheduling conflicts)</small>	27,865	14,962	N/A	N/A	N/A
# of 1 <sup>st</sup> time students enrolling from diversity pipeline programs into health professions training programs	27	14	25	N/A	N/A	N/A

<sup>1</sup> Remaining Quest peers include University of Cincinnati, University of Illinois at Chicago, and the University of Louisville.

Goal Addressed: Student Success				
Performance Measure	Description	Data Significance	Data Source	Data Frequency
6-year Graduation Rate	The graduation rates in this indicator are calculated to meet requirements of the 1990 Student Right-to-Know Act, which requires postsecondary institutions to report the percentage of first-time, full-time undergraduate degree-seeking students who complete their program within 150 percent of the normal time for completion (within 6 years for students pursuing a bachelor's degree). Students who transfer into the institution, or who may complete their bachelor's degree at another institution are not included as completers in these rates. (nces.ed.gov)	This is an indicator of student completion; reflects effectiveness of student success programs; higher rates have favorable impact on affordability / debt levels upon graduation. (includes comparison ranges for other institutions: Quest peers and/or instate peers)	National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS) for trailing fall / spring / summer terms	Annual (September)
4-year Graduation Rate	This is not a standard measurement but does inform internal progress toward 6-year graduation rate. It is used as a primary success measure by elite public and private universities, where 4-year graduation rates are traditionally >90%.	Same as above	Same as above: NCES:IPEDS	
Student safety Clery Act reports (robberies and burglaries within VCUPD jurisdiction)	The Jeanne Clery Act, a consumer protection law passed in 1990, requires all colleges and universities that receive federal funding to share information about crime on campus and their efforts to improve campus safety as well as inform the public of crime in or around campus. This information is made publicly accessible through the university's annual security report. (clerycenter.org) Institutions are required to disclose 3 general categories of crime statistics: <ul style="list-style-type: none"> <li>• Criminal offenses: criminal homicide, sex offenses, robbery, aggravated assault, burglary, motor vehicle theft, and arson;</li> <li>• Hate crimes;</li> <li>• Arrests and referrals for disciplinary action for weapons violations, drug abuse violations and liquor law violations</li> </ul>	Robbery data was selected because (in 2013) robberies were among the most serious crimes on campus. In FY2010, there were 28 reported cases. YTD FY2016 robberies total 8. Crime data speaks to aspects of campus climate and student perceptions of safety.	VCUPD maintains daily incidence logs. Data on crime statistics available on daily "real time" basis.	
5-Year Graduation Rate for Transfer Students from Virginia Community Colleges	The Student Achievement Measure (SAM) tracks student movement across postsecondary institutions to provide a more complete picture of undergraduate student progress and completion within the higher education system. SAM provides data on 5 categories of students: <ul style="list-style-type: none"> <li>• Students graduated from reporting institution;</li> <li>• Students who transferred and graduated from another institution;</li> <li>• Students who are enrolled at reporting institution;</li> <li>• Students who transferred and are enrolled at another institution;</li> <li>• Students whose current status is unknown. (studentachievementmeasure.org)</li> </ul>	SAM is an alternative to the federal graduation rate, which is limited to tracking the completion of first-time, full-time students at one institution.	SAM model draws upon inputs from National Student Clearing House Student Tracker and the Voluntary System of Accountability (including College Portrait).	Updated annually (fall) with two-year lag
% of Recent Graduates Working Full-time	Information collected from post-graduation surveys which track graduate results over the course of 1st year post-graduation. While outcomes questions address a broad range of issues, highest level data represent occupation status by degree level (undergraduate, graduate and 1st professional): <ul style="list-style-type: none"> <li>• Working full-time;</li> <li>• Enrolled in additional education;</li> <li>• Military or volunteer service full-time;</li> <li>• Working part-time;</li> <li>• Seeking additional education;</li> <li>• Unemployed</li> </ul>	Employment data considered to be a key indicator of post-completion success and can be used to inform student application / selection decisions.	The Outcomes Survey and VCU Office of Planning & Decision Support. Data collected quarterly for December and May graduates for 1st year post-graduation.	Annual summary available July.
Average debt at graduation	Student debt (in-state bachelor's degree holders)	Will include in subcategory unmet need (with number of students) and % of met need (all sources)		
Student Satisfaction	From student exit survey include 2 measures: 1. Global Student Satisfaction with Advising; and 2. Global Student Satisfaction with VCU education.			

Academic and Health Affairs Committee: Dashboard Measures for 2016-17

Goal Addressed: Faculty Success				
Performance Measure	Description	Data Significance	Data Source	Data Frequency
T&R faculty turnover (replacement positions)	This measures annual change in # of Teaching and Research (T&R) faculty. NOTE: VCU's participation in the COACHE study and the subsequent work on turnover and job satisfaction will provide an opportunity for us to benchmark our performance and place it in context	Measures the change in this number at one point in time annually (updated for Dec. meeting and remains static until following Dec.)	Human Resources Information System (HRIS) and Office of Planning & Decision Support (OPDS)	Annual (mid-October)
Global satisfaction with VCU as a good place to work		This will include subcategories by demographic: Staff, Tenure-Track faculty, Teaching & Research faculty, etc.	Two information sources – alternate years: Collaborative on Academic Careers in Higher Education (COACHE) faculty satisfaction survey; VCU Diversity & Inclusion Climate Survey	2015 COACHE results available; 2016 D&I survey results available July 2016
Goal Addressed: Research Productivity				
Performance Measure	Description	Data Significance	Data Source	Data Frequency
Sum of federal research awards and comparison to prior year	This is the sum of awards from all federal agencies and how this compares to prior year performance for the same period.	Federal awards traditionally represent >70% of VCU's research portfolio and are closely aligned with VCU goals around interdisciplinary research	VCU Office of VP for Research & Innovation (OVPRI) and Click Commerce reports	Daily report updates
Federal R&D Expenditures	\$s expended on basic scientific research funded by federal agencies and awarded to an institution.	Measure of successful investment in basic scientific research	National Science Foundation and OVPRI	Annual (mid-October)
Invention Disclosures	An invention disclosure is a confidential document written by a scientist or engineer for use by a company's patent department, or by an external patent attorney, to determine whether patent protection should be sought for the described invention. VCU's Innovation Gateway office supports preparation and submission of these disclosures and tracks progress.	Represents a critical measure of research output and potential translation to a commercial application.	VCU OVPRI and Innovation Gateway	Monthly report available
Goal Addressed: Health Sciences				
Performance Measure	Description	Data Significance	Data Source	Data Frequency
Interprofessional student contact hours	IPE Student engagement identifies # of direct student contact hours in formal interprofessional education activities by which they learn together by working in teams. Students participating in IPE activities are from the Schools of Allied Health Professions, Dentistry, Medicine, Nursing, Pharmacy and Social Work.	Health care delivery is shifting to an interdisciplinary, team-based approach. IPE contact hours present a high-level view into the degree to which IPE is embedded into the education of VCU's 1st professional and other healthcare workers.	VCU Center for Interprofessional Education and Collaborative Care and SIS	Twice per year at the conclusion of the fall and spring terms.
Multi-School Research Awards	# of funded research projects for which key research personnel have at least one home department within VCU health sciences schools or units, plus clinical psychology and social work AND additional key personnel in departments outside VCU health sciences schools or units	Provides a measure of interdisciplinary effort for which health sciences-related research is a principle component	OVPRI	Ongoing (year-to-date)
% of students enrolling from diversity pipeline programs	Reflects the percentage of students enrolled at VCU Health Sciences and programs nationally who come from two local, structured, college-level programs: VCU Acceleration and Summer Academic Education Program (SAEP).	Provides view into success of VCU efforts to encourage students from all backgrounds to pursue a career in the health sciences	Student Information System (SIS) and Division for Health Sciences Diversity	Annual (fall Census II, mid-October)

Virginia Commonwealth University  
Academic Health Affairs Committee of the Board of Visitors  
Three-year Trends in Financial Aid to Undergraduate, In-state Residents  
December 9, 2016

Note: Each average is based upon the cohort size. All students do not receive aid. This analysis represents all Virginia undergraduate degree-seeking students who submitted a FAFSA for the academic year listed. All Pell-eligible students do not receive Pell grants. Cost of attendance varies according to degree program and housing fees.

**This report remains unchanged from the December 2016 report. New data (for AY 2016-17) will be presented at the December 2017 meeting.**

Three-year Trends in Financial Aid to Undergraduate, In-state Residents	AY 2013-2014			AY 2014-2015			AY 2015-2016		
	Pell eligible		Non-Pell	Pell eligible		Non-Pell	Pell eligible		Non-Pell
	Poverty	Non-poverty	(FAFSA submitted)	Poverty	Non-poverty	(FAFSA submitted)	Poverty	Non-poverty	(FAFSA submitted)
# of Students by Cohort	1,422 (9.4%)	5,848 (38.6%)	7,867 (52.0%)	1,567 (10.1%)	5,879 (37.8%)	8,109 (52.1%)	1,516 (9.8%)	5,796 (37.4%)	8,174 (52.8%)
Cost of Attendance <sup>1</sup>	\$25,698	\$25,080	\$25,518	\$25,693	\$24,944	\$25,940	\$27,796	\$27,095	\$27,647
Total Expected Family Contribution <sup>2</sup>	\$115	\$1,324	\$12,360	\$127	\$1,272	\$12,595	\$138	\$1,389	\$13,132
Net Cost <sup>3</sup>	\$25,583	\$23,756	\$13,158	\$25,556	\$23,672	\$13,345	\$27,658	\$25,706	\$14,515
Need-based institutional grants <sup>4</sup>	\$2,240	\$2,075	\$2,286	\$3,061	\$2,209	\$2,373	\$2,447	\$1,934	\$1,970
All other grants <sup>5</sup>	\$9,654	\$5,547	\$3,191	\$8,439	\$5,652	\$3,307	\$9,470	\$5,810	\$3,305
Student loans <sup>6</sup>	\$6,120	\$7,630	\$6,568	\$6,101	\$7,620	\$6,579	\$6,293	\$7,634	\$6,602
Unmet need (after grants + student loans) <sup>7</sup>	\$7,569	\$8,504	\$1,113	\$8,092	\$9,463	\$13,681	\$9,586	\$11,717	\$15,770
4 year vs 6 year savings	\$15,138	\$17,008	\$2,226	\$16,184	\$18,926	\$27,362	\$19,172	\$23,434	\$31,540

<sup>1</sup> Cost of Attendance (COA) represents average education cost based on Financial Aid budgets.

<sup>2</sup> Expected Family Contribution (EFC) is the number used to determine eligibility for federal student financial aid, drawn from FAFSA applications.

<sup>3</sup> Net Cost equals average cost of attendance (COA) less total expected family contribution (EFC).

<sup>4</sup> Need-based institutional grants reflect total centrally-administered, need-based institutional funds.

<sup>5</sup> Average grant level includes grants and scholarships from all sources, except for need-based institutional aid.

<sup>6</sup> Represents average student loan amount from all public funding sources. This excludes PLUS loans taken out by parents or others (non-students) on behalf of a student, and any private loans.

<sup>7</sup> Unmet need is calculated as Average Net Cost less need-based institutional grants, all other grants and student loans.

Source: SAS BIMD, analysis prepared by Office of Planning and Decision Support and Division of Strategic Enrollment Management.

## FY 2017 Progress Report

### Executive Summary

The Institute for Inclusion, Inquiry & Innovation (iCubed) developed five transdisciplinary cores to promote diversity and inclusion in research, scholarship and creative activity, with an emphasis in *children and adolescent's oral health, health disparities, health and wellness among aging populations, racial equity in arts and culture, and social justice*. The transdisciplinary cores were intended to catalyze recruitment of diverse and progressive faculty who endeavor to create inclusive education contexts for our students. In October 2016, iCubed implemented the Cluster Hiring Initiative and Program (CHIP), Pathways to the Professoriate (PATH) and the Visiting Scholars Program to assist the cores in achieving a critical mass of faculty and student scholars engaged in collaborative inquiry and team science. Below, several highlights from FY 2017 illustrate the early successes of iCubed in terms of faculty recruitment.

- **iCubed engaged in a robust and highly selective national search for faculty and postdocs.**
  - The institute received 560 applications for 22 faculty and postdoctoral research positions.\*
  - The faculty selectivity rate (i.e., number of available positions / total number of applications) was less than 4%.
  - About 43% of the iCubed applicants reported being an ethnic / racial minority.

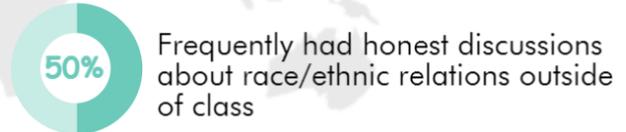
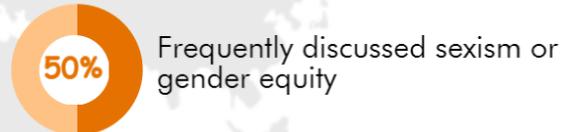
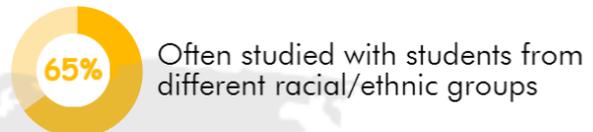
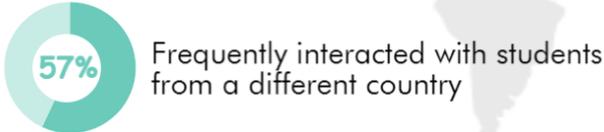
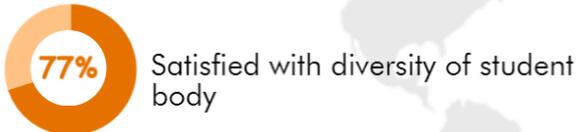
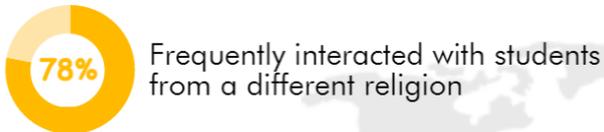
\*Three of the initial 22 faculty and postdoctoral research positions were cancelled due to adjusted university budget parameters; therefore, only 19 of 22 positions were actively searched.\*

- **iCubed completed the majority of its faculty and postdoc searches in less than six months.**
  - The institute has obtained signed commitments a/o filled 16 of 19 (84%) actively searched positions, with the remaining 3 (16%) positions in offer a/o negotiation phases.
- **iCubed hires represent diversity in discipline, ethnicity / race and gender.**
  - 9 of 13 schools and the College hired at least one iCubed faculty a/o postdoctoral researcher.
  - 15 of 16 (94%) faculty and postdoctoral researchers are an ethnic / racial minority; with 13 of 16 (81%) Black/African American or Hispanic/Latino.\*
  - 12 of 16 (75%) faculty and postdoctoral researchers are female.\*

\*By comparison, Black/African American or Hispanic/Latino and female faculty accounted for 10% and 44%, respectively, of Excellence Hires.\*

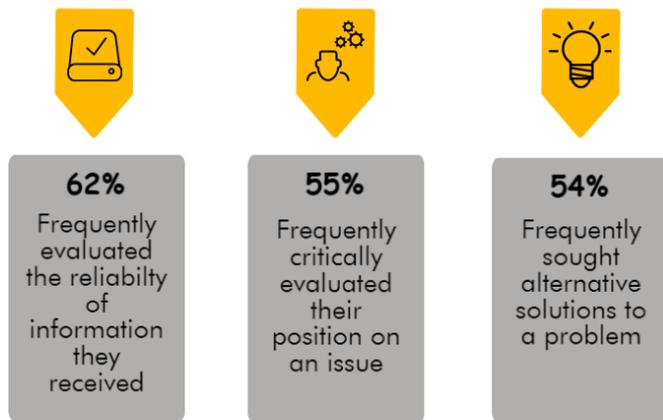
- **iCubed hires have achieved national distinction in research, scholarship a/o creative activity.**
  - Paul Rucker, Guggenheim Fellow, *Racial Equity, Arts and Culture Core*
  - Meghan K. Abadoo, Fulbright Fellow, *Racial Equity, Arts and Culture Core*
  - Faika Zanjani, Career Award, National Institute on Drug Abuse, *Health and Wellness in Aging Populations Core*
  - Cecelia Valrie, Career Award, National Health, Lung, and Blood Institute, *Culture, Race and Health Core*

In FY 2018, iCubed will implement its Faculty Development Program for all new faculty and postdoctoral researchers, and its Commonwealth Scholars Programs to provide mentored research opportunities for undergraduate and graduate students. In FY 2019, iCubed will recruit an additional 20 faculty and postdoctoral researcher positions to support the development of new transdisciplinary cores in *K-12 math and science improvement, violence prevention, and children's health*. Importantly, the continued success of iCubed will depend on a permanent funding model to support faculty recruitment and retention and student training efforts.



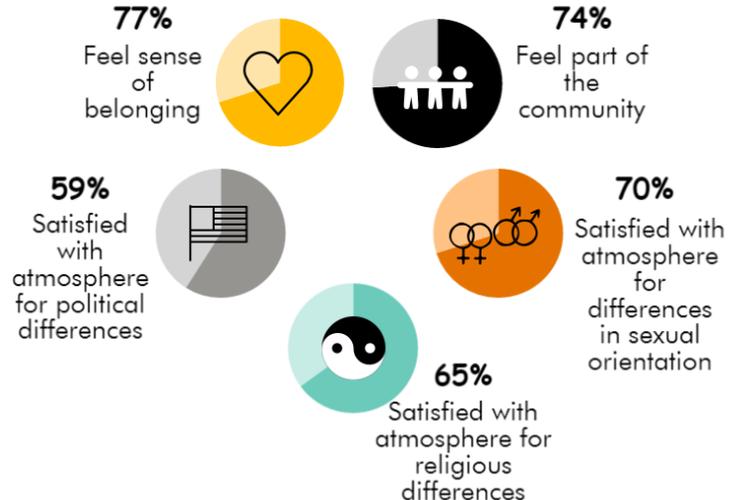
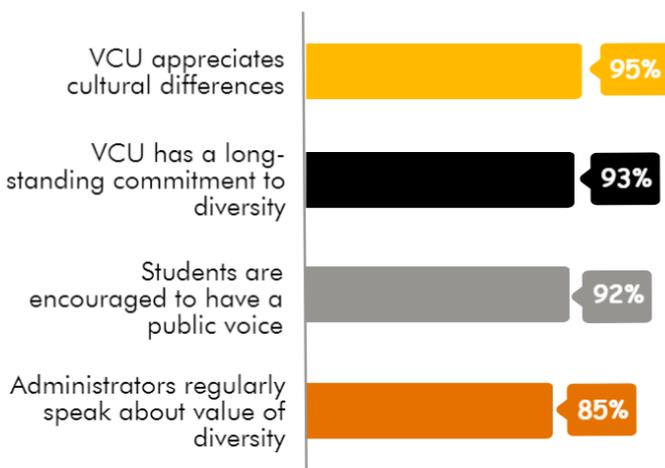
Diverse interactions can enhance critical thinking and problem solving skills. . .

. . . and reduce bias and discrimination.



Students report a **supportive environment** for diversity. . .

. . . and most feel a sense of **belonging**.



Comparison Data for VCU Student Climate Survey Infographic, Spring 2016

	VCU	Public Universities <sup>a</sup>	VCU Mean	Public Universities Mean	Significance <sup>b</sup>	Effect Size <sup>c</sup>
<b>A Diverse Place for Students to Interact, Grow and Belong</b>						
Frequently interacted with students from a different religion	78%	71%	2.76	2.68	***	0.15
Satisfied with racial/ethnic diversity of student body	77%	58%	4.05	3.61	***	0.42
Frequently interacted with students from a different country	57%	51%	2.52	2.44	***	0.13
Often studied with students from different racial/ethnic groups	65%	58%	3.82	3.64	***	0.15
Frequently discussed sexism or gender equity	50%	42%	2.40	2.29	***	0.16
Frequently had honest discussions about race/ethnic relations outside of class	50%	41%	3.42	3.20	***	0.17
<b>Diverse interactions can enhance critical thinking and problem solving skills. . .</b>						
Frequently evaluated the reliability of information they received	62%	55%	2.58	2.51	***	0.12
Frequently critically evaluated their position on an issue	55%	48%	2.50	2.42	***	0.13
Frequently sought alternative solutions to a problem	54%	50%	2.50	2.46	**	0.07
<b>. . . and reduce bias and discrimination.</b>						
Often avoided using language that reinforces negative stereotypes	74%	69% <sup>d</sup>	3.99	3.88	**	0.10
Sometimes or often worked with others to challenge discrimination	58%	53% <sup>d</sup>	2.81	2.66	***	0.12
Frequently recognized biases that affect their own thinking	57%	51%	2.53	2.46	***	0.12
<b>Students report a supportive environment for diversity. . .</b>						
VCU appreciates cultural differences	95%	91%	3.45	3.24	***	0.32
VCU has a long-standing commitment to diversity	93%	83%	3.39	3.09	***	0.40
Students are encouraged to have a public voice	92%	88%	3.30	3.14	***	0.25
Administrators regularly speak about the value of diversity	85%	77%	3.17	2.97	***	0.27
<b>. . . and most feel a sense of belonging.</b>						
Feel a sense of belonging	77%	79%	2.97	3.01	*	-0.05
Feel part of the community	74%	78%	2.89	2.95	***	-0.08
Satisfied with the atmosphere for differences in sexual orientation	70%	57%	3.92	3.67	***	0.27
Satisfied with atmosphere for religious differences	65%	56%	3.79	3.62	***	0.18
Satisfied with atmosphere for political differences	59%	52%	3.64	3.53	***	0.12

<sup>a</sup> Participating public universities: U. of Delaware, Oakland U., Mississippi State U., Stony Brook U., Clemson U., and U. of California-Irvine.

<sup>b</sup> T-test used to examine difference between mean score for VCU and other public universities. (\*) denotes differences that are larger than would be expected by chance (\*p<.05, \*\*p<.01, \*\*\*p<.001)

<sup>c</sup> Measure of the practical significance of the mean difference (mean difference divided by standard deviation of comparison group). Effect size of .2 is generally considered small, .5 medium, and .8 large.

<sup>d</sup> These two items are part of an Intergroup Relations module. The comparison group included all institutions that participated in the module.

Source: Responses from 3,179 VCU undergraduate and graduate/first professional students to CIRP Diverse Learning Environments Survey, Spring 2016.

## VCU Office of the Provost: Executive Report

### Purdue University and Its 6-Year Freeze on Tuition & Fees Funding Undergraduate (UG) Tuition Freeze

April 26, 2017

Purdue University President Mitch Daniels announced March 20, 2017 that the university would continue to freeze tuition and fees for undergraduate students through the 2018-2019 academic year, extending Purdue's tuition freeze for the sixth consecutive year.<sup>1</sup>

- In-state \$10,000
- Out-of-state \$28,800
- International \$30,800
- Room and board costs to remain at 2012-2013 levels

The combination of frozen costs, according to Purdue sources, has helped decrease student borrowing by 30 percent since 2012.

Key factors supporting economic feasibility of the tuition freeze commitment include:

- Tuition and fee revenue for the main campus grew \$64 million (10.3%) between FY2013 and FY2017 arising from enrollment shifts; \$55.6 million or 7.3% across the Purdue system
- Steady growth in non-resident enrollment and decline in resident enrollment at all student levels
  - UG enrollment flat on main campus between FY2013 and FY2013, but in-state enrollment fell >9% (1,563)
  - UG enrollment on other system campuses has been flat
  - Graduate enrollment on main campus increased nearly 12% (701), split 40/60 out-of-state vs. international
  - Graduate enrollment across the system grew 34% (2,756), nearly 60% from out-of-state and international students
- Strength of academic programs attracting out-of-state and international students at both UG and graduate levels
  - Purdue ranks 60<sup>th</sup> among all national and 20<sup>th</sup> among public universities (USN&WR 2017); 70<sup>th</sup> among world university rankings (THE 2017)
  - Among undergraduate disciplines, its Engineering program ranked 9<sup>th</sup>, with 11 of its engineering discipline programs ranked in the top 20 nationally. Purdue's undergraduate business program ranked 21<sup>st</sup>. with four business specialties ranked between 3<sup>rd</sup> and 18<sup>th</sup> overall. Its undergraduate teaching program ranked 14<sup>th</sup>.
  - Purdue has 20 graduate programs that rank in the top 20 nationally of their respective discipline, another 11 that rank between 21<sup>st</sup> and 50<sup>th</sup>, and its School of Veterinary Medicine ranks 14<sup>th</sup>.
  - Ranks 8<sup>th</sup> among graduate engineering programs (USN&WR) –
    - engineering represent 34% of all graduate students and 28% of UG students
    - Nearly 1,300 additional engineering students since FY2013; 14% growth
- Modest increases in state appropriations: \$11.8 million over 4 years, a 3.4% gain

---

<sup>1</sup> *Purdue University Freeze Tuition for 6<sup>th</sup> Consecutive Year*, The Associated Press, 3/20/2017.

# STRATEGIC PLAN UPDATE

**Strategic Plan Update  
May 2017**

<b>PRESENTATION TITLE: VCU Strategic Planning Update</b>	
<b>Presenter Name and Title:</b> Gail Hackett, Ph.D., Provost and Vice President for Academic Affairs and Marsha Rappley, M.D., Vice President for Health Sciences and CEO VCU Health	
<b>Responsible University Division:</b> Academic Affairs	
<b>BOV Committee:</b> Academic and Health Affairs Committee	
<b>Quest Theme(s) and Goal(s) to be Addressed:</b> All themes	
<b>Key Presentation Messages</b>	This presentation will provide an update on progress of the planning process for the university's next strategic plan (2019-2025).
<b>Governance Implications</b>	N/A
<b>Governance Discussion Questions</b>	N/A
<b>Next Steps for Management (Responsible Division Head; Timeframe for Action)</b>	N/A
<b>Next Steps for Governance (Responsible Board Member; Timeframe for Action)</b>	N/A

## **6.a. Strategic Plan Update\_AHAC\_May 2017 v.2**

# Strategic Plan Update

Academic & Health Affairs Committee

Gail Hackett, PhD and Marsha Rappley, MD

May 12, 2017



**VCU**

# Work Groups Launched to Develop Themes & Goals

- Five Work Groups launched
  - National Prominence: Peter Buckley and Montse Fuentes, co-chairs
  - Culture of Appreciation: Andrew Daire and Kevin Harris, co-chairs
  - Community Engagement / Local Impact: Tim Davey and Sheryl Garland, co-chairs
  - Student Success: Debra Barksdale and Chuck Klink, co-chairs
  - Leveraging Diversity: Roz Hargraves and Laura Rugless, co-chairs
- Small Task Groups to generate more narrowly focused themes and goals

# VCU Community Input Collected at Town Halls

- Two Town Halls held in late April
- More than 130 participants
- Work Group co-chairs solicited guidance for theme and goal development
- Examples of feedback received:
  - Culture of Appreciation to include emphasis on respect
  - Early alert system voted as having greatest impact on student success
  - Quality of student education to be emphasized and measured
  - Diversity and inclusion to be embedded in everything VCU does and is
- Follow up surveys sent to gain additional feedback

# Next Steps

- Steering Committee to develop principles and rubric to prioritize themes and goals
- Ongoing strategic communications expanding to engage:
  - Richmond community
  - VCU alumni
- Task groups to submit themes and goals to work groups mid-September
- September Town Halls to seek input on narrowing themes and goals
- Target prioritized themes and goals by mid-October

**REAL)**

**Presentation  
May 2017**

<b>PRESENTATION TITLE:</b> Relevant Experiential & Applied Learning (REAL) Initiative	
<b>Presenter Name and Title:</b> Deborah Noble-Triplett, Senior Vice Provost for Academic Affairs	
<b>Responsible University Division:</b> Academic Affairs and Health Sciences	
<b>BOV Committee:</b> Academic and Health Affairs Committee	
<b>Quest Theme(s) and Goal(s) to be Addressed:</b> All themes addressed	
<b>Key Presentation Messages</b>	<p>VCU is positioning itself to be a 21<sup>st</sup> century research institution—committed to being relevant to our students, our community and our world. In January 2016, President Rao delivered his annual State of the University Address. Rao stated, <i>“The 21<sup>st</sup> century university must become something new. We must become more relevant to the people who depend on us. Recently, we asked current and prospective students what they hope to gain by attending VCU. What’s most important to them about their university? 80 percent said it’s a curriculum that includes a practical experience. And so, as a more relevant university for our students, VCU will help them do just that. We will be at the intersection of education and opportunity, a home for scholars and practitioners. It will be here where you find your place and your potential, where “make it real” means you’re not dreaming about big things, it means you’re doing them.”</i></p> <p>As part of our commitment to making it real, beginning with the fall 2017 entering class, we are committed to having all VCU undergraduates have a Relevant Experiential and Applied Learning activity (REAL) as part of their education. This REAL experience will help our students develop as scholars who are going to contribute to their field and as servants who contribute to their world. VCU’s relevance will be its impact.</p> <p>A steering committee is working to consider current academic experiences that lead to real world application; determine the criteria by which we designate the academic rigor attributed to a ‘real world experience’; and develop implementation recommendations, including identifying necessary resources for effective adoption of ‘real world experiences’ across the university. We propose REAL activities be encompassed under one of the four themes of: career-driven, create, discover and serve. The criteria for each theme is being shared with critical stakeholders and will continue into the fall semester. The steering committee has also generated a set of recommendations for communication, implementation and institutionalization of this effort. Our findings will be presented during the AHAC meeting.</p>
<b>Action Required</b>	None at this time.

# VCU: MAKING IT REAL

RELEVANT EXPERIENTIAL AND APPLIED LEARNING



**VCU**

# RELEVANT EXPERIENTIAL AND APPLIED LEARNING STEERING COMMITTEE

## FACULTY

- KRISTINA ANTHONY (MATH)
- DAVID COOGAN (ENGLISH)
- HERB HILL (UNDERGRADUATE RESEARCH)
- SHAJUANA ISOM-PAYNE (STUDENT SUCCESS – WILDER SCHOOL)
- PAMELA PARSONS (NURSING)
- ZEWELANJI SERPELL (PSYCHOLOGY)\*
- DEBORAH NOBLE-TRIPLETT (ACADEMIC AFFAIRS)\*

## STUDENTS

- ARZAN DOTIVALA (ENGINEERING)
- SHANIQUA THORPE (HUMANITIES & SCIENCES)

\* CO-CHAIR

# RELEVANT EXPERIENTIAL AND APPLIED LEARNING STEERING COMMITTEE CHARGE

- CREATING AN INVENTORY OF CURRENT REAL PRACTICES AND ACTIVITIES
  - STATUS: DRAFT INVENTORY READY FOR VETTING ACROSS COLLEGE/SCHOOLS/DIVISIONS
- PROVIDE CRITERIA FOR DEFINING REAL ACTIVITIES AS PART OF THE CURRICULAR EXPERIENCE OF UNDERGRADUATES
- RECOMMEND A PROCESS FOR ESTABLISHING NEW REAL ACTIVITIES WITH NECESSARY ACADEMIC COMPONENTS
- INVOLVE AND ENGAGE THE INTERNAL AND EXTERNAL COMMUNITY IN THE IMPLEMENTATION RECOMMENDATIONS FOR REAL ACTIVITIES FOR UNDERGRADUATES TO ENSURE BUY-IN, COORDINATION AND SUPPORT OF THE EFFORT
- SUBMIT RECOMMENDATIONS FOR CONSIDERATION/ADOPTION

THEME	DESCRIPTION	PROPOSED CRITERIA	EXAMPLES
CAREER	<p>REAL activities in the Career theme are designed to provide students with exposure to the work environment in a possible field of employment. For each REAL career activity, students should have at least one mentor from the field (university and/or site supervisor) to guide their learning.</p>	<ul style="list-style-type: none"> <li>• Intention</li> <li>• Preparation</li> <li>• Reflection and Integration</li> <li>• Evaluation and Gratitude</li> </ul>	<ul style="list-style-type: none"> <li>• Internships</li> <li>• Practica</li> <li>• Co-ops</li> <li>• Work Study</li> </ul>
CREATE	<p>REAL activities in the Create theme provide students the opportunity to innovatively implement and reflect on an application of their academic foundation to a real world setting or challenge.</p>	<ul style="list-style-type: none"> <li>• Socially Embedded</li> <li>• Promotes Professionalism</li> <li>• Commitment to progress</li> <li>• Engage multiple perspectives</li> <li>• Reflect and Report</li> </ul>	<ul style="list-style-type: none"> <li>• Student Ventures &amp; Innovation – DaVinci Center</li> <li>• Artistic Creations – VCUarts/VCU-Qatar</li> </ul>
DISCOVER	<p>REAL activities in the Discover theme are driven by the concepts of inquiry, exploration, and investigation. Students who pursue a Discover experience are compelled by a sense of inquiry to engage with new knowledge and to develop living/learning skills through an education abroad experience, undergraduate research activity, or both. As part of their engagement with a Discover experience, students will explore ideas, experiences, and information through a critical lens, engage with new knowledge through an academically-anchored investigation, and will ultimately share their learning outcomes with members of their learning community and beyond.</p>	<ul style="list-style-type: none"> <li>• Education Abroad</li> <li>• Undergraduate Research</li> </ul>	<ul style="list-style-type: none"> <li>• Undergraduate Research</li> <li>• Education Abroad</li> <li>• Work Study</li> </ul>
SERVE	<p>REAL activities in the Serve theme occur when a student’s knowledge and skills are applied, tested, developed, and even transformed during collaboration with community partners, while creating mutually beneficial and ethical relationships that address social issues and envision social justice. Faculty members monitor and evaluate the Serve activities to ensure they are academically-anchored.</p>	<ul style="list-style-type: none"> <li>• Deepen connections</li> <li>• NSEE Quality standards</li> <li>• Service-learning</li> </ul>	<ul style="list-style-type: none"> <li>• Academic Service Learning</li> </ul>

# STEERING COMMITTEE RECOMMENDATIONS: RELEVANT EXPERIENTIAL AND APPLIED LEARNING

- COMMUNICATION
  - VETTING AND ENGAGEMENT
- ADMINISTRATION : CENTRAL VS. ACADEMIC UNIT
  - CENTRAL OFFICE
  - SCHOOL/COLLEGE LIAISONS
  - OTHER UNIT LIAISONS (CAREER SERVICES, COMMUNITY ENGAGEMENT)
- GOVERNANCE STRUCTURE
  - PROPOSAL REVIEW & APPROVAL
  - FACULTY AND STUDENT ENGAGEMENT AND BUY-IN
- TRACKING ACTIVITY & COMPLETION
  - CREDIT BEARING: REAL ATTRIBUTE
  - NON-CREDIT BEARING: COMPLETION NOTATION
  - TRANSCRIPT NOTATION
- RESOURCES: PEOPLE & \$\$\$
- IMPLEMENTATION: SCALING UP
- ASSESSMENT: HOW DO WE KNOW IT'S EFFECTIVE?
- OVERCOME BARRIERS TO ACCESS
- ROLE AND ENGAGEMENT OF FACULTY
  - OVERCOMING INITIATIVE FATIGUE
  - BUILDING BUY-IN
  - INSTITUTIONALIZING ACTIVITIES
- DEFINING "PROGRAM OF STUDY"
- CAPSTONE COURSES
- EXTERNALLY FUNDED OPPORTUNITIES
- RETHINKING STUDENT DRIVEN AND STAFF DRIVEN OPPORTUNITIES
- TECHNOLOGY INTERFACE

# NEW STUDENT ORIENTATION – SUMMER 2017

## **REAL** EDUCATION IS

- **R**ELEVANT
- **E**XPERIENTIAL

AND

- **A**PPLIED
- **L**EARNING

- EVERY INCOMING FRESHMAN AND TRANSFER STUDENT WILL LEARN HOW **VCU** PROVIDES **REAL** OPPORTUNITIES TO HELP THEM SUCCEED AS SCHOLARS IN THE CLASSROOM AND AS PROBLEM SOLVERS IN A CHANGING WORLD.
- **M**ULTIPLE METHODS WILL BE USED TO CONVEY THE **REAL** OPTIONS AVAILABLE TO STUDENTS:
  - **W**EB
  - **S**Ocial MEDIA
  - **F**LYERS AND ORIENTATION MATERIALS

# DISCUSSION AND QUESTIONS



**VCU**

**Make it real.**

# VENTURE CREATION UNIVERSITY

# Presentation

May 2017

<b>PRESENTATION TITLE:</b> VCU <sup>2</sup> – Venture Creation University	
<b>Presenter Name and Title:</b> Frank Macrina, Vice President for Research; Nicole Monk, Enterprise and Economic Development Executive for VCU Innovation Gateway; and Garret Westlake, Executive Director of VCU da Vinci Center.	
<b>Responsible University Division:</b> Academic Affairs and Health Sciences <b>BOV Committee:</b> Academic and Health Affairs Committee	
<b>Quest Theme(s) and Goal(s) to be Addressed:</b> All themes addressed	
<b>Key Presentation Messages</b>	<p><b>Venture Creation University (VCU<sup>2</sup>)</b> is the university- wide strategy focused on developing and harnessing the talent of the VCU community. This strategy provides students and faculty with pathways designed to meet them where they are on a continuum that spans early ideas to company formation and acceleration. To- date, Venture Creation University has uncovered an exciting pipeline of opportunities, from cutting edge therapeutic treatments to new mobile apps. Further support of these efforts will generate significant impact in the form of student success and retention, national recognition, ROI opportunities, and much more.</p> <p>This presentation will provide an overview of VCU<sup>2</sup></p>
<b>Action Required</b>	None at this time.

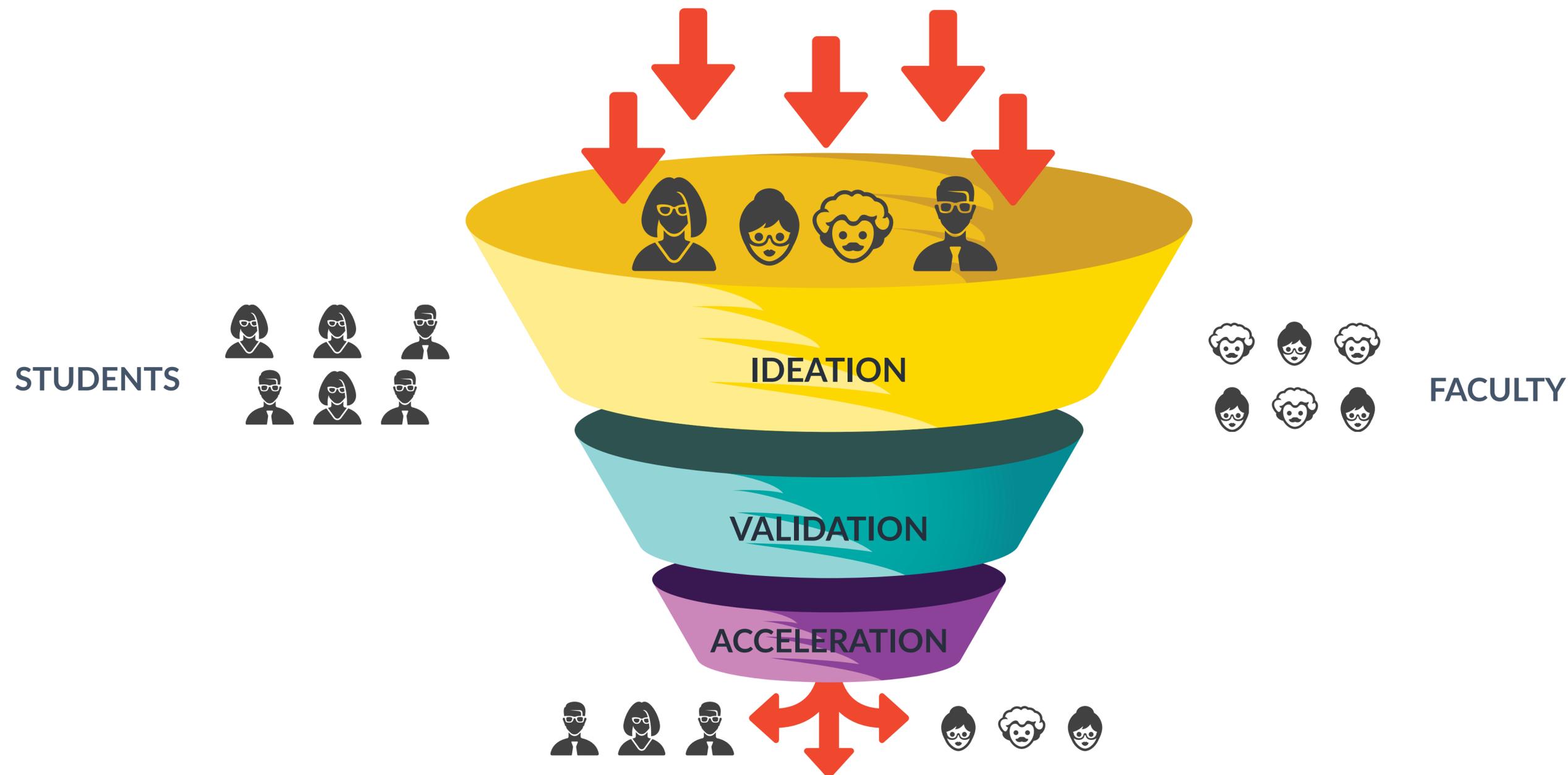


[www.entrepreneurship.vcu.edu](http://www.entrepreneurship.vcu.edu)



# VENTURE CREATION UNIVERSITY

Creating entrepreneurial pathways to support VCU innovation



RVA  
EcoSystem



# BIG OPPORTUNITY

Students represent a huge opportunity for VCU and for RVA



**31,000**  
Students enrolled



**50%**  
Want to start a company

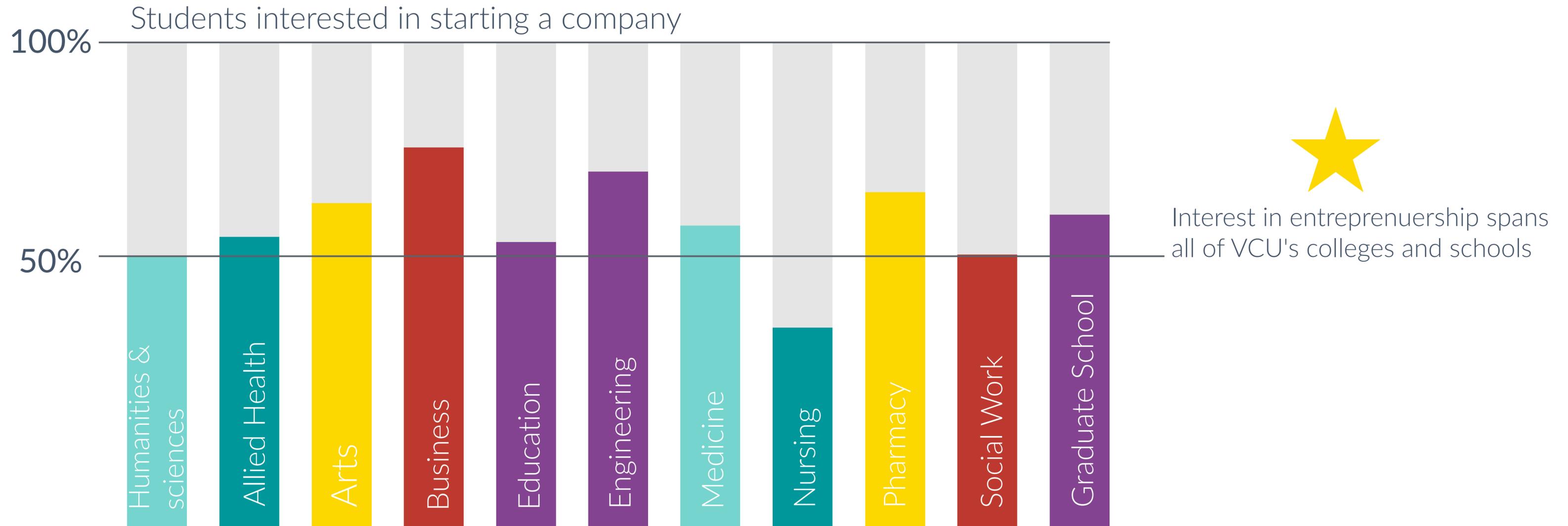


**15%**  
Have already started a company



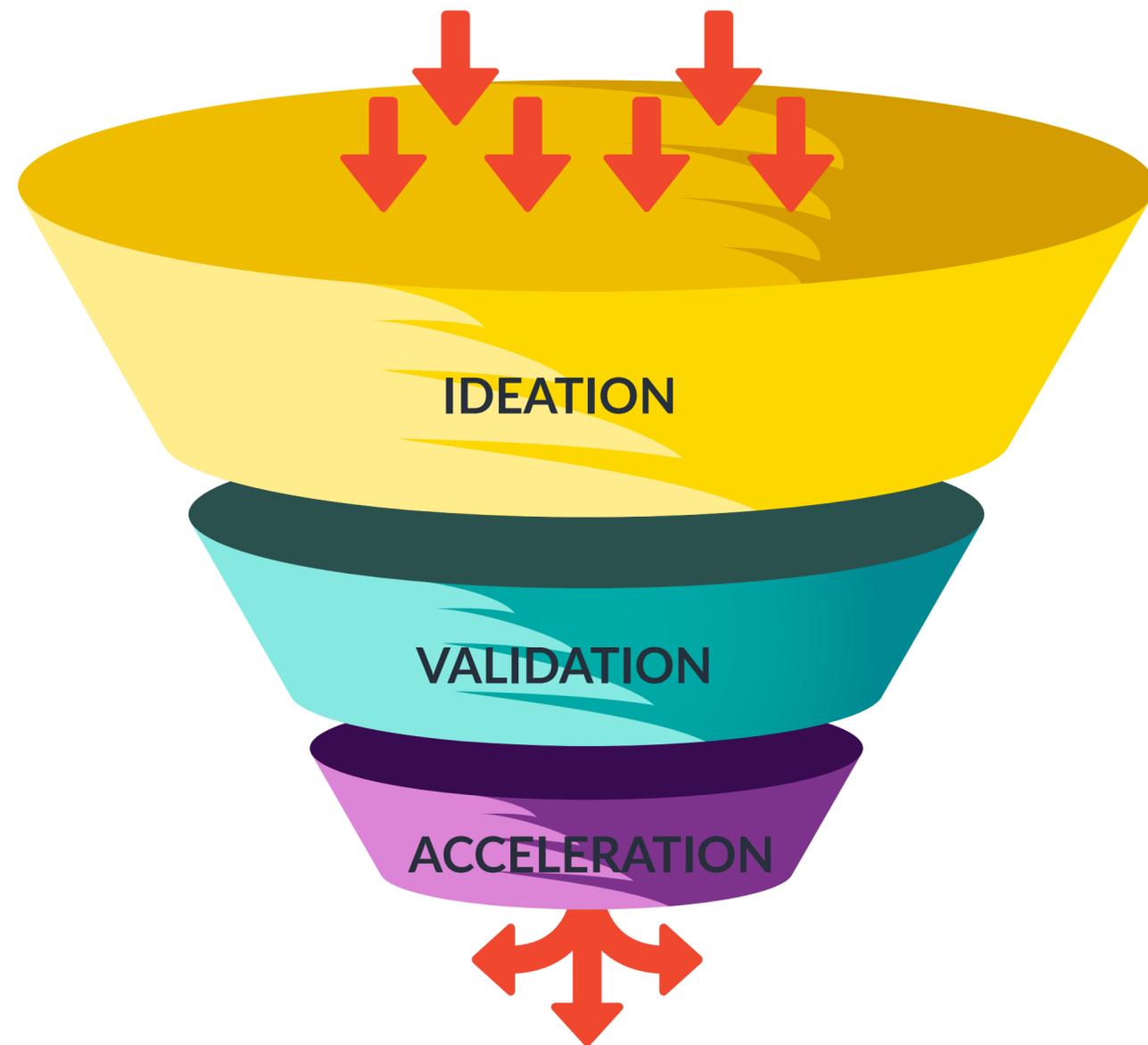
# SOLUTION NEEDED ACROSS DISCIPLINES

Students represent a huge opportunity for VCU and for RVA



# VENTURE CREATION UNIVERSITY

Creating entrepreneurial pathways to support VCU innovation



 Innovation Challenges

 Start-up Spring Break

 Pre-Accelerator

- Number of programs offered
- Percentage of students participating

- Ideas advanced to validation
- Community partners engaged
- Businesses formed

- Total revenue, grants, and investments
- Patents filed
- Jobs created



# EXPECTED OUTCOME

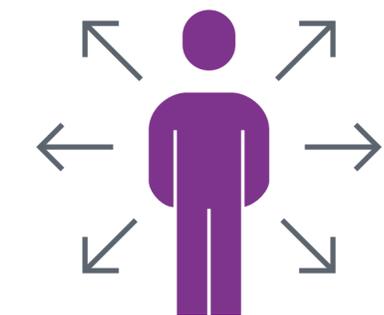
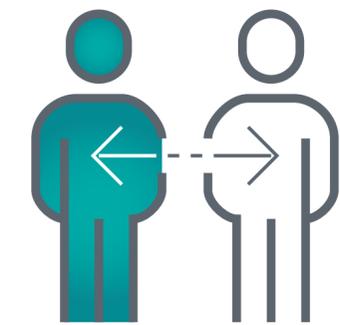
National Rankings Stifle Innovation!!



- **NATIONAL LEADERSHIP:** VCU will lead the evolution of innovation and entrepreneurial pathways in higher education with a focus on cross-disciplinary collaborations and university wide support for entrepreneurial skills.

- **STUDENT SUCCESS:** Provide all students with access to entrepreneurial pathways and graduate students with an entrepreneurial mindset. Success means not only producing the next generation of entrepreneurs and job creators, but generating highly-employable entrepreneurs to feed RVAs growing innovation economy.

- **REGIONAL IMPACT:** Create a pipeline of talent, innovation and job creators into RVA's growing ecosystem.



# FACULTY/STAFF: A Big Opportunity

Another source of innovation at VCU



**2,271**  
Full time faculty



**\$271M**  
Sponsored research

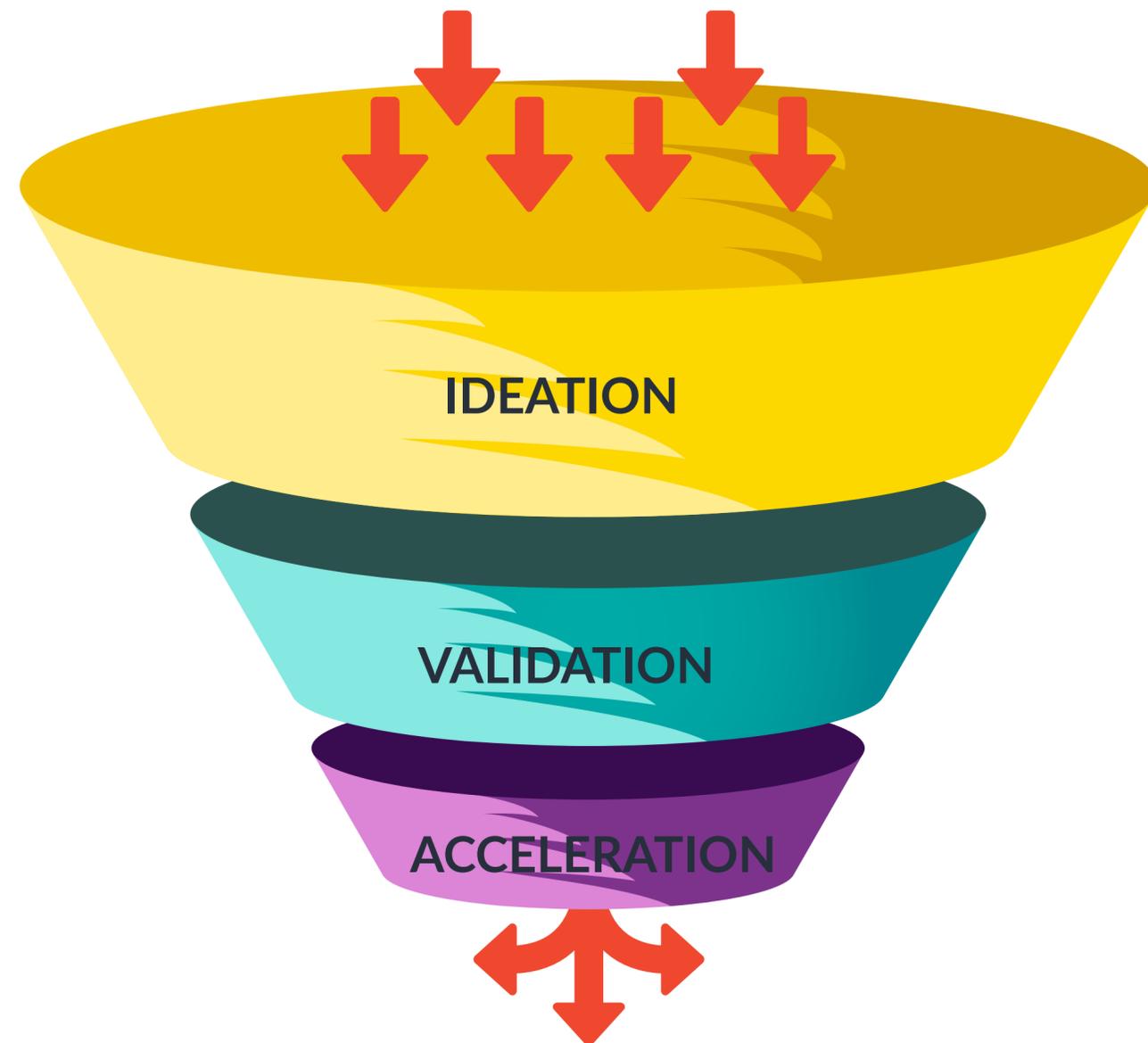


**>100**  
Inventions disclosures each year



# SAME PATH | UNIQUE APPROACH

Faculty/Staff



## CONSIDERATIONS

- Ensure we're creating diversified innovation portfolio
- Assume limited faculty time
- Account for early stage of the technology



RVA  
EcoSystem



## VEHICLE FOR VCUHS TO FACILITATE INNOVATION INTERNALLY



Source of Revenue



Creating innovations that improve care



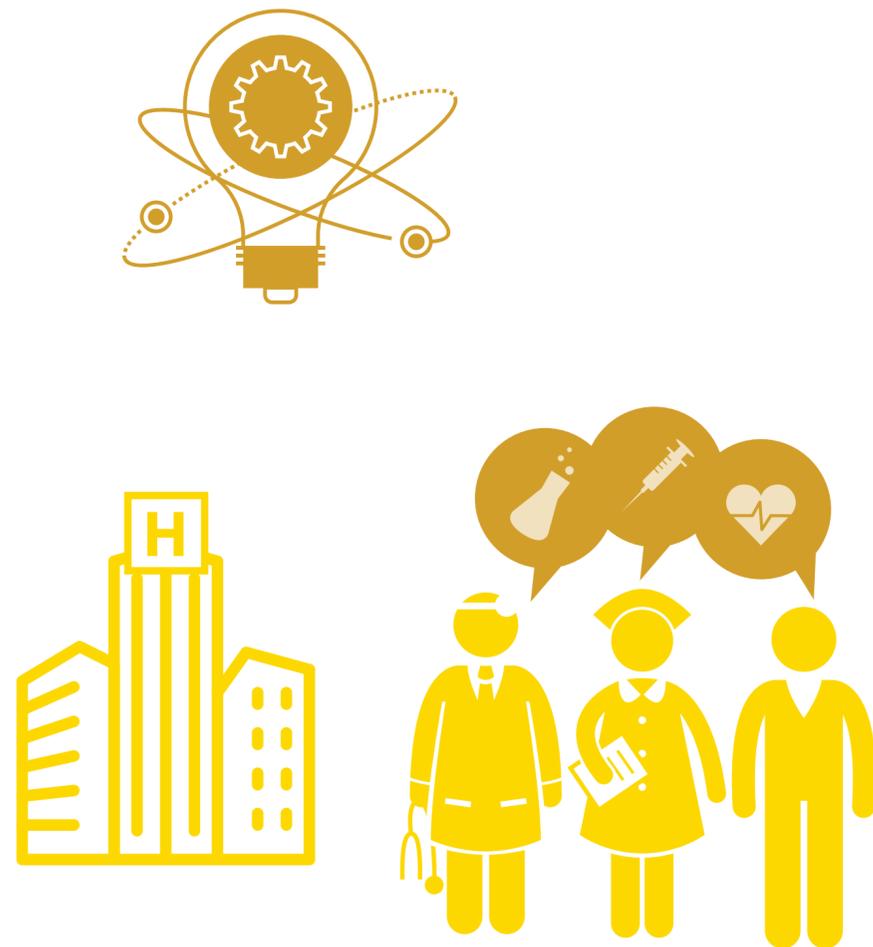
Reducing Healthcare costs

# VCU INNOVATION LAB

Healthcare IT Focus



## IDEATION



## VALIDATION



## ACCELERATION



# PROPOSED PROGRAM OUTCOMES

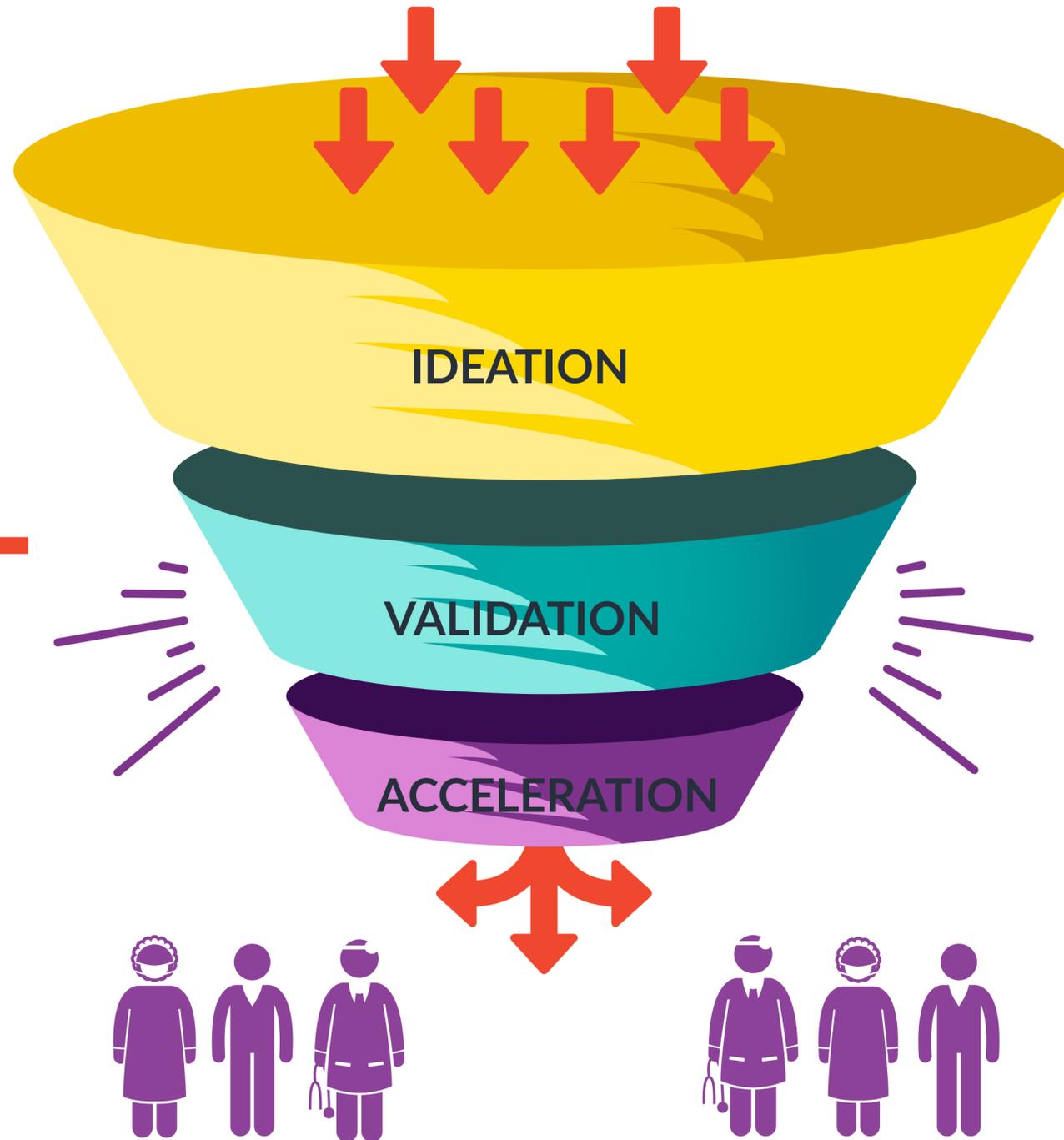
VCU Innovation Lab



- ➔ **Diversifies Portfolio:** Healthcare IT is lower risk, lower cost medical sector. Starting here will help us test approach quickly, while diversifying portfolio.
- ➔ **Engages Industry:** Engages targeted industries with high potential opportunities. Creates an engaged relationship.
- ➔ **Creates Pathway:** Designed to specifically fill GAPS in our commercialization pathway
- ➔ **Healthcare Impact:** Model focused on solutions that will benefit VCUHS and are scalable to other healthcare facilities
- ➔ **ROI Opportunity:** Validation and de-risking process increases opportunity for ROI back to VCU.
- ➔ **Scalable Model:** If successful, creates de-risking model that is scalable to other medical, and non-medical sectors.

# THE ASK

Venture Creation  
University Fund



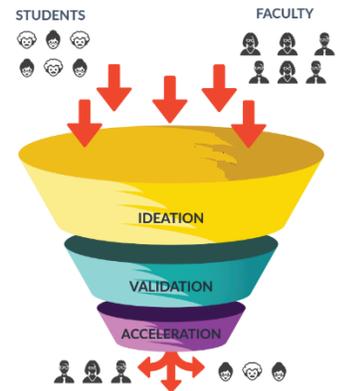
More  
Significant  
Impact



[www.entrepreneurship.vcu.edu](http://www.entrepreneurship.vcu.edu)



**Venture Creation University** is the university-wide strategy focused on developing and harnessing the talent of the VCU community. This strategy provides students and faculty with pathways designed to meet them where they are on a continuum that spans early ideas to company formation and acceleration. To-date, Venture Creation University has uncovered an exciting pipeline of opportunities, from cutting edge therapeutic treatments to new mobile apps. Further support of these efforts will generate significant impact in the form of student success and retention, national recognition, ROI opportunities, and much more.



## VCU Innovative and Entrepreneurial Students

### QUEST FOR INNOVATION AND ENTREPRENEURSHIP

Over 50% of VCU's 31,000 students are interested in starting a company, and according to a recent survey, 15% already have. At VCU, we recognize the value of developing a future workforce with an entrepreneurial mindset. VCU's strategic plan, *Quest for Distinction*, highlights the importance of developing innovation and entrepreneurial pathways for all students.

Venture Creation University is bringing this priority to life.

Venture Creation University focuses on providing each student, from every discipline, with access to innovation and entrepreneurship pathways ranging from a student's initial exposure to entrepreneurship, to educational courses, through to programs focused on product validation, company formation and even early seed funding. These pathways ensure VCU students graduate with an entrepreneurial mindset. Success means not only producing the next generation of entrepreneurs and job creators, but generating highly-employable intrapreneurs to feed RVAs growing innovation economy.

### BUILDING SMART

Our approach is unique. We do not focus our efforts within one school, nor are we interested in building 13 different centers for entrepreneurship across VCU's various schools and colleges. At VCU we're focused on breaking down silos and building smart. By leveraging the da Vinci Center as our interdisciplinary hub, students from across the University have access to core pathway programs. This centralized approach increases interdisciplinary interaction and allows VCU to use resources effectively.

Metrics	2012-13 <i>Actual</i>	2013-14 <i>Actual</i>	2014-15 <i>Actual</i>	2015-16 <i>Actual</i>
# programs	2	14	20	18
Participation	125	815	1720	2279
# of pitches heard	0*	125	179	256
# Ideas assisted	0*	15	24	37
# business formed	0*	4	14	24
# @ initial revenue	0*	0	11	15
Total revenue, grants or investments	0*	0	\$510K	>\$1M
# jobs created	0*	0*	0*	42
* None tracked				

Since 2013, participation in entrepreneurial programs has grown by over 1,000%, proving the pathway approach is working.

### THE NEW NATIONAL MODEL

Today, when we compare VCU with other institutions nationally ranked for innovation and entrepreneurship, we see a compelling picture, one that shows VCU as a national contender. However, our goal is not to confine

ourselves to traditional rankings, which rate Universities based on a siloed approach. Our goal is to evolve the discussion, to change the national model to one based on entrepreneurial pathways reaching all students, regardless of their major.

## EXPECTED RESULTS

- Student Success:** Provide all students with access to entrepreneurial pathways and graduate students with an entrepreneurial mindset. Success means producing the next generation of entrepreneurs and job creators, and generating highly-employable intrapreneurs to feed the innovation economy.
- Regional Impact:** Create a pipeline of talent, innovation and job creators into RVA's growing ecosystem.
- National Leadership:** Evolve the national discussion and change the traditional model to one based on entrepreneurial pathways reaching all students regardless of major.

## VCU Innovative and Entrepreneurial Faculty & Staff

### QUEST FOR INNOVATION AND ENTREPRENEURSHIP

With over 20,000 employees and annual sponsored research exceeding \$250 million - VCU is an innovation engine for RVA. To harness the economic benefit of this activity, VCU must develop entrepreneurial pathways that accommodate the unique needs of faculty. Considerations include:

- (1) Limited Time:** Faculty have limited time to dedicated to start-up activity.
- (2) Early Stage Ideas:** Technologies are typically too early stage to attract seasoned entrepreneurs.
- (3) Innovation Portfolio:** The majority of innovations developed by faculty are medical, representing long-term, high risk and capital intensive investments. To ensure success and sustainability of our pathway programs, we must look to de-risk technologies and diversify the University's innovation portfolio.

### THE INNOVATION LAB: A FULL PATHWAY

VCU is working to develop an "Innovation Lab" that represents the full pathway for faculty, from ideation through to acceleration. As a pilot, the lab will focus on Healthcare IT, and will be used as a model to expand to other focus areas.

- ❖ **Ideation Programs:** The Innovation lab will host a number of programs designed to identify problems within VCU Health that can be solved with IT solutions. The goal is to generate a number of promising ideas that can be formally disclosed to the University and evaluated further. All disclosures would be evaluated by the Innovation Lab team leveraging an external advisory group. Only selected disclosures would move forward to the Innovation Lab's validation program. The three key areas for evaluation would include:
  - **Valuable to VCUHS:** Would the innovation be of value to VCU Health?
  - **Scalability:** Would this innovation be of value to other healthcare systems?
  - **Risk profile:** What is the risk in terms of time for development, capital requirements and regulatory constraints/concerns.
- ❖ **Validation Program:** Leveraging external partners and existing VCU resources, the Innovation Lab team would be charged with developing full working prototypes. Working with VCU Health, the Innovation Lab

would utilize agile techniques to develop each project, significantly de-risk them and ensure funding for commercialization is utilized effectively. At the end of the validation program, projects will have early stage teams, a minimal viable product being used at one health system, with one to two other health systems interested.

For the VCU faculty or health care practitioner, this process would only require occasional input and feedback as the product is developed.

- ❖ **Acceleration Program:** Lighthouse Labs is Richmond’s business acceleration program that provides selected companies with non-dilutive funding and hands-on assistance in product launch, scaling and venture fundraising. Lighthouse has agreed to develop a vertical program in Healthcare IT in collaboration with the Innovation Lab. While the Lighthouse program would attract applications from local and national start-up companies, companies generated through the Innovation Lab would have a number of reserved spots in the program.

## EXPECTED RESULTS

- Creates Pathway:** The Innovation Lab is designed to fill GAPS in our commercialization pathway.
- De-risks Techs:** The approach de-risks the innovation at each stage and use resources effectively.
- Diversifies Portfolio:** Healthcare IT is lower risk, lower cost medical sector. Starting here will help us test approach quickly, while diversifying portfolio.
- Impacts Healthcare:** The model focused on solutions that will benefit VCU Health and are scalable to other healthcare facilities.
- ROI Opportunity:** The validation and de-risking process increases opportunity for ROI for VCU.
- Scalable Model:** If successful, creates de-risking model that is scalable to other medical, and non-medical sectors.

## Next Steps

- ❖ **STRENGTHEN PATHWAYS AND TRACK SUCCESS**  
We are working to develop and implement a new tracking system, allowing us to gauge strength of our pathways and identify core programing to be supported centrally.
- ❖ **COORDINATED DEVELOPMENT EFFORT**  
Our entrepreneurial students and faculty members have been a large focus of VCU’s Make it Real capital campaign; however, no centralize mechanism currently exists for fundraising around entrepreneurship. VCU must work to develop a cohesive fundraising effort that reflects the coordinated strategy. The primary goals for fundraising efforts would focus on sustaining core pathway programs.
- ❖ **COORDINATED COMMUNICATIONS PLAN**  
We have developed a coordinated communications plan to brand VCU as a Venture Creation University, tell our story and begin to have a national dialog.
- ❖ **LEVERAGE AND SUPPORT THE REGIONAL ECOSYSTEM**  
To be successful, we must leverage external expertise and have a regional ecosystem that can absorb, support and sustain the innovation and workforce we produce. To that end, VCU is highly integrated with The Innovation Council to ensure alignment of strategies and metrics.

# REPORT FROM FACULTY REPRESENTATIVE

**Faculty Report for BOV  
May 2017**

<b>PRESENTATION TITLE:</b> Faculty Representative Report	
<b>Presenter Name and Title:</b> June Nicholson, Faculty Representative; Holly Alford, alternate	
<b>Responsible University Division:</b> Faculty Senate	
<b>BOV Committee:</b> Academic and Health Affairs Committee	
<b>Quest Theme(s) and Goal(s) to be Addressed:</b>	
<b>Key Presentation Messages</b>	<ol style="list-style-type: none"><li>1. The Senate recently has focused on the development of the University's new strategic plan 2019-2025 that has been launched, and has encouraged all University faculty to engage in this process. Two members of the Senate Leadership serve on the VCU Steering Committee for the Strategic Plan and other Senators have been nominated or have volunteered to serve on one of five Work Groups that are part of developing the plan. This important work will continue through the 2017-18 academic year. This plan is of signature importance in establishing University priorities and goals over the next phase of VCU's development.</li><li>2. The Faculty Senate also is focused on the launch of the new budget model, scheduled this Spring/Summer. The model, developed over several years, will be closely monitored and will be tied to current University priorities set in Quest for Distinction. As the new strategic plan is created, the budget model will assist in directing funds to high priority initiatives and programs and help set standards and direction for programmatic excellence, faculty hiring and retention, student success and more. The considerable scope, range and importance of implications of the budget model and decision-making dictate that the Senate spend considerable time and effort in helping build a sustainable and meaningful direction in this process. This work will be on-going.</li><li>3. The Faculty Senate continues its emphasis on diversity and inclusion and full support of the University administration's statements to the VCU community on its commitment to diversity and inclusion, made in response to substantial concerns expressed over the past months by faculty, staff and students. The Senate emphasized in a resolution approved earlier this semester and in other actions VCU's diversity as an institution, commitment to hiring and retaining diverse faculty, the University's focus</li></ol>

on global education, and the Senate's unwavering commitment to promoting civility, open-mindedness and free spirit of inquiry and support for appropriate actions to ensure the rights of all individuals. The Senate and its Leadership continue to monitor progress on development of VCU's strategic plan on diversity and inclusion.

4. The Senate continues to work with the University administration to help educate and fully inform the VCU community about the roles and responsibilities of faculty as part of concerns raised in the current environment, and the intersections of free speech and academic freedom. This work will be on-going and done in collaboration with the University administration, including the provost's office and president's office.
5. The Senate Leadership met in March with the VCU General Counsel and other representatives of that office to continue to monitor and assess concerns and discuss questions that faculty, staff and students have with regard to developments on diversity and inclusion, as well as academic freedom and free speech issues. This will be an on-going focus of the Senate.
6. The Senate continues to interact with the administration in the Human Resources redesign process as those plans have been made available and move through the approval process. Discussions have taken place with those redesigning the HR system and with representatives of employee stakeholders who would be most affected.
7. The Faculty Senate elected the following officers in April for the 2017-18 academic year. Senate officers serve a one-year term (and may serve no more than two successive terms). **President W. Scott Street IV**, Ph.D, a teaching associate professor in the VCU Department of Statistical Sciences and Operations Research, Humanities and Sciences; **Vice President Nancy Jallo**, Ph.D, FNP-BC, WHNP-BC, a tenured associate professor in the School of Nursing; **Recording Secretary and Treasurer Brian Daugherty**, Ph.D., an assistant professor in the History Department; **Corresponding Secretary Jennifer S. Wayne**, Ph.D., Department of Biomedical Engineering, School of Engineering, professor of Biomedical Engineering and of Orthopaedic Surgery; **MCV Co-Representative: Stephanie Goldberg**, M.D., an associate

	<p>professor of surgery in the School of Medicine. and <b>MCV Co-Representative: Andrew Ottens, Ph.D</b>, a tenured associate professor in the Department of Anatomy and Neurobiology; <b>Monroe Park Co-Representative Susan Bodnar-Deren, Ph.D</b>, an assistant professor of sociology in the College of Humanities and Sciences; and <b>Monroe Park Campus Co-Representative: Maria C. Rivera, Ph.D. FLS</b>, an associate professor in the Department of Biology.</p>
<p><b>Governance Implications</b></p>	<p>TBA</p>
<p><b>Governance Discussion Questions</b></p>	<p>TBA</p>
<p><b>Next Steps for Management (Responsible Division Head; Timeframe for Action)</b></p>	<p>TBA</p>
<p><b>Next Steps for Governance (Responsible Board Member; Timeframe for Action)</b></p>	<p>Faculty Senate consideration extending through the 2017-18 academic year.</p>

# REPORT FROM STAFF REPRESENTATIVE

**Staff Report for BOV  
May 2017**

<b>PRESENTATION TITLE:</b> Staff Senate Report	
<b>Presenter Name and Title:</b> Sania Marcoccia, Staff Representative	
<b>Responsible University Division:</b> Finance and Administration	
<b>BOV Committee:</b> Academic and Health Affairs Committee	
<b>Quest Theme(s) and Goal(s) to be Addressed:</b> All themes	
<b>Key Presentation Messages</b>	<ul style="list-style-type: none"> <li>• Resolution S. Res I.</li> <li>• End of term recap</li> <li>• Election results</li> </ul>
<b>Governance Implications</b>	None.
<b>Governance Discussion Questions</b>	None.
<b>Next Steps for Management (Responsible Division Head; Timeframe for Action)</b>	None.
<b>Next Steps for Governance (Responsible Board Member; Timeframe for Action)</b>	None.



# VCU

## Staff Senate

VCU Staff Senate  
2017 Session

S. RES. 1.

March 17, 2017

### **RESOLUTION**

*Offering the VCU Staff Senate's comments on the draft policies creating a new VCU Human Resources System.*

WHEREAS, the VCU Staff Senate is obligated to represent the VCU Staff and its interests to University leadership;

WHEREAS, the VCU Staff Senate is committed to the full transparency of the HR redesign process at VCU;

WHEREAS, the HR Redesign Committee has opened the draft policies to public comment through March 17, 2017;

WHEREAS, the VCU Staff Senate Shared Governance Committee created a list of comments and questions surrounding the draft policy;

WHEREAS, the VCU Staff Senate Shared Governance Committee was unaware of the comments and questions already submitted to the HR Redesign Committee and recognizes it may have submitted duplicate questions or concerns: Now, therefore, be it

*Resolved*, that the VCU Staff Senate --

1. Concurs with and endorses the letter, comments, and questions submitted to the Office of the President on March 17, 2017 by the VCU Staff Senate President and the Chair of the Shared Governance Committee, a copy of which can be found as Attachment 1; and
2. Requests the HR Redesign Committee address each question and comment not already addressed by the HR Redesign Committee either through meetings with the VCU Staff Senate or in writing; and
3. Recommends the HR Redesign Committee release the comments it has received during the public comment period to the University community at large.

# REPORT FROM STUDENT REPRESENTATIVES

**Student Report to the Board of Visitors  
May 2017**

<b>PRESENTATION TITLE: Student Representative Report</b>	
<b>Presenter Name and Title:</b> Alan Booth and Elizabeth Winslow, Student Representatives to the Board of Visitors	
<b>Responsible University Division:</b> Student Affairs	
<b>BOV Committee:</b> Academic and Health Affairs Committee	
<b>Quest Theme(s) and Goal(s) to be Addressed:</b> All	
<b>Key Presentation Messages</b>	<ol style="list-style-type: none"> <li>1. Reflections and Comments from Outgoing Student Representatives</li> <li>2. Introduction of Candidate Student Representatives for 2017-2018 Academic Year</li> </ol>
<b>Governance Implications</b>	None.
<b>Governance Discussion Questions</b>	None.
<b>Next Steps for Management (Responsible Division Head; Timeframe for Action)</b>	None.
<b>Next Steps for Governance (Responsible Board Member; Timeframe for Action)</b>	None.