VCU

VIRGINIA COMMONWEALTH UNIVERSITY
BOARD OF VISITORS
ACADEMIC AND HEALTH AFFAIRS COMMITTEE
9:20 A.M.**
May 10, 2019
JAMES BRANCH CABELL LIBRARY
901 PARK AVENUE – ROOM 303
RICHMOND, VIRGINIA

DRAFT

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, 2019)

4. **ACTION ITEMS:**   Dr. Carol Shapiro, *Chair*

   1. Proposal to change the name of the Department of Oral Health and Community Outreach to the Department of Dental Public Health and Policy, School of Dentistry

   2. Proposal to create a new B.S. in Health Services, College of Health Professions (pending)

5. **REPORT FROM PROVOST**   Dr. Gail Hackett, *Provost and Senior Vice President for Academic Affairs*

6. **REPORT FROM THE SENIOR VICE PRESIDENT FOR HEALTH SCIENCES/CEO VCU HEALTH**   Dr. Marsha Rappley, *Senior Vice President for Health Sciences/CEO VCU Health*

7. **DISCUSSION ITEMS**
   a. Research and Innovation Update   Dr. P. Srirama Rao *Vice President for Research and Innovation*

8. **CONSTITUENT REPORTS**
    a. Student Representatives

    Dhruv Sethi,
    Graduate Student Representative

    Jacob Parcell, *Undergraduate Student Representative*

    b. Faculty Representatives

    Ms. Holly Alford, *Faculty Senate Board of Visitors Representative*

    Dr. Scott Street, *alternate and president, VCU Faculty Senate*

    c. Staff Representatives

    Mr. Nick Fetzer, *Staff Senate Board of Visitors Representative, VCU Staff Senate*

    Ms. Ashley Staton, *alternate, Staff Senate*

9. **MISCELLANEOUS REPORTS**   Dr. Carol Shapiro, *Chair*
    For informational purposes only
    - AHAC Dashboard
    - AHAC Charter

10. **OTHER BUSINESS**   Dr. Carol Shapiro, *Chair*

11. **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.

The members of the Academic and Health Affairs Committee are: Carol S. Shapiro, M.D., chair; Robert Holsworth, Ph.D., vice chair; H. Benson Dendy III; Gopinath Jadhav, M.D.; Edward L. McCoy; Tyrone E. Nelson; Stuart Siegel; Shantaram Talegaonkar, M.D.; G. Richard Wagoner Jr.

VCU

BOARD OF VISITORS
ACADEMIC AND HEALTH AFFAIRS COMMITTEE
9:20 A.M.
March 22, 2019
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
Dr. Gopinath Jadhav
Mr. Ed McCoy
Dr. Shantaram Talegaonkar
Mr. G. Richard Wagoner, Jr.

COMMITTEE MEMBERS NOT PRESENT
Mr. Tyrone Nelson
Mr. Stuart Siegel

OTHERS PRESENT
Dr. Michael Rao, President
Dr. Gail Hackett, Provost and Senior Vice President for Academic Affairs
Dr. Aashir Nasim, Vice President for Inclusive Excellence
Dr. Srirama Rao, Vice President for Research and Innovation
Dr. Marsha Rappley, Senior Vice President for Health Sciences
Ms. Holly Price Alford, Faculty Representative
Dr. W. Scott Street IV, Faculty Representative
Mr. Nicholas B. Fetzer, Staff Representative
Ms. Ashley Staton, Staff Representative
Mr. Jacob Parcell, Student Representative
Ms. Elizabeth L. Brooks, Associate University Counsel
Ms. Jamie Stillman, Director of Strategic Communications, Office of the Provost
Staff and students from VCU and VCUHS

CALL TO ORDER
Dr. Carol Shapiro, Chair of Academic and Health Affairs Committee, called the meeting to order at 9:22 a.m.

APPROVAL OF MINUTES
On motion made and seconded, the Academic and Health Affairs Committee approved the Minutes of the meeting held **December 7, 2018**. A copy of the minutes can be found on the VCU website at the following webpage http://www.president.vcu.edu/board/committeeminutes.html.

ACTION ITEMS:
Academic Program Propsals:
On motion made and seconded, the Academic and Health Affairs Committee approved a motion to recommend to the Board of Visitor approval of the following 11 academic proposals: 1).

Graduate certificate in Applied Statistics (create a new); 2) Graduate certificate in Cybersecurity Policy and Management (create a new); 3) CIP code for M.A. in Economics (change); 4) Doctor of Philosophy in Anatomy and Neurobiology (close); 5) Bachelor of Science in Education in Early Childhood Education and Teaching (create a new); 6) Bachelor of Science in Education in Elementary Education and Teaching (create a new); 7) Bachelor of Science in Education in Secondary Education and Teaching with a concentration in Engineering Education (create a new); 8) Bachelor of Science in Education in Health and Physical Education (create a new); 9) Bachelor of Science in Education in Special Education and Teaching with a concentration in General Education (create a new); 10) Bachelor of Science in Dental Hygiene from the Department of Oral Health Promotion and Community Outreach to the Dean's Office (move); 11) Doctor of Philosophy in Oral Health Research from the Department of Oral and Craniofacial Molecular Biology to the Dean's Office (move).

Committee Charter
On motion made and seconded, the Academic and Health Affairs Committee approved the motion to recommend the Board of Visitors approve the revised Academic and Health Affairs Committee charter. The charter is attached hereto as ***Attachment A*** and is made a part hereof.

<u>REPORTS</u>
Dr. Hackett reported that we now have a signed contract for Noodle, which is the vendor for our online academic programs.

Dr. Tomikia LeGrande, vice provost for strategic enrollment management, and Dr. Deborah Noble-Triplett, senior vice provost for academic affairs, provided an overview of the current landscape of international enrollments in the United States and VCU's strategy in increasing international enrollments. It was reported that as the number of visas issued by the government decreases, VCU faces a challenge in reaching those goals. The solution comes in the form of a three-pronged strategy: 1) direct recruitment by VCU in three strategically selected countries; 2) operationalizing the existing partnerships that VCU already has, which includes 101 partnership agreements, with 75 universities in 32 countries; and 3) working with our third party vendor, Navitas, to leverage their relationships worldwide.

Dr. Maggie Tolan, senior associate vice provost for student success, gave a presentation on Strategic Career Planning. She informed the Board that VCU is working continuously with undergraduate students from freshman year through senior year to ensure they are in the right degree program and are making personal connections that will lead to employment after graduation. The hallmark of this program is VCU Major Maps, which can be viewed at https://majormaps.vcu.edu/.

VCU Police Deputy Chief Mike O'Berry presented the annual safety report, which highlighted both the footprint for VCU Police jurisdiction and a decrease in robberies.

Mr. Jacob Parcell, student representative to the Board of Visitors, reported about a few of the unique, real world opportunities available for VCU students, such as the Capital Semester through which students are paired with legislators during the General Assembly.

Ms. Holly Alford, faculty representative to the Board of Visitors, reported that the members of the Faculty Senate continue to support the Office of the Provost by serving on various leadership searches as well as several committees, which include the R.E.A.L initiative, GEN Ed 30, and the Course Redesign Program.

Mr. Nick Fetzer, staff representative to the Board of Visitors, reported that the Staff Senate passed an amendment to officially allow the new employee category, University and Academic Professionals, eligibility in the senate. They also planned and executed the third annual employee appreciation week earlier this month.

OTHER INORMATION
The committee requested an annual update on research to be presented at a committee meeting and an annual summary of academic programs to include those that have been created and those that have closed. Additional data was requested for measuring the impact of the career planning strategy in the Student Success Unit, as well as metrics for online program enrollment.

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.

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Resolution of Certification

</div>

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.

Vote	Ayes	Nays	Absent
Dr. Carol S. Shapiro, Chair	X		
Dr. Robert D. Holsworth, vice chair	X		
Mr. H. Benson Dendy III	X		
Dr. Gopinath Jadhav	X		
Mr. Ed McCoy	X		
Mr. Tyrone Nelson			X
Mr. Stuart Siegel			X
Dr. Shantaram Talegaonkar	X		
Mr. G. Richard Wagoner, Jr.	X		

All members present for voting responding affirmatively, the resolution of certification was adopted.

ADJOURNMENT

There being no further business, Dr. Carol Shapiro, Chair, adjourned the meeting at 11:00 a.m.

Proposal

The School of Dentistry requests to change the name of the Department of Oral Health Promotion and Community Outreach to the Department of Dental Public Health and Policy.

Overview

The proposed name change will provide a more accurate description of the department's mission and overall activities, which focuses on dental and oral health issues in the community and populations. The department faculty members who taught primarily in the school's dental hygiene program were moved to the Department of General Practice, thus mirroring clinical practice where dentists and hygienists are located in the same facility and work in coordination. These three faculty members have and continue to teach in the Doctor of Dental Surgery (DDS) program and members of the General Practice department also teach in the dental hygiene program.

The idea to change the department name and mission came through multiple sources. The administrative leadership recognized the need for research and teaching in access to oral health care in the Commonwealth of Virginia. Since VCU School of Dentistry is the only school of dentistry in Virginia, this direction of the department will provide instruction and research opportunities for VCU students and also serve as support for the Virginia Department of Health and the Department of Medicare and Medicaid Services. Furthermore, this department supports VCU's Institute for Inclusion, Inquiry and Innovation (iCubed) by serving as the administrative home for the Oral Health in Childhood and Adolescence transdisciplinary core.

The proposal for name change was reviewed and approved by the Steering Committee of the Faculty of the School of Dentistry.

Method of Delivery

Not applicable. The renamed department will not administer any degree programs.

Target Implementation Date

Immediate.

Demand and Workforce Development

Not applicable.

External Competition

Not applicable.

Target Population

Not applicable.

Impact on Existing Programs/Policies

Changing the name from the Department of Oral Health Promotion and Community Outreach to the Department of Dental Public Health and Policy does not impact existing academic programs or policies.

Impact on Faculty

The department is currently home to five faculty members. The three additional faculty members who taught primarily in the dental hygiene program are now housed in the Department of General Practice.

Funding
This organizational move entails minimal expenses for business cards and department signage, approximately $1500.00. Administrative support for the department already exists and no additional staff are required.

Benefit to the university
This name change indicates more accurately the work of this department. For example, the department is the administrative home of iCubed, which seeks to (1) identify and remove the educational, political, psychological, social and nutritional barriers to the prevention and treatment of dental caries (tooth decay) in the children and adolescents of Richmond; (2) promote teamwork toward innovative solutions for improving oral and overall health outcomes for children and adolescents; and (3) be a catalyst for connections within the university community and with the community at large, fostering innovative research and solutions to societal problems across boundaries. The department's mission with a focus on dental public health and access to oral health care services, will provide needed instruction to dental, dental hygiene, and advanced dental education students which is required by accreditation standards. The department also provides instruction and real world experience opportunities for VCU undergraduate students interested in dental and oral health.

Next Steps

March 28:	University Council's Committee on Academic Affairs and University Policies
April 11:	University Council
April 15:	President's Cabinet
May 10:	Board of Visitors

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Institution

Virginia Commonwealth University requests the permission to change the name of the Department of Oral Health and Community Outreach to the Department of Dental Public Health and Policy. The department is located in the School of Dentistry. This change will be in name only and will not impact the organizational structure of the university or the school.

Nature of the Proposed Change

The Department of Oral Health and Community Outreach was initially established in 2012. At that time, all full-time faculty were teaching faculty with additional responsibilities. The department's mission embraced a commitment to socially responsible education, patient care, research, and the community in educating competent clinicians who will serve the needs of the public and improve the health and well-being of society.

The administrative leadership recognized the need for research and teaching in access to oral health care in the Commonwealth of Virginia. Since VCU School of Dentistry is the only school of dentistry in Virginia, this direction of the department will provide instruction and research opportunities for VCU students and also serve as support for the Virginia Department of Health and the Department of Medicare and Medicaid Services.

Background

The purpose of the Department Oral Health Promotion and Community Outreach in the School of Dentistry was to coordinate and expand community engagement activities including but not limited to house the:

- Dental Hygiene Program
- Community Based Dental Education (Service-Learning and Community Service activities for dental and dental hygiene students)
- Community Partnerships for improved access to health in urban and suburban communities to increase the number, diversity, and competence of the oral health workforce
- Partner with VCU Division of Community Engagement to enhance faculty development opportunities for engaged scholarship with the community
- Partner with the Virginia Department of Health for school-prevention programs with a particular focus on enhancing middle school education programs
- Collaboration with local and state health agencies, foundations, organized dentistry and dental hygiene, and other health profession schools for interprofessional education

The School of Dentistry, is the only dental school in the Commonwealth. It does not have a department focused on dental public health. This name change is a benefit to the university by supporting the faculty and students' scholarship/research and service to magnify the participation

and exposure to dental public health. This will expand funding opportunities along with local, regional, and national levels of recognition of the current mission of the transdisciplinary research of oral health and overall health and wellness, oral health integration and community engagement.

The departmental name of "Department of Oral Health Promotion and Community Outreach" no longer reflects the true nature of its current responsibilities and expertise. The proposed name change to the "Department of Dental Public Health and Policy" is more reflective of the current and future departmental scope, and is consistent with that found at other schools of dentistry throughout the U.S. (see Appendix A):

Purpose of the Proposed Change
The purpose of the proposed organizational change is to change the name of the department to accurately reflect its focus on dental and oral health issues in the community and at the population level rather than emphasizing individual patient treatment.

Mission
The proposed name change aligns with the institution's mission. The name corresponds to the "comprehensive" nature of programming offered by the department and the institution. The proposed name change reflects the *university's commitment to the success and well-being of the community through health sciences that preserves and restores health for all people*. The proposed name change will not alter the university's mission.

Rationale for the Proposed Change
The Department of Oral Health Promotion and Community Outreach housed the dental hygiene program, community based dental education activities, and community partnerships. The proposed name change will provide a more accurate description of the department's mission and overall activities that no longer include dental hygiene program but still maintains the community-based dental education and services activities along with community and global collaborative partnerships. This progressive evolution of the department's mission now has a focus on dental public health, oral health services research, oral health integration, and access to oral health care services. There is an emphasis on dental public health, oral health policy, and research at the community and population level. It will provide needed instruction to dental, dental hygiene, and advanced dental education students which is required by accreditation standards. It will continue to provide real world experience opportunities for students interested in dental and oral health.

The department is also the home of VCU's Institute for Inclusion, Inquiry and Innovation (iCubed) Transdisciplinary Core for Oral Health in Childhood Adolescence which seeks to (1) identify and remove educational, political, social and nutritional barriers to the prevention and treatment of dental caries (tooth decay) in the children and adolescents of Richmond; (2) promote teamwork toward innovative solutions for improving oral and overall health outcomes for children and adolescents; and (3) be a catalyst for connections within the university community and with the community at large, fostering innovative research and solutions to societal problems across boundaries.

Academic Programs

The proposed name change will not impact curricular offerings. The Bachelor of Science in Dental Hygiene has been moved to the Dean's Office. The change in location of the degree program is consistent with the administration of the Doctor of Dental Surgery (D.D.S.), Master of Science in Dentistry (M.S.D.), and the Doctor of Philosophy (Ph.D.) in Oral Health Research degree programs.

Resources

There will be an initial expenditure of $1,500.00 to be utilized for the purchasing of stationary, business cards, signage (internal to the building), and other supplies associated with the proposed name change. This cost will be funded by the School of Dentistry.

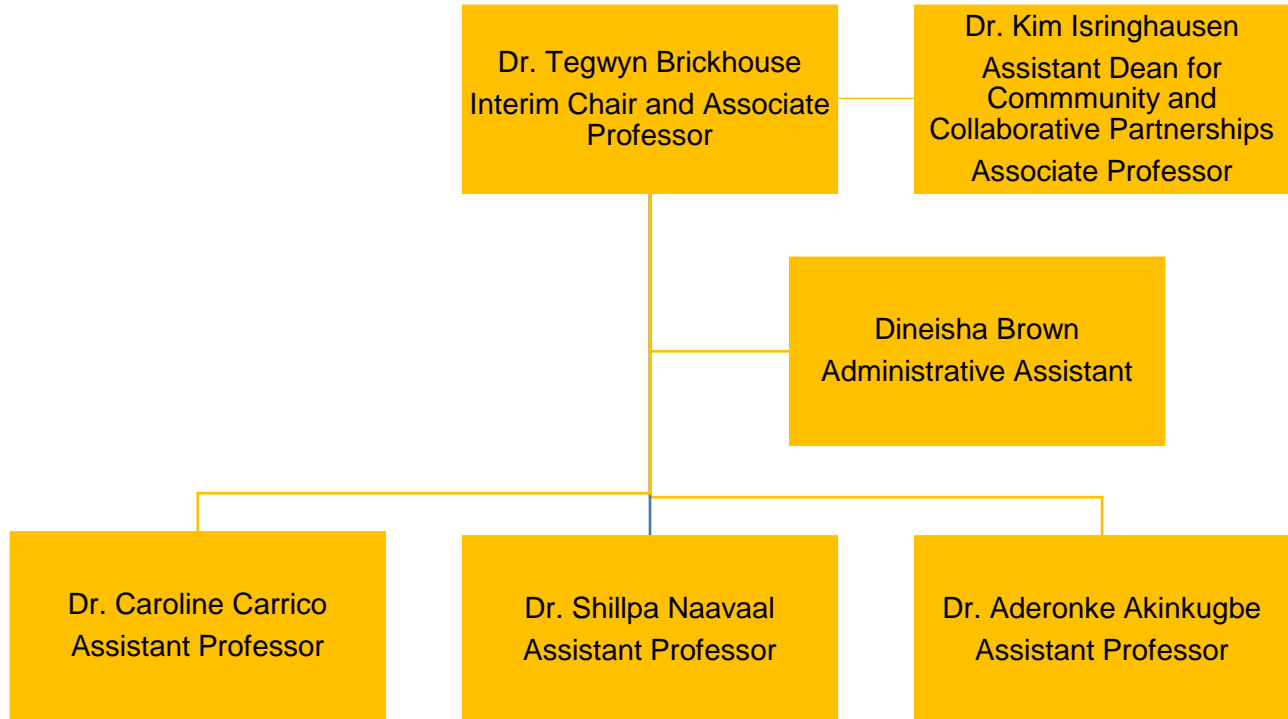|	
Signage:	$1,000.00
Printed materials (stationery, business cards, etc.)	$400.00
Website	$100.00
Publicity and Promotion	$0.00
Faculty Search Ads	$0.00
TOTAL	$1,500.00

**Appendix A: List of Departments at Peer and Aspirant Schools of Dentistry
with Similar Names and Missions**

Ten peer and aspirant institutions were selected because they share an identified common focus and mission as the proposed Department of Dental Public Health and Policy.

- University of Pittsburgh - Department of Dental Public Health
- University of North Carolina - Department of Dental Ecology
- University of Maryland - Department Dental Public Health
- Harvard School of Dental Medicine - Department of Oral Health Policy and Epidemiology
- University of Florida - Department of Community Dentistry and Behavioral Science
- University of Iowa - Department of Preventive and Community Dentistry
- University of California San Francisco - Division of Oral Epidemiology and Dental Public Health
- University of Alabama - Department of Clinical and Community Sciences
- Columbia University - Section of Population Oral Health
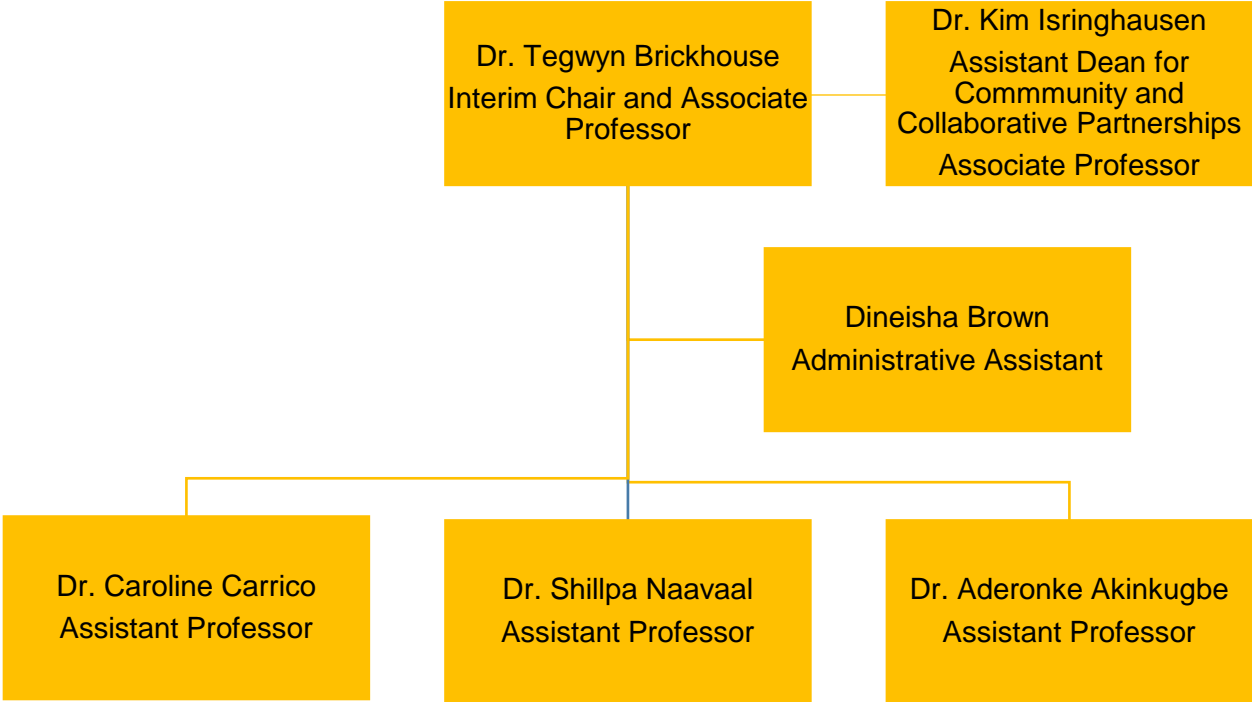- New York University - Department of Epidemiology and Health Promotion

Appendix B: Current Organizational Structure

Department of Oral Health Promotion and Community Outreach

Dr. Tegwyn Brickhouse Interim Chair and Associate Professor	Dr. Kim Isringhausen Assistant Dean for Commmunity and Collaborative Partnerships Associate Professor

Dineisha Brown
Administrative Assistant

Dr. Caroline Carrico Assistant Professor	Dr. Shillpa Naavaal Assistant Professor	Dr. Aderonke Akinkugbe Assistant Professor

Appendix C: Proposed Organizational Structure

Department of Dental Public Health and Policy

Dr. Tegwyn Brickhouse
Interim Chair and Associate Professor

Dr. Kim Isringhausen
Assistant Dean for Commmunity and Collaborative Partnerships
Associate Professor

Dineisha Brown
Administrative Assistant

Dr. Caroline Carrico
Assistant Professor

Dr. Shillpa Naavaal
Assistant Professor

Dr. Aderonke Akinkugbe
Assistant Professor

Virginia Commonwealth University
Proposed Program Brief

Proposal to Create a Bachelor of Science in Health Services

Overview
Virginia Commonwealth University seeks approval for a Bachelor of Science (B.S.) in Health Services (CIP 51.0701) at the MCV Campus in Richmond, Virginia. The proposed program will be administered by the College of Health Professions, Office of the Dean. The target date of the program's initiation is the fall semester of 2020.

The purpose of the proposed B.S. in Health Services degree program is to prepare students to serve as entry-level health and human services professionals. The proposed B.S. in Health Services program will focus on providing students with the foundational knowledge, skills, and competencies in health administration, health economics, and health services within a variety of health care contexts.

Students who pursue the proposed B.S. in Health Services will be prepared for entry-level administrative, supervisory, and support positions in a variety of health-related and human service settings, such as hospitals, health systems, ambulatory care, long term care, nursing homes, medical group practices, managed care, public and community health.

Method of Delivery
The program will be taught in face-to-face and hybrid formats.

Target Implementation Date
Fall 2020.

Demand and Workforce Development
According to the Bureau of Labor Statistics, the employment demand for health services professionals is projected to grow 20% from 2016 to 2026, much faster than the average for all medical and health services occupations.[1] Most of these occupations require a four-year bachelor's degree and some require graduate school. Among medical and health services administrators, 65% reported that a bachelor's degree was required for their positions; 19% cited an associate's degree; and 12% of respondents reported a master's degree as the education level required.[2]

External Competition
A search of the SCHEV Degree Inventory by Broad Program and Level reveals four similar degree programs. George Mason University (GMU) offers a Bachelor of Science in Health care Administration, James Madison University (JMU) offers a Bachelor of Science in Health Care Services Administration, Norfolk State University (NSU) offers a Bachelor of Health Services Management, and Old Dominion University (ODU) offers a Bachelor of Science in Health Sciences with a major in Health Services Administration. All programs require 120 credits for degree attainment and require a core curriculum with electives. Virginia Commonwealth University's program shares many similarities with some of the other programs but there are some distinct differences. The number of credit hours for core courses required for the proposed B.S. in Health Services is

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[1] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook,* Medical and Health Services Managers, on the Internet at https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm (visited *March 17, 2018*).
[2] O*NET Online, U.S. Department of Labor, on the Internet at https://www.onetonline.org/link/summary/11-9111.00 (visited *October 17, 2017*).

lower in order to allow students to be flexible to take courses that are relevant to the most current industry practices as well as align with students' interests in collaborative industries such as business, information systems, long term care administration, and other emerging areas as the health care industry continues to reform. The program will offered in multiple formats to include traditional face-to-face and hybrid format to allow students who work and have families, the opportunity to matriculate in the program.

Target Population
The target population for the proposed program includes Virginia Commonwealth University students who have completed a minimum of 60 credit hours of undergraduate education and have an interest in non-clinical health careers in health and human services administration. It will also be open to students who have completed a minimum of 60 credit hours at another institution of higher education or students who have earned an Associate of Applied Science (AAS) degree in a clinical health science or human services related field and seek the B.S. degree for professional advancement in a health-related career.

Impact on Existing Programs/Policies
The proposed B.S. in Health Services is not similar or related to any other existing baccalaureate degree program at Virginia Commonwealth University. The proposed B.S. in Health Services will not compromise any existing degree program at Virginia Commonwealth University. No degree programs will close as a result of the initiation and operation of the proposed degree program.

Impact on Faculty
A full-time faculty member from the Office of the Dean will serve as the program director, with responsibilities for coordinating student recruitment, scheduling courses, program implementation, and program review as needed. All courses will be taught by faculty with appointments in one of the six departments located in the College of Health Professions (Rehabilitation Sciences, Health Administration, Patient Counseling, Gerontology, Clinical Laboratory Sciences, and Radiation Sciences). Faculty will have doctoral or masters level degrees in health administration, public health, or one of the six departments. The adjunct faculty teaching in the program will come from an existing pool from the College of Health Professions or will be hired and located in one of the six departments listed above.

Funding
Virginia Commonwealth University has all of the faculty, classified support, equipment, space, library, and other resources necessary to launch and sustain the proposed B.S. in Health Services. These include student support services (enrollment, help desk, and library), faculty support services (copying and contracts), and general administration (budgeting, forecasting, and enrollment management).

Benefit to the University
The B.S. in Health Services degree program will support the mission of the university by preparing future health care leaders with the knowledge, skills, and competencies to meet the challenges of managing organizations that are involved with health care and health-related services. The program will foster inquiry and innovation through an understanding of evidence-based assumptions regarding the delivery of health services. The program will facilitate the development of a competent, quality health workforce that meets the primary health care needs of all Virginians by focusing on evidenced-based health care and service practices, health equity, health access, and health disparities.[3]

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[3] Virginia Health Workforce Development Initiative on the Internet at https://www.vhwda.org/about/vhwda (visited on *April 15, 2018*).

Next Steps

April 18	University Undergraduate Curriculum Committee
April 25	University Council Committee on Academic Affairs and University Policies
May 2	University Council
May 6	President's Cabinet
May 10	Board of Visitors

Full Proposal

See attached.

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<u>Description of the Proposed Program</u>

Program Background

Virginia Commonwealth University seeks approval for a Bachelor of Science (B.S.) in Health Services at the MCV Campus in Richmond, Virginia. The proposed program will be administered by the College of Health Professions, Office of the Dean. The target date of the program's initiation is the fall semester of 2020.

The purpose of the proposed B.S. in Health Services degree program is to prepare students to serve as entry-level health and human services professionals. The proposed B.S. in Health Services program will focus on providing students with the foundational knowledge, skills, and competencies in health administration, health economics, and health services within a variety of health care contexts. The proposed program will provide students with knowledge and skills in health services administration including the planning and coordination of office processes. Students will be prepared to collaborate on decisions related to staffing, scheduling, business operations, and service delivery. Health and human services administration involves finance, accounting, budgeting, economics, leadership, management, performance, technology and innovation to support health services delivery.[1,2] Health and human services includes understanding the needs of patient and client populations and implementation of ethical behavior at both the individual and institutional levels.

Students who pursue the proposed B.S. in Health Services will be prepared for entry-level administrative, supervisory, and support positions in a variety of health-related and human service settings, such as hospitals, health systems, ambulatory care, long term care, nursing homes, medical group practices, managed care, public and community health. The B.S. in Health Services will also prepare students for other health related industries such as pharmaceutical, medical supplies and medical device sales, facilities management, laboratory management, health education, health consulting and health advocacy for local, state, and federal agencies as well as health-related national associations.[3,4,5]

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[1] Learn.org, What Can I Do with a Bachelor's Degree in Health Services, on the Internet at https://learn.org/articles/What_Can_I_Do_with_a_Bachelors_Degree_in_Health_Serv.html (visited February 3, 2018).

[2] Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Medical and Health Services Managers, on the Internet at https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm (visited May 17, 2018).

[3] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook,* Medical and Health Services Managers, on the Internet at https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm (visited *March 17, 2018*).

[4] Explore Health Careers, Liaison International, Health Services Administrator, on the Internet at https://explorehealthcareers.org/career/public-health/health-services-administration/ (visited February 3, 2018).

[5] Learn.org, What Can I Do with a Bachelor's Degree in Health Services, on the Internet at https://learn.org/articles/What_Can_I_Do_with_a_Bachelors_Degree_in_Health_Serv.html (visited February 3, 2018).

Sixty percent of today's health care workforce is comprised of allied health professionals.[6] The employment demand for medical and health services professions is projected to grow 20 percent from 2016 to 2026, much faster than the average for all occupations. According to the United States Department of Labor, considerable or extensive preparation, including skill, knowledge, and experience is needed for health services occupations.[7] Health care reform has increased the need for the support of health care services in every region of the U.S. Supervisory skills, budgeting, patient care, staff management, and scheduling are among the top skills in demand by employers hiring for health services positions. Knowledge of health systems and inter-professional health care delivery are required for those who support patient or client care and related services. Organizational efficiency and safety are just two of the drivers for an increased need for personnel in the health services industry. [8, 9]

The complexity of the current health care and health-related environment requires talent that can navigate these complexities with evidence-based practice management.[10] Common competencies for health care leadership models have been developed for individual and organizational theory, employee development, and team-based approaches to care. The competencies are also used in academic programs that prepare future leaders.[11] The core competencies are: communication and relationship management, leadership, professionalism, knowledge of the health care environment, and business skills and knowledge.

The proposed B.S. in Health Services program complies with the Code of Virginia 23.1-301(7), to improve the rate and pace of degree completion and offer expanded comprehensive community college transfer options leading to bachelor's degree completion.

Mission

The Mission of VCU is:

As the premier urban, public research university in Virginia, VCU's mission is to advance knowledge and student success through its commitments to:

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[6] Association of Schools of Allied Health Professions (ASAHP), Allied Health Professionals, on the Internet at https://static1.squarespace.com/static/57a64a023e00beb95af13929/t/57f59d17e6f2e1b801ff50c8/1475714327542/Health-Professions-Facts.pdf (visited *October 17, 2017*).

[7] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook,* Medical Services Managers, on the Internet at https://www.bls.gov/ooh management/medical-and-health-services-managers.htm (visited *March 17, 2018*).

[8] Healthcare Administration Degree Programs, What are some entry level jobs in the Healthcare Administration Field, (https://www.healthcare-administration-degree.net/faq/what-are-some-entry-level-jobs-in-the-healthcare-administration-field/) (visited on May 3, 2018).

[9] Healthcare Leadership Alliance on the Internet at http://www.healthcareleadershipalliance.org/directory.htm (visited June 1, 2018).

[10] Healthcare Leadership Alliance on the Internet at http://www.healthcareleadershipalliance.org/directory.htm (visited June 1, 2018).

[11] Mary E. Steffl, Journal of Healthcare Management, 53:6 November/December 2008 on the Internet at http://www.healthcareleadershipalliance.org/Common%20Competencies%20for%20All%20Healthcare%20Managers.pdf (visited on June 1, 2018).

- An engaged, learner-centered environment that fosters inquiry, discovery and innovation in a global setting
- Research that expands the boundaries of new knowledge and creative expression and promotes translational applications to improve human health
- Interdisciplinary collaborations that bring new perspectives to complex problems and mobilize creative energies that advance innovation and solve global challenges
- Health care that strives to preserve and restore health for all people, to seek the cause and cure of diseases through groundbreaking research, and to educate those who serve humanity
- Diversity that provides a climate of inclusion, a dedication to addressing disparities wherever they exist, and an opportunity to explore and create in an environment of trust
- Sustainable, university-community partnerships that enhance the educational, economic and cultural vitality of the communities VCU serves in Virginia and around the world

The proposed program will support the mission of the university by preparing future health care leaders with the knowledge, skills, and competencies to meet the challenges of managing organizations that are involved with health care and health-related services. The program will foster inquiry and innovation through an understanding of evidence based assumptions regarding the delivery of health services. The program will facilitate the development of a competent, quality health workforce that meets the primary health care needs of all Virginians by focusing on evidenced-based health care and service practices, health equity, health access, and health disparities.[12]

Admission Criteria

Admission to the proposed B.S. in Health Services will be dictated by the admission policies of Virginia Commonwealth University. Applicants for undergraduate degree programs must be graduates of an accredited high school, anticipating graduation from an accredited high school, or hold the GED certificate with satisfactory scores. Admission to Virginia Commonwealth University is competitive. In accordance with the 2018-2019 Virginia Commonwealth University Undergraduate Bulletin, the Office of Admissions, uses the following guidelines to determine whether applicants may be considered for regular admission according to the following criteria:

- Minimum of 20 units of high school core courses: 4 units of English; 3 units of Mathematics (including Algebra I and either Geometry or Algebra II); 3 units of History, Social Studies or Government; 3 units of Science (at least one laboratory); 3 units of one Foreign Language or 2 units of two Foreign Languages are strongly recommended.

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[12] Virginia Health Workforce Development Initiative on the Internet at https://www.vhwda.org/about/vhwda (visited on *April 15, 2018*).

- Virginia Commonwealth University does not have a minimum GPA at this time. The mid-range for the enrolled 2017 freshman class is 3.3 to 3.95.

- SAT or ACT scores: Virginia Commonwealth University does not have minimum SAT or ACT scores at this time. The midrange SAT score for the enrolled 2017 freshman class is 1070 to 1250 and 22 to 27 for the ACT.

- TOEFL score of 550 (paper-based) or 80 (internet-based).

- EFL score of 70 or IELTS score of 6.0 for international students.

- GED score: The minimum GED score to be considered for admission is 550 of 1000 or 55 of 100.

According to the Virginia Commonwealth University Undergraduate Bulletin and the Office of Admissions, transfer applicants are considered for regular admission provided they present evidence of good standing at the last institution attended; and to be competitive they should present a minimum cumulative GPA of 2.5 from all accredited institutions to be considered for admission to VCU. Priority application review will be given to applicants who have completed at least 30 credits at their former institution(s). Candidates with fewer than 30 semester (45 quarter) hours also will be reviewed on the basis of their high school performance and SAT/ACT scores (if younger than the age of 22). Transfer candidates who have earned fewer than 30 semester credits/45 quarter credits and who are 21 years of age or younger must submit SAT or ACT results and also must meet specific guidelines listed previously for freshmen applicants.

Virginia Commonwealth University uses a holistic admissions review and considers factors such as academic trends, co/extra-curricular activities, community service, personal statements, essays, recommendations, special talents and leadership with emphasis an on academic credentials.

Students may enter the proposed B.S. in Health Services in one of three ways. First, students who have already been admitted to VCU and are considering a career in a health service profession can apply to the program through VCU's change of major process. In order to declare the major of Health Services, VCU students must: earn 60 credits with a minimum cumulative GPA of 2.0, complete VCU's general education requirements, pass STAT 210 (or equivalent) with a minimum grade of "C", and submit a letter of recommendation from their academic advisor.

Second, students with an Associate of Applied Science (AAS) degree in either a clinical health science or human service field can apply to the program as transfer students. These students may be admitted into the proposed program according to the following criteria: earned AAS degree, minimum cumulative GPA of 2.0, and a letter of recommendation from a former program advisor or employer. Depending on the courses completed for the AAS degree, students admitted into the program may need to complete additional general education requirements as well as STAT 210 (or equivalent) with a minimum grade of "C."

Third, prospective students, enrolled at other colleges or universities, can apply to the proposed program as transfer students. These students may be admitted into the proposed program according to the following criteria 60 earned credits, minimum cumulative GPA of 2.5, completion of STAT 210 (or equivalent) with a grade of C or better, and a letter of recommendation from a former program advisor. Depending on the courses completed at their former institutions, students admitted into the proposed program may need to complete additional general education requirements at VCU.

Students may seek application to the major prior to earning 60 credits but acceptances are contingent on completion of admission criteria for each applicant category.

Formal Admission to the B.S. in Health Services Degree Program

In order to be admitted to the proposed program, students must:

- Complete a minimum of 60 transferrable undergraduate credits at Virginia Commonwealth University or from another accredited college or university.
- Complete STAT 210 (or equivalent) with a minimum grade of "C" (Otherwise qualified students may complete this requirement in the first semester of matriculation into the program).
- Have a minimum overall GPA of 2.0 based on a 4.0 scale

Target Population

The target population for the proposed program includes Virginia Commonwealth University students who have completed a minimum of 60 credit hours of undergraduate education and have an interest in non-clinical health careers in health and human services administration. It will also be open to students who have completed a minimum of 60 credit hours at another institution of higher education or students who have earned an Associate of Applied Science (AAS) degree in a clinical health science or human services related field and seek the B.S. degree for professional advancement in a health-related career.

Curriculum

The proposed B.S. in Health Services will require 120 credits. Students will have completed 60 credits prior to admission to the proposed B.S. in Health Services program. Students will have met the University's general education requirements or equivalents. Transfer students will be expected to meet the University general education requirements or equivalents prior to formal admission. Included in the proposed B.S. in Health Services core curriculum will be a relevant experiential and applied learning experience through a service learning opportunity in ALHP 435 – Health Care Career Development and Planning in Allied Health Professions.

The focus of the core curriculum is to provide a foundation in health and human services. Students will be able to demonstrate knowledge about health, illness, human development, and

contemporary issues and current trends in the U.S. Health Care Delivery System. Students will be able to demonstrate and apply an understanding of the cultural and economic factors that influence health disparities and health equity. Students will also be able to comprehend the professional and ethical behaviors associated with working in the health care area. Through the core curriculum, students will become knowledgeable about leadership, management, change theories, economics, finance and budgeting, and research literacy in health services settings. Students will also have the opportunity to supplement their learning through electives of interest to them.

The proposed degree program curriculum will focus on U.S. health services organization and delivery, health equity, health access, and health disparities, evidenced-based health care and service practices, clinical and professional ethics, finance, leadership, management, innovative technology practices, and health policy. The curriculum will also reinforce focus on effective communication with other health professionals, patients, families, clients, as well as advocacy, creative problem-solving, and process improvement. Students will participate in a relevant experiential and applied learning for practical experience in a health services work environment. Twelve new courses will be developed for the proposed B.S. in Health Services program, all of which are in the core curriculum.

List of Courses
Courses are listed below, with new courses in the College of Health Professions denoted with an asterisk (*). The course subject abbreviations or rubrics are as follows:
ALHP: Allied Health Professions
BUSN: Business
CLLS: Clinical Laboratory Sciences
CLRS: Clinical Radiation Sciences
ECON: Economics
GRTY: Gerontology
HCMG: Health Care Management
HPEX: Health, Physical Education and Exercise Science
PATC: Patient Counseling
PSYC: Psychology
RELS: Religious Studies
RHAB: Rehabilitation Counseling
SCTS: Science, Technology and Society
SOCY: Sociology
SLWK: Social Work

Program Requirements
General Education Requirements - 30 credit hours
The VCU Core Education Program (general education) consists of 30 credit hours intended to be completed by the end of the sophomore year.

Tier 1: UNIV 111 Focused Inquiry 1 (3)
Tier 1: UNIV 112 Focused Inquiry 2 (3)

Tier 2: Quantitative Literacy Course (3)
Tier 2: Research and academic writing course (3)
Tier 2: Humanities/fine arts course from a university approved list (6)
Tier 2: Social/behavioral sciences course from a university approved list (9)
Tier 2: Natural/physical sciences course from a university approved list (3)

Additional Course Requirements – 30 credit hours

A total of 60 credits hours are required prior to admission to the B.S. in Health Services Program. Students will select other courses as permitted by school or college.

B.S. in Health Services Core Curriculum (39 credits)
HCMG 300. Health Care Organization and Services (3)
*ALHP 310. Introduction to Health Care Professions (3)
*ALHP 320. Person-Centered Care (3)
*ALHP 325. Introduction to Rehabilitation Services (3)
*ALHP 330. Human Growth and Development for Health Professions (3)
*ALHP 340. Health Care Technology and Innovation (3)
*ALHP 410. Professional and Clinical Ethics (3)
*ALHP 415. Health Care Financing and Budgeting (3)
*ALHP 416. Health Care Economics (3)
*ALHP 420. Leadership Development (3)
*ALHP 425. Health Care Management and Performance (3)
*ALHP 430. Overview of Research in the Health Sciences (3)
*ALHP 435. Health Care Career Development and Planning in Allied Health Professions (3)
　　　　(Tier 3 Capstone)

Health Services Electives – (select 21 credits)

Students will be able to supplement their learning through other elective courses of interest to them as permitted.

Service Learning Requirement
All students in the proposed degree program will have a culminating experiential learning in the final semester of the senior year when they take ALHP 435. All students will receive constructive feedback from their faculty advisor and also the site supervisor for the relevant experiential and applied learning experience. The course is designed to prepare students for career search; future professional and educational opportunities; and reflective oral and written presentations on professional and ethical practice in the service-learning environment.

Total Credits for the B.S. in Health Services - 120

Program Requirements for Virginia Community College System Transfer Students

Virginia Commonwealth University has articulation agreements with the Virginia Community College System (VCCS). Students who complete a general education certificate and/or a transfer-oriented associate's degree, with a minimum of 2.5 GPA and with no grades below a "C" in all transferable courses, are guaranteed general admission to Virginia Commonwealth University.[13] The general education requirements are considered satisfied; however, students may be required to complete other courses to fulfill specific degree requirements.

VCCS General Education Requirements for Transfer to Virginia Commonwealth University
College Success Skills (required for General Education Certificate but not transferable) (1) credit
ENG 111 College Composition (1/3)
ENG 112 College Composition II (3)
Humanities/Fine Arts Elective (3)
Humanities/Fine Arts Elective (3)

Laboratory Science (4)
Laboratory Science elective (4)
MATH 161 or higher (3)
Social/Behavioral Science elective (3)
Social/Behavioral Science Electives (6)

Minimum Credits for General Education Certificate – 33 credits

Appendix A - Sample plan of study
Appendix B - Description of required courses

Student Retention/Continuation Plan

The proposed program has strong procedures in place to help ensure student success as they move through the program. All students are assigned a primary advisor as they enter the proposed program who will meet with them annually to assess progress and review the plan of study. The advisor-student relationship is a vital ingredient to success in the proposed program. All advisors are to be knowledgeable about university procedures, program requirements, and professional issues and share these insights with students regularly. Students are expected to frequently consult with advisors about program plans, personal or developmental issues, and professional concerns. The goal of the relationship is to teach, to learn, and to develop colleagueship.

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[13] Transfer Pathways
https://docs.google.com/document/d/1FIVcb0ZaSqQEPGa9AgYlWw1VukFRBvAF52KszuWosDQ/edit#, page 1

In addition to regular interaction with students, the program faculty also meets at least once each semester to discuss the performance of each student in the program and identify under-performing students. Students who are under-performing will be referred to their faculty advisor for review and remediation as needed. Issue(s) of concern and plans for remediation, including timeline goals for remediation, are enumerated in a document signed by the student and the program coordinator. This serves as a reference for all parties and as a basis for judging improvement in the student's performance.

VCU offers a number of supports and services to students who are experiencing ongoing and/or short-term difficulties and advisors may refer students to the appropriate offices or services for support. These services include the following: Campus Learning Center, Counseling Services, Division for Inclusive Excellence, Division for Student Affairs, Financial Aid, Global Education Office, Health Services, JED, Campus Program, Military Student Services, Sexual Violence Reporting and Resources, Student Accessibility and Educational Opportunity, Student Employment, Transfer Center, TriO, You First at VCU, Wellness Resource Center, and the Writing Center. Descriptions of these programs and offices along with the services they provide can be found on the VCU webpage for current students.[14]

Faculty

Six full-time faculty (6.0 FTE) and multiple adjunct faculty (4.0) will be the primary faculty resources for the core curriculum of the proposed program. One full time faculty person will serve as the program director and will also teach in the program core curriculum. The newly hired faculty will have appointments in one of the six departments located in the College of Health Professions (Rehabilitation Sciences, Health Administration, Patient Counseling, Gerontology, Clinical Laboratory Sciences, and Radiation Sciences) and will have doctoral or masters level degrees in health administration, public health, or one of the six departments. The adjunct faculty will come from an existing pool from the College of Health Professions or will be hired and located in one of the six departments listed above. Adjunct faculty will have at a minimum, a master's degree in health administration, public health or in one of the six departments and will have five years of clinical experience and expertise.

The College of Health Professions is an international leader in the education of knowledgeable, innovative, and clinically competent allied health professionals with highly ranked programs due in part to its excellent teaching and research faculty. The current faculty members have published textbooks, book chapters, and articles in peer-reviewed professional journals. They are also manuscript reviewers for professional journals, presenters at professional conferences and they conduct research in their respective areas of specialization.

Appendix C – Faculty abbreviated CV
Appendix D – Sample job description for new faculty

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[14] https://www.vcu.edu/current-students/

Graduate Assistants

Two graduate assistants will be hired to support the proposed program. Graduate assistants will have master's level degrees in health, health-related administration, public health, or in a current department located in the College of Health Professions.

Program Administration

The proposed B.S. in Health Services will be housed in the Office of the Dean in the College of Health Professions. A full-time faculty member from the Office of the Dean will serve as the program director. The program director will report to the senior associate dean of the college and will provide administrative oversight for the program. Administrative oversight includes being responsible for coordinating student recruitment, scheduling courses, program implementation, and program review as needed.

A program specialist will support the program director with assistance in scheduling, coordinating paperwork, and student recruitment and enrollment.

Student Assessment

Student learning will be assessed using a variety of measures. Some of these measures include class participation, quizzes, exams, papers, presentations and completion of final projects. Service learning projects will require demonstration of new knowledge through papers, oral presentations, and site supervisor assessments.

Student Learning Outcomes
There are eight core student learning outcomes for the B.S. in Health Services program.   Upon completion of the B.S. in Health Services degree program, graduates will be able to demonstrate their achievement of the following core learning outcomes:

- Outcome 1: Describe health, illness, and human development in the context of the U.S. health care system. **Assessment Measure:** Students will be assessed on their ability to demonstrate their knowledge and understanding of health, illness, and human development in the context of the health care delivery system, allied health careers, and a health service area of their interest through class participation, quizzes, exams, papers, presentations, case studies, developmental autobiography, professional interviews, and essays in the following courses: ALHP 310 Introduction to Health Care Professions, ALHP 320 Person-Centered Care, ALHP 325 Introduction to Rehabilitation Services, and ALHP 330 Human Growth and Development.

- Outcome 2: Students will be able to analyze contemporary issues and trends in health promotion and delivery in the U.S. **Assessment Measure:** Students will be assessed on their ability to analyze contemporary issues and trends in health promotion and delivery in the U.S. through papers, presentations, quizzes, case studies, developmental autobiography, professional interviews, essays, group projects, and exams in the

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following courses: ALHP 310 Introduction to Health Care Professions, ALHP 320 Person-Centered Care, ALHP 330 Human Growth and Development, ALHP 340 Health Care Technology and Innovation, and HCMG 300 Health Care Organization and Services.

- Outcome 3: Students will be able to identify and analyze cultural and economic factors impacting health disparities in the U.S. **Assessment Measure:** Students will be assessed on their ability to identify and analyze cultural and economic factors impacting health disparities in the U.S. through quizzes, group projects, presentations, papers, and class discussions in the following courses: HCMG 300 Health Care Organization and Services, ALHP 310 Introduction to Health Care Professions, and ALHP 320 Person-Centered Care.

- Outcome 4: Students will be able to demonstrate professional and ethical behaviors in the health care services workplace. **Assessment Measure:** Students will be assessed on their ability to demonstrate preparation to practice professional and ethical behaviors in the health care services workplace through papers, presentations, and successful completion of a service learning experience in the following courses: ALHP 310 Introduction to Health Care Professions, Professional and Clinical Ethics, and Health Career Development and Planning in Allied Health Professions.

- Outcome 5: Students will be able to apply effective written and oral communications skills within the health care services context. **Assessment Measure:** Students will be assessed on their ability to apply effective written and oral communications skills within the health care services context through papers, presentations, group projects, quizzes, exams, successful completion of an emotional intelligence/strengths profile, interviews and reflections, and development of a leadership plan in the following courses: ALHP 310 Introduction to Health Care Professions, ALHP 415 Health Care Financing and Budgeting, ALHP 420 Leadership and Development, ALHP 425 Health Care Management and Performance, and ALHP 435 Health Care Career Development and Planning in Allied Health Professions.

- Outcome 6: Students will be able to analyze and apply basic theories of leadership and change management to the health care services workplace. **Assessment Measure:** Students will be assessed on their ability analyze and apply basic theories of leadership and change management to the health care services workplace through a group project, quizzes, exams, and the development of a leadership plan in the following courses: ALHP 415 Health Care Financing and Budgeting, ALHP 420 Leadership and Development, and ALHP 425 Health Care Management and Performance.

- Outcome 7: Students will be able to apply to health care services workplace relations the key elements of professional function and inter-professional collaboration. **Assessment Measure:** Students will be assessed on their ability to apply to health care services workplace relations the key elements of professional function and inter-professional collaboration through exams, group projects, interview and reflection paper on a health care community leader, development of a leadership plan, and successful completion of

the service learning experience in the following courses: ALHP 415 Health Care Financing and Budgeting, ALHP 420 Leadership and Development, and ALHP 425 Health Care Management and Performance, and ALHP 435 Health Care Career Development and Planning in Allied Health Professions.

- Outcome 8: Students will be able to evaluate and interpret evidence-based practices in the health care services context. **Assessment Measure:** Students will be assessed on their ability to evaluate and interpret evidence-based practices in the health care services context through a paper on the critical analysis of research quality, completion of a literature review, final paper on the research process and practical implementation of research in the following course: ALHP 430 Overview of Research in the Health Sciences.

Appendix E - Curriculum Map

<div align="center">

Employment Skills/Workplace Competencies

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Graduates of the proposed B.S. in Health Services will be able to provide entry-level health and human services administration in health and health-related organizations. Health services administration is the planning, coordination, direction, and control of health and health-related facilities and includes decisions about staffing, scheduling, business operations, and service delivery. Health and human services administration involves finance, accounting, budgeting, economics, leadership, management, performance, technology and innovation to support health services delivery. Core competencies created by the Health Leadership Alliance, a consortium of accrediting health organizations, recommend the following: communication and relationship management, leadership, professionalism, knowledge of the health care environment, and business skills and business knowledge.

Students who graduate with the proposed B.S. in Health Services will be able to demonstrate the following workplace competencies:

- Demonstrate effective interpersonal and inter-professional relations
- Demonstrate effective written, oral communication, and presentation skills
- Integrate high ethical standards and core values into everyday work activities
- Demonstrate and promote cultural and diverse sensitivity
- Advocate for patients, families and communities
- Maintain and support patient care delivery systems and innovations
- Collect and analyze relevant data from internal and external sources
- Maintain organizational documentation and records
- Support compliance with applicable industry, regulatory, and organizational standards
- Manage projects and resources
- Maintain financial controls and auditing principles
- Maintain operational documentation
- Participate in organizational recruitment and retention
- Demonstrate principles of database and file management
- Market services to stakeholders

Program Assessment

At VCU, each academic program and administrative unit defines goals and outcomes, identifies appropriate measures for each outcome, determines reasonable targets for each measure, conducts assessment, reports findings, and develops plans for improvement based on analysis of the assessments. The College of Health Professions program goals and outcomes will be appropriately measured at the end of each year and will be initiated by the Dean of the College and administered by the program director. Measures used will include student and faculty course evaluations, yearly program assessments, pass rate of students in the core curriculum, regularly scheduled meetings with program advisors, and review of admissions, retention, and graduation rates.

Virginia Commonwealth University also evaluates academic programs via two internal review mechanisms. The Academic Program Review and the Assessment Quality Review. The proposed B.S. in Health Services program will undergo these two reviews according to the recommended university policy and schedule.

Plans for improvement will be based on analysis of reported findings.

Benchmarks of Success

The following benchmarks will be used to measure the success of the proposed Bachelor of Science in Health Services degree program:

- Enrollment will reach 200 students by the target year.
- Eighty percent (80%) of students will graduate within three years of admission into the program.
- Eighty-five percent (85%) of students will find employment or enter a graduate degree program within nine months of graduation.
- Eighty percent (80%) of students who apply to graduate school will be accepted into a Master's or professional degree program.
- Eighty percent (80%) of students who complete course and program assessments will give rating of satisfactory or higher. Evaluations will be 3.0 or greater (4 - point scale)

The College of Health Professions Dean's office will review the benchmarks of success and annually assess student satisfaction with the proposed program. Course and program evaluations from students will be used to determine program success. An improvement plan with a timeline will be developed to re-evaluate and create strategies for success if the program does not meet its benchmarks.

Expansion of Existing Programs

This is not an expansion of an existing program.

Relationship to Existing VCU Programs

The proposed B.S. in Health Services is not similar or related to any other existing degree program at Virginia Commonwealth University.

Compromising Existing VCU Programs

The proposed B.S. in Health Services will not compromise any existing degree program at Virginia Commonwealth University. No degree programs will close as a result of the initiation and operation of the proposed degree program.

Collaboration or Standalone

This is a standalone program. No other institution or organization was involved in its development and no other institution or organization will collaborate in its operation.

Justification of the Proposed Program

Response to Current Needs (Specific Demand)

The proposed B.S. in Health Services degree program responds to vital societal and health care needs in the Commonwealth of Virginia by providing education for future health care leaders to acquire the training and expertise that is focused on health care organization and delivery needed to meet the challenges of supporting and managing health care organizations. Similarly, a need exists to facilitate the development of a competent, quality health workforce that meets the primary health care needs of all Virginians.

Health care delivery is rapidly changing and the complexity of the current health and health-related environment requires talent that can navigate these complexities with evidence-based management.[15] Health care reform has increased the need for health care services administration and support in every region of the United States. Organizational efficiency, health care quality, patient safety, and changing demographics are just a few drivers for an increased need for qualified personnel in the health services industry.[16,17] Health care services provided by traditional inpatient hospitals are transitioning to outpatient clinics, same-day surgery centers, free-standing emergency rooms, and micro-hospitals. Digital technology and telemedicine are also being used to treat and monitor patients in their own homes.[18] Improving health operations

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[15] Healthcare Leadership Alliance on the Internet at
http://www.healthcareleadershipalliance.org/directory.htm (visited June 1, 2018).
[16] Healthcare Administration Degree Programs, What are some entry level jobs in the Healthcare Administration Field, (https://www.healthcare-administration-degree.net/faq/what-are-some-entry-level-jobs-in-the-healthcare-administration-field/) (visited on May 3, 2018).
[17] Husson University, The role of hospital management transforming healthcare on the Internet at
https://online.husson.edu/role-hospital-management-transforming-healthcare/ (visited August 1, 2018)
[18] Wall Street Journal, What the Hospitals of the Future Look Like on the Internet at
https://www.wsj.com/articles/what-the-hospitals-of-the-future-look-like-1519614660 (visited *August 5, 2018*)

is important in making the changes that improve the care of patients; and it is health care and health services administrators who have the knowledge, skills, and abilities to transform health care delivery.[19]

Medical and health services administrators support the planning, directing, and coordinating of medical and health services in hospitals, clinics, managed care organizations, public health agencies, or similar organizations.[20] "Health services administrators and managers help to improve the efficiency of health care facilities. They support or oversee administrative functions, contain costs, ensure regulatory compliance, and manage personnel."[21] They direct changes that conform to changes in health care laws, regulations, and technology and according to the United States Department of Labor, considerable or extensive preparation, including skill, knowledge, and experience is needed for health and human services occupations. [22]

Educational programs that offer a Bachelor's degree focused in health care services and management are highly competitive and the increased need for this occupation provides an opportunity to initiate a new program at Virginia Commonwealth University. Additionally, students who are interested in non-clinical positions in health care are offered an option in this proposed B.S. in Health Services. The proposed B.S. in Health Services meets the need for training future medical and health services administrators.

Appendix F - Letters of support

Employment Demand

Graduates of the proposed B.S. in Health Services program will be qualified for entry-level administrative, management, staff, and support positions requiring administrative skills in a variety of health care, health related, and human service settings and facilities. Job growth in this area is expected in Virginia and across the nation. Medical and Health Services Managers direct, and coordinate medical and health services. They might manage an entire facility, a specific clinical area or department, or a medical practice for a group of physicians. Medical and health services managers must direct changes that conform to changes in healthcare laws, regulations, and technology.[23]

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[19] Richard M.J. Bohmer, Designing Care: Aligning the Nature and Management of Health Care, (Brighton, Harvard Business Press, 2009).

[20] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Labor Statistics* , on the internet at https://www.bls.gov/oes/current/oes119111.htm

[21] Study.com, Careers and Occupations, Medical and Health Professions Health Services Manager, on the internet at https://study.com/articles/Health_Services_Manager_Job_Description_and_Requirements_for_Becoming_a_Health_Services_Manager.html (visited *July 20, 2018*)

[22] Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Medical and Health Services Managers, on the Internet at https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm (visited July 20, 2018).

[23] Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Medical and Health Services Managers, on the Internet at https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm (visited May 17, 2018).

According to the Bureau of Labor Statistics, the employment demand is projected to grow 20% from 2016 to 2026, much faster than the average for all occupations.[24] Most of these occupations require a four-year bachelor's degree and some require graduate school. Among medical and health services administrators, 65% reported that a bachelor's degree was required for their positions; 19% cited an associate's degree; and 12% of respondents reported a master's degree as the education level required. [25]

Using Labor Insight™ real time data, an advanced demand report of the job market between 2016-2017, revealed 319, 349 job postings for health services and related titles across the U.S. Virginia ranked 11th as a hiring region by state, with 8,767 job postings for titles in the health services occupational area (demand reports by occupational title and geographic region). Top employers in Virginia for health services jobs include Virginia Commonwealth University Health, Anthem Blue Cross, Sentara Health care, Hospital Corporation of America, Inova, and Carillion Clinic.[26,27]

The Washington-Arlington-Alexandria, DC-VA-MD-WV Metropolitan Statistical Area (MSA) is in the Top 15 hiring regions, ranking 6th in the nation for the number of job postings and having a higher demand than average for these jobs.[28]

Long-Term Employment Projections Medical and Health Services Managers and Related Occupations 2016-2026 (BLS)

Occupation Title	Employment 2016	Projected Employment 2026	Change 2016-2026
			Percent
Medical and Health Services Managers	352,200	424,600	20%
Administrative Services Managers	281,700	310,200	10%
Social and Community Service Managers	147,300	173,800	18%
Health Educators and Community Health Workers	118,500	137,700	16%

Source: Bureau of Labor Statistics, Occupational Outlook Handbook [29]

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[24] Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook,* Medical and Health Services Managers, on the Internet at https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm (visited *March 17, 2018*).

[25] O*NET Online, U.S. Department of Labor, on the Internet at https://www.onetonline.org/link/summary/11-9111.00 (visited *October 17, 2017*).

[26] O*NET Online, U.S. Department of Labor, on the Internet at https://www.onetonline.org/link/summary/11-9111.00 (visited *October 17, 2017*).

[27] VCU Office of Continuing and Professional Education, Bachelor of Science in Health Services, Report, June 2017.

[28] VCU Office of Continuing and Professional Education, Bachelor of Science in Health Services, Report, June 2017.

[29] Bureau of Labor Statistics, on the Internet at https://www.bls.gov/ooh/home.htm (visited on *August 5, 2018*)

Long-Term Employment Projections Medical and Health Services Managers and Related Occupations – 2016 – 2026 (Virginia)

Occupation Title	Estimated Employment 2016	Projected Employment 2026	2016-2026 Employment Change	Annual Average Percent Change	Average Annual Openings
Medical and Health Services Managers	7750	9590	1840	23.7%	840
Administrative Services Managers	4200	4700	500	12%	400
Social and Community Service Managers	2670	3300	630	23.4%	320
Health Educators	1180	1480	300	25.2%	190
Community Health Workers	530	640	110	21.3%	80

Source: Virginia Employment Commission[30]

Appendix H - Job Announcements

Student Demand

Virginia Commonwealth University evaluated student demand for the proposed B.S. in Heath Services program from two sources of data: 1) enrollment data for VCU pre-health and pre-professional programs, and 2) a survey of demand among Virginia Community College System (VCCS) students enrolled in health-related programs.

Enrollment Data

Students pursuing admission into baccalaureate degree programs in clinical laboratory sciences, clinical radiation sciences, dental hygiene or nursing will have "pre-major" status until successful admission into the degree program. The pre-health majors are not degree-granting majors, so students cannot complete a degree in any of the pre-health majors. Students in pre-health majors must follow a progression policy that has been in place since Fall 2018[31]. Students that do not follow the progression policy and do not successfully matriculate into their intended pre-health program will be removed from the major. The data below shows the number of students in each pre-health major from Fall 2016-Spring 2019. In the Fall of 2018, 138 total students were dismissed from the pre-health majors for not maintaining academic progression. Fall 2018 is the first semester that students were dismissed, therefore data prior to that term is not available.

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[30] Labor Market Information, Projections Central on the Internet at
http://www.projectionscentral.com/Projections/LongTerm
[31] http://bulletin.vcu.edu/undergraduate/undergraduate-study/academic-advising/prehealth-majors/clinical-laboratory-sciences/

Pre-Health Majors	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018*	Spring 2019
Pre-Nursing	356	335	519	424	565	381
Pre-Radiation Sciences	48	52	59	53	56	48
Pre-Dental Hygiene	32	42	52	44	75	48
Pre-Clinical Laboratory Sciences	30	35	50	50	73	62

* Beginning of pre-health progression policies

VCU also offers pre-professional health advising to students seeking competitive admission into medicine, dentistry, pharmacy, occupational therapy, physical therapy, veterinary, optometry or physician assistant programs. VCU's pre-professional health program is not an academic major or minor, but rather it is a combination of career development advising and a set of predetermined courses that are widely accepted across the nation for admission requirements. Students in the pre-professional must meet requirements to make satisfactory progress and maintain their pre-professional advising track status. Failure to do so will result in removal from the advising track.[32]

Student Survey

VCU surveyed 3,762 Virginia Community College System (VCCS) students enrolled in health services programs at John Tyler Community College, Reynolds Community College, and Southside Community College between July 18 and August8, 2018. A total of 456 students completed some or all of the survey. Students were enrolled in one of the following 9 programs: Emergency Medical Services – Paramedic AAS, General Studies – Health Sciences Specialization AS, General Studies – Human Services Specialization AS, Health Information Management AAS, Human Services AAS, Medical Laboratory Technology AAS, Nursing AAS, Opticianry AAS, Social Sciences, Pre-Social Work Specialization AS.

Students were asked, "If VCU offered the Health Services BS, would you enroll?" and the results were:

Community College	Definitely	Very Likely	Likely
John Tyler Community College	46	45	36
Reynolds Community College	73	59	34
Southside Community College	20	14	10
Total	139	118	80

Appendix G – Student demand survey

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[32] https://uaa.vcu.edu/preprofessionalhealth/

State Council of Higher Education for Virginia
Summary of Projected Enrollments in Proposed Program

Projected enrollment:

Year 1		Year 2		Year 3		Year 4 **Target Year** **(2-year institutions)**			Year 5 **Target Year** **(4-year institutions)**		
2020 - 2021		2021 - 2022		2022 - 2023		2023 - 2024			2024 - 2025		
HDCT 100	FTES 60	HDCT 200	FTES 120	HDCT 200	FTES 120	HDCT 200	FTES 120	GRAD	HDCT 200	FTES 120	GRAD 90

1. Retention Percentage: 90%
2. Part-Time Students Percentage: 60%
3. Full-Time Students Percentage: 40%
4. Expected time to graduate for Full Time Students: 2 years from proposed program not including time taken before entering the program; Part-Time Students: 4 years from proposed program not including time taken before entering the program
5. Number of credit hours per semester for Full-Time Students: 15 credit hours per semester; Part Time Students: 6-9 credit hours per semester

Duplication

Four Virginia universities offer similar programs. George Mason University (GMU), Bachelor of Science in Health care Administration, James Madison University (JMU), Bachelor of Science in Health care Services Administration, Norfolk State University (NSU), Bachelor of Health Services Management, and Old Dominion University (ODU), Bachelor of Science in Health Sciences with a major in Health Services Administration. All programs require 120 credits for degree attainment and require a core curriculum with electives.

The table presents an overview of relevant information about the degree programs.

Overview of Related and Similar Programs

	VCU	GMU	JMU	NSU	ODU
Major Requirement Core Curriculum Credit Hours	39	73	74	74	63
Instructional Delivery - Major Requirements					
Traditional	X	X	X	X	
Online	X			X	X
Both – Hybrid (Traditional and Online)	X				
Concentrations					
Health Systems Management		X			
Health Informatics		X			
Assisted Living/Senior Housing Administration		X			
Minor or Business Requirement					
Business			X	X	X
Long Term Care Administration	X	X	X	X	
Gerontology/Aging	X	X	X		X
Values in Health Care	X		X		
Spirituality	X	X			
Health Care Access Equity Disparities	X				
Rehabilitation/Assistive Technology	X	X			
Research	X	X	X	X	X
Career Planning Course	X	X	X		
Certificate				X	
Culminating Experience					
Service Learning Real World Community Engaged Experience or Internship	X	X	X	X	X
Military Friendly	X				

George Mason University (GMU)
Bachelor of Science in Healthcare Administration
GMU offers a 120 – credit hour program of study that leads to the degree. There are 73 required credit hours in the core curriculum and students are given an option to choose between three program concentrations – Health Systems Management, Assisted Living/Senior Housing Administration, and Health Informatics.

Similarities
Major requirements in the core program are similar between the GMU and VCU programs. Similar coursework covers health care systems delivery, health care ethics, health care leadership and management, health care economics, policy, and research. GMU and VCU also offer courses in rehabilitation, gerontology and aging, and death and dying as well as a course in career planning.

Differences
The primary difference between GMU's program and the proposed program at VCU is the option to select a program concentration at GMU. GMU also offers courses in sales and marketing, nutrition, and public health. These courses may be taken as electives in other programs at VCU. VCU will offer 3 instructional options for delivery of the proposed program. The 3 options are traditional (face-to-face classroom), online, and a hybrid (traditional and online) for non-traditional students or students who need distance learning.

James Madison University (JMU)
Bachelor of Science in Healthcare Services Administration
JMU offers a 120 – credit hour program of study that leads to the degree. There are 74 required credit hours in the core curriculum. Students may also take up to 30 credit hours in business.

Similarities
Major requirements in the core program are similar between the JMU and VCU programs. Similar coursework covers health care systems delivery, health care ethics, health care leadership and management, health care economics, policy and research. JMU and VCU also offer courses in gerontology, aging and career planning.

Differences
The primary difference between JMU's program and the proposed program at VCU is the option to select a business minor at JMU. JMU also offers courses in ambulatory care services, funding in health care, epidemiology, marketing, and values in health care. These courses may be taken as electives in other programs at VCU. VCU will offer 3 instructional options for delivery of the proposed program. The 3 options are traditional (face-to-face classroom), online, and a hybrid (traditional and online) for non-traditional students or students who need distance learning.

Norfolk State University (NSU)
Bachelor of Health Services Management
NSU offers a 120 – credit hour program of study that leads to the degree. There are 74 required credit hours in the core curriculum. Students are required to take core courses in business. NSU offers two instructional options for program delivery – traditional and online. NSU also offers a

13 – credit hour Certificate in Health Services Management for health care professionals seeking to improve their management and leadership skills.

Similarities
Major requirements in the core curriculum are similar between the NSU and VCU programs. Similar coursework covers health care systems delivery, health care ethics, health care leadership and management, health care economics, policy and research. NSU and VCU both offer a traditional and online instructional delivery format, VCU will also offer a hybrid format.

Differences
NSU students are required to take core curriculum courses in business. NSU also offers courses in epidemiology, population health, and community health. It also requires courses in cultural humanities and cultural social science. These courses may be taken as electives in other programs at VCU.

Old Dominion University (ODU)
Bachelor of Science in Health Sciences, Health Services Administration
ODU offers a 120 – credit hour program of study that leads to the degree. There are 63 credits of major course requirements. As part of their major course requirements, students are required to take 12 credits of business management courses. The program is offered online and is designed for students without health care experience, license or certification who want to be in a leadership role in health services administration.

Similarities
ODU and VCU both offer their programs in an online format and specifically target students who want to work in leadership roles in the non-clinical side of health care.

Differences
ODU requires that their students take 12 credits of business management courses. In addition to the online format, VCU is also proposing to offer its program in a face-to-face and hybrid format. VCU students may take business courses as electives.

Enrollments and Degrees Awarded at Comparable Programs in the Commonwealth

Enrollments[33]	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
George Mason University	311	389	424	400	358
James Madison University	162	210	207	200	227
Norfolk State University	146	150	165	192	164
Old Dominion University	144	191	203	182	186
Degrees Awarded[34]	2013-14	2014-15	2015-16	2016-17	2017-18
George Mason University	63	75	105	133	133
James Madison University	40	42	57	71	75
Norfolk State University	21	30	44	43	38
Old Dominion University	127	100	138	105	141

Projected Resource Needs for the Proposed Program

Resource Needs

Virginia Commonwealth University has all of the faculty, classified support, equipment, space, library, and other resources necessary to launch the proposed B.S. in Health Services. The following subsections detail the resources required to operate the program from its initiation in the fall 2020 semester through the target year 2024-2025. Assessments of need for full-time, part- time, and adjunct faculty are based on a ratio of 1.0 FTE of instructional effort for every 10 FTE students in upper division courses. Six full time faculty (6.0 FTE) and multiple adjunct faculty (4.0 FTE) will be the primary faculty resources for the core of the proposed program. Affiliate site supervisors will provide an additional 2.0 faculty FTE in the program core. One full time faculty person will serve as the program director. The five newly hired faculty will have appointments in one of these six departments located in the College of Health Professions (Rehabilitation Counseling, Health Administration, Patient Counseling, Gerontology, Clinical Laboratory Sciences, and Radiation Sciences) and will have doctoral or master's degrees in health administration, public health, or a related health professions discipline. The adjunct faculty will come from an existing pool from the College of Health Professions or will be hired and located in one of the six departments listed above. Adjunct faculty will have at a minimum, a master's degree in health administration, public health or a related health professions discipline as well as demonstrated work-related expertise in the appropriate course content.

Full-Time Faculty
One 12 month faculty and five nine month faculty equivalent to 6.0 FTE will be required to sustain this program. Teaching workload for faculty will be 3 courses – 9 credits per semester. A program director will be hired at a salary of $92,000. Salaries for 9 month faculty will be in the range of $75,000 to $80,000. Faculty fringe rate is .394.

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[33]State Council of Higher Education for Virginia (SCHEV), Enrollment Summary SHEV Research Report on the Internet http://research.schev.edu/enrollment/E01_Report.asp (visited August 6, 2018)

[34] State Council of Higher Education for Virginia (SCHEV), Degree Completion Program Detail on the Internet http://research.schev.edu//Completions/C1Level2_Report.asp (visited August 6, 2018)

Part-Time Faculty
Multiple affiliate site supervisors will make up an additional 2.0 FTE and will be administrative or clinical professionals with supervisory experience. They will have the expertise to provide mentorship to a student management project. The site supervisors will oversee the students when they are taking ALHP 435, which is a service learning course that is a required course for all students. Affiliate site supervisors are not paid.

Adjunct Faculty
Adjuncts equivalent to 2.00 FTE will be hired in the initial year and additional adjuncts equivalent to 2.00 FTE will be hired in the subsequent year (total of 4.00 FTE) to teach primarily in the summer months. Adjuncts will be paid $6,000 per 3 credit course and will be equivalent to 0.245 FTE. Adjunct fringe rate is .081.

Graduate Assistants
Two graduate assistants will be required to initiate and sustain this program at a salary of $25,000 each. Graduate assistants are not paid benefits.

Classified Staff
Classified staff will include 1.0 FTE for a Program Support Technician (full time salary $46,000) and 1.0 FTE for IT support (full time salary $60,000) to initiate and sustain the program through the target year. Staff fringe rate is .394.

Targeted Financial Aid
No targeted financial aid will be available or is needed to initiate or sustain the proposed program.

Equipment
The proposed program will require $21,768.56 for computers for new hires. The new hires will use existing furniture planned for in the new building.

Library
No new library resources are needed to initiate or sustain the proposed program. The library has an adequate collection to support the proposed degree program. This is confirmed as part of the university approval process for all new courses. As a member of the Virtual Library of Virginia (VIVA), online access to journals is also available.

Telecommunications
The proposed new program will require $2,875.20 for telecommunications for new hires.

Space
No additional space is required to initiate or sustain the proposed degree program. There is already adequate classroom and faculty office space. For the new hire, existing office space is available and will be utilized.

Other resources
Additional expenses will include travel ($12,000), supplies ($3,000), printing ($2,000), postage ($1,000) and educational supplies ($3,000).

Resource Needs: Parts A-D

Part A: Answer the following questions about general budget information.

- Has the institution submitted or -will it submit an addendum
  budget request to cover one-time costs?   Yes ☐ No ☒

- Has the institution submitted or will it submit an addendum
  budget request to cover operating costs?   Yes ☐ No ☒

- Will there be any operating budget requests for this program
  that would exceed normal operating budget guidelines (for
  example, unusual faculty mix, faculty salaries, or resources)?   Yes ☐ No ☒

- Will each type of space for the proposed program be within
  projected guidelines?   Yes ☒ No ☐

- Will a capital outlay request in support of this program be
  forthcoming?   Yes ☐ No ☒

Part B: Fill in the number of FTE and other positions needed for the program

	Program Initiation Year 2020- 2021		Expected by Target Enrollment Year 2024- 2025	
	On-going and reallocated	**Added (New)**	**Added (New)***	**Total FTE positions**
Full-time faculty FTE*	1.00	3.00	2.00	6.00
Part-time faculty FTE**	0.00	0.00	2.00	2.00
Adjunct faculty	0.00	2.00	2.00	4.00
Graduate assistants (HDCT)	0.00	1.00	1.00	2.00
Classified positions	1.00	1.00	0.00	2.00
TOTAL	2.00	7.00	7.00	16.00
*Faculty dedicated to the program. **Faculty effort can be in the department or split with another unit.				
*** Added **after** initiation year				

Part C: Estimated resources to initiate and operate the program

	Program Initiation Year 2020- 2021		Expected by Target Enrollment Year 2024- 2025	
Full-time faculty	1.00	3.00	2.00	6.00
salaries	$92,000	$240,000	$160,000	$492,000
fringe benefits	$36,248	$94,560	$63,040	$193,848
Part-time faculty (faculty FTE split with unit(s))	0.00	0.00	2.00	2.00
salaries	$0		$0	$0
fringe benefits	$0		$0	$0
Adjunct faculty	0.00	2.00	2.00	4.00
salaries	$0	$48,000	$48,000	$96,000
fringe benefits	$0	$3,888	$3,888	$7,776
Graduate assistants	0.00	1.00	1.00	2.00
salaries	$0	$25,000	$25,000	$50,000
fringe benefits	$0	$0	$0	$0
Classified Positions	1.00	1.00	0.00	2.00
salaries	$60,000	$46,000	$0	$106,000
fringe benefits	$23,640	$18,124	$0	$41,764
Personnel cost				
salaries	$152,000	$359,000	$233,000	$744,000
fringe benefits	$59,888	$116,572	$66,928	$243,388
Total personnel cost	$211,888	$475,572	$299,928	$987,388
Equipment		$21,769		$21,769
Library				$0
Telecommunication costs		$2,875		$2,875
Other costs		$17,000	$4,000	$21,000
TOTAL	**$211,888**	**$517,216**	**$303,928**	**$1,033,032**

Part D: Certification Statement(s)

The institution will require additional state funding to initiate and sustain the proposed program.

_____   Yes   _____
                        Signature of Chief Academic Officer

_____   No   _____
                        Signature of Chief Academic Officer

Please complete Items 1, 2, and 3 below.

1. Estimated $$ and funding source to initiate and operate the proposed program.

Funding Source	Program initiation year 2020 – 2021	Target enrollment year 2024 – 2025
Reallocation within the department *(Note below the impact this will have within the department.)*	$000,000	$000,000
Reallocation within the school or college *(Note below the impact this will have within the school or college.)*	$211,888	$211,888
Reallocation within the institution *(Note below the impact this will have within the institution.)*	$000,000	$000,000
Other funding sources *(Specify and note if these are currently available or anticipated.)*	$517,216	$821,144

2. Statement of Impact/Funding Source(s). A separate detailed explanation of funding is required for each source used and a statement of impact on existing resources.

Reallocation within the School or College
The reallocation of resources within the College of Health Professions will not negatively impact any other academic program in the College or departments.

Other funding source
In-state tuition for 110 students FTEs and out-of-state tuition for 10 student FTEs is the anticipated funding source for the proposed program. In-state tuition for two semesters at 15 credits per semester annually is $12,094 per the VCU MCV Campus undergraduate rate. The total in-state tuition for 110 student FTEs in the target enrollment year is $1,330,340. Out-of-

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state tuition for two semesters at 15 credits per semester annually is $32,742 per the VCU MCV undergraduate rate for total out-of-state tuition revenue in the target year of $327,420. Total tuition revenue expected in the target enrollment is $1,657,760. Total tuition revenue in the program initiation year is $828,880.

3. Secondary Certification.
If resources are reallocated from another unit to support this program, the institution will **not** subsequently request additional state funding to restore those resources for their original purpose.

_____ Agree   _____
                        Signature of Chief Academic Officer

_____ Disagree   _____
                        Signature of Chief Academic Officer

Appendix A – Sample Plan of Study (Full-time Student)

Year	Fall Semester	Spring Semester
Year Three (*start of BHS degree program requirements)	HCMG 300 Health Care Organization and Services (3)	ALHP 325 Introduction to Rehabilitation Services (3)
	ALHP 310 Introduction to Health Care Professions (3)	ALHP 330 Human Growth and Development for Health Professions (3)
	ALHP 320 Person-Centered Care (3)	ALHP 340 Health Care Innovation and Technology (3)
	Elective (3)	ALHP 410 Professional and Clinical Ethics (3)
	Elective (3)	Elective (3)
Year Four	ALHP 415 Health Care Financing and Budgeting (3)	ALHP 416 Health Care Economics (3)
	ALHP 420 Leadership Development (3 credits)	ALHP 430 Overview of Research in the Health Sciences (3 credits)
	ALHP 425 Health Care Management and Performance (3)	ALHP 435 Health Care Career Development and Planning in Allied Health Professions (3)
	Elective (3)	Elective (3)
	Elective (3)	Elective (3)

Credit Hours – Junior - Fall Term - 15 credits
Credit Hours – Junior - Spring Term - 15 credits
Credit Hours – Senior - Fall Term - 15 credits
Credit Hours – Senior - Spring Term - 15 credits
Total credit hours required for graduation - 120
*Students will enter the proposed program with a minimum of 60 credit hours, including 30 credits to satisfy the general education requirement.

Year	Fall Semester	Spring Semester	Summer Semester
Year Two (*start of BHS degree program requirements)	HCMG 300 Health Care Organization and Services (3)	ALHP 310 Introduction to Health Care Professions (3)	Elective (3)
	Stat 210 (3) or Elective (3)	ALHP 325 Introduction to Rehabilitation Services (3)	
Year Three	ALHP 320 Person-Centered Care (3)	ALHP 330 Human Growth and Development for Health Professions (3)	Elective (3)
	ALHP 415 Health Care Financing and Budgeting (3)	ALHP 340 Health Care Innovation and Technology (3)	
Year Four	ALHP 420 Leadership Development (3)	ALHP 410 Professional and Clinical Ethics (3)	Elective (3)
	ALHP 425 Health Care Management and Performance (3)	ALHP 440 Health Economics (3)	
Year Five	Elective (3)	ALHP 430 Overview of Research in the Health Sciences (3)	Elective (3)
	Elective (3)	ALHP 435 Health Care Career Development and Planning in Allied Health Professions (3)	

Credit Hours Year Two: 15
Credit Hours Year Three: 15
Credit Hours Year Four: 15
Credit Hours Year Five: 15
Total credit hours for graduation: 120
*Students will enter the proposed program with a minimum of 60 credit hours, including 30 credits to satisfy the general education requirement.

Appendix B – Description of Required Courses

New courses are denoted with an asterisk (*)

HCMG 300. Health Care Organization and Services. 3 Hours. Semester course; 3 lecture hours. 3 credits. Examines the structure and function of the U.S. health services delivery system. Examines the role and responsibilities of health care professions and occupations, technology and financing arrangements in the delivery system.

*ALHP 310 Introduction to Health Care Professions. 3 Hours. Semester course; 3 lecture hours. 3 credits. Provides an introduction to Health Professions and Careers with an emphasis on Allied Health. Introduces concepts of professionalism and inter-professional collaboration in the health care environment, basic knowledge of issues and trends in health promotion and delivery, and cultural and economic factors impacting health equity and access.

*ALHP 320 Person-Centered Care. 3 Hours. Semester course; 3 lecture hours. 3 credits. Provides an introduction to person-centered care and examines the relationships between patients, their families, and health care providers. Emphasizes the role that these relationships and interactions play in the current health care system and how they lead to better quality of care, increased satisfaction with health care providers, and improved health outcomes.

*ALHP 325 Introduction to Rehabilitation Services. 3 Hours. Semester course; 3 lecture hours. 3 credits. Provides an overview of rehabilitative services. Familiarizes students in the areas of chronic illness and disability in interdisciplinary rehabilitation professions and settings. Introduces public policy and legislation apropos to rehabilitation services.

*ALHP 330 Human Growth and Development for Health Professions. 3 Hours. Semester course; 3 lecture hours. 3 credits. Examines the major theories and research of human development across the lifespan. Focuses on physical, emotional, social, and cognitive aspects. Emphasizes how developmental processes relate to persons, including those who experience illness and disability.

*ALHP 340 Health Care Technology and Innovation. 3 Hours. Semester course; 3 lecture hours. 3 credits. Emphasizes the "hows and whys" of recent advances and disrupters in health care information systems. Students will design a life-saving (or money-making app).
ALHP 410 Professional and Clinical Ethics (3 credits). Emphasizes the ethical responsibility of health care providers and health services professionals. Reviews the code of ethics for professional and personal integrity. Applies the principles of ethics toward informed decision-making.

ALHP 410 Professional and Clinical Ethics. 3 Hours. Semester course; 3 lecture hours. 3 credits. Emphasizes the ethical responsibility of health care providers and health services professionals. Reviews the code of ethics for professional and personal integrity. Applies the principles of ethics toward informed decision-making.

*ALHP 415 Health Care Financing and Budgeting. 3 Hours. Semester course; 3 lecture hours. 3 credits. Examines payment for health care services. Shows how the results of financial operations are recorded and evaluated. Develops basic skills for financial management of health care organizations.

*ALHP 416 Health Care Economics. 3 Hours. Semester course; 3 lecture hours. 3 credits Prerequisite ECON 210. Provides an introduction to microeconomic concepts and theories as tools for understanding health and health care issues. Explores the fundamentals of health and health services as markets and how these may differ from markets for other goods and services. Describes market failure and the role of government. Examines economics as a way of approaching issues of public policy in the organization and financing of health care services.

*ALHP 420 Leadership Development. 3 Hours. Semester course; 3 lecture hours. 3 credits. Focuses on the development of leadership skills within a health care setting. Introduces students to positive organizational scholarship and its impact upon organizational performance/outcomes and employee engagement. Provides students with an opportunity to identify and develop their leadership characteristics.

*ALHP 425 Health Care Management and Performance. 3 Hours. Semester course; 3 lecture hours. 3 credits. Examines the role of managers in health care organizations and effective management of organizational performance, including quality.

*ALHP 430 Overview of Research in the Health Sciences. 3 Hours. Semester course; 3 lecture hours. 3 credits. Prerequisites UNIV 200, STAT 210. Emphasizes the preparation of professionals as consumers of research who will find, understand, interpret, and apply research findings in their professional practice. Stresses the capacity to critically analyze and utilize research findings and evaluate the outcomes of programs, interventions, and services.

*ALHP 435 Health Care Career Development and Planning in Allied Health Professions. 3 Hours. Semester course; 3 lecture hours. 3 credits. Pre-requisite ALHP 310. Emphasizes the preparation of students for job search or future professional and educational opportunities. Provides an opportunity for service learning in a health services field.

*ALHP 440 Health Economics. 3 Hours. Semester course; 3 lecture hours. 3 credits. Examines the microeconomic aspects of health care and health services, including provision of health services, health insurance, and health regulation and policies. Will also discuss the supply and demand of health care and health services.

Appendix C – Abbreviated Faculty CVs

Angela S. Duncan, Ph.D., 2011, Virginia Commonwealth University, Assistant Dean, College of Health Professions, Assistant Professor, Patient Counseling. Specialization: Coping with Chronic Illness, Health Equity, Access, and Disparities, Inter-professionalism, Patient-Centered Care.

Job Description

The College of Health Professions at Virginia Commonwealth University in Richmond, Virginia is seeking a full-time faculty position to support a new Bachelor of Science degree in Health Services. This is a full-time 9-month non-tenured (term) faculty appointment anticipated at the rank of Assistant Professor.

Qualifications

- Master's degree in health services, health administration, or public health with three years of clinical or supervisory experience in a health care environment; doctoral degree preferred
- College-level teaching experience in diverse areas such as health administration, health policy, public health and/or rehabilitation services
- Ability to deliver course materials using multiple teaching modalities including asynchronous online methods
2. Ability to work within a collaborative context

Responsibilities

- Maintain a teaching load commensurate with the college's standard for undergraduate term faculty
- Maintain an advising load commensurate with the college's standard for undergraduate term faculty
- Maintain college and university service commitments commensurate with the college's standard for undergraduate term faculty

Appendix E – Curriculum Map

Student Learning Outcomes	Courses	Assessment Measures
1. Describe health, illness, and human development in the context of the U.S. health care system	ALHP 310 Introduction to Health Care Professions ALHP 320 Person-Centered Care ALHP325 Introduction to Rehabilitation Services ALHP 330 Human Growth and Development for Health Professions	Summative final paper, oral presentation, midterm and final examinations, developmental autobiography Formative class discussions, assignments and quizzes, oral presentations, course papers, professional interview, case studies and interviews
2. Analyze contemporary issues and trends in health promotion and delivery in the U.S.	HCMG 300 Health Organization and Services ALHP 310 Introduction to Health Care Professions ALHP 320 Person-Centered Care ALHP 330 Human Growth and Development for Health Professions ALHP 340 Health Care Technology and Innovation ALHP 435 Health Care Career Development and Planning in Allied Health Professions	Summative midterm and final examinations, final paper, final oral presentation, satisfactory completion of service learning project Formative quizzes, group projects, class discussions, course papers, assignments and quizzes, case studies and essays, developmental autobiography
3. Identify and analyze cultural and economic factors impacting health disparities in the U.S.	HCMG 300 Health Organization and Services ALHP 310 Introduction to Health Care Professions	Summative midterm and final examination, oral presentation Formative class discussion, assignments and quizzes, group projects, class papers, presentations

	ALHP 320 Person-Centered Care	
4. Demonstrate preparation to practice professional and ethical behaviors in the health care services workplace	ALHP 310 Introduction to Health Care Professions ALHP 410 Professional and Clinical Ethics ALHP 435 Health Care Career Development and Planning in Allied Health Professions	<u>Summative</u> final paper, oral presentation <u>Formative</u> class discussions, course papers, presentations
5. Apply effective written and oral communications skills within the health care services context	ALHP 310 Introduction to Health Care Professions ALHP 415 Health Care Financing and Budgeting ALHP 420 Leadership Development ALHP 425 Health Care Management and Performance	<u>Summative</u> final paper, oral presentation, midterm and final examination <u>Formative</u> class participation, group project, quizzes
6. Analyze and apply basic theories of leadership and change management to the health care services workplace	ALHP 415 Health Care Financing and Budgeting ALHP 420 Leadership Development ALHP 425 Health Care Management and Performance	<u>Summative</u> final paper, oral presentation, midterm and final examination <u>Formative</u> class participation, group project, quizzes
7. Apply to health care services workplace relations the key elements of professional function and inter-professional collaboration	ALHP 415 Health Care Financing and Budgeting ALHP 420 Leadership Development ALHP 425 Health Care Management and Performance	<u>Summative</u> final paper, oral presentation, midterm and final examination <u>Formative</u> Class participation, group project, quizzes, emotional intelligence/strengths profile, interview and reflection paper on health care community leader

8. Evaluate and Interpret evidence-based practices in the health care services context	ALHP 430 Overview of Research in the Health Sciences ALHP 435 Health Care Career Development and Planning in Allied Health Professions	<u>Summative</u> final paper or examination on research process and practical implementation of research, final project, oral presentation <u>Formative</u> class participation, literature review, course paper, service learning requirement, course paper

Heart Care For You, PC

Phillip B Duncan, MD, FACC
Medical Director

Cardiac Health Management Network, PC

1720 East Hundred Road
Suite 101
Chester, VA 23836
P: 804-530-5178
F: 804-530-5185
pduncan@cardiachmn.com

Dr. Angela S. Duncan
Assistant Dean for Student Affairs
Virginia Commonwealth University
Box 980233
Richmond, Virginia 23298-0233
Telephone
Email

03-March-2019

Dr. Duncan

I am writing to express my support for the proposed Bachelor of Science in Health Services degree to be offered in the College of Health Professions at Virginia Commonwealth University.

I have seen many changes in the business side of practice management as the medical director of Cardiac Health Management Network and a cardiologist in practice for over 30 years. More is being required of the physician provider to navigate the healthcare system. The increasing cost of providing high value quality care and federal mandates have stressed the time and resources of the typical medical practice.

The intricacies of providing quality care and running the business side of the practice are more of a challenge today than when I began practice. Support for the efficient running of a medical practice needs support personnel who are knowledgeable about compliance regulations, managing the revenue cycle, medical information technology, and security and safety procedures for guarding private information. Support personnel also need to be able to staff, schedule and address personnel issues, defuse customer service problems, handle disputes with insurance companies and interact with suppliers and vendors such as pharmaceutical and medical device sales representatives. Attention to detail is vital and critical thinking skills are needed to help direct the day to day challenges.

The complexity of the current health care and health-related environment requires talent that can navigate these complexities with evidence-based practices in administration and management. A bachelors trained employee in health services and administration can support the planning, directing, and coordinating of medical and health services in the practice or clinic. According to the Bureau of Labor Statistics, the demand for health services administration and management is projected to grow 20% from 2016 to 2026, much faster

CHMN

than average for all occupations. The proposed Bachelor of Science in Health Services seeks to fill this growing need by preparing students to serve in a variety of health and health-related entry-level health positions.

The College of Health Professions has nine highly ranked departments including a department of Health Administration with a U.S. News and World Report # 3 ranking for its Master of Health Administration program and is well qualified to deliver this proposed program.

The delivery of the proposed Bachelor of Science in Health Services program will
- address current and future workforce needs by preparing students to serve as bachelors required and preferred entry-level health and human services professionals in health care and health-related settings;
- fulfill a need for students who want to acquire the health services and management competencies to work in non-clinical positions as health services professionals;
- offer healthcare employees already working in clinical areas without a degree an opportunity to pursue a bachelor's degree in order to transfer to a position in health services administration or management;
- offer a curriculum that focuses on administration in a healthcare environment that prepares a competent, holistic and diverse approach to care and service

Our cardiac network looks to a future where we can continue to provide quality care and proficient medical practice management and recognizes the importance of having bachelors graduates from health services and administration programs.

Sincerely,

Phillip B. Duncan, MD

Phillip B Duncan, MD, FACC

VCU Health

**VCU Health System
Administration**

1250 East Marshall Street
Suite 2-300
Box 980510
Richmond, Virginia 23298-0510

O 804.628.2879
F 804.828.1657
Paul.wesolowski@vcuhealth.org

Paul Wesolowski
Chief Operating Officer
VCU Hospitals

February 26, 2019

Dr. Angela S. Duncan
Assistant Dean for Student Affairs
Box 980233
Richmond, Virginia 23298-0233

Dr. Duncan,

I am writing to express my support for the proposed Bachelor of Science in Health Services degree to be offered by the College of Health Professions at Virginia Commonwealth University.

Virginia Commonwealth University Health System (VCUHS), for the 8th consecutive year, has been ranked the # 1 hospital in the Richmond metro area and the # 2 hospital in Virginia by U.S. News and World Report. VCUHS is an urban, comprehensive academic medical center in central Virginia that is committed to excellence in patient care and education. Quality and safety drive our vision, and one of the ways in which we do this is by fostering the contributions of all members in the care of patients.

The complexity of the current health care and health-related environment requires talent that can navigate these complexities with evidence-based practices in administration and management. A bachelor's prepared team member can support the planning, directing, and coordinating of medical and health services in the hospital and clinic. According to the Bureau of Labor Statistics, the demand for health services professions is projected to grow 20% from 2016 to 2026, much faster than average for all occupations. The proposed Bachelor of Science in Health Services seeks to fill this growing need by preparing students to serve in a variety of health and health-related entry-level positions.

The College of Health Professions has nine highly ranked departments including a Department of Health Administration with a U.S. News and World Report # 3 ranking for its Master of Health Administration program and is well qualified to deliver this proposed program.

The delivery of this new program will:
- address current and future workforce needs by qualifying students to serve in preferred entry-level health services roles requiring bachelors prepared professionals
- fulfill a need for students who want to acquire the health services and management competencies to work in non-clinical positions as health services professionals
- offer healthcare team members currently working in clinical areas without a degree an opportunity to pursue a bachelor's degree to transfer to a position in health services

In summary, a bachelor's degree in health services can provide a higher level of quality and professionalism, which supports the mission and vision of VCUHS.

Sincerely,

Paul Wesolowski
Chief Operating Officer
VCU Hospitals

Ascension

February 26, 2019

Dr. Angela S. Duncan
Assistant Dean for Student Affairs
Virginia Commonwealth University
Box 980233
Richmond, Virginia 23298-0233

Dr. Duncan:

I am writing to convey my support for the proposed Bachelor of Science in Health Services degree to be offered in the College of Health Professions at Virginia Commonwealth University.

We at Ascension are committed to the delivery of personalized care for all, with a focus on those most in need, and leading the transformation of healthcare. As the nation's largest not-for-profit health system and the world's largest Catholic health system, we are an expert repository of health, wellness and clinical content. Our Catholic healthcare ministry is dedicated to spiritually-centered, holistic care which sustains and improves the health of individuals and communities. We believe people are our strength and can have a positive impact on the people and communities we serve.

The complexity of the current health care and health-related environment requires talent that can navigate these complexities with evidence-based practices in administration and management. A bachelors trained employee can support the planning, directing, and coordinating of medical and health services in the hospital and clinic. According to the Bureau of Labor Statistics, the demand for health services professions is projected to grow 20% from 2016 to 2026, much faster than average for all occupations. The proposed Bachelor of Science in Health Services seeks to fill this growing need by preparing students to serve in a variety of health and health-related entry-level health positions.
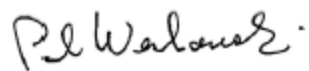
The College of Health Professions has nine highly ranked departments including a department of Health Administration with a U.S. News and World Report # 3 ranking for its Master of Health Administration program and is well qualified to deliver this proposed program.

The delivery of this proposed new program will:

- Address current and future workforce needs by preparing students to serve as bachelors required and preferred entry-level health and human services professionals in health care and health-related settings;
- Fulfill a need for students who want to acquire the health services and management competencies to work in non-clinical positions as health services professionals;
- Offer healthcare employees already working in clinical areas without a degree an opportunity to pursue a bachelor's degree in order to transfer to a position in health services; and,
- Design a curriculum that focuses on providing services in a healthcare system that delivers a competent and holistic approach to care and service.

As we look to a future in which our focus is to become the health partner for the individuals we are privileged to serve, we see the importance of an undergraduate program in health sciences to support the mission of Ascension.

Regards,

Patricia A. Maryland, Dr.PH
Executive Vice President, Ascension, and
President and Chief Executive Officer, Ascension Healthcare

Bachelor of Science in Health Services
Student Demand Survey Questions

The Bachelor of Science in Health Services is a 120 credit hour program; 60 credit hours taken at the community college are required for admission to the Health Services program. Once admitted, students will need to fulfill the required 36 credit hours of Health Services core curriculum, any VCU general education requirements not completed at the community college, and electives to total the 120 credit hours required for graduation.

Student Learning Outcomes

1. Demonstrate an understanding of health, illness, and human development in the context of the U.S. health care system.
2. Analyze contemporary issues and trends in health promotion and delivery in the U.S.
3. Identify and analyze cultural and economic factors impacting health disparities in the U.S.
4. Demonstrate preparation to practice professional and ethical behaviors in the health care services workplace.
5. Apply effective written and oral communication skills within the health care services context.
6. Analyze and apply basic theories of leadership and change management to the health care services workplace.
7. Apply to health care services workplace relations the key elements of professional function and inter-professional collaboration.
8. Evaluate and interpret evidence-based practices in the health care services context.

Employment Opportunities

Students who pursue the Bachelor of Science in Health Services will be able to pursue entry-level jobs in health care administration services. Employers of entry-level health services managers include hospitals, nursing homes, insurance companies rehabilitation facilities, medical and pharmaceutical businesses, and public health agencies.

Questions

1. If VCU offered the Bachelor of Science in Health Services degree program, would you

   enroll?

   a. Definitely
   b. Very Likely

c. Likely
d. Somewhat Likely
e. Not at All Likely

2. If you answered "Not at all likely" or Somewhat likely", please let us know your concerns:

3. During which academic year do you think you would enter the Health Services Program at VCU?

   a. 2019
   b. 2020
   c. 2021
   d. 2022
   e. 2023
   f. Other (Please enter year)

4. Which one of the following programs are you currently pursuing?
   a. Emergency Medical Services – Paramedic AAS
   b. General Studies – Health Sciences Specialization AS
   c. General Studies – Human Services Specialization AS
   d. Health Information Management AAS
   e. Human Services AAS
   f. Medical Laboratory Technology AAS
   g. Nursing AAS
   h. Opticianry AAS
   i. Social Sciences, Pre-Social Work Specialization AS

5. What is your ethnicity? (Select all that apply.)

   a. American Indian or Alaskan Native
   b. Asian
   c. Black or African American
   d. Hawaiian or Pacific Islander
   e. Hispanic or Latino(a)
   f. White
   g. I prefer not to say
   h. Other

6. What is your gender?

   a. Female
   b. Male
   c. I prefer not to say

Appendix H – Job Announcements

GRIFOLS

About Grifols   Plasma: source of life   Research & Development   Products   Working at Grifols   Investor Relations   Press Center

Search Careers

| 📍 Hampton, VA | 🔍 job title, keywords | Find Jobs |

Pioneering Spir

Quality Manager (in-training) in Hampton, Virginia

Grifols is a global healthcare company whose mission is to improve the health and well-being of people. Our three divisions –Bioscience, Diagnostic and Hospital–develop, produce and market our innovative products and services to medical professionals in more than 100 countries.

We are committed to fostering an environment that creates continuous learning opportunities and encourages professional development and growth. As a company devoted to improving the health and well-being of people, we are looking for talented professionals worldwide. Make a difference and join us in this challenging and rewarding enterprise.

Must be open to relocating after completion of training

We're Grifols, an international plasma manufacturer headquartered in Barcelona, Spain. We serve healthcare professionals and patients in over 90 countries, have an unmatched record of product safety, and are the largest plasmapheresis company in the world. We offer full healthcare benefits, tuition reimbursement, and some of our Academy courses even count for college credit!

If you enjoy working in an environment built around teamwork and trust, then consider furthering your career with us as a **CENTER QUALITY MANAGER,** Please read on ...

Primary responsibilities for role:

- Independent level of quality inspection and control -- ensures center compliance with quality standards and regulations. Collaborates with Center Managers to ensure product quality, donor suitability and donor safety.

- Directs and monitors processes and ensures center compliance with all applicable state, federal, and company-designated regulations.

- Ensures that Standard Operating Procedures (SOPs) are properly interpreted, implemented in a timely fashion, and that the staff performs according to all SOPs.

- Interprets and implements processes, regulations, and SOPs for quality control and overall regulatory compliance, making independent decisions and modifications as required.

- Oversight of all aspects of internal and external audits including execution (if applicable). This includes documentation, review and preparation of the response. Continuously assesses, promotes, and improves the effectiveness of the quality systems in the donor center through recognition of trends, investigation of failures in the execution of procedures, direct employee observation and review of center documents.

- Responsible for the personnel functions of the Quality Associate(s); including direction, assignment of work, hiring, development and training, disciplinary actions, termination, maintenance of all personnel records, management of work schedule and delegation/follow-up of tasks.

- Oversees product and biohazard waste shipments: Ensures shipments meet regulatory specifications and product release requirements; ensures accurate labeling and documentation; and, authorizes final shipment.

Apply Now

Share

Current Search Criteria

Quality Manager (in-training)

Hampton

Virginia

Clear All

- Performs a review of the documentation of unsuitable test results and the disposition of the associated results.

- Works in collaboration with the Center Manager to develop the staff's knowledge of their job function and how their performance relates to the end product and patient.

- Documents, investigates, and performs root cause analysis for deviations and customer complaints, specifically in how they relate to the safety of the donor and the quality of the product.

Qualifications:

- Bachelor of Science degree or equivalent.

- Certified and proficient in quality and compliance.

- Works toward certification from American Society for Quality to be a Certified Quality Auditor.

- Works toward certification as a Designated Trainer for the quality area.

- Typically requires 2 years of related experience in a medical and/or cGMP regulated environment.

- Experience with plasma or whole blood.

- **Must be willing to undergo a 6-month leadership course at the Grifols Plasmapheresis Academy.**

- **Must be open to travel out-of-state for training and possible relocation after completion of training.**

- **Knowledge, Skills, and Abilities:** Exceptional interpersonal and communications skills including public speaking. Strong time management skills with the ability to manage multiple competing priorities. Must be able to read, write, and speak English. Computer literacy: Word Processing, database software, and spreadsheet programs, proficiency with email and Internet applications.

NOTE: Ability to relocate is highly-preferred!

Work is performed in an office and/or a laboratory/manufacturing environment. Exposure to biological fluids with potential exposure to infectious organisms. Exposure to electrical office equipment. Exposure to extreme cold below -32 degrees, miscellaneous production chemicals, moving machinery and production equipment. Exposure to high levels of noise on the production floor. Personal protective equipment required such as protective eyewear, garments, and gloves. Frequently sits for 6-8 hours per day. Repetitive hand movement of both hands with the ability to make fast, simple, repeated movements of the fingers, hands, and wrists. Occasionally walks. Occasionally bends and twists the neck. Light to moderate lifting and carrying objects with a maximum of 35lbs. Frequently drives to site locations with occasional travel within the United States. Able to communicate complex information and ideas so others will understand it; with the ability to listen to and understand information and ideas presented through spoken words and sentences. Works independently with little guidance or reliance on oral or written instructions and plans work schedules to meet goals. Frequently interacts with others, relates sensitive information to diverse groups. Must work with diverse groups to obtain consensus on issues.

EEO Minorities/Women/Disabled/Veterans

Learn more about Grifols at http://www.grifols.com/es/web/international/home

Req ID: 69694

Type: Regular Full-Time

Job Category: Quality

Apply Now

GRIFOLS' Websites	**United States**	**Corporate**	
Investors Relations	Products	About Grifols	Sitemap
Grifols Engineering	US Corporate Responsibility	Plasma: source of life	Copyrights & Trademarks
Biomat USA	News and Events	Research & Development	Privacy Policy
Plasmacare	Contact	Products	Cookies Policy
Talecris Plasma Resources		Working at Grifols	Terms of Use

GRIFOLS

About Grifols   Plasma: source of life   Research & Development   Products   Working at Grifols   Investor Relations   Press Center

Search Careers

📍 Portsmouth, VA	🔍 job title, keywords	Find Jobs

Pioneering Spir

Quality Manager (in-training) in Portsmouth, Virginia

Grifols is a global healthcare company whose mission is to improve the health and well-being of people. Our three divisions –Bioscience, Diagnostic and Hospital–develop, produce and market our innovative products and services to medical professionals in more than 100 countries.

We are committed to fostering an environment that creates continuous learning opportunities and encourages professional development and growth. As a company devoted to improving the health and well-being of people, we are looking for talented professionals worldwide. Make a difference and join us in this challenging and rewarding enterprise.

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If you enjoy working in an environment built around teamwork and trust, then consider furthering your career with us as a **CENTER QUALITY MANAGER,** Please read on ...

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- Interprets and implements processes, regulations, and SOPs for quality control and overall regulatory compliance, making independent decisions and modifications as required.

- Oversight of all aspects of internal and external audits including execution (if applicable). This includes documentation, review and preparation of the response. Continuously assesses, promotes, and improves the effectiveness of the quality systems in the donor center through recognition of trends, investigation of failures in the execution of procedures, direct employee observation and review of center documents.

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- Oversees product and biohazard waste shipments: Ensures shipments meet regulatory specifications and product release requirements; ensures accurate labeling and documentation; and, authorizes final shipment.

Apply Now

Share

Current Search Criteria

Quality Manager (in-training)

Portsmouth

Virginia

Clear All

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- Works in collaboration with the Center Manager to develop the staff's knowledge of their job function and how their performance relates to the end product and patient.

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- Works toward certification from American Society for Quality to be a Certified Quality Auditor.

- Works toward certification as a Designated Trainer for the quality area.

- Typically requires 2 years of related experience in a medical and/or cGMP regulated environment.

- Experience with plasma or whole blood.

- **Must be willing to undergo a 6-month leadership course at the Grifols Plasmapheresis Academy.**

- **Must be open to travel out-of-state for training and possible relocation after completion of training.**

- **Knowledge, Skills, and Abilities:** Exceptional interpersonal and communications skills including public speaking. Strong time management skills with the ability to manage multiple competing priorities. Must be able to read, write, and speak English. Computer literacy: Word Processing, database software, and spreadsheet programs, proficiency with email and Internet applications.

NOTE: Ability to relocate is highly-preferred!

Work is performed in an office and/or a laboratory/manufacturing environment. Exposure to biological fluids with potential exposure to infectious organisms. Exposure to electrical office equipment. Exposure to extreme cold below -32 degrees, miscellaneous production chemicals, moving machinery and production equipment. Exposure to high levels of noise on the production floor. Personal protective equipment required such as protective eyewear, garments, and gloves. Frequently sits for 6-8 hours per day. Repetitive hand movement of both hands with the ability to make fast, simple, repeated movements of the fingers, hands, and wrists. Occasionally walks. Occasionally bends and twists the neck. Light to moderate lifting and carrying objects with a maximum of 35lbs. Frequently drives to site locations with occasional travel within the United States. Able to communicate complex information and ideas so others will understand it; with the ability to listen to and understand information and ideas presented through spoken words and sentences. Works independently with little guidance or reliance on oral or written instructions and plans work schedules to meet goals. Frequently interacts with others, relates sensitive information to diverse groups. Must work with diverse groups to obtain consensus on issues.

EEO Minorities/Women/Disabled/Veterans

Learn more about Grifols at http://www.grifols.com/es/web/international/home

Req ID: 69694

Type: Regular Full-Time

Job Category: Quality

Apply Now

GRIFOLS' Websites	**United States**	**Corporate**	
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Biomat USA	News and Events	Research & Development	Privacy Policy
Plasmacare	Contact	Products	Cookies Policy
Talecris Plasma Resources		Working at Grifols	Terms of Use

Job Application for Client Services Manager at BAYADA Home Health Care

BAYADA Home Health Care has an immediate opening for a **Client Services Manager** in our **Williamsburg office**. If you are looking for an exciting career opportunity in a growing industry, a Client Services Manager could be the position for you. BAYADA believes that our clients and their families deserve home health care delivered with compassion, excellence, and reliability. We want you to apply your energy and skills in this dynamic, entrepreneurial environment and become an integral part of a caring, professional team that is instrumental in providing the highest quality care to our clients.

The Client Services Manager will:

- Provide superior customer service and quality home care
- Focus on managing coordination of client services and emergent scheduling issues
- Manage your Client Services Manager caseload while proactively growing it
- Build lasting relationships with clients, referral sources, payors and community organizations
- Develop strong, communicative relationships with the team
- Maintain effective fiscal management of your caseload by monitoring metrics (admissions, % Medicare, referrals rejected by reason, etc.)
- Client Services Managers will partner with Clinical Managers to provide supervision and support to field employees

Qualifications for a Client Services Manager

- Bachelor degree is required
- Prior medical office or home care experience preferred
- Prior supervisory experience is required
- Demonstrated record of successfully taking on increased responsibility (goal achievement)
- Ambition to grow and advance beyond current position
- Strong computer skills (electronic medical record) skills required
- Excellent communication and interpersonal skills

BAYADA Offers:

- Comprehensive salary
- Medical / Dental / Prescription / Vision
- Paid time off

- Tuition reimbursement
- 401k with company match

Founded in 1975 by J. Mark Baiada, BAYADA Home Health Care provides nursing, rehabilitative, therapeutic, hospice, and assistive care services to children, adults, and seniors in the comfort of their homes. Headquartered in suburban Philadelphia, BAYADA employs more than 23,000 field and office professionals who serve their communities in over 20 states from more than 300 offices. BAYADA Home Health Care, Inc. is an Equal Opportunity Employer and qualified applicants will not be discriminated against on the basis of race, color, religion, sex, national origin, disability, or veteran status.

U.S. Equal Opportunity Employment Information (Completion is voluntary)

Individuals seeking employment at BAYADA Home Health Care are considered without regards to race, color, religion, national origin, age, sex, marital status, ancestry, physical or mental disability, veteran status, gender identity, or sexual orientation. You are being given the opportunity to provide the following information in order to help us comply with federal and state Equal Employment Opportunity/Affirmative Action record keeping, reporting, and other legal requirements.

Completion of the form is entirely **voluntary**. Whatever your decision, it will not be considered in the hiring process or thereafter. Any information that you do provide will be recorded and maintained in a confidential file.

Race & Ethnicity Definitions
If you believe you belong to any of the categories of protected veterans listed below, please indicate by making the appropriate selection. As a government contractor subject to Vietnam Era Veterans Readjustment Assistance Act (VEVRAA), we request this information in order to measure the effectiveness of the outreach and positive recruitment efforts we undertake pursuant to VEVRAA. Classification of protected categories is as follows:

A "disabled veteran" is one of the following: a veteran of the U.S. military, ground, naval or air service who is entitled to compensation (or who but for the receipt of military retired pay would be entitled to compensation) under laws administered by the Secretary of Veterans Affairs; or a person who was discharged or released from active duty because of a service-connected disability.

A "recently separated veteran" means any veteran during the three-year period beginning on the date of such veteran's discharge or release from active duty in the U.S. military, ground, naval, or air service.

An "active duty wartime or campaign badge veteran" means a veteran who served on

active duty in the U.S. military, ground, naval or air service during a war, or in a campaign or expedition for which a campaign badge has been authorized under the laws administered by the Department of Defense.

An "Armed forces service medal veteran" means a veteran who, while serving on active duty in the U.S. military, ground, naval or air service, participated in a United States military operation for which an Armed Forces service medal was awarded pursuant to Executive Order 12985.

Form CC-305

OMB Control Number 1250-0005

Expires 1/31/2020

Voluntary Self-Identification of Disability

Why are you being asked to complete this form?
Because we do business with the government, we must reach out to, hire, and provide equal opportunity to qualified people with disabilities[1]. To help us measure how well we are doing, we are asking you to tell us if you have a disability or if you ever had a disability. Completing this form is voluntary, but we hope that you will choose to fill it out. If you are applying for a job, any answer you give will be kept private and will not be used against you in any way.

If you already work for us, your answer will not be used against you in any way. Because a person may become disabled at any time, we are required to ask all of our employees to update their information every five years. You may voluntarily self-identify as having a disability on this form without fear of any punishment because you did not identify as having a disability earlier.

How do I know if I have a disability?
You are considered to have a disability if you have a physical or mental impairment or medical condition that substantially limits a major life activity, or if you have a history or record of such an impairment or medical condition.

Disabilities include, but are not limited to:

- Blindness
- Deafness
- Cancer
- Diabetes
- Epilepsy
- Autism
- Cerebral palsy
- HIV/AIDS

- Schizophrenia
- Muscular dystrophy
- Bipolar disorder
- Major depression
- Multiple sclerosis (MS)
- Missing limbs or partially missing limbs
- Post-traumatic stress disorder (PTSD)
- Obsessive compulsive disorder
- Impairments requiring the use of a wheelchair
- Intellectual disability (previously called mental retardation)

Reasonable Accommodation Notice

Federal law requires employers to provide reasonable accommodation to qualified individuals with disabilities. Please tell us if you require a reasonable accommodation to apply for a job or to perform your job. Examples of reasonable accommodation include making a change to the application process or work procedures, providing documents in an alternate format, using a sign language interpreter, or using specialized equipment.

[1]Section 503 of the Rehabilitation Act of 1973, as amended. For more information about this form or the equal employment obligations of Federal contractors, visit the U.S. Department of Labor's Office of Federal Contract Compliance Programs (OFCCP) website at www.dol.gov/ofccp.

PUBLIC BURDEN STATEMENT: According to the Paperwork Reduction Act of 1995 no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. This survey should take about 5 minutes to complete.

CARILLON ASSISTED LIVING

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🏠 About Us   Assisted Living   Alzheimer's Care   Our Communities   Resources   Careers   Contact

We love what we do and it shows! More than a job, Carillon is a community — one that values the unique talents of the individual and inspires the greatest good in the service of our residents.

Home > Jobs

Assisted Living Administrator in Training (AIT) - Raleigh

Jobs ⋮ Login

🌐 *Raleigh, NC, USA*   📋 *Full Time*

Email Me Similar Jobs

Carillon Assisted Living, the premier Assisted Living company in North Carolina with 22 Assisted Living facilities is seeking an Assisted Living Administrator-In-Training (AIT) candidate. This is an exciting opportunity for a developing leader who has a passion for serving seniors. The individual selected for this position will receive company-sponsored preceptorship along with a quality ongoing training program. If you have a desire to grow in your career, have a passion for customer service excellence, are process-driven and outcome oriented, this position is for you!

Qualifications:

- BA/BS, preferably in Business Administration, Hospital Administration, Hospitality, or health-related field.
- Excellent written and verbal communication skills required.
- Must be a licensed Assisted Living Administrator or qualify for licensure by the state of North Carolina to operate an assisted living residence.

Apply Now

Apply Now

* Fields Are Required
What is your full name?

| First Name* | Last Name* |

How can we contact you?

| Email* |

| Phone Number* | Cell ⌄ |

What is your preferred method of communication?

| Text Message ⌄ |

Please indicate if you agree to ApplicantPro's Applicant Communication Policy.

| ⌄ |

☐ **I agree to ApplicantPro's Applicant Information Use Policy.***

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Need Help? Search the FAQ here   Go   Common Job Questions

Bachelor's-level Research Analyst - Center for Advanced Methods Development

rtiint.referrals.selectminds.com/domestic/jobs/entry-level-research-analyst-center-for-advanced-methods-development-2655

[Social Sciences Research](#)

SSES SPHERE

ﹰ úʋ̄
1903J Requisition #

[Apply for Job](#)
RTI International has one opening for an **_Entry-level Research Analyst_** in the Center for Advanced Methods Development to assist in analyses of health and social policies, particularly Medicare and Medicaid. As an Analyst you will function as an integral part of a team providing analytic and project coordination, support to senior staff while developing an in-depth understanding of critical health policy issues and methods. The position requires excellent oral and written communication skills, strong interpersonal skills and the ability to work successfully in multidisciplinary teams. Please see www.rti.org/methods for more information.

**This position will be located in Waltham, MA or Research Triangle Park, NC, or Washington DC.**

**Please include a cover letter with your application.**

Minimum Qualifications:

- BA/BS (May 2019 graduates will be considered) in Public Health, Economics, Psychology, Sociology, or a related field
- Strong academic record: must have a minimum GPA of 3.3 or higher to be considered
- Quantitative and/or qualitative research experience or coursework
- Experience with R, SAS or Stata
- Strong verbal and written communication skills
- Ability to manage multiple tasks simultaneously
- Excellent attention to detail
- Proficiency in MS Office Suite
- Capable of traveling up to 10% domestically
- To qualify, applicants must be legally authorized to work in the United States and should not require now, or in the future, sponsorship for employment visa status.

1/3

- Applicants must have lived in the United States for at least 3 of the past 5 years.

Preferred Qualifications:

A demonstrated interest in health policy research

Physical and mental demands of this role include those that must be met by an employee to successfully perform the essential functions of this job, as outlined above. Examples include: remaining in a stationary position for long periods of time; operating a computer and other office machinery; thinking, learning, and concentrating effectively and frequently communicating with other people, both within RTI and outside of RTI; frequently moving about inside and travel between offices and laboratories; frequently conducting laboratory site inspections (if applicable), ability to handle the stress associated in meeting frequent, multiple and tight deadlines, ability to work in excess of 40 hours per week as workload and deadlines may require, consistent demonstration of mental stability and ability to have regular, reliable and predictable attendance.

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions of the job, per RTI procedure 4.2.1.

RTI International is an independent, nonprofit research institute dedicated to improving the human condition. Clients rely on us to answer questions that demand an objective and multidisciplinary approach—one that integrates expertise across the social and laboratory sciences, engineering, and international development. We believe in the promise of science, and we are inspired every day to deliver on that promise for the good of people, communities, and businesses around the world. For more information, visit www.rti.org.

For USA Job Postings Only: RTI participates in the US Government E-Verify program. Further information regarding the E-Verify program and laws that are designed to protect you against discrimination relating to your legal right to work in the US can be found here.

For San Francisco, CA USA Job Postings Only: Pursuant to the San Francisco Fair Chance Ordinance, we will consider for employment qualified applicants with arrest and conviction records. Further information is available here.

We are proud to be an equal opportunity employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability status, protected veteran status, or any other characteristic protected by law. Further information is available here.

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◊ Social Sciences Research

Requisition #: 1903N

Clinical Data Standards Analyst
SSES SPHERE

ů Waltham, Massachusetts, United States, RTI Waltham Office

◊ Social Sciences Research

Requisition #: 1904R

Health Economist
SSES SPHERE

ů Washington, District of Columbia, United States, RTI DC Office

◊ Social Sciences Research

Requisition #: 1903M

Research and Evaluation Analyst, Bachelor's Level

[Social Sciences Research](#)

SSES SPHERE

1900D Requisition #

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RTI's Social and Health Organizational Research and Evaluation (SHORE) program has an immediate opening for an entry-level analyst who will provide coordination and analysis support to a variety of research and evaluation projects. As an Analyst you will function as an integral part of a team by providing analytic and project management support to senior staff conducting health services research and public health evaluations. One focus of this position will be to support projects that synthesize evidence for biomedical, health care, and public health interventions. Environmental scans, health technology assessments, and systematic reviews (with or without meta-analysis) are examples of evidence synthesis. This position may also support a variety of other health and public-health related research and evaluation projects involving qualitative and quantitative methods. The analyst will conduct project tasks under the direction of more senior team members.

This position is an opportunity for an entry level professional seeking an opportunity to expand her/his project analysis/research experience in the health services/evaluations field, in a employee friendly environment.

This position will be in Research Triangle Park, NC or Washington, DC.

Please include a cover letter and writing sample with your application.

Duties and Responsibilities to include, but not be limited to:

Administrative responsibilities may include:

- Overall coordination of internal and external project communications and meetings, including scheduling meetings, development of meeting agendas, detailed-notetaking, and further follow up as necessary, as well as drafting progress reports and monitoring achievement of project milestones.
- Maintain files to document work performed, including calculations, spreadsheets, memoranda, references, reviewer comments, etc.

Research responsibilities may include:

- Assisting with a wide variety of qualitative and quantitative research activities
- Conducting systematic searches of relevant bibliographic databases (e.g., PubMed) and websites (e.g. FDA Drug Database) in support of project tasks or proposals
- Reviewing published and web-based literature and other information sources (i.e., abstracting data from studies, organizing it for analysis)
- Assisting with coordination of primary data collection, including notetaking during interviews or focus groups, and coding of qualitative data
- Traveling to conduct site visits
- Assisting with data collection and preparation of data for further review and analysis
- Compiling and/or extracting quantitative data from multiple sources to prepare summaries, tables, and report sections
- Assisting in qualitative or quantitative data analysis under the direction of project or task leaders
- Compiling and managing databases, using cloud-based (e.g., Abstrackr, DistillerSR) and desktop-based (e.g., Excel) software for organizing and tracking literature and data
- Building and maintaining citation management databases (e.g., EndNote)
- Contributing to and/or preparing portions of technical memoranda, reports and presentations according to style and format requirements of the individual project (e.g., preparation of tables, figures, and report sections)
- Assisting in the development of business proposals (i.e. gathering background information, writing proposal sections, etc.)

Required Experience/Education:

- BS/BA in public health, sociology, psychology, public administration, political science, economics or a related social science field and an interest in health research and evaluation. (May 2019 graduates will be considered)
- A minimum 3.0 GPA or higher, transcripts may be requested
- Demonstrated interest/background in health and/or public health research.
- Qualitative and/or quantitative research methods demonstrated by relevant research experience/coursework
- Experience using software for quantitative data analysis (e.g. Stata, SAS, R, others)
- Experience with citation management software (e.g. EndNote)
- Proficiency with MS Office Suite (e.g., Word, Excel, PowerPoint, Visio)

- Strong oral and written communication skills.
- Ability to work independently and manage multiple tasks simultaneously
- Excellent attention to detail and highly-organized

Desired Experience
- Experience with NVivo or Atlas is desirable
- Experience with systematic reviews is desirable
- Strong interpersonal skills and the ability to work successfully in teams
- Experience writing scientific/technical research reports (for example a senior or honors thesis or equivalent) is preferred.
- To qualify, applicants must be legally authorized to work in the United States and should not require now, or in the future, sponsorship for employment visa status.

Physical and mental demands of this role include those that must be met by an employee to successfully perform the essential functions of this job, as outlined above. Examples include: remaining in a stationary position for long periods of time; operating a computer and other office machinery; thinking, learning, and concentrating effectively and frequently communicating with other people, both within RTI and outside of RTI; frequently moving about inside and travel between offices and laboratories; frequently conducting laboratory site inspections (if applicable), ability to handle the stress associated in meeting frequent, multiple and tight deadlines, ability to work in excess of 40 hours per week as workload and deadlines may require, consistent demonstration of mental stability and ability to have regular, reliable and predictable attendance.

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<u>Senior Manager, Neglected Tropical Diseases, Asia</u>
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⬡ Social Sciences Research

Requisition #: 1902D

<u>Clinical Data Standards Analyst</u>
SSES SPHERE

⚲ Waltham, Massachusetts, United States, RTI Waltham Office

⬡ Social Sciences Research

Requisition #: 1904R

<u>Electronic Clinical Quality Measure (eCQM) Specialist</u>
SSES SPHERE

⚲ Waltham, Massachusetts, United States, RTI Waltham Office

⬡ Social Sciences Research

Credentialing Coor

Req. #:	53941
Department:	Medical Director Admin
Location:	1250 E. Marshall Street, Richmond, VA 23219
Schedule:	Full time
Shift:	1: Days
Hours:	
Contact Information:	Contact: Brandi Yeager Email: Brandi.Yeager@vcuhealth.org
Job Details:	VCU Health System's **Medical Director Administration** is seeking a **full time Credentialing Coordinator**. This person coordinates the appointment, reappointment and credentialing process for our medical and allied health staff at the VCU Health System Hospitals. This position includes the processing of applications, evaluating data for accuracy and completeness, monitoring receipt and follow up responses ensuring timely processing as well as participates in file auditing activities. Notifies Director of any adverse, incomplete or questionable data. Works independently and is able to assess a situation, consider alternatives and choose the appropriate course of action. Demonstrates sound organizational ability and effectively sets priorities. Must be able to maintain strict confidentiality and professional discretion. Ensures compliance with hospital bylaws, and with local, state and federal requirements. Provides assistance to the Director in development, plans, organization and control of the operation of the Medical Staff Office in order to meet the mission and goals of the hospital and the requirements of the Medical Staff Bylaws, JCAHO, NCQA Standards and other applicable federal, state and local regulatory and/or accrediting agencies. Attends medical staff committee meetings and carries out any associated tasks as directed. Provides, as requested, support services to medical staff officers, departments and chairs. **Responsibilities** Expresses ideas and exchanges information clearly and concisely. Demonstrates the ability to prioritize work assignments effectively and efficiently within the scope of the employee's responsibility. Effective development of relationships with other members of the team (i.e. non-clinical personnel, etc.) Highly motivated individual with independent work habits. Organizational skills, proficiency in MS Office Access, Word and Excel, and numerous hospital databases with extreme attention to detail are critical indicators for success in this role. Ability to multi-task in stressful and limited time constrained environment. Must possess knowledge of local, federal and state laws and regulations and JCAHO standards related to position's chief objective and

demonstrate aptitude for compliance with VCUHS policies, procedures, and customer service philosophy.

Qualifications

Required

High School Diploma or equivalent

Minimum of three (3) years previous credentialing processing initial and reappointment applications for medical staff membership and clinical privileges and medical terminology experience

Previous experience using a personal computer and various applications, including credentialing software, Microsoft Office Access, Word and Excel

Preferred

Associates or Bachelor's Degree in Business, Healthcare or closely related field

Five (5) years of previous experience in credentialing in a health care environment

Previous experience with the application of JCAHO and NCQA guidelines

Certified Professional in Medical Services Management (CPMSM) or Certified Provider Credentialing Specialist (CPCS)

EOE/M/F/Vet/Disabled
Qualified applicants will receive consideration for employment without regard to their protected veteran or disability status.

HR Use Only: PTO

Access Analyst - Business Intelligence in Honolulu, Hawaii

Job Description

Founded in 1921, Straub Medical Center is a fully integrated nonprofit health care system with a 159-bed tertiary care hospital in Honolulu, a network of neighborhood clinics and a visiting specialist program that reaches throughout the state of Hawai'i. With more than 300 employed or contracted physicians who are leaders in their fields, Straub provides its patients with expert diagnoses and treatments for more than 30 different medical specialties, including bone and joint, heart, cancer, endocrinology/diabetes, family medicine, gastroenterology, geriatric medicine, internal medicine, women's health, vascular and urology. Straub is home to the Pacific Region's only multi-disciplinary burn treatment center. The hospital consistently brings new technologies and innovative medical practices to Hawai'i, such as pioneering minimally invasive cardiac surgery and total joint replacement. In 2010, the American Heart Association recognized Straub in three areas of excellence: Coronary Artery Disease (Gold Award), Heart Failure (Silver Award) and Heart Attack (Bronze Award).

The Business Intelligence department oversees projects designed to ensure that clinic operations at Straub move smoothly. In collaboration with clinic management and staff, the team identifies, organizes, initiates and implements process improvement initiatives that increase each clinic's capacity to provide the highest level of care to our patients. Individuals on this particular team are business minded, forward thinking, efficient and analytical, with a predisposition to working collaboratively towards strengthening the mission of Hawai'i Pacific Health.

As the Business Intelligence Access Analyst, you will develop and apply provider template and scheduling modifiers to support patient access initiatives for Straub Medical Center. In addition, you will analyze, review, and develop projections for key metrics to support the development of new programs and make recommendations to ensure operational viability. We are looking for someone with a great sense of detail and protocol, outstanding organizational and planning skills and a commitment to creating a healthier Hawai'i.

Location: Hawaii Pacific Health, Honolulu, HI

Work Schedule: Day - 8 Hours

Work Type: Part Time Regular

FTE: 0.500000

Bargaining Unit: Non-Bargaining

Exempt: Yes

Minimum Qualifications: Bachelor's degree in Healthcare, Business, Computer Science or related field and/or equivalent combination of education, training and/or experience. Two (2) to Three (3) years of experience working in a schedule maintenance type role, preferably healthcare setting. Demonstrated experience in supporting or maintaining information systems and/or electronic health records. Demonstrated experience utilizing a variety of reporting tools to extract data and prepare ad hoc reports. Demonstrated proficiency in Microsoft Office.

Preferred Qualifications: Bachelor's Degree in business, computer science or related field and/or equivalent combination of education, training and/or experience. Epic Electronic Medical Record experience. Advanced knowledge of statistical methods or analytic techniques. Advanced knowledge and mastery of MS Access and Excel. Experience in health outcomes research. Project management experience.

EOE/AA/Disabled/Vets

Position Access Analyst - Business Intelligence

Category Administrative

Employment Type Employee

Location Hawaii Pacific Health, Honolulu, HI

Req ID 11458

Hawaii Pacific Health Jobs

city, state, country

job title, keywords

Hawaii Pacific Health Manager - Guest Registration in Lihue, Hawaii

Job Description

Founded in 1938, Wilcox Medical Center is a not-for-profit hospital dedicated to providing the Kaua'i community with accessible, quality health care. The largest medical center on Kaua'i, it is a state-of-the-art acute care facility with a full suite of services offering 30 specialties and programs including cardiology, emergency, family practice, gastroenterology, health management, internal medicine, neurology, OB-GYN, oncology, orthopedics, pediatrics and urology. Its 20-bed emergency department is the first neighbor island facility to obtain a Level III Trauma designation and serves as the island's Primary Stroke Center. The medical center also has four birthing suites, seven intensive care beds and 20 same-day surgery beds. The American Heart Association has recognized Wilcox in three areas of excellence: stroke (S) – gold plus award and honor roll elite plus, heart failure (HF) – gold plus award, and atrial fibrillation (AFIB) – gold award. Wilcox has also received an "A" in the Leapfrog Hospital Safety Grades, the QUEST citation of merit for high-value health care, and is recognized as a Top Performer on Key Quality Measures by The Joint Commission.

The Guest Registration department provides high quality customer care to patients by facilitating efficient and helpful registration service. We provide assistance to external and internal customers by obtaining patient personal, financial and insurance information during the registration process. Our friendly staff also assist with the coordination of bed assignments and the completion of preliminary authorization and verification for incoming patients to ensure a quality guest experience.

As the Guest Registration Manager, you will provide essential oversight and guidance so that clients of Wilcox Medical Center and their families receive helpful and sensitive attention during the admissions and registration process. We are looking for someone with excellent communication and customer service skills and a commitment to delivering the highest quality health care to Hawai'i's people.

Location: Wilcox Medical Center, Lihue, HI

Work Schedule: Day - 8 Hours

Work Type: Full Time Regular

FTE: 1.000000

Bargaining Unit: Non-Bargaining

Exempt: Yes

Minimum Qualifications: Bachelor's Degree in Public Health, Business Administration or related field and/or equivalent combination of education, training and experience. Three (3) years of experience in health care admissions, registration, or financial services.

Preferred Qualifications: Lead or supervisory experience.

#featured

EOE/AA/Disabled/Vets

Position Manager - Guest Registration

Category Management

Employment Type Employee

Location Wilcox Medical Center, Lihue, HI

Req ID 11798

Apply Now

Hawaii Pacific Health Jobs

city, state, country

job title, keywords

Hawaii Pacific Health Population Health Practice Liaison - Population Outreach in
United States

Job Description

Hawai'i Pacific Health is a not-for-profit health care network with over 70 locations statewide including medical centers, clinics, physicians and other caregivers serving Hawai'i and the Pacific Region with high quality, compassionate care. Its four medical centers - Kapi'olani, Pali Momi, Straub and Wilcox - specialize in innovative programs in women's health, pediatric care, cardiovascular services, cancer care, bone and joint services and more. Hawai'i Pacific Health is recognized nationally for its excellence in patient care and the use of electronic health records to improve quality and patient safety.

Hawai'i Pacific Health is committed to community outreach and education. The HealthAdvantage team organizes a number of events and workshops on a regular basis to educate the public about health issues about health issues and the importance of maintaining healthy, active lifestyles. As a Patient Health Educator, you will ensure these activities are well-organized and effective in connecting the organization to the community and promoting health education for Hawai'i's people.

As a Population Health Practice Liaison, you will provide population outreach and quality metrics support for primary care physicians under Hawai'i Health Partners. In this role, you will review patients' available data, including clinical/claims history, outpatient treatments, medications, medical benefits from electronic medical records (EMR), chart reviews, or other information to assist in monitoring and facilitation adherence to approved standards of practice and protocols. We are looking for someone detail-oriented and attentive, with strong communications and patient care skills and a commitment to delivering the highest quality health care to Hawai'i's people.

Location:

Work Schedule: Day - 8 Hours

Work Type: Full Time Regular

FTE: 1.000000

Bargaining Unit: Non-Bargaining

Exempt: No

Minimum Qualifications: Bachelor's degree in health sciences, public health, health education or related field **OR** three (3) years of experience in population health management, community assessment, and data aggregation. Current driver's license and valid Hawai'i auto insurance with short notice access to an automobile to conduct site visits, as required. One (1) year experience in a physician's office. Knowledge of team-based care and population health management and tools.

Preferred Qualifications: Certified Medical Assistant (CMA) or Assessment Based Recognition in Order Entry (ABR-OE) from the American Association of Medical Assistants (AAMA), **OR** Registered Medical Assistant (RMA) from the American Medical Technologists (AMT), **OR** Nationally Certified Medical Assistant (NCMA) from the National Center for Competency Testing (NCCT). Knowledge of Classification Procedural Terminology (CPT) and/or International Classification of Disease (ICD-10) Coding. Working knowledge of Electronic Medical Record (EMR). Advanced computer skills, including report generation and previous experience with coordinating patient care.

EOE/AA/Disabled/Vets

Position Population Health Practice Liaison - Population Outreach

Category Administrative

Employment Type Employee

Location

Req ID 10941

Apply Now

HIPAA Administrator

Job description

Nolij Consulting, LLC is an Economically Disadvantaged Women-Owned Small Business (EDWOSB) providing consulting services for IT Operations, Software Development, Program Management, Training, Human Capital/HR Operations, and Acquisition Management. Our mission is to understand the challenges and goals of our clients, address them with innovative solutions, and work together to achieve project success. Were eager to hear from candidates like you that can join and contribute to our team.

Nolij Consulting has an opening for a HIPAA Administrator to join our team based in Falls Church, VA.

Responsibilities

- Assist in daily business operations.
- Meeting management including scheduling, arranging for any required audiovisual equipment, note taking, and drafting meeting minutes.
- Document preparation for executive summaries, information papers, and briefings.
- Document management including reviewing and editing as well as upload into document tracking tools.
- Managing records.
- Management of office services and supplies.
- Making travel arrangements.
- Greeting customers and directing them to appropriate staff.
- Communication with managers and employees via correspondence, email, presentations, and workbooks.
- Maintains Protected Health Information (PHI) confidentiality following HIPAA privacy and security rules.

<u>Requirements</u>

- Bachelors Degree, preferably in Healthcare Administration
- Excellent customer service skills required
- Ability to multi-task, prioritize workload and perform under pressure.

  Do you like the idea of being a driver on a team of distinction? If so, we want to hear from you. To apply, go to

  SDL2017
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  Associate
- Employment type
  Full-time
- Job function
  Information Technology
- Industries
  Information Technology and ServicesComputer SoftwareManagement Consulting

Entry Level Patient Service Representative - Home Health

KidsCare Home Health Careers

Administrative
Addison,
TX

Apply

Description

Summary

The Patient Coordinator will be responsible for administrative duties surrounding the initiation of home health speech, physical and occupational therapy services for KidsCare Therapy's team.

Essential Duties and Responsibilities:

- Initial intake communications for new patients
- Verifying benefits for new and existing patients
- Requesting and entering authorizations
- Calling physicians for paperwork needs
- Staffing new patients and re-staffing existing patients
- Scheduling evaluations and routine visits
- Re-certification and re-authorization requests for existing patients
- Compliance with state policies and procedures
- Perform other duties as assigned

Qualifications:

- Strong communication and customer service skills
- Ability to organize, prioritize and multi-task
- Bilingual in Spanish/English preferred, but not required.

Education & Experience:*Education*

- 1-2 years of Customer Service or Administrative experience preferred.
- Bachelor's degree preferred.

- Combination of education and experience will also be considered.

ABC321

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Division of Personnel
1900 Kanawha Blvd. East, Building 3 Suite
500
Charleston, WV 25305

http://www.personnel.wv.gov
INVITES APPLICATIONS FOR THE POSITION OF:
Local Health Administrator 1 - Kanawha-Charleston Health Dept - See Posting

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SALARY
$2,919.00 - $5,401.00 Monthly $35,028.00 - $64,812.00 Annually

ISSUE DATE: 02/25/19

FINAL FILING DATE: 03/12/19

THE POSITION

Kanawha - Charleston Health Department/ County Health Departments, Kanawha and Putnam Co. - Under the administrative direction of the Executive Director/Health Officer, serves as the Director of Administrative Services. Responsible administrative work in the operation of the Health Department. Supervises the staff responsible for agency-wide processes including payroll, benefits coordination, accounts payable and receivable, timekeeping, purchasing, fleet management and facility maintenance. Serves as the Chief Financial Officer, Human Resources Manager and Information Manager. Performs research and produces correspondence, reports and procedures and policies as needed. Serves a member of department teams and/or committees including: the Leadership team, the Threat Preparedness and Response team, Accreditation team and the Performance Management/Quality Improvement (PM/QI) committee. Responsible for maintaining and compiling national accreditation documentation as assigned. Serves as a liaison between the department and community organizations as assigned. Some travel is required. Must possess a valid driver's license. Performs other duties as assigned.

Click The APPLY Link To Apply Online. Do not use a paper application unless you cannot apply online. If you must use a paper application due to disability or other valid reason, please call our office 304-558-3950 (8:30 AM - 4:30 PM) for special instructions.

IMPORTANT: Your eligible score will be based on information provided in your application; therefore, make sure your application is detailed and complete. You may attach a resume and other documents; however, you should NEVER enter "See Resume" on the application. You MUST complete ALL parts of the application, including the Work Experience section. NOTE: Jobs on your application that do not have a salary amount will be considered volunteer and will NOT be counted as qualifying. Estimate salary if necessary.

This announcement is for one or more specific vacancies and only applies to the location(s) indicated. Your application will remain active for this job for 180 days or until the job is filled. Application for this job does not automatically qualify you for other positions. Be sure to submit your application for each position of interest. To receive an email notice anytime jobs in this or other categories are posted, you may choose to complete a **Job Interest Card** from the slide-out menu located at the top left of our *Job Opportunities* page.

As a condition of employment, an inquiry into job-related information will be completed which may include, but not limited to, criminal records, abuse registry records, driving records, employment history, and education and training. Failing to cooperate with this process, providing false or incomplete information, and/or discovery of disqualifying information may result in denial of or dismissal from employment or denial of transfer irrespective of when discovered.

MINIMUM QUALIFICATIONS

Training: Baccalaureate degree in community health, health administration, nursing, or public or business administration from a regionally accredited college or university..

   Substitution: Qualifying experience as described below may substitute for the required training on a year-for-year basis.

Experience: Four years of full-time or equivalent part-time paid professional, administrative or supervisory experience in business or public administration, public health administration, primary care or hospital administration or nursing.
   Substitution: Master's degree from a regionally accredited four-year college or university in public health, public or business administration, counseling and guidance, or health

related field may substitute on a year-for-year basis for the required experience.

DETAILS OF RELATED EXPERIENCE MUST BE SHOWN IN THE WORK EXPERIENCE SECTION OF YOUR ONLINE APPLICATION

ATTENTION: To be considered for this job opportunity, **all required verifications** of post-high school education, training, licensure, Veteran's preference points, etc. must be submitted to the WV Division of Personnel before the closing date listed above. Verification of education must be in the form of a legible copy of your **OFFICIAL** transcript or diploma. Unofficial transcripts will **NOT** be accepted. If you are claiming Veteran's preference, a copy of your DD214 and/or Veteran's letters must be submitted at the time of application. **NO APPLICATIONS OR SUPPORTING DOCUMENTATION WILL BE ACCEPTED AFTER THE CLOSING DATE. Therefore, please note that you will not be considered for this vacancy without required verification documents.** Four options are available for submitting this information. Applicants may attach documents to the online application, provide documents via email to applicantservices@wv.gov, FAX 304-957-0396, or mail to: Division of Personnel, 1900 Kanawha Blvd. E., Charleston, WV 25305.

APPLICATIONS MAY BE OBTAINED AND FILED ONLINE AT: http://www.personnel.wv.gov OR 1900 Kanawha Blvd. East, Building 3 Suite 500 Charleston, WV 25305	EXAM #9447KP LOCAL HEALTH ADMINISTRATOR 1 - KANAWHA-CHARLESTON HEALTH DEPT - SEE POSTING AS

Medical Records Audit & Training Consultant - Columbus, OH (Office based) - (PS13317 KT)

Columbus, Ohio, United States

Medical

PS13317 Requisition #

Feb 20, 2019 Post Date

Thanks for your interest in the Medical Records Audit & Training Consultant - Columbus, OH (Office based) - (PS13317 KT) position.
Unfortunately this position has been closed but you can search our 808 open jobs by clicking here.

Medical Records Audit & Training Consultant

Requires

- BA/BS in health sciences, health management, or nursing;
- 5 years of ICD-9/ICD-10 coding or medical record audit experience;
- or any combination of education and experience, which would provide an equivalent background.
- CPC from accredited source (e.g. American Health Information Management Association, American Academy of Professional Coders or Practice Management Institute) or CPMA (Medical Auditing Certification) from accredited source (e.g. American Health Information Management Association, American Academy of Professional Coders or Practice Management Institute) or equivalent certification required.
- Computer skills, Work with multiple windows open on PC, move and toggle back and forth
- Experience with EMR
- Microsoft Office (Excel, Outlook)
- Experience reviewing medical charts
- Coding for diagnosis codes

Preferred

- Risk Adjustment experience
- Microsoft Office (Access)
- Experience pulling data, using SQL
- Medicare Experience.

Anthem, Inc. is ranked as one of America's Most Admired Companies among health insurers by Fortune magazine and is a 2017 DiversityInc magazine Top 50 Company for Diversity. To learn more about our company and apply, please visit us at antheminc.com/careers. An Equal Opportunity Employer/Disability/Veteran.

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Director, Patient Experience

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Administration   ·   Winchester, Virginia   ·   Service Excellence - 206040   ·   Full-Time

Description

Who We Are

Valley Health System is a not-for-profit network of hospitals, urgent cares, physician practices, and services. Expanding across Virginia, West Virginia, and Maryland, we are devoted to the health of all who call our 18-county area home.

A vital resource for healthcare, we are the region's largest employer, a dependable community partner, and are at the leading edge of clinical innovations.

We are looking for passionate, innovative, and caring people who will each bring their unique skills and perspectives to our workplace.

What You Will Do:

The Director Patient Experience will be responsible for leading the organization-wide efforts to accelerate changes and improvements in the processes, policies, practices and outcomes so WMC becomes the best place to give and receive care.

This individual will be responsible for planning, organizing, directing and controlling projects, programs, education and change initiatives to achieve a consumer experience-centered mission. Ensure that consumer experience is always considered in critical organizational initiatives by overseeing the integration of consumer experience, including quality and patient safety, performance improvement, medical operations, patient access, nursing, and human resources.

The goal of this integration effort is to create an organizational culture and standard of care that builds upon excellent clinical outcomes, improves patient satisfaction, increases employee engagement and retention, and ultimately strengthens WMCs reputation in the community. Develop and support organization-wide consumer experience strategies that improve and enhance access throughout the system. These strategies must address all aspects of the experience including clinical care, physical environment, as well as emotional and spiritual needs of patients, families, employees and digital health. Standardize infrastructure to execute consumer experience strategy at the organizational and operational unit level. Develop an infrastructure to identify and share sustainable best practices in consumer experience throughout the organization.

Oversee the operations of consumer experience data reporting and internal education about consumer satisfaction surveys. Analyze data to monitor real-time feedback trends, prioritize efforts and launch improvement. Ensure local accountability for satisfaction scores. Determine the appropriate means to capture the voice of the consumer. Provide oversight and coordination to ensure collaboration and support.

Coordinate and facilitate the integration of improvement efforts targeting patient experience, patient/family-centered care, and workplace of choice outcomes. Lead and facilitate the development and deployment of physician initiatives to integrate patient, family and visitor needs into clinical practice in collaboration with physician leaders. Ensure the integration of such efforts with related health system efforts.

Partner with Human Resources to improve the employee experience and help drive engagement programs as a necessary corollary to improved consumer experience. Ensure the consistent application of standard service behaviors. Ensure compliance with national grievance regulations to ensure a consistent approach to patient advocacy and customer service and to influence and model local accountability and ownership of the consumer experience.

Develop and recommend the budgets for the areas managed. Manage activities to assure financial goals are met. Coordinate the assignment of tasks and help resolve technical and operational problems. Evaluate the impact of solutions to ensure goals are achieved. Provide effective direction, guidance, and leadership over the staff for effective teamwork and motivation and foster the effective integration of efforts with system-wide initiatives. Encourage and support diverse views and approaches, creating an environment of professionalism, respect, tolerance, civility and acceptance toward all employees, patients and visitors.

Participate in strategies to enhance and improve physician communications to strengthen the service orientation among physicians and identify specific communication skills needed for effective, empathetic communication with consumers.

Provide consultation and project management expertise to leadership and staff on priority issues affecting consumer experience and related activities. Provide program leadership for the development, deployment and monitoring of service excellence and related educational offerings for staff, leadership and physicians. Serve as an educational resource on service, organizational effectiveness, CQI, patient and family-centered care and related topics.

What You Will Bring:

Education
Bachelors required
Masters preferred

Experience
Five years' experience in an organization focused on improving quality, safety or service/customer experience/patient relations required

Certification & Licensures
Registered Nurse preferred

What You Will Get:

- Competitive salary
- Flexible scheduling
- Onsite Childcare (available at some locations)
- Health Insurance
- Paid Time Off
- Wellness Program
- Tuition Assistance
- Retirement Plan
- Life Insurance

*some benefits are subject to change due to job status

We celebrate, support, and thrive on our differences for the benefit of our employees, our patients, and the communities we serve.

We are neighbors caring for neighbors, and our goal is always to help those we serve get well, feel well, and stay well.

EOE

Criminal Background Checks
VA State Police
3rd party Background Check

FLSA Classification
Exempt

Grade
312

INDD3

Physical Demands
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Performance Improvement Specialist ⚑

▤ Process Improvement   ⎘ PERFO01603

Apply now

Posted: February 27, 2019

Full-Time

Administration
Seattle, WA, USA

Job Details

Description

Purpose:

Neighborcare Health is the largest provider of primary medical and dental care in the Seattle area for low income and uninsured families and individuals, serving our community for almost 50 years. We are currently seeking a Performance Improvement Specialist to play a direct role in organizational process improvement utilizing Lean methods and principles in strategic, functional and operational efforts, including planning for and leading workflow events and spread of best practices across all Neighborcare clinics and business units

Essential Job Functions:

- Promote and teach Lean methodology and tools to organization leaders and front-line staff in the ongoing development of the Lean Management system.
- Collaborates in a multidisciplinary team environment to produce positive outcomes. Works with other organizational resources and key operational leaders in support of strategic improvement activities as they translate into the value stream and functional areas.
- Prepare for and co-facilitate Rapid Process Improvement Workshops including the assessment, planning, design, and sustainment of the work.
- Oversee daily operations and project management of assigned teams: schedule meetings, plan agendas, develop meeting materials, facilitate and lead meeting

discussion, summarize decisions and next steps, assist in communication and deliverable development, develop implementation plans
- Establish key performance indicators, performance targets, and dashboards for performance monitoring
- Collect and analyze data, maintain results and assist in preparing reports to support decision-making and continuous improvement. Is able to translate data into meaningful information, make conclusions, and shape work at the department level.
- Produce reports, ad-hoc analyses, and presentations related to improvement work
- Establishes effective working relationships & manages communications with project sponsors, project oversight group members, process owners & key stakeholders.
- Performs other duties and responsibilities as assigned.

Knowledge, Skills, and Abilities

- Strong project management and facilitation skills
- Knowledge of Lean, Model for Improvement, PDSA and other quality improvement tools and methodologies, with a record of leading successful improvement projects.
- Knowledge of data analytics and visualization
- Excellent written and verbal communication skills
- Ability to develop successful interpersonal and professional relationships with diverse populations.
- Knowledge of ambulatory electronic health records
- Strong organizational skills to prioritize multiple tasks and projects under tight deadlines
- Ability to communicate effectively and respectfully with people of varied racial, educational, and socio-economic backgrounds as well as individuals with disabilities and contagious diseases
- Represent Neighborcare Health's core values with integrity: Social Justice, Cultural Sensitivity, Community, and Excellence
- Willingness and ability to travel to all Neighborcare sites, as needed
- Ability to handle highly confidential and sensitive patient information

Education and Experience

- Bachelor's degree in Business, Health Administration or related field from an accredited college or university required
- Master's degree in Business, Health Administration or related field from an accredited college or university preferred
- Experience with Lean Methodology required
- Valid Washington State driver's license with proof of automobile insurance

Equal Opportunity Employer/Protected Veterans/Individuals with Disabilities

The contractor will not discharge or in any other manner discriminate against employees or applicants because they have inquired about, discussed, or disclosed their own pay or the pay of another employee or applicant. However, employees who have access to the compensation information of other employees or applicants as a part of their essential job functions cannot disclose the pay of other employees or applicants to individuals who do not otherwise have access to compensation information, unless the disclosure is (a) in response to a formal complaint or charge, (b) in furtherance of an investigation, proceeding, hearing, or action, including an investigation conducted by the employer, or (c) consistent with the contractor's legal duty to furnish information.

Powered by UltiPro

Supervisor – Team Coordinator of Patient Registration – Emergency Room: 121381BR

For more than a decade, Modern Healthcare magazine has ranked Sentara Healthcare as one of the nation's top integrated healthcare systems. That's because we're dedicated to growth, innovation and patient safety at more than 300 sites of care in Virginia and northeastern North Carolina, including 12 acute care hospitals.

When you join Sentara in a professional or management role, you become part of a progressive team of business leaders and operational experts. Our organization and our people are highly respected for the knowledge and innovation that we demonstrate each day. Working with us is an opportunity to have a positive influence on our growth and the communities we serve.

Overview

Sentara Martha Jefferson Hospital is hiring a full time Team Coordinator (Supervisor) of Patient Registration in our Emergency Department.

Position Overview

- Supervision of up to 25 employees
- Primary shift is day shift, but supervisory presence is required, at times, during off shifts. A flexible schedule is key!
    - Float in/out during evenings/nights/weekends
    - On call for support/issues during off shifts every three weeks for 7 days

Education

Bachelors Degree
Four (4) years in patient registration may be substituted for Bachelors Degree

Experience

- Administrative – 2 years
- Healthcare – 2 years
- Supervisory – 1 year with a proven track record of:
    - Leading people
    - Ability to connect, facilitate, and influence others
    - Ability to build lasting and caring relationships

Sentara Martha Jefferson Hospital Overview
Located in Charlottesville, Virginia, we are a Magnet status, 176 bed facility featuring all patient friendly private rooms. Since its founding more than 100 years ago, Sentara Martha Jefferson Hospital has constantly evolved to meet the diverse healthcare needs of the patients who trust us with their care. Today, our vision is as clear as it was to our founders. We will continue to set the standard for clinical quality and personalized healthcare services.

Sentara Overview
For more than a decade, Modern Healthcare magazine has ranked Sentara Healthcare as one of the nation's top integrated healthcare systems. That's because we are dedicated to growth, innovation and patient safety at more than 300 sites of care in Virginia and northeastern North Carolina, including 12 acute care hospitals.

Sentara Benefits
As the third largest employer in Virginia, Sentara Healthcare was named by Forbes Magazine as one of America's best large employers. We offer a variety of amenities to our employees, including, but not limited to:

- Medical, Dental, and Vision Insurance
- Paid Annual Leave, Sick Leave
- Flexible Spending Accounts
- Retirement funds with matching contribution
- Supplemental insurance policies, including legal, Life Insurance and AD&D among others
- Work Perks program including discounted movie and theme park tickets among other great deals
- Opportunities for further advancement within our organization

Sentara employees strive to make our communities healthier places to live. We're setting the standard for medical excellence within a vibrant, creative, and highly productive workplace. For information about our employee benefits, please visit: https://www.sentaracareers.com/explore-sentara/benefits/

Join our team! We are committed to quality healthcare, improving health every day, and provide the opportunity for training, development and growth!

Other
Equivalent experience in Registration may be considered in lieu of Bachelors degree.

Responsibilities

The team coordinator for Patient Registration and/or Patient Financial Services is responsible and accountable for the daily operations of one or more areas. Supervises staff including coordinating quality and customer service activities; assisting in the development and monitoring of the department budget; coordinating the purchasing and payroll processes; serving as a technical resource to team members; and performing work assignments as needed to provide appropriate coverage and to mentor/assist staff. Responsible for interviewing, hiring, and developing staff with the goal of developing highly effective work team. Serves as chief retention officer for areas of responsibility.

Qualifications

Education Level

Bachelor's Level Degree – Experience in lieu of education: Yes

Experience

Required: Administrative – 2 years, Healthcare – 2 years, Supervisory – 1 year

Preferred: None, unless noted in the "Other" section below

License

None, unless noted in the "Other" section below

Skills

Required: Communication, Critical Thinking, Mgmt of Staff Resources, Microsoft Office

Preferred: None, unless noted in the "Other" section below

Position Information

Working Title	Health Educator Sr., #CT066 (CRT)
Role Title	Education Support Spec III - 29144
Job Open Date	03/04/2019
Job Close Date **Jobs close at 11:59pm EST/EDT.**	03/09/2019
Job Type Detail Definition	Restricted Full-Time Salaried - Non Faculty- FTS-1R
Is this position funded in whole or in part by the American Recovery & Reinvestment Act (Stimulus Package)?	No
Hiring Range	Negotiable to $43,389
Agency	Dept of Health (601)
Agency Website	Click Here to Apply
Location	Petersburg - 730
Sublocation	
Position Number	CT066
Job Posting Number	1048995
Does this position have telework options?	Yes
Bilingual/Multilingual Skill Requirement/Preference	No
Type of Recruitment Definition	General Public - G
Job Type Definition	Full-Time (Salaried)
Pay Band	04
Job Description	Leads implementation of the CDC DP18-1809: High Obesity Program work plan activities at the Local Health District (LHD) level by partnering with community partners and other key stakeholders.
Minimum Qualifications	Minimum of a Bachelor's degree related to community health, public health, health education or equivalent from an accredited university or college is required. Experience working collaboratively with a wide variety of stakeholders and community organizations to reach limited-resource populations; experience planning and implementing programs; experience as a member and/or leader of health-related community-based coalitions. Demonstrated experience in leading programs that effectively involve people from various cultural, racial, ethnic, socio-economic, or otherwise diverse backgrounds. Demonstrated project management experience. Knowledge of social determinants of health and environmental change strategies to promote health and support and reinforce healthful behaviors.Commitment to contribute to a positive work environment, demonstrate customer

service skills, and collaborate with coworkers on work-related activities that enhance the District's mission and objectives. Ability to be a self-starter, suggest new ideas, and participate in trainings/in-services to maintain knowledge, skills and abilities. Commitment to fostering a team environment and encouraging the same in co-workers by practicing effective communication, building trusting relationships and personifying authentic commitment.

Preferred Qualifications	Master of Public Health, CHES and/or CPH certification
Special Requirements	This is a restricted position, which is solely funded by the CDC DP18-1809: High Obesity Program for a five-year period ending September 29, 2023. The availability of funding is scheduled for review before the grant expiration date and periodically thereafter. Employment is contingent on the continued availability of grant or non-general funds. Required to participate in district events, meetings, emergency operations, etc. May require work during some weekend and/or evening hours. District travel is required; therefore employees must maintain a valid driver's license and adhere to VDH's drive safety policy. Documentation of immunization status must be provided within 10 working days of employment.
Special Instructions to Applicants	VDH accepts only online applications. A completed application, including all previous employment, salary history, and education, must be submitted on-line for consideration. No faxed, mailed, e-mailed applications, resumes or cover letters are accepted. No attachments allowed. VDH is an Equal Opportunity Employer.
Optional Applicant Documents	Resume Cover Letter
Required Applicant Documents	
Contact Information	
Name	Wanda Bradley
Phone	
Fax	
Email:	
Address:	

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Junior Healthcare Business Analyst #AFHC-3288

UNITED STATES - ENGLISH ⌄

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APPLY

📍 VA

POSTING LOCATION
VA077

FUNCTIONAL GROUP
Healthcare

e

hcare Business Analyst

Job Description 🌎 UNITED STATES - ENGLISH ⌄   👤 **Sign In ⌄**

- Use facilitation and modeling techniques to document the current environment in terms of business processes, data, systems, services and technology infrastructure

- Analyze business processes to help understand and manage the current environment, identify gaps, duplications and redundancies and identify opportunities for improvement

- Identify impacts and/or dependencies across the current and future environments

- Work with CMS business owners to define their target goals and propose alternative business solutions

- Develop work plans to reach the target goals

ASRC Federal and its Subsidiaries are Equal Opportunity/Affirmative Action employers. All qualified candidates will receive consideration for employment without regard to race, gender, color, age, sexual orientation, gender identification, national origin, religion, marital status, ancestry, citizenship, disability, protected veteran status or any other factor prohibited by applicable law.

n

11091 SUNSET HILLS RD, RESTON-VA077

Requirements ☆   🌎 UNITED STATES - ENGLISH ⌄   👤 Sign In ⌄

- Bachelor's degree in Healthcare Administration or health-related field or Computer Science; Master's Degree in Healthcare field is a plus

- Experience with mapping processes or work flows using a tool such as Visio

- Ability to translate the business needs into technical solutions

- Two to three years of professional work experience with an understanding of areas such as Medicare and Medicaid

- Ability to collect and analyze information and identify gaps in processes to recommend process improvements and business solutions

- Experience researching via the Internet and ability to create technical documentation to include graphics; ability to edit documents for quality and consistency

City

ASRC FEDERAL
State

Virginia

☆

🌎 UNITED STATES - ENGLISH ∨

👤 Sign In ∨

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Google Terms of Service (https://www.google.com/intl/enUS_US/help/terms_maps.html)

EEO is The Law - click here for more information (http://www1.eeoc.gov/employers/upload/eeoc_self_print_poster.pdf)
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(http://www1.eeoc.gov/employers/upload/eeoc_self_print_poster.pdf)
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of our website or need assistance completing the application process, please contact Mollie Wickless at301-837-
9133 or MoWickless@asrcfederal.com

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Licensing Program Specialist

Position Information

Position Information

Working Title	Licensing Program Specialist
Role Title	Prog Admin Specialist I - 19211
Job Open Date	02/13/2019
Job Close Date	02/20/2019
Open Until Filled	No
Is this position funded in whole or in part by the American Recovery & Reinvestment Act (Stimulus Package)?	No
Hiring Range	$38,000 - $50,000

Agency	Dept of Health Professions (223)
Agency Website	www.dhp.virginia.gov
Location	Henrico - 087
Sublocation	
Position Number	00332
Job Posting Number	1048391
Type of Recruitment	General Public - G
Does this position have telework options?	No
Bilingual/Multilingual Skill Requirement/Preference	No
Job Type	Full-Time (Salaried)
Job Type Detail	Full-Time Salaried - Non-Faculty- FTS-1
Pay Band	04
Job Description	This position provides primary licensure support for the Board of Long-Term Care Administrators and backup support for the Boards of Physical Therapy and Funeral Directors and Embalmers. Maintains a high level of customer service and accurately processes licensing applications and trainee reports. Coordinates and implements audit and review

processes for compliance with continuing education and/or active practice requirements for licensure renewal for three boards. Handles confidential and sensitive information on a routine basis. Collaborates, consults, and corresponds with agency staff, as well as outside agencies and entities.

Minimum Qualifications

• Demonstrated ability to review, analyze, and evaluate applications, education and legal documents, laws and regulations, and technical material to make valid determinations and recommendations.
• Demonstrated ability to communicate effectively orally and in writing, including the ability to prepare official documents, forms, and reports with accuracy and proofread routine correspondence and reports with close attention to detail, grammar and punctuation standards.
• Demonstrated problem solving skills and ability to self-organize and prioritize work flow with minimal supervision in a fast-paced working environment, while working collaboratively with Board and agency staff, the public, and others.
• Proficiency in word processing, spreadsheet, e-mail, and calendar functions; familiarity with data entry and database management system reports, and electronic file maintenance.
• Demonstrated ability to manage paper and electronic files and records.
• High school diploma or equivalent.

Preferred Qualifications

• Completion of college coursework in business, administration, healthcare, or legal fields, or equivalent experience.
• Experience in a regulatory, legal, or healthcare environment, and in working with an agency, board, or similar public body.
• Experience working with confidential documents and sensitive information.

Special Requirements

Conditions of employment for the candidate of choice include: participation in the Commonwealth's direct deposit program, a fingerprint based criminal history check, and completion of computer security training.

Special Instructions to Applicants

State employees who have been affected by Policy 1.3 Layoff and possess a valid Interagency Placement Screening Form (Yellow Card) or a Preferential Hiring Form (Blue Card) must submit the card BEFORE the closing date for this position. The card may be scanned and attached to the application or faxed to (804) 527-4446. Please include your name and the position number on the fax cover sheet.

The Dept. of Health Professions does not accept "See Resume" as a response to any question. Resumes and cover letters may be attached to the online application, but are not accepted in lieu of a completed application, nor should they be referenced in the body of the application in place of a complete answer. Information on the application is the primary source used for screening the position. Failure to complete any section of the application may disqualify the application for further consideration. Applications should include complete work history, including periods of unemployment if applicable. INCOMPLETE APPLICATIONS WILL NOT BE ACCEPTED. Dept. of Health Professions will record information from each new employee's Form I-9 (Employment Eligibility Verification) into the Federal E-Verify system to confirm identity and work authorization. AMERICORPS, PEACE CORPS, AND OTHER NATIONAL SERVICE ALUMNI ARE ENCOURAGED TO APPLY.

DHP is pleased to be exclusively accepting employment applications using the on-line employment system managed by the Department of Human Resource Management. Please view the link below to submit your completed state application for consideration. If you have any questions concerning the application process or experience difficulty accessing the website, please feel free to contact Human Resources at 367-4410. https://virginiajobs.peopleadmin.com/

The Department of Health Professions has a Web presence on the Internet. Please access agency employment opportunities at: www.dhp.virginia.gov.

EOE

Contact Information

Name	Sharon Williams
Phone	804-367-4410
Fax	
Email	
Address	9960 Mayland Drive, Suite 300 Henrico, Virginia 23233

Posting Specific Questions

Required fields are indicated with an asterisk (*).

1. * Do you have an Interagency Placement Screening Form (Yellow Form) as issued under Policy 1.30 Layoff? (Commonwealth of Virginia Employees Only);

   - Yes
   - No
   - Not Applicable

2. * Do you have a Preferential Hiring Form (Blue Form) as issued under Policy 1.30 Layoff? (Commonwealth of Virginia Employees Only)

   - Yes
   - No
   - Not Applicable

3. * How did you find this employment opportunity?

   - State Recruitment Management System (RMS)

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MEDICAL ADMINISTRATIVE ASSISTANT- CARDIOLOGY
AT THE GW MEDICAL FACULTY ASSOCIATES

APPLY

Date Posted: 1/29/2019

Not ready to Apply?

Feedback

JOB DESCRIPTION

Essential Duties and Responsibilities include the

following. To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. Other duties may be assigned

MEDICAL ADMINISTRATIVE DUTIES (Internal Medicine and Specialty Divisions)

- Answer and triage phone calls
- Route critical value lab result messages to appropriate physicians.
- Send surgical orders to the PASS unit
- Send procedural orders to Hospital
- Process Hospital Admissions and Transfusions
- Complete orders for Medical Equipment/Supplies
- Complete medical forms/lab slips
- Communicate with outside PCP's and Specialists
- Arrange transfer of patients from other hospitals (call admissions for bed, pre-certify, coordinate with other hospital)
- Type letters/procedural reports
- Complete referrals
- Mail out all clinical correspondence for physician(s)
- Maintain a disclosure log of medical documents mailed or faxed via Touchworks to

Feedback

referring physicians

- Cover for other Divisions/Medical Admin Assts when necessary
- Support Division Fellows & NP/PA, Residents/Interns (Internal Medicine) where applicable
- Other miscellaneous duties (emergency medical records requests, etc.)
- Take patient complaints
- Troubleshoot patient issues

Touchworks/IDX/Touch Chart

- Manage Call In/Rejected Rx task list
- Prioritize and complete all tasks with documentation if necessary reassign appropriately
- Task or fax procedural reports, labs & reports to referring physicians
- Check Physician task list and process messages if necessary (POL)
- Check print/fax queue for assigned division

Qualifications

The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the

essential functions.

Education

- Associate's or Bachelor's degree is necessary; knowledge of medical terminology preferred. Basic knowledge of Microsoft Word and Excel required.

Experience

- Medical administrative and scheduling experience in a healthcare environment preferred. Experience working with patient records, scheduling in a clinical setting, as well as familiarity with medical insurance a plus.

APPLY

Not ready to Apply?

Feedback

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**Academic and Health Affairs Committee
of the Board of Visitors
May 10, 2019**

**Research and Innovation Update by
Srirama Rao, Vice President of Research and
Innovation**

Quest 2025 vision

As a preeminent national, urban public university and academic health center, VCU will be distinguished by its commitments to inclusion, access, *and* excellence; innovative and transformative learning; impactful research, exceptional patient care, and beneficial community impact.

Research Goal: "National PROMINENCE"

VCU

Perspectives of the new Vice President for Research and Innovation…

…seeking input and feedback

VCU

VCU Research Metrics and Highlights

FY2018 VCU Sponsored Program Awards
by source and units

Funding by Unit

Arts (includes VCUQ) $39,998,751
Humanities & Sciences $16,267,154
Education $25,967,646
Engineering $18,158,987
Pharmacy $6,826,616
Dentistry $6,313,187
Health Professions $2,657,406
Nursing $1,007,637
Social Work $835,076
Business $30,250
Medicine $138,612,106
Other $13,809,940
Wilder School $537,968

Funding by Purpose

Clinical Trial, 11.0%
Clinical Research, 4.9%
Training, 11.4%
Research, 47.9%
Other, 23.5%
Equipment, 0.1%
Outreach, 0.4%
Fellowship, 0.7%

FY 2018: $271,022,724

VCU

#67 Nationally by NSF* in total R&D expenditures by public universities in 2017

#54 Nationally by NSF* in federal R&D expenditures by public universities for 2017

#24, 26, 60 Pharmacy, Dentistry, and Medical school nationally in NIH awards received in 2018 (Blue Ridge Ranking^)

#33 University nationally in neuroscience NIH awards received in 2018

#15 University nationally in addiction NIH awards received in 2018

- Many top 50 ranked grad programs

- One of only 43 universities nationwide with both **NCI-designated cancer center** and **Clinical & Translational Science Award**
- **Community Engaged Research:** One of only 54 universities to be designated by the Carnegie Foundation as "Community Engaged" with "Very High Research Activity."

*NSF ranking out of 400 public universities,
^Blue Ridge Ranking (NIH funding): Medicine 60/147, Dentistry 26/50, Pharmacy: 24/92

VCU

Technology and Commercialization: licensing, patents, royalties, and startups

FY 2018:

135
invention disclosures

155
patents filed

30
patents issued

$2.7 M
in licensing revenue

In the past 10 years:

$22M
Licensing/royalty revenue

2
Selected as best university start-ups

$64M
In equity funding

6
Products to market

Start-ups:

30
Start-ups in 10 years

4
Start-ups in 2016-17

4
Start-ups in 2017-18

12
Start-ups in 2018-19

Innovation Gateway: a conduit for proof-of-concept, product development and out-licensing
VCU Ventures: a new focus on start-ups

VCU Office of Research and Innovation

Advance ground-breaking and transformative research to be

"locally relevant, nationally prominent and globally recognized"

VCU

QUEST 2025 - VCU Research and National Prominence: Current and Future Priorities

- Neuroscience (pain and addiction)
- Cancer/cardiovascular and GI
- Drug discovery, development and delivery
- Microbiome, OMICS and data analytics
- New therapies and vaccines
- Children's and women's health

Understanding the basis of life disease and promoting well being of people

Enriching the ecosystem via environment and data science

- Clear air and water
- Conservation biology
- Nanoscience
- Ecology and evolution
- Renewable energy
- Environmental habitat (aquatic and terrestrial)
- Data science

- Pharmaceutical, material, nanomedicine and biomedical engineering
- Cyber-science research
- Artificial intelligence and supercomputing
- Big data and informatics
- Nuclear engineering and physics
- Renewable energy

Enhancing human life through innovation in engineering, arts and social sciences

Addressing social disparities, justice and equity through humanities and the arts

- Equity, social justice and disparity
- Sustainability
- Policy and education
- Community engagement
- Early childhood and nutrition
- Visual reality, arts, communication, and design

Nexus of arts, humanities, engineering, and medicine

VCU Research: Ongoing Priorities and New Initiatives

1. Develop a strategic "implementation plan" for research across VCU
2. Monroe Park Campus Research Initiative
   - Greater community based research, engagement leading to social outcomes
   - Cyber initiative, data science, life science, arts, and engineering
3. MCV – Academic Health Sciences Research
   - Comprehensive cancer status for MCC
   - Transdisciplinary Neuroscience Initiative
   - Focus on research that will integrate "Academic Health Center" leading to national prominence
4. One VCU Clinical Research: integration of "VCU and VCU Health Systems" to increase and advance clinical trials and clinical research
5. Health Innovation Consortium: $7M funding opportunity

Research Infrastructure and Resources

- Institutes and Centers and Core Resources:
  - Developing new policy and guidelines for financial support
  - Developing a business-driven model
  - Goal: Lead to innovative research and increased funding at VCU

- Increasing submission of large, multi-PI grants
  - Developing program and staff to assist colleges, schools, and faculty

- Goal: increase dedicated faculty effort for research

- Goal: facilitate "faculty entrepreneurship development" sabbatical, increase student engagement in technology & commercialization and research

VCU Research - National Prominence Aspirational Goals

1. Top 25 Urban Research University (federal funding)
2. Top 50 Public Research Universities (federal funding)
3. $300M in R&D funding by 2021 (all R&D)
4. Increase FACR funding - $50M by 2022
5. Increase licensing and royalty revenue by 10-20% annually
6. Increase the number of top 50 ranked research programs
7. Increase student engagement in research and technology development 5-10% annually

Areas of Opportunity

- **Culture:** Shift to a culture of interdisciplinary collaboration and cross-functional teamwork

- **Financial Resources:** Secure sufficient funding and incremental investments to achieve aspirations and
  - Developing funding mechanisms to enhance collaboration and multi-investigator interdisplinary projects and funding vehicles

- **Faculty development:** Identify and recruit key faculty who will increase the breadth and depth of research and pursue team science based grants such as NIH -funded program project grants and specialized programs of research excellence

VCU

Areas of Opportunity

- **Infrastructure**: Build and support key infrastructure, including shared resources and staffing, continue providing leadership planning and succession planning for centers

- **Student and Trainee Engagement**: Further develop undergraduate research and postdoctoral programs

- **Integration:** Continued focus on branding and clinical partnership (VCU and VCUHS) and integration across VCU schools and colleges

- **Reach:** Expand research programs to Richmond, statewide and beyond - , including expanding research focus on underrepresented minorities (health, behavior, community engagement, and social)

A multidisciplinary team of VCU students designed a high-speed vehicle prototype and were one of only 18 teams worldwide to advance to the finals of Elon Musk's SpaceX 2018 Hyperloop Pod Competition.

WHAT MAKES VCU ONE OF VIRGINIA'S PREMIER RESEARCH UNIVERSITIES?

From record research awards to rising six-year graduation rates to top honors in quality care, we are one of the nation's top urban, public research universities. We are proud to dedicate ourselves to the success of Virginia's students and citizens through nationally ranked programs, research and scholarly productivity, health care and engagement with the communities we serve. **Visit vcu.edu.**

31,076	**86%**	**43%**	**29%**	**23%**	**15%**
students enrolled	Virginia residents	minority populations*	underserved populations	in STEM programs	in health care programs

OUR STUDENTS

* Minority populations include race or ethnicities of American Indian or Alaska Native, Black or African American, Hispanic or Latino, Hawaiian/Pacific Islander, or two or more races (multiracial) that consists of at least one of the ethnic/racial groups mentioned above.

- In 2017-18, there was nearly $89.5 million in total unmet need of Virginia Pell-eligible students. Despite being a high-risk group, these students graduate at nearly the same rate as students who do not receive Pell grants.

- One-third of incoming freshmen are first-generation college students.

- In a seven-year span, the overall four-year graduation rate increased from 34 percent to 44.4 percent, and the six-year graduation rate from 57 percent to 67.4 percent. These increases were the highest among major public research institutions in Virginia, and our students from underrepresented groups experienced the most dramatic increase in graduation rates.

- VCU graduates more African-American students than any other university in Virginia and has nearly closed the graduation gap for Latino and African-American students.

OUR RESEARCH AND INNOVATION

Top 3
Virginia research university

$271 million
sponsored awards

Top 100
NSF research university

- The first Virginia university to receive the $21.5 million clinical and translational science award from the National Institutes of Health to turn laboratory discoveries into clinical treatments for patients
- Awarded $25 million from the Bill and Melinda Gates Foundation to increase access — through pharmaceutical engineering — to lifesaving medications
- No. 14 nationally for addiction studies research, National Institutes of Health
- No. 32 nationally for neuroscience research, National Institutes of Health
- Interdisciplinary research strengths in neuroscience; cancer; substance abuse and addiction; the human microbiome; nanoscience and nanotechnology

#1
hospital in Richmond region

1,081
total licensed beds

12
Beacon designations

762
residents in training

VCU HEALTH

- Virginia's largest safety-net provider, the region's only full-service children's hospital and Virginia's only comprehensive Level 1 trauma center verified in adult, pediatric and burn trauma care
- Massey Cancer Center is one of only two National Cancer Institute-designated cancer centers in Virginia and is home to the state's largest, most complete bone marrow transplant program
- First medical school in Virginia to adopt the Centers for Disease Control and Prevention's new opioid prescription guidelines into its curriculum
- Collaborating with Veterans Affairs in the areas of traumatic brain injury, cirrhosis treatment and Parkinson's disease
- Serving 220,000 members, Virginia Premier is the first and only university-based, nonprofit managed care organization in the commonwealth

$6 billion
economic impact as Richmond's largest employer

1.3 million
hours of service by students equaling $30 million in volunteer work

65%
of the 193,724 alumni live in Virginia

$2 million+
raised in investment and revenue by student startups

VCU'S IMPACT

- VCU and VCU Health is Richmond's largest employer (22,888)
- For every dollar that VCU spends in the commonwealth, Virginia experiences a total economic impact of $3.20
- VCU researchers filed 155 patents, with 30 issued; earned $2.7 million in licensing revenues
- 18 student-run businesses formed in FY 2018
- More than 50% of students surveyed said they were involved in entrepreneurial or innovation activities; 15% started companies while at VCU
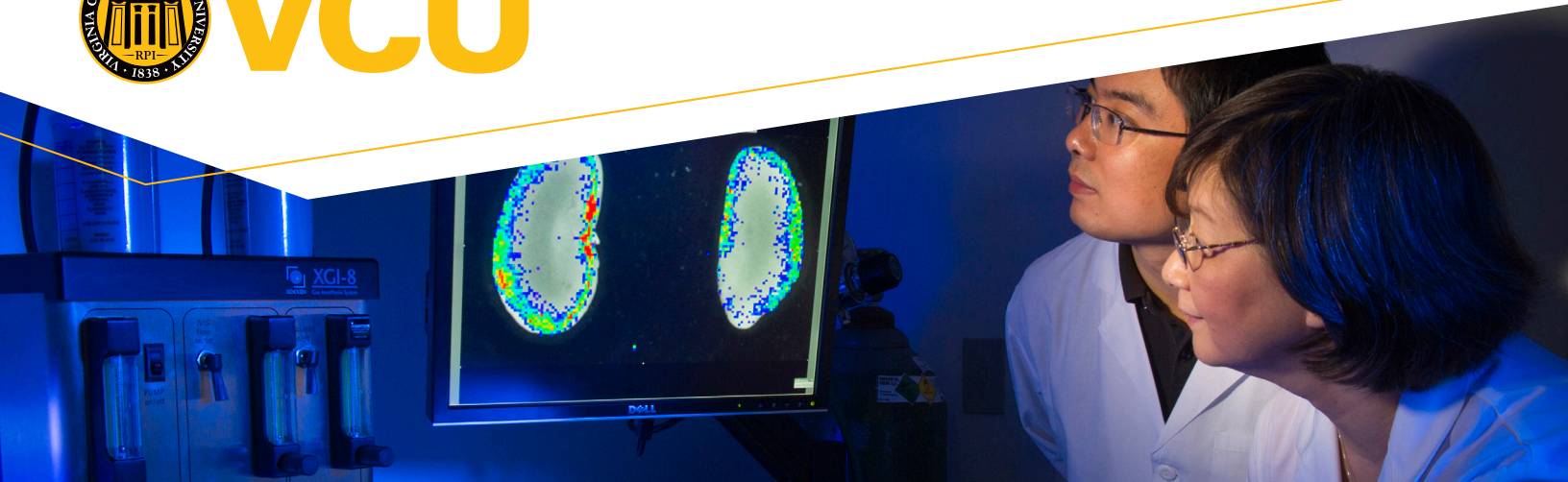
ADDICTION RESEARCH AT VCU

Virginia Commonwealth University researchers, educators and physicians are well-recognized leaders in the field of addiction studies, as they have contributed for decades to the scientific knowledge of the abuse potential of many classes of drugs, including opioids, cannabinoids, nicotine and alcohol. Historically, VCU has maintained the longest-standing National Institute on Drug Abuse-funded pre- and post-doctoral training grant in the country. The grant, Training in the Pharmacology of Abused Drugs, has been continually funded by the NIDA for the past 45 years. In the past year, VCU was the highest-ranked institution in Virginia in terms of addiction-focused and neuroscience-focused research funding from the National Institutes of Health, continuing a distinguished history of leadership in the field of addiction research.

OUR RESEARCH VOLUME

VCU received 227 awards from the NIH in FY 2017, totaling $77.3 million.
- Majority of VCU's extramural funding in FY 2017 came from federal sources ($153 million)

The majority of NIH funding awarded to VCU in FY 2017 came from the National Institute on Drug Abuse. VCU received 39 NIDA research grants in FY 2017.
- VCU ranked **ninth in the country** in funding from the NIDA and the National Institutes on Alcohol Abuse and Alcoholism
- **Highest-ranked institution in Virginia** in terms of addiction-focused research funding from NIH

VCU leads Virginia in neurological disorder research, with cutting-edge studies of Parkinson's disease and traumatic brain injury, as well as addiction.
- **Highest-ranked institution in Virginia** in terms of neuroscience-focused research funding from the NIH
- **35th highest-ranked institution in the country** in this category
- Received **nearly $30 million** in combined research from the NIDA, the NIAAA, the National Institute of Mental Health and the National Institute of Neurological Disorders and Stroke, totaling **85 research grants** from those institutions in FY 2017

VCU School of Medicine accounts for almost half of VCU's sponsored research awards and contributes 87 percent of the university's NIH funding.
- School has seen a nearly **40 percent** increase in the number of grants submitted to NIH

OUR RESEARCH AND INNOVATION

Top 3
Virginia research university

$275 million
sponsored awards

Top 100
NSF research university

PRE-CLINICAL RESEARCH

- In the summer of 2017, Yan Zhang, Ph.D., a medicinal chemistry professor at the VCU School of Pharmacy, received a **$2.72 million NIDA grant to develop therapeutics** to combat neural HIV and opioid addiction.
- Preclinical faculty at VCU have earned continued support from the U.S. State Department to educate public policy scholars from around the world who are responsible for drug abuse policy in their country.

CLINICAL RESEARCH

- VCU Medical Center has seen year-over-year increases in emergency department visits due to opioid overdoses. In 2017, VCU Medical Center providers **treated 657 overdose cases**.
- VCU is leading an industry-academic clinical trial funded by Virginia Catalyst and Richmond-based pharmaceutical company Indivior to test a once-monthly injectable formulation of buprenorphine for the treatment of moderate-to-severe opioid use disorder. VCU will test innovative methods to prevent repeat opioid overdose by recruiting patients into treatment immediately after they recover from an overdose.
- In May, VCU was awarded a **$21.5 million NIH Clinical and Translational Science Award** to promote and expand research and **improve access for Virginians to cutting-edge treatments for diseases, including addiction**. It was the largest NIH grant ever awarded to VCU.

COMMUNITY TREATMENT

- In April 2017, VCU Health opened the Multidisciplinary Outpatient Addiction Treatment Clinic. The clinic currently has **more than 1,000 visits a month** and has served more than 500 patients.
- In November 2017, VCU launched a new addiction studies program that weaves the latest translational research in addiction studies into a wide selection of interdisciplinary, interactive and evidence-based course offerings.
- VCU faculty, along with scholars at King's College London and the University of Adelaide in Australia, offer the only online graduate program in addiction science available in the world.
- Between 2016 and 2017, Virginia Premier reduced opioid prescription utilization across the Commonwealth by nearly 30 percent. At the insurer's patient-centered medical home in Roanoke, Virginia, opioid prescriptions were reduced by more than 50 percent, and buprenorphine prescriptions increased by more than 1,500 percent.

FY 2018 Research Highlights

FY 2018 marks a productive year in external funding at Virginia Commonwealth University. Combined awards for sponsored programs and gifts directed towards research activity totaled more than $271 million in FY 2018. VCU's ongoing commitments to interdisciplinary approaches, faculty expertise, and the University's investment in research infrastructure have translated into record levels of sponsored program awards for eight out of the past ten years.

- VCU has been ranked as a top 100 research university based on federal research expenditures by the National Science Foundation (NSF) for six consecutive years. We are currently ranked 97th nationally in total R&D expenditures and 81st in federal R & D expenditures.

- The Carnegie Foundation has designated VCU as a Doctoral University: Highest Research Activity, the highest ranking afforded by the Foundation. Carnegie also placed the University in the status category of Community Engaged, making it among just 56 public research institutions that enjoy both accolades.

- VCU has 36 research-related institutes and centers, including the highly-regarded Virginia Institute for Psychiatric and Behavioral Genetics, Institute for Drug and Alcohol Studies, the C. Kenneth and Dianne Wright Center for Clinical and Translational Research and the VCU Massey Cancer Center, which has just renewed its National Cancer Institute designation for the 43rd year.

- The majority of VCU's extramural funding in FY 2018 came from federal sources ($141 million). In addition to funding from the National Institutes of Health ($78.9 million), there was a significant number of federal, non-NIH awards (44% of total federal awards). Funding from the National Science Foundation and the Departments of Education, Justice and Defense illustrates the breadth, depth and competitiveness of VCU's research enterprise. Private awards to VCU totaled more than $61 million.

- VCU's research excellence is buoyed by the commitment to interdisciplinary approaches, with particular strengths in the areas of neuroscience; cancer; substance abuse and addiction, the human microbiome; and nanoscience, nanomedicine, and nanotechnology.

- VCU holds four active National Institutes of Health-funded research training grants aimed at increasing the University's potential to make a positive impact on the number of underrepresented minority biomedical research scientists.

- In FY 2018 VCU researchers filed 185 patents, with 30 issued. VCU also received $2.7 million in licensing revenues. VCU's Innovation Gateway is instrumental in helping VCU to build strategic industry collaborations and regional partnerships. VCU Ventures supports entrepreneurship and new venture creation.

- In addition, FY 2018 saw the renewal of VCU's Clinical and Translational Science Award (CTSA) through NIH's National Center for Advancing Translational Sciences (NCATS) that was awarded to VCU's C. Kenneth and Dianne Wright Center for Clinical and Translational Research. This $21.5 million award is the largest NIH grant ever awarded to VCU and will allow the center to support clinical research, integrate research and clinical practice and provide training to develop the clinical research workforce.

VCU Sponsored Program Awards FY 2008-2018

FY 2018 Total Awards: $271,022,724

Fiscal Year	Awards ($M)
2008	$224
2009	$230
2010	$255
2011	$256
2012	$260
2013	$248
2014	$262
2015	$270
2016	$271
2017	$275
2018	$271
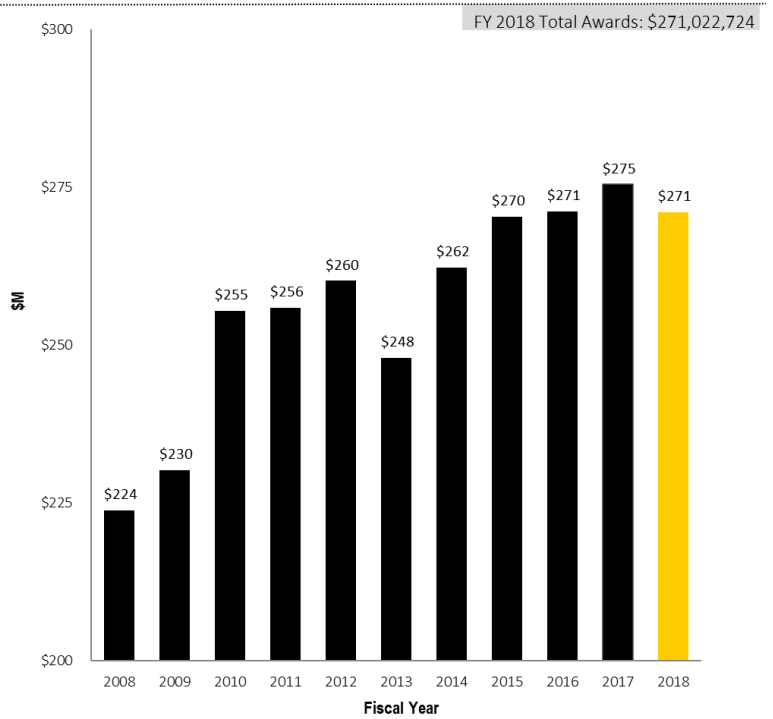
VCU Sponsored Program Awards by Source FY 2018

FY 2018 Total Awards: $271,022,724

- Federal $140,901,185
- Other $71,507,577
- State $28,890,563
- Industry $29,723,396

Source of FY 2018 Federal Awards
NIH: $78.9M (56%)
Fed., Non-NIH: $72.0M (44%)
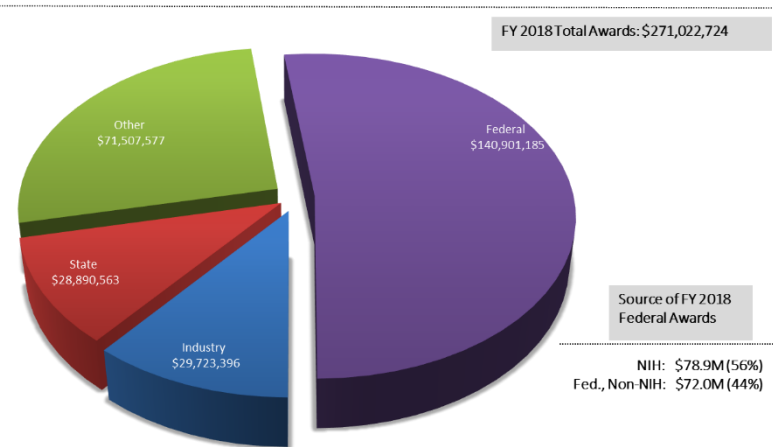
Bringing Ideas to Life

18

VCU Innovation Gateway
Office of Research and Innovation

Bringing *Ideas to Life*

18

Annual Report

Mission

To facilitate commercialization of university inventions for the benefit of the public; to foster a culture of innovation at the university; and to promote new venture creation.

LinkedIN: VCU Innovation Gateway

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Twitter: @VCUInnovation

COVER PHOTO: *OLFACTORY SENSOR*
Design: BN Design & Advertising
Photography: Karl Steinbrenner

Dear Colleagues and Friends,

We are excited to share with you VCU Innovation Gateway's thriving year 2018. This year, we secured 30 issued patents, a record number with 8 more than 2017 and 13 more than 2016. Royalties and other licensing revenues continued to grow at a steady pace. We helped inventors secure over $1.6 million in proof-of-concept funding to bring inventions a step closer to market, nearly doubling the funding earned in 2017. We also helped researchers secure over $600,000 in license-related sponsored research, tripling the amount from 2017.

We are proud to report several regulatory milestones achieved by our licensees: a medical device based on a hemostatic technology invented at VCU received FDA clearance and was introduced into the U.S. market, and two new therapeutic candidates have entered Phase II clinical trials.

The VCU Quest Commercialization Fund has delivered outstanding outcomes in its third year, attracting over $5.5 million in follow-on funding from federal, state and industry sources; three option and license agreements executed; three new start-ups based on funded technologies; and one product in test manufacturing by a local company. Given the total investment of $900,000 across 30 funded projects, these results represent an impressive return on investment.

In the past year, we have signed 18 licenses and options with another 10 pending completion. Four start-ups were launched based on VCU licensed inventions. One VCU start-up company, Polymer Exploration Group, was selected by the National Council of Entrepreneurial Tech Transfer (NCET2) to present at the University Start-ups Demo Day—the second VCU start-up to be selected. Over the past decade, Innovation Gateway has spun off more than 30 start-ups based on faculty inventions. These new companies have gained more than $64 million in equity funding and have brought six products to market. We are very excited to collaborate with our newly established partner, VCU Ventures, to build on this success in the future.

Another notable achievement was the induction of Dr. Paul Fisher, Professor in the Department of Human and Molecular Genetics, Director of the VCU Institute of Molecular Medicine and the Thelma Newmeyer Corman Chair in Cancer Research at VCU Massey Cancer Center, as a Fellow of the National Academy of Inventors (NAI) in 2018. He is now the second NAI Fellow at VCU, joining Dean Barbara Boyan. Innovation Gateway has also launched a local chapter of the NAI to recognize and celebrate VCU inventors. More than thirty inventors, each with two or more issued U.S. patents, were inducted as inaugural members of the local chapter by the NAI Executive Director in the spring of 2018.

Innovation Gateway has also grown as a mission-focused operation. We have expanded capacities in our core functions of IP management, evaluation, protection, marketing, de-risking and licensing of inventions, federal and license compliance, and industry engagement. Innovation Gateway continues to position itself to better serve VCU's growing needs as it focuses on facilitating innovation and the commercialization of translational and cross-disciplinary research. I hope that you will follow our new initiatives for streamlining licensing to industry and start-ups with business-friendly templates, pre-set terms for predictable licensing, one-click copyright licenses and express licenses for start-ups. These efforts will not only help enhance commercialization but also create a business-friendly image for VCU, to build strong and successful relationships with industry, investors and the regional innovation partners.

With sincere gratitude,

P. Srirama Rao, Ph.D.
Vice President for Research and Innovation

Ivelina Metcheva, Ph.D., MBA
Senior Executive Director
VCU Innovation Gateway

VCU PATENTS

134 Invention Disclosures

18 Options/Licenses

4 Start-Ups

155 Patents Filed

30 Patents Issued

8 Copyrights Filed

62 Industry Engagements

2.7 Million Licensing Revenue

VCU START-UPS IN THE PAST 10 YEARS

30 Start-Ups

2 "Best University Startups"

$64m Equity Funding

6 Products to Market

Distribution of Invention Disclosures

24	College of Humanities and Sciences
3	College of Health Professions
4	School of Business
5	School of Dentistry
1	School of Education
43	College of Engineering
53	School of Medicine
1	School of Nursing
15	School of Pharmacy
1	School of Social Work
2	Office of Research
1	Da Vinci Center
3	VCU Health System

DEPARTMENTS WITH TEN OR MORE INVENTION DISCLOSURES

- 14 Medicinal Chemistry
- 12 Chemistry
- 12 Electrical/Computer Engineering
- 12 Computer Engineering
- 12 Chemical/Life Science Engineering
- 10 Mechanical/Nuclear Engineering

DEPARTMENTS WITH FIVE TO NINE INVENTION DISCLOSURES

- 9 Internal Medicine
- 8 Surgery
- 7 Microbiology/Immunology
- 7 Human and Molecular Genetics
- 6 Biomedical Engineering
- 5 Biochemistry
- 5 Forensic Science
- 5 Physiology

6/19/18 — Patent No. 10,000,453

B. Frank Gupton, Ph.D., Keith Ellis, Ph.D.
Chelation Directed C-H Activation Reactions Catalyzed by Solid-Supported Palladium(II) Catalysts

4/17/18 — Patent No. 9,945,851

Jason Carlyon, Ph.D.
OMPA in vaccine compositions and as diagnostic targets

2/6/18 — Patent No. 9,884,936

Dwight Williams, Yan Zhang, Ph.D.
2- Substituted-5-Hydroxy-4H-chromen-4-ones as novel ligands for the Serotonin receptor 2B (5-HT2B)

9/19/17 — Patent No. 9,765,017

Jurgen Venitz, Ph.D., Kevin Ward, Ph.D., Martin Mangino, Ph.D., Martin Safo, Ph.D., Mohini Ghatge, Ph.D., Richmond Danso-Danquah, Ph.D.
Allosteric Hemoglobin Modifiers with Nitric Oxide Releasing Moiety

2/9/18 — Patent No. ZL 201610412359.9

Shunlin Ren, Ph.D.
A Novel Cholesterol Metabolite, 5-Cholesten, 3-,25-diol, Disulfate (25HCDS) for Therapy of Metabolic Disorders, Hyperlipidemia, Diabetes, Fat Liver Diseases, and Atherosclerosis

8/22/17 — Patent No. 9,738,605

Shijun Zhang, Ph.D.
Hybrid Compounds of Curcumin and Melatonin as Neuroprotectants for Neurodegenerative Disorders

12/26/17 — Patent No. 9,850,221

Bhaumik Patel, M.D., Nirmita Patel, M.D., Rajesh Karuturi, M.D., Umesh Desai, Ph.D.
Sulfated and Unsulfated Flavonoid Oligomers as Cancer Therapeutics

3/27/18 — Patent No. 9,926,589

Andrey Mikheykin, Ph.D., Jason Reed, Ph.D.
Identification and Quantification of Multiple Nucleic Acid Targets in Complex Mixtures

4/17/18 — Patent No. 9,944,597

Ashutosh Tripathi, Ph.D., Chenxiao Da, Glen Kellogg, Ph.D.
Polysubstituted Pyrroles Having Microtubule-Disrupting Cytotoxic and Antitumor Activities and Methods of Use Thereof

4/3/18 — Patent No. 9,931,125

Kevin Ward, Ph.D.
Device for control of difficult to compress hemorrhage

4/24/18 — Patent No. 9,951,020

B. Frank Gupton, Ph.D.
Methods of making 2-Halonicotinonitriles

11/22/17 — Patent No. 30030222

Devanand Sarkar, Ph.D., Jolene Windle, Ph.D., Paul Fisher, Ph.D., Siddik Sarkar, Ph.D., Swadesh Das, Ph.D.
Use of a truncated CCN1 Promoter for cancer diagnostics, therapeutics and theranostics

10/18/17 — Patent No. 3004872

Devanand Sarkar, Ph.D., Michelle Menezes, Ph.D., Paul Fisher, Ph.D. , Swadesh Das, Ph.D.
MDA-9/Syntenin Promoter to Image and Treat Metastatic Cancer Cells

9/19/17 — Patent No. D797,944

Gauri Gulati, M.D., Kristina Bonovitch, Lisa Rettig, Sharon Brinkley
Hands Free Breastfeeding Aid

7/11/17 — Patent No. 9,701,985

Devanand Sarkar, Ph.D., Michelle Menezes, Ph.D., Paul Fisher, Ph.D., Swadesh Das, Ph.D.
MDA-9/Syntenin Promoter to Image and Treat Metastatic Cancer Cells

9/5/17 — Patent No. 9,750,823

Devanand Sarkar, Ph.D., Jolene Windle, Ph.D., Paul Fisher, Ph.D., Siddik Sarkar, Ph.D., Swadesh Das, Ph.D.
Use of Truncated CCN1 Promoter for Cancer Diagnostics, Therapeutics, and Theranostics

6/12/18 — Patent No. 9,994,865

Devanand Sarkar, Ph.D., Mitchell Menezes, Ph.D., Paul Fisher, Ph.D., Swadesh Das, Ph.D.
PEG-Prom Mediated Surface Expression of Avidin/Streptavidin

4/24/18 — Patent No. 9,951,114

Devanand Sarkar, Ph.D., Luni Emdad, Ph.D., Paul Fisher, Ph.D., Praveen Bhoopathi, Ph.D., Swadesh Das, Ph.D., Upneet Sokhi, Ph.D.
Recombinant Cancer Therapeutic Cytokine

10/3/17 — Patent No. 9,777,123

Akul Mehta, Jay Thakkar, Ph.D., Umesh Desai, Ph.D.
Sulfated Beta-O4 Low Molecular Weight Lignins

9/26/17 — Patent No. 9,771,400

Nicholas Kurland, Ph.D., Vamsi Yadavalli, Ph.D.
Photoactive Silk protein and fabrication of silk protein structures using photolithography

4/17/18 — Patent No. 9,943,347

Brian Smith, Jacob Park, Jennifer Wayne, Ph.D. Robert Adelaar, Ph.D.
Medial Column (MECO) Fixation Device, Method, and System

11/21/17 — Patent No. 9,822,154

Xaiofei Yu, Ph.D., Xiang-yang Wang, Ph.D.
Immune Modulator for Immunotherapy and Vaccine Formulation

9/12/17 — Patent No. 9,758,459

Rami Al Horani, Ph.D., Umesh Desai, Ph.D.
Allosteric Modulators of Factors XIa as Anticoagulant Agents

5/1/18 — Patent No. 9,957,567

Janette McAllister, Ph.D., Jerome Strauss. M.D., Ph.D.
Compositions and Methods Relating to DENND1A

9/26/17 — Patent No. 9,773,594

Ahmed Farghaly, Ph.D., Everett Carpenter, Ph.D., Kyler Carroll, Ph.D., Massimo Bertino, Ph.D., Meichun Qian, Ph.D., Shiv Khanna, Ph.D., Zachary Huba
Non-Rare Earth Magnetic Nanoparticles

11/1/17 — Patent No. 9,480,439

Ashwin Belle, Ph.D., Jie Wu, Ph.D., Kayvan Najarian, Ph.D., Kevin Ward, Ph.D., Rosalyn Hargraves, Ph.D.
Segmentation and Fracture Detection in CT Images

1/18/18 — Patent No. 2013246435

Shunlin Ren, Ph.D.
A Novel Cholesterol Metabolite, 5-Cholesten, 3-,25-diol, Disulfate (25HCDS) for Therapy of Metabolic Disorders, Hyperlipidemia, Diabetes, Fat Liver Diseases, and Atherosclerosis

9/19/17 — Patent No. 9,768,355

M Samy El-Shall, Ph.D., Saud Al-Resayes, Ph.D. , Victor Abdelsayed, Zeid Abdullah Alothman
Production of Graphene and Nanoparticle Catalysts Supported on Graphene Using Laser Radiation

11/21/17 — Patent No. 9,821,084

Robert Diegelmann, Ph.D., Kevin Ward, Ph.D., Marcus Carr, Ph.D., Gary Bowlin, Ph.D.
Mineral technologies (MT) for acute hemostasis and for the treatment of acute wounds and chronic ulcers

8/1/17 — Patent No. 2,631,733

Richard Marconi, Ph.D., Christopher Earnhart, Ph.D.
Polyvalent chimeric OspC vaccinogen and diagnostic antigen

Fresh Perspective

The Innovation Gateway team sat down with P. Srirama Rao, Ph.D., VCU's new vice president for research and innovation, to discuss his vision and agenda for innovation and technology transfer at VCU.

He comes to VCU from the University of Minnesota, where he was associate dean for research and professor in the College of Veterinary Medicine, with a joint appointment in the medical school as professor of medicine in the Division of Pulmonary, Allergy, Critical Care and Sleep Medicine. As an entrepreneur, Dr. Rao has co-founded both a pharmaceutical and a medical device company, bringing direct experience in translating technology from scientific discovery to a viable business.

What is your vision for increasing innovation and boosting technology transfer at VCU?

Innovation drives a research-intensive university, and as such VCU has an important role to transform society through the discoveries that we make. We have an obligation to taxpayers and to the community who help us to be who we are, and we aspire to be ever better.

The trend of decreased governmental funding for research presses us to be creative in encouraging new public-private partnerships. We need to create opportunities for our industrial partners to understand that VCU is easy to work with. This hasn't always been historically true for universities. I want to improve our processes for collaborating with partners to show that we can work well with industry, resulting in better, more creative licensing opportunities. We also need to support start-up activities. Start-ups are a vehicle that allows for further maturation of research and technologies that, while transformative, are often early-stage. Whether licensing to industry or a start-up, our goal is to get these innovations to the best partner to develop them further to a point where they can have an impact on society.

We want companies to be interested in partnering with VCU early on, recognizing that our ideas are sharp enough to risk investment. We are also working with faculty to validate and mature their technologies and move them to the next stage of development by providing or facilitating proofs of concept.

Are you planning any specific initiatives that would accelerate bringing VCU inventions from the bench to the public?

My agenda is focused on fast-tracking VCU's discoveries and innovations to the public, improving collaborations with industry partners, and increasing startup activity. We are enhancing technology commercialization through a fourfold effort: streamlining licensing, accelerating IP validation and de-risking, building strong industry and investor relationships, and optimizing communication and marketing.

Streamlining licensing at VCU is a major opportunity. By adopting the best practices of our peers, we have an opportunity to similarly position VCU as a destination university for partnerships. Streamlined licensing includes adopting express licensing templates with investor-friendly terms, express licensing for software, as well as express licensing for our existing technology inventory. We are also rethinking industry engagement by optimizing licensing arrangements for industry-sponsored research. Having business-friendly licensing terms will incentivize more companies to collaborate with and sponsor research at VCU.

We are also growing and optimizing the VCU Commercialization Fund so that it continues to mature early-stage inventions into desirable opportunities for commercialization. Early-stage discoveries are risky business opportunities, there is uncertainty in how the market will react, and uncertainty in how robust a product based on the discovery might be. Proof-of-concept funding, like the VCU Commercialization Fund, serves an important role in reducing business risk to increase the value and desirability of early-stage discoveries. In addition to our own internal fund, we are expanding our efforts that support VCU faculty in seeking external proof-of-concept funding. We will continue to expand our Commercialization Advisory Panel that provides the voice of industry and investors on the value and commercial pathways for our early-stage inventions. Down the road, I'd like to see our Panel expand to become a network of successful alumni, industry experts, investors, and entrepreneurs that can help us bring VCU innovations to the public quicker.

We are also looking to provide VCU students experiential learning opportunities in technology transfer. Besides traditional research in laboratories or in communities, we have a unique opportunity to engage students by leveraging the resources of the VCU da Vinci Center and OVPRI's Innovation Gateway and VCU Ventures. We will focus on cultivating collaborations between these entities to have students participate in market research, customer discovery and market validation. I think in the near future, you'll see student teams pitching start-up concepts based on VCU discoveries at events like Pre-X, Innovation Challenge, and start-up weekends.

P. Srirama Rao, Ph.D.
Vice President for Research and Innovation

The 2018 Billy R. Martin Innovation Award

Inventor of the Year:
Robert F. Diegelmann, Ph.D.

Sometimes inspiration comes in waves, flashes or spurts. For Inventor of the Year, Robert F. Diegelmann, Ph.D., it happens in clumps.

Years ago, while cleaning up after the family cat, Diegelmann couldn't help but notice the litter's clumping properties—specifically the active ingredient that causes it, sodium bentonite. Chasing his curiosity led to an idea for a lightweight dressing packed into major wounds to stop severe bleeding in combat or mass casualty situations. This discovery is credited with saving thousands of lives.

Diegelmann, a professor of biochemistry and molecular biology in the School of Medicine, recently received the university's 2018 Billy R. Martin Innovation Award or his work on this technology and other innovations in wound healing and tissue repair.

At this year VCU Innovates reception, VCU President Michael Rao, Ph.D. praised Diegelmann's distinguished career. "He has made incredible contributions to wound healing and trauma for nearly 50 years, not just the years he has been here at VCU," Rao said.

Out-of-the-box thinking is Diegelmann's specialty. He's listed on nine patent applications and holds four U.S. and three foreign patents. He has also published more than 200 scientific articles and book chapters, two books and serves on the editorial board of the journal Wound Repair and Regeneration.

MICHAEL RAO, PH.D.
ROBERT F. DIEGELMANN, PH.D.
P. SRIRAMA RAO, PH.D.

"Throughout the course of my 47 years here at VCU, I have been very fortunate to have collaborated with many talented colleagues. One in particular, Kevin Ward, MD, Professor of Emergency Medicine, stands out among all of the rest. Kevin is one of the brightest clinical scientists I have ever met. He got me interested in combat Casualty Care, and together we developed state of the art technologies to stop life-threating bleeds. These discoveries have now been translated to the civilian population where they are saving many lives. VCU Innovation Gateway made it all happen! Our research motto has been "simple solutions for complex problems."

Robert F. Diegelmann, Ph.D.
*Professor of Biochemistry
& Molecular Biology
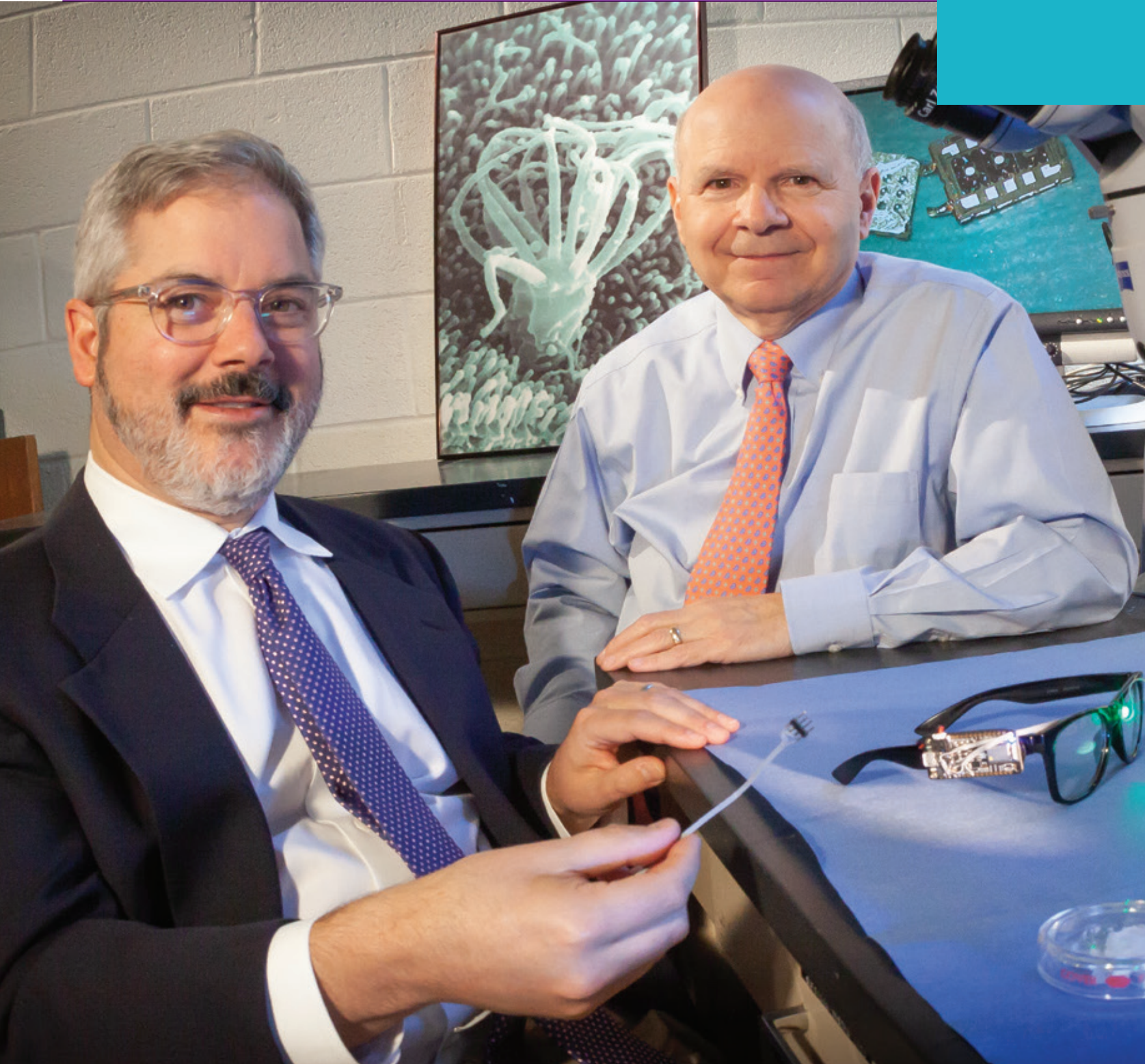Director, Laboratory of Tissue Repair
VCU School of Medicine*

Robert F. Diegelmann, Ph.D.

Daniel H. Coelho, M.D., FACS
G. Douglas Hayden Associate Professor
Department of Otolaryngology
Head and Neck Surgery
School of Medicine

Imagine finally taking time to smell the roses, and there were no scent. Same with the fresh cut grass of a golf course, your favorite perfume, a filet mignon grilled to perfection, the lavender shampoo in a newborn's hair. Nothing. Well, you would likely be one of the 6.3 million Americans experiencing anosmia, or a total loss of smell.

Every whiff we take sets off a wondrous chain of events. Our brains first detect and categorize smells thanks to the central nervous system, which transmits electrical impulses to olfactory receptors in the nasal cavity. This information makes its way to the olfactory bulb at the bottom of the forebrain to higher functioning regions of the brain.

Without the ability to smell, our sense of taste suffers, and many develop emotional side-effects such as issues with self-confidence and depression. Few understand the complexities of anosmia better than Richard Costanzo, Ph.D., of VCU's Smell and Taste Disorders Center, and Daniel Coelho, M.D., associate professor of head and neck surgery in the Department of Otolaryngology and medical director of the VCU Cochlear Implant Center.

Funded by the entrepreneur Scott Moorehead, who lost his sense of smell, the pair looked to the same principal for electrophysiology technology in hearing implants: an external sensor and internal processors. Only their implant sparks select parts of the brain not getting smell transmissions due to injury or disease. Small gas sensors detect odor molecules and send data to a microprocessor that taps electrical signals to stimulate the olfactory bulb. The result, a smell sensation.

"For the first time in over 3 decades of research we may have found a way to restore the sense of smell for millions of patients suffering from anosmia. VCU Innovation Gateway helped us to navigate the pathway from invention disclosure to a patent protected technology."

Richard M. Costanzo, Ph.D.
Professor Emeritus
Department of Physiology and Biophysics
and Department of Otolaryngology
Head and Neck Surgery
School of Medicine

A Forensic Breakthrough

The courts, common sense, and almost every crime show tells us that evidence collection hinges on the quality of recovered DNA at the crime scene. With any luck, the collected data reveal a clear and condemning signature of the suspect. What those shows overlook is that analyzing the same cell sample over and over again can destroy its value, along with the criminal case.

To put it simply, nondestructive cell sampling means better forensics. However, labs everywhere struggle to truly examine a sample without compromising its most crucial, microscopic information. Christopher Ehrhardt, Ph.D., an associate professor in the Department of Forensic Science in the College of Humanities and Sciences, has pioneered a method of taking a much closer look at cellular make-up. Ehrhardt analyzes and reconstructs key attributes of individuals who deposited cells, like their age and sex.

Using a standard benchtop microscope, Ehrhardt takes a snapshot of a cell encased within drops of water. He measures the size, shape and fluorescent properties using software programmed to recognize the cell characteristics.

"This new procedure can be used to identify different cell types in a sample as well as potentially indicate some attributes of the individuals who deposited the cells, like age, sex and so forth," Ehrhardt said. "And the best part is that the procedure is nondestructive. After imaging, the cells can be used to generate a DNA profile. This is really important since many samples have very little biological material, so the more information you can get without consuming the sample, the better."

"Labs will be able to analyze aged or degraded forensic samples in a quick and nondestructive manner — and with much better results."

Christopher Ehrhardt, Ph.D.
Assistant Professor, Department of Forensic Science
College of Humanities and Sciences

Cross-Campus Teamwork and a Whole Lot of Heart

Joseph P. Ornato, M.D., FACP, FACC, FACEP

Erdem Topsakal, Ph.D.
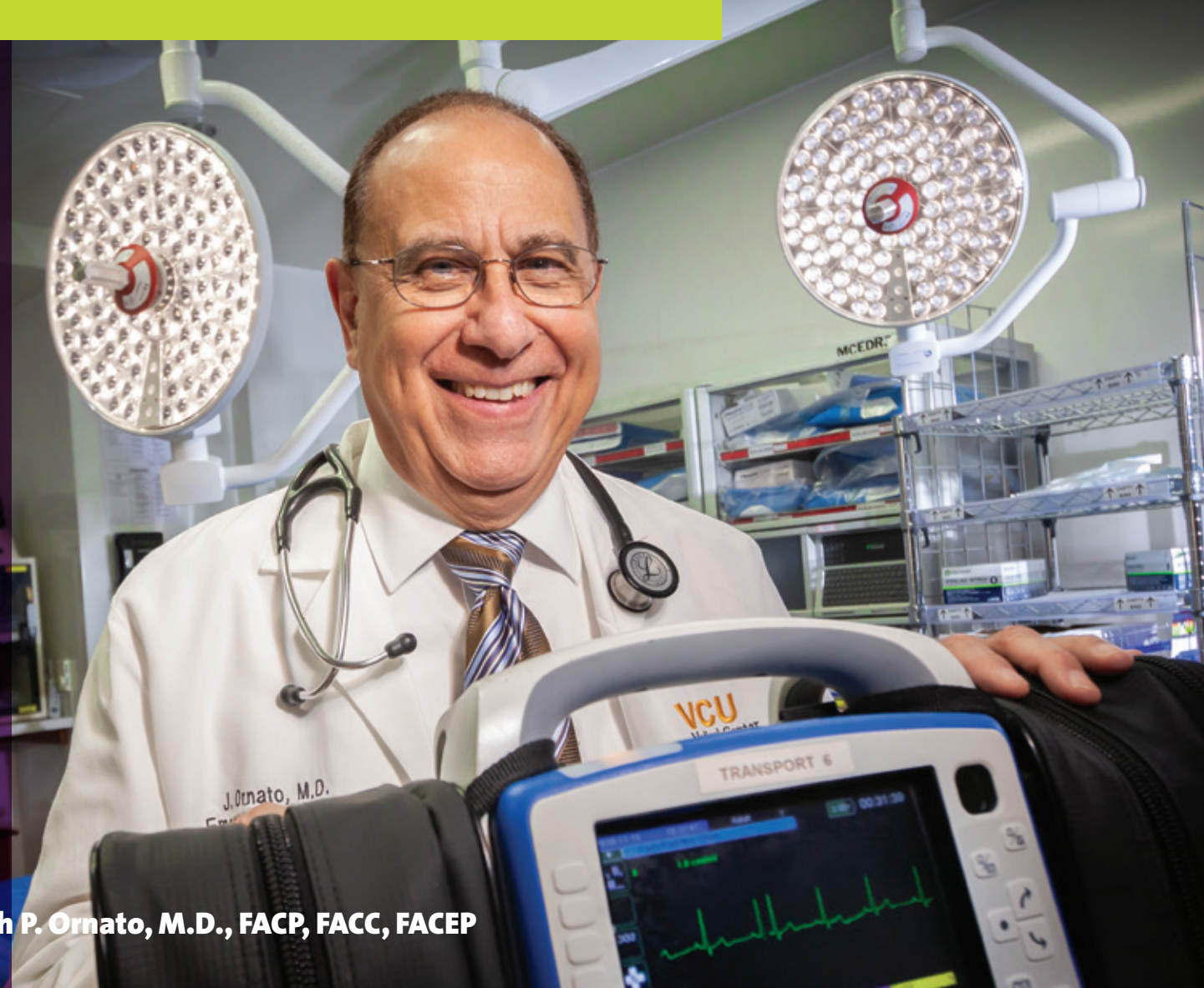
One in four of us is at risk for heart disease within the next three years, increasing our risk of cardiac arrest over the same period. Half will experience cardiac arrest while alone, and only five percent of those will survive—unless help arrives quickly.

Undeterred by those numbers, three VCU units joined forces with a single goal: to save lives, motivated by the longtime vision of Joseph Ornato, M.D., chair of the VCU Department of Emergency Medicine and a certified internist and cardiologist. "Buildings have smoke alarms that mitigate the chance of serious damage to them, yet we don't have similar protection," he noted.

Collaborating as a capstone design team, entrepreneurial seniors from engineering and business created an easy-to-use bracelet that monitors a wearer's heart rate and automatically calls 911 if cardiac arrest occurs. Branded as Cardian—a hybrid of "cardiac" and "guardian"—the device pairs with a powerful database that uses the web and apps to alert the patient, family, EMS, physicians and the hospital.

"Every minute that your heart is stopped, you lose a 10 percent chance that your life will be saved," Ornato said. "In 10 minutes, you're down to 10 percent."

"Buildings have smoke alarms that mitigate the chance of serious damage to them, yet we don't have similar protection," – Joseph Ornato.

The Cardian team, under faculty adviser Erdem Topsakal, Ph.D., chair of the Department of Electrical and Computer Engineering, presented its device at the annual capstone design expo in 2018.

"Medical wireless telemetry will revolutionize health care in the next decade and beyond, and Cardian is just a start," Topsakal said.

According to Bennett C. Ward, Ph.D., VCU Engineering's director of project outreach and capstone design coordinator, one of the most remarkable benefits was the students' commitment to make it real. All seven members stayed on the project after graduation.

"Now that we have IRB approval, we are looking forward to testing our wearable cardiac arrest detector in the Electrophysiology Laboratory on patients during implantable cardioverter defibrillator (ICD) implantation."

Joseph P. Ornato, M.D., FACP, FACC, FACEP
Chairman, Department of Emergency Medicine
Professor, Division of Emergency Medical Services
*Medical Director, Richmond Ambulance Authority*

Jill Brammer Ware
John Henry Blatter

Learning ballet for the most part has been the same for generations. Observe the instructor's choreography, then perform each movement until perfected. With a high-tech twist, Jill B. Ware introduced a technique at her VCUarts class that may prove to be one of ballet's biggest leaps yet: Ware's students put on VR headset and become her.

Ware and her colleague John Henry Blatter, an immersive installation artist, recently recorded a 220-degree video of her performing a standard plié combination for her Ballet Technique Level 1 course. Simple hand gestures helped students adjust to the first-person perspective before attempting more complicated moves. To grade performances, she slipped into their virtual shoes and embodied them.

"Students who lacked confidence suddenly commanded the space. I saw traditionally rigid dancers, embrace ideas of breath and flow that would take years to teach," Ware said.

While effective, this unique narrative dance experience wasn't designed entirely as a practice tool for the performance arts. The team sees boundless implications in sports or music instruction, such as students attempting to mirror a golf or baseball swing, or their chord progression on a piano.
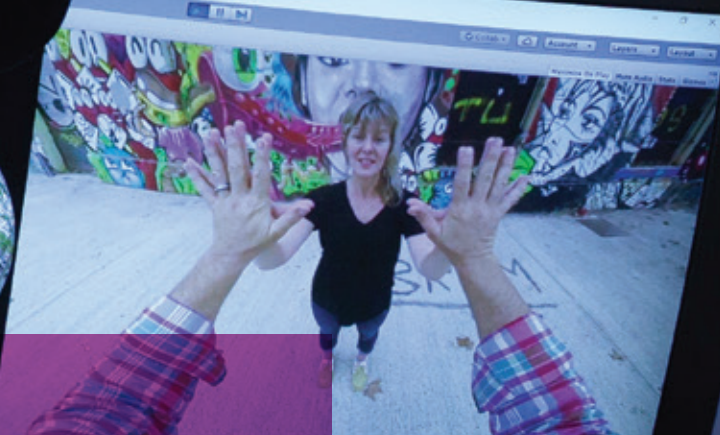
A New Hope in the Fight Against Alzheimer's Disease
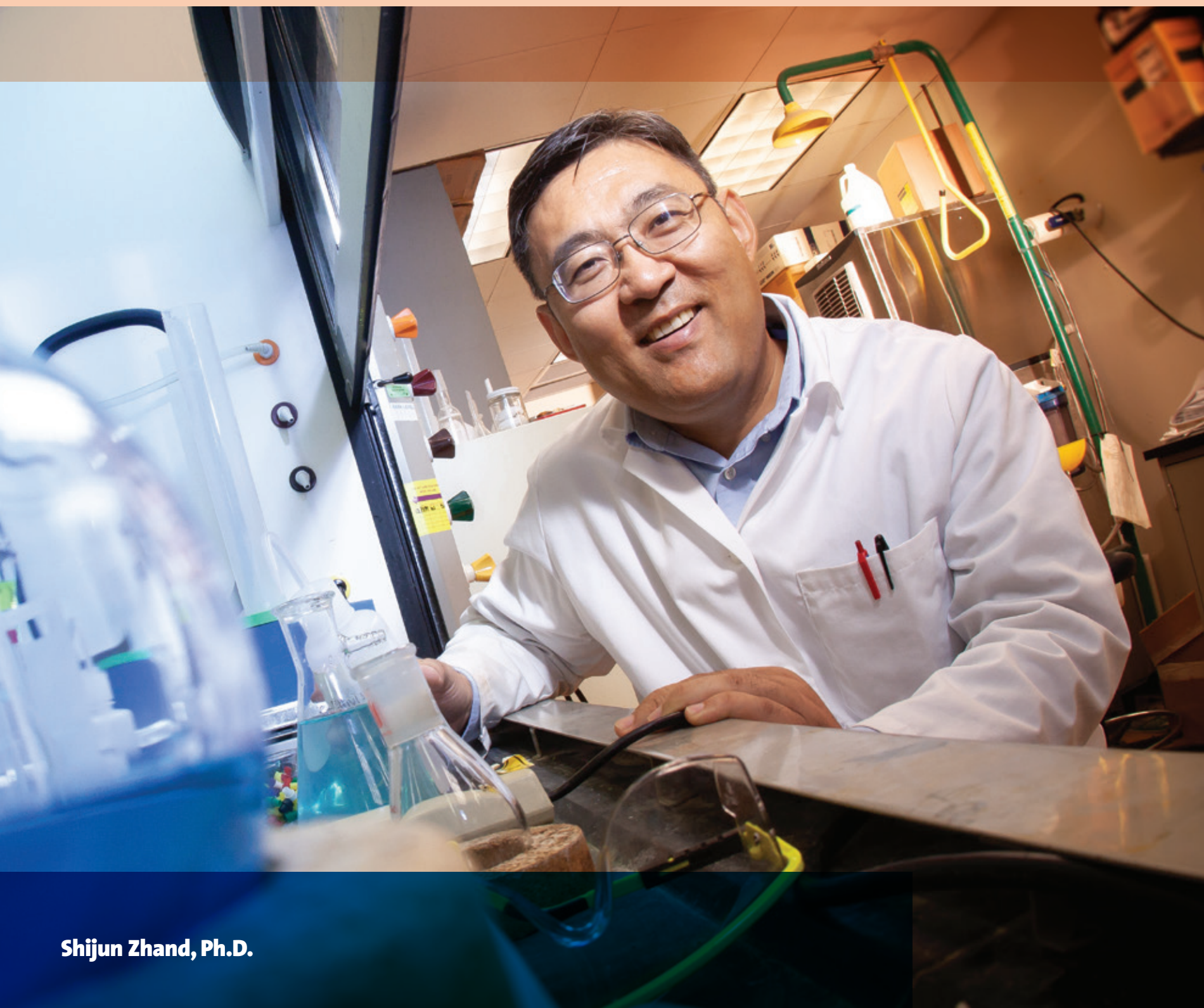
Shijun Zhand, Ph.D.

More than five million Americans are affected by Alzheimer's disease, the leading cause of dementia. Many experts even predict those numbers to skyrocket in the coming years. As of now, the disease is irreversible, and current treatments only offer symptomatic relief. While there is no known cure, there is a new reason for hope.

Dr. Shijun Zhang has designed a hybrid compound of melatonin and curcumin to take on neurodegenerative disorders such as Alzheimer's, multiple sclerosis and traumatic brain injuries. Specifically, his team created an inhibitor to block NLRP3 that causes inflammation of the nerve tissues.

Neuro-inflammation is a key symptom of Alzheimer's disease and Zhang's work has already shown to halt further swelling, potentially regulating one of the most prominent risk factors associated with the disease.

Zhang's team is simultaneously working to overcome the limits of traditional single-target treatments. So far, these novel compounds are reported to address multiple risk factors at once for added neuroprotection, cell survival, improved absorption and reduced toxic side effects.

Machine Learning: Algorithms for Success

When it comes to decision-making, VCU researchers are teaching computers to take humans out of the equation. Machine learning enables computers to make smarter, faster choices on the fly. But don't get the wrong idea. This isn't to take over the world; it's to better work with it. Across campus, humans in computer science laboratories still provide the real brain power behind some of the industry's most recent advancements in machine learning.

Milos Manic, Ph.D., professor in VCU College of Engineering's Department of Computer Science, says humans and machines are already so interconnected that "everything is talking to everything." His work in artificial intelligence (AI) is ultimately designed with people in mind, from bolstering national cybersecurity to improving the efficiency of a building's energy. Manic is director of VCU's Modern Heuristics Research Group, which uses computer intelligence to drive immersive experiences that help users virtually step into their own 3D data sets for a closer look at a problem.

Bartosz Krawczyk, Ph.D., assistant professor of computer science, heads VCU's Machine Learning and Stream Mining lab. His research is focused on designing algorithms to mine and analyze high-speed data streams more accurately. He and his team are developing new machine learning methods that can autonomously improve their own performance and adapt to changes and novel patterns in incoming data.

Alberto Cano, Ph.D., assistant professor of computer science, heads VCU's High Performance Data Mining lab. His research is focused on designing fast, efficient and accurate algorithms capable of scaling to big data and huge collections of information. He and his students have developed new machine learning methods for high-performance computing platforms that can extract knowledge from terabyte-size databases in academia and industry.

Acknowledging that these technologies raise questions about how much to trust machines to do the right thing, these researchers emphasize that machines are as smart as you make them. Modern algorithms learn, act, improve themselves and are even capable of explaining their actions. "In the upcoming decade, machine learning will blend seamlessly into our daily lives," Cano said.
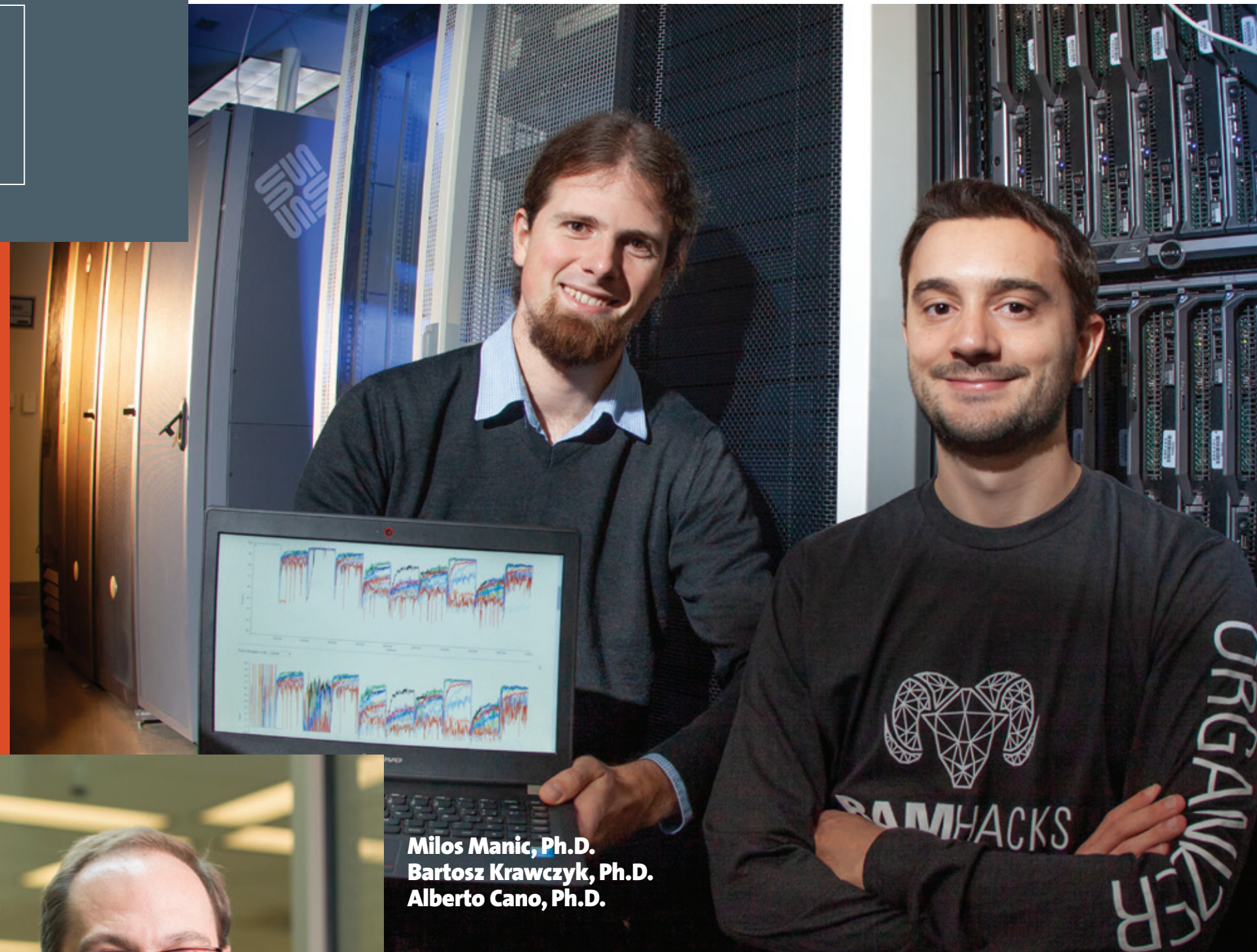
Milos Manic, Ph.D.
Bartosz Krawczyk, Ph.D.
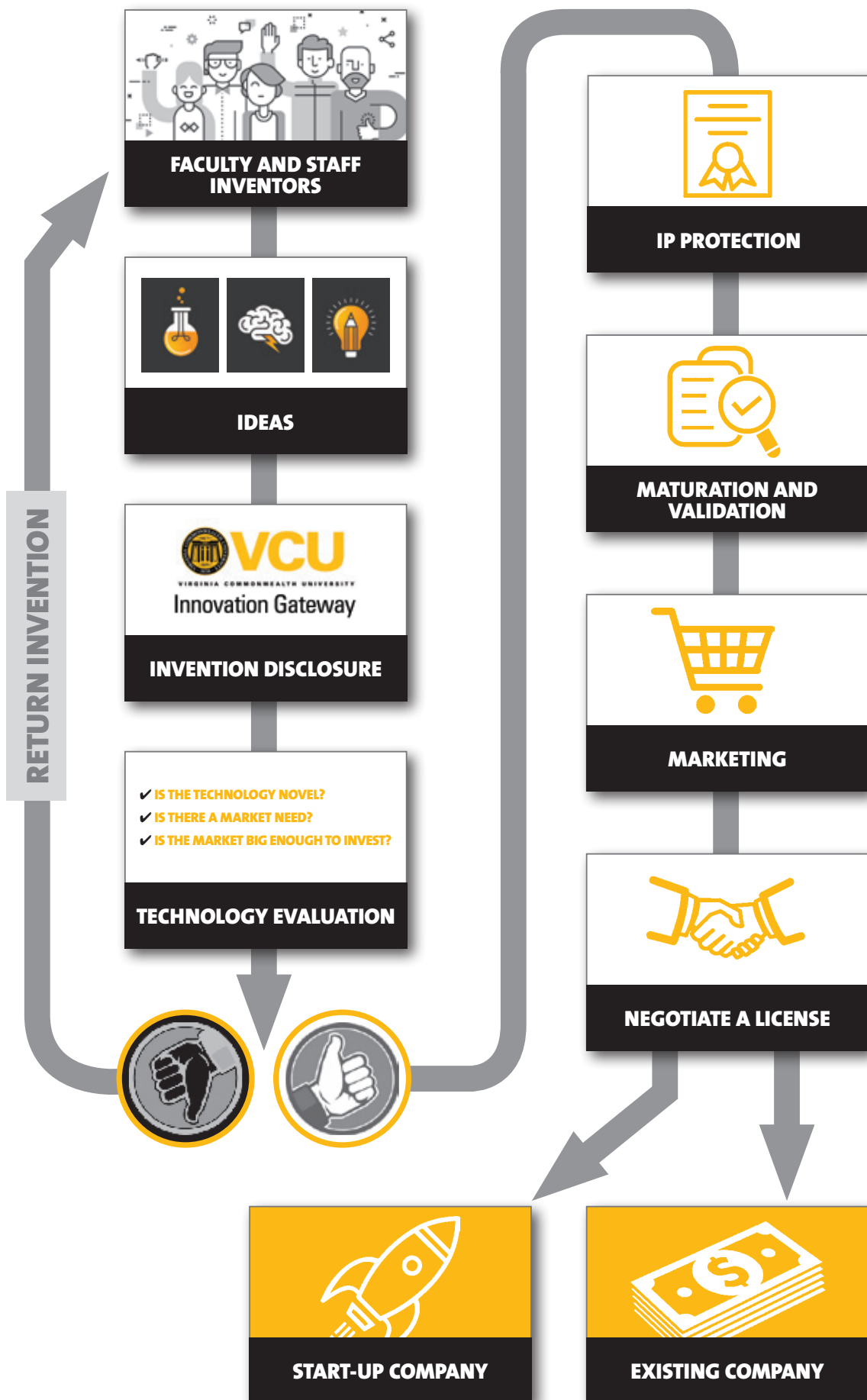**Alberto Cano, Ph.D.**

"Humans and machines are already so interconnected that "everything is talking to everything"

Milos Manic, Ph.D.
Professor
Department of Computer Science
College of Engineering

"In the upcoming decade, machine learning will blend seamlessly into our daily lives"

Alberto Cano, Ph.D.
Assistant Professor
Department of Computer Science
College of Engineering

The VCU Technology Transfer Process

FACULTY AND STAFF INVENTORS

IDEAS

Innovation Gateway

INVENTION DISCLOSURE

✔ IS THE TECHNOLOGY NOVEL?
✔ IS THERE A MARKET NEED?
✔ IS THE MARKET BIG ENOUGH TO INVEST?

TECHNOLOGY EVALUATION

RETURN INVENTION

IP PROTECTION

MATURATION AND VALIDATION

MARKETING

NEGOTIATE A LICENSE

START-UP COMPANY

EXISTING COMPANY

VCU Innovation Gateway Team

Standing from left:

Ann Boelzner
Blaize Majdic
Ivelina Metcheva
Michael Mancini
Livia Horton

Sitting from left:

Afsar Mir
Brent Fagg
Magdalena Morgan

VCU Innovation Gateway
Office of Research and Innovation

800 East Leigh Street, Suite 3000
P.O. Box 980568
Richmond, VA 23298-0568
https://innovationgateway.vcu.edu/
(804) 828-5188
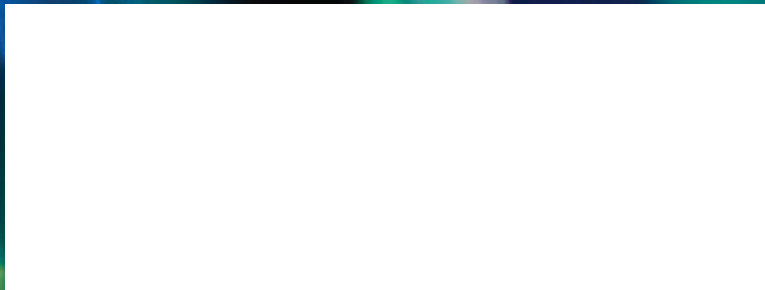
VCU Commercialization Advisory Panel

Geoffrey D. Beecher
Mid Atlantic Sales Manager
Focal Theraputics

Reinhold Brand
Industry Expert

Kevin Corby
Industry Expert

Alex Euler
Investment Director
CIT Gap Fund

Anthony Fung
CEO
GovInsight

Jeffrey. M Gallagher
CEO
Virginia Bio

Tracey Greene
Founding Executive Director
Charlottesville Angel Network

Laura Markley
Director of Investments
NRV

Kevin Passarello
Shareholder
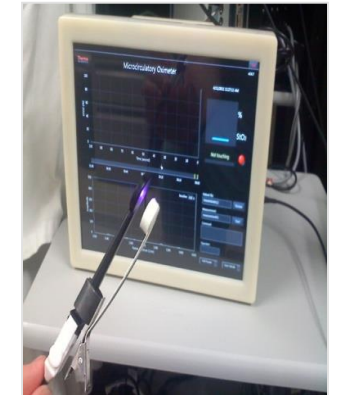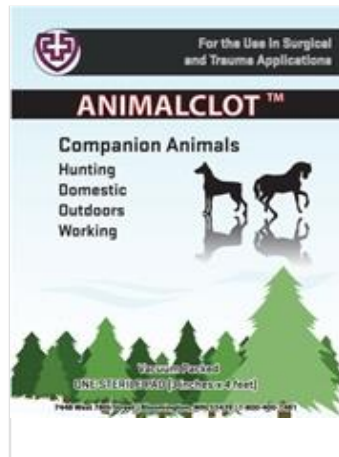**Buchanan Ingersoll & Rooney PC**

Carrie Roth
President / CEO
Virginia Bio+Tech Park

Dennis Schafer
Director
Life Science Management

William Weber
Industry Expert

Vida Williams
Innovator in Residence
VCU da Vinci Center

Invented at VCU
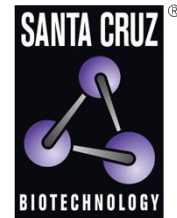
Major Licensing Partners

Pathways to Commercialization
Licensing to Industry | Licensing to a Start-up

ASSIGNMENT

PROTECTION

TO INDUSTRY
MARKETING

LICENSING
REVENUE

INVENTION
AWARENESS AND
DISCLOSURE

VALUE AND
MARKET ASSESSMENT

INNOVATION
VALIDATION AND
MATURATION

LICENSING

LICENSE
COMPLIANCE

INNOVATION GATEWAY

COMPANY FORMATION

DEVELOP TEAM, TECHNOLOGY AND TRACTION

VCU VENTURES
Start-up Pathway
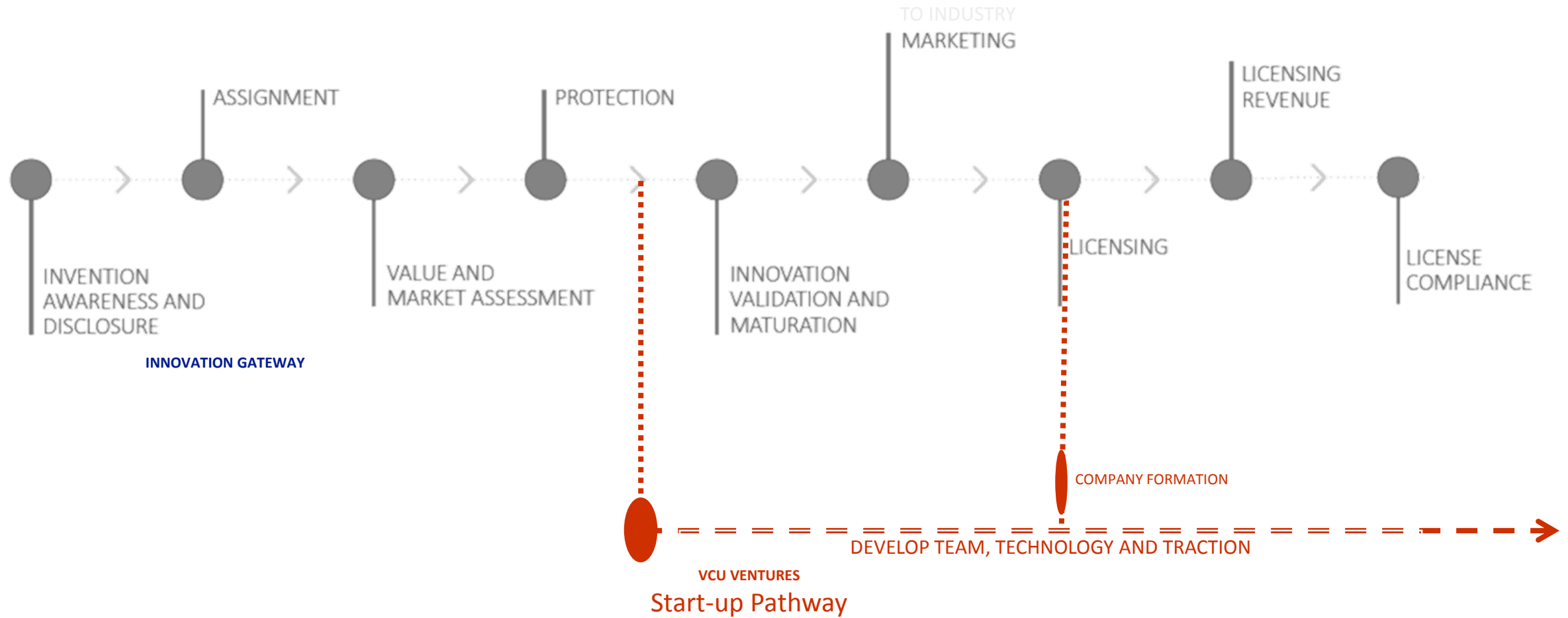
VCU Ventures
A new focus on start-ups

- ✓ **70% of University technologies are licensed to start-ups**

- ✓ **New office – Focused effort**
  - First full year w/ focused on faculty / Staff start-ups

- ✓ **Producing Economic Impact**
  - Tripled start-up activity in one year
  - Dozens of new programs & resources
  - Reviewed over 50 technologies this year.

- ✓ **Cultivating new pipelines of innovation**
  - Leading Health Innovation Consortium
  - $7MM granting from VCU Health System

- ✓ **Important to national relevance and competitiveness**

Start-ups created by year

2018
12

2016
4

2017
4

15

10

5

0

Companies Formed
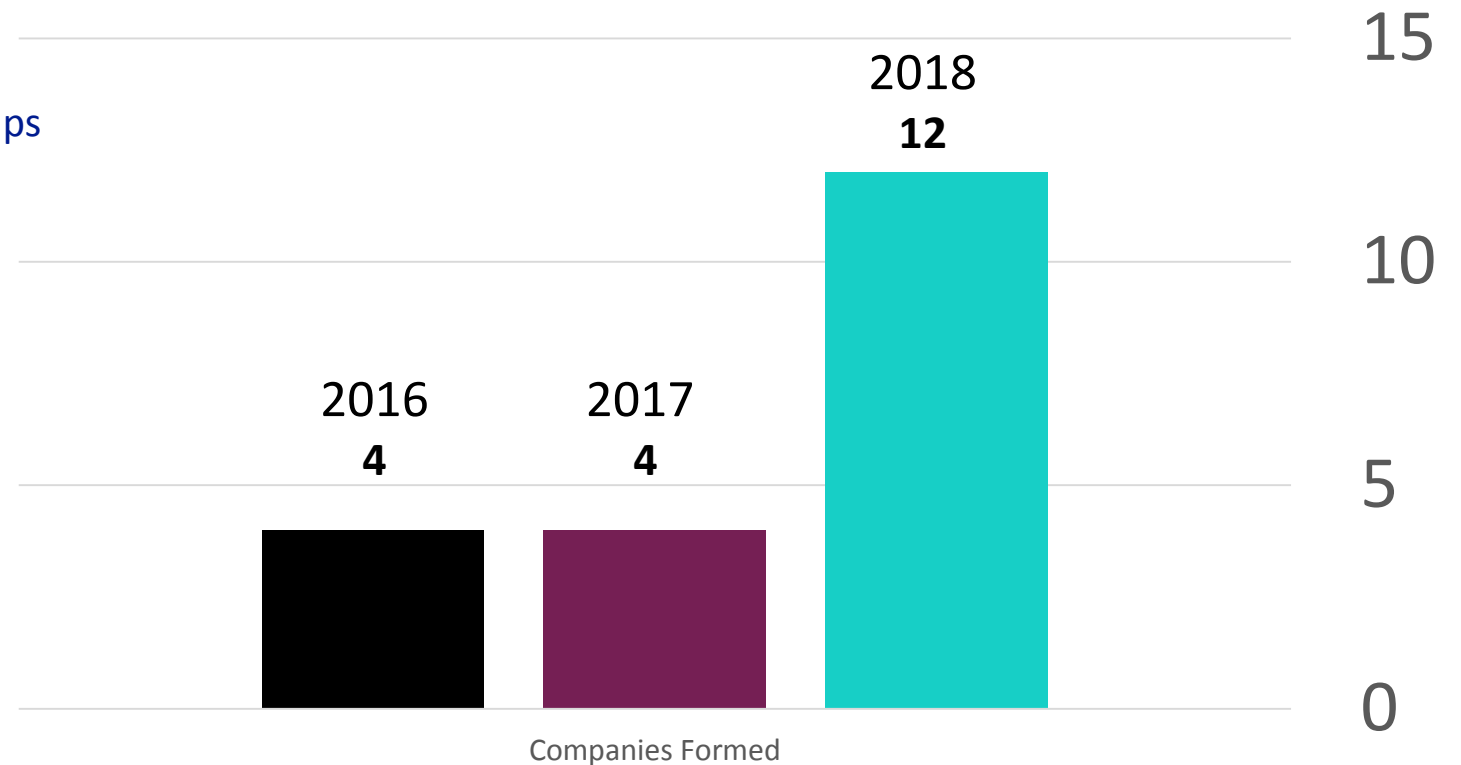
Health Innovation Consortium
Creating a healthcare hub in RVA

What it is:
- ✓ Initiative to make Richmond, VA a hub for healthcare innovation

What it will do:
- ✓ Cultivate an innovation pipeline
- ✓ Prioritize opportunities based on commercial viability
- ✓ Pull together a continuum of support

Economic Impact:
- ✓ Provides the potential to attract innovation and talent from all over the country
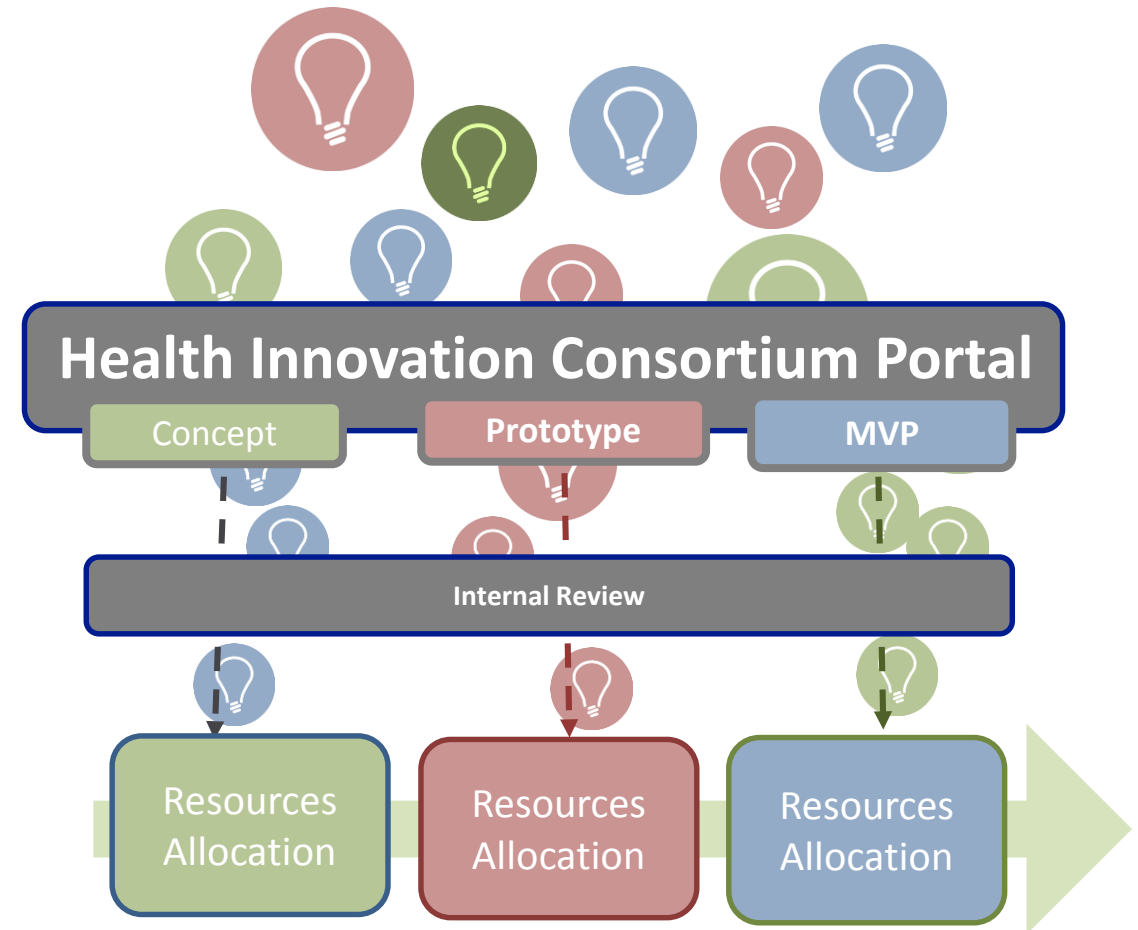
Virginia Commonwealth University
Board of Visitors

Informational Report Summary

BOARD MEETING: **May 10, 2019**

COMMITTEE: **Academic and Health Affairs**

AGENDA ITEM: **Constituent Report: Students**

PRESENTER(S):   **Dhruv Sethi, Graduate Student Representative**
                         Jacob Parcell, Undergraduate Student Representative

SUMMARY OF REPORT:

The student representatives will be report on how each of the following affects the student experience:

1. Reflection of our experience as student representatives
2. Introduction of the nominated student representatives for the 2019-2020 academic year.

Virginia Commonwealth University
Board of Visitors

Informational Report Summary

BOARD MEETING: May 10, 2019

COMMITTEE: Academic and Health Affairs

AGENDA ITEM: Constituent Report: Faculty

PRESENTER(S):   Ms. Holly Alford, Faculty Senate Board of Visitors Representative
                            Dr. Scott Street, alternate and president, VCU Faculty Senate

SUMMARY OF REPORT:

1. The Faculty Senate have continued Round table discussions on Diversity and Inclusion. The focus has been how to address Diversity and Inclusion performance in evaluations.

2. The Faculty Senate continues to support the Provost Office by serving on various searches as well as curriculum committees, which include the Real initiative, GEN Ed 30, and the Course redesign program.

3. The Faculty Senate is sponsoring a 2019 Symposium on October 18, 2019. The overall theme is *"Faculty Success".* The focus of this symposium will be developing skills and strategies necessary to effectively and comfortably manage civil crucial conversations, integrate diversity and inclusion in all curriculums and classrooms, as well as faculty mentoring as a strategy for faculty success across the career continuum. The day will consist of a national recognized key-note speaker, break-out sessions, an expert panel and short "spot light" moments throughout the day.

4. The incoming President of the Faculty Senate is Nancy Jallo. Beginning this fall Scott Street will become the Faculty Representative to the Board and Nancy Jallo with be the alternate to the board for the 2019-2010 year.

	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	One Year Change	5 YR Trend
Student Success / Satisfaction								
6-year Graduation Rate of FT FTIC	57%	59%	62%	62%	63%	67% ●	4.5 pp	
4-year Graduation Rate of FT FTIC	37%	36%	40%	45%	45%	44% ●	-0.9 pp	
5-year Graduation Rate of In-state FT Transfers	65%	64%	63%	68%	68%	69% ●	1.2 pp	
Avg. Resident UG Debt at Graduation	$ 27,539	$ 28,599	$ 29,654	$ 30,244	$ 31,036	$ 31,220 ●	0.6%	
% of Recent Graduates (UG) Working Full-time	NA	NA	60%	53%	54%	Available Spring 2019		
UG Student Satisfaction	NA	NA	76%	NA	NA	73%		
Student Safety Clery Act Crimes (by completed Fiscal Year)	27	19	9	6	16	10 ●	-6	
Employee Success / Satisfaction								
Faculty Turnover	9%	8%	9%	8%	8%	7% ●	1.1 pp	
Global Satisfaction with VCU as a good place to work	NA	NA	72%	NA	NA	Available Summer 19		
Research Productivity								
Federal Research Awards (in millions, by completed Fiscal Year)	$131.0	$139.3	$156.5	$144.1	$153.0	$140.9 ●	-$12.1	
Federal R&D Expenditures (in millions, by completed Fiscal Year)	$135.6	$138.6	$142.4	$143.8	$147.6	$140.8 ●	-$6.8	
Invention disclosures (by completed Fiscal Year)	103	98	93	133	134	135 ●	1	
Health Sciences								
Inter-professional Student Contact Hours[1]	12,692	14,962	27,865	25,549	33,590	35,508 ●	1,918	
# of First time students from Diversity Pipeline Programs into Health Professions Training Programs	NA	25	14	27	18	25 ●	7	

[1] 2018-19 Academic Year Inter-professional Student Contact Hours is provided as estimates

Mid-Year Update

	2018-19[2]
Student Success / Satisfaction	
% of Recent Graduates (UG) Working Full-time	42%
Student Safety Clery Act Crimes (as of February 26th)	3
Research Productivity	
Federal Research Awards (in millions, as of April 15th)	$ 118.1
Federal R&D Expenditures (in millions, as of March 31st)	$ 109.5
Invention disclosures (as of February 26th)	59

[2] 2018-19 Mid Year Update includes YTD (year to date) figures on Clery Act Crimes, federal research awards, federal research and development expenditures, invention disclosures and student outcome survey results.

Virginia Commonwealth University
Academic Health Affairs Committee (AHAC) Dashboard

	A	B	C
1	Metric	Definition/Methodology	Additional Information
2	6-year Graduation Rate of FT FTIC	Percentage of first-time full-time undergraduate students entering VCU in a Fall term who complete a degree program within six years. Students who are deceased prior to completing a degree program are excluded.	
3	4-year Graduation Rate of FT FTIC	Percentage of first-time full-time undergraduate students entering VCU in a Fall term who complete a degree program within four years. Students who are deceased prior to completing a degree program are excluded.	
4	5-year Graduation Rate of In-state FT Transfers	Percentage of full-time undergraduates who transferred from another post-secondary institution and complete a degree program within five years. Students who are deceased prior to completing a degree program are excluded.	
5	Avg. Resident UG Debt at Graduation	The average amount of student loan debt for first-time freshman at graduation. Excludes parent PLUS loans.	

6	% of Recent Graduates (UG) Working Full-time	Results from the VCU Outcomes Survey adminstered to all students identified as graduating at the end of the semester in which the survey is administered.
		Survey is open for six months after graduation and above seven email reminders throughout the six months.
		Response rate to the survey is generally around 20% or lower in the past.
		The questions asking about full-time employment/self-employed/entrepreneur does not include military services or future enrollment in graduate school.
			May 2018 Class
			  10.3% working part-time employed/self-employed/entrepreneur
			  .5% went to military service, 15.4% enrolling in further education

7	UG Student Satisfaction	Results from Noel Levitz Student Satisfaction Inventory. Question asked "Rate your overall satisfaction with your experience here thus far." Percentage signifies those who responded to this question as Somewhat satisfied, Satisfied, or Very satisfied. All undergraduate students were surveyed (degree-seeking, non-degree seeking, and certificates).	
8	Faculty Turnover	The number of faculty terminations divided by the average T&R faculty headcount. The average faculty headcount is the average of the Fall Census II faculty headcount and the previous Fall Census II faculty headcount.	
9	Global Satisfaction with VCU as a good place to work	Results from the April 2016 Faculty and Staff Climate Survey to all employees. Question asked "Generally speaking, I am very satisfied working at VCU". The percentage signifies those who responded to this question with Agree or Strongly Agree. Excludes student workers (graduate assistants, student workers, and work study students).	
10	Federal R&D Expenditures	The total amount of R&D expenditures reported to the NSF in their annual HERD survey.	
11	Invention disclosures	A document submitted to VCU Innovation Gateway by which an Author or Inventor reports creation of an original work of Authorship or Invention in which the University may claim ownership pursuant to the Intellectual Property Policy.	
12	Inter-professional Student Contact Hours	The number of contact hours that the Center for Interprofessional Education has with students. Credit hours are not always based on credit-bearing courses.	
13	# of First time students from Diversity Pipeline Programs into Health Professions Training Programs	The number of students who participated in one of our Diversity Pipeline programs who successfully gained entrance into a medical professions program. Includes non-VCU students.	

VIRGINIA COMMONWEALTH UNIVERSITY
BOARD OF VISITORS

ACADEMIC AND HEALTH AFFAIRS COMMITTEE CHARTER

I.   PURPOSE

The primary purpose of the Academic and Health Affairs Committee is to provide oversight and make recommendations to the Board on all policies and plans regarding strategic enrollment management; academic quality; student matters; faculty matters; athletics; inclusive excellence and research consistent with the stated goals and objectives of the University and with its academic health center, including its affiliation with the Virginia Commonwealth University Health System Authority. Areas of responsibility include:

- Strategic enrollment management
    - Admissions
    - Retention
- Academic quality
    - Quality
    - Degrees, programs and structure
    - Trends
    - Strategic priorities
    - Academic program review
    - Online education
    - SACS/accreditation
- Student matters
    - Academic Success
    - Rights and Responsibilities
    - Concerns
    - Safety, satisfaction and engagement
- Faculty matters
    - Employment, rights and responsibilities, and professional development
    - Salaries
    - Recruitment and retention
    - Benchmarks and best practices
- Athletics
    - Academic success of student athletes and compliance with NCAA guidelines
- Research
- Inclusive Excellence
- Coordination of academic activities of health sciences schools and affiliation with the VCU Health System Authority

In addition, the Academic and Health Affairs Committee provides oversight and counsel toward the achievement of the mission, vision and goals of the Virginia Commonwealth University strategic plan.

The function of the Academic and Health Affairs Committee is primarily oversight. University management, under the auspices of the President, the Provost and Senior Vice President for Academic Affairs, and the Senior Vice President for Health Sciences and CEO of the VCU Health System, is responsible for the development, implementation, and measurement of success regarding these areas of responsibility, as well as the policies and procedures for maintaining these programs and activities.

II.   COMPOSITION AND INDEPENDENCE

The Academic and Health Affairs Committee will be comprised of three or more Visitors. Each member must be free from any financial, family or other material personal relationship that, in the opinion of the Board or Academic and Health Affairs Committee members, would impair their independence from management and the University.

III.   MEETINGS

The Academic and Health Affairs Committee will meet at least four times annually. Additional meetings may occur more frequently as circumstances warrant. The Committee chair should communicate with the Provost and Senior Vice President for Academic Affairs, and the Senior Vice President for Health Sciences and CEO of the VCU Health System prior to each Committee meeting to finalize the meeting agenda and review the matters to be discussed.

IV.   RESPONSIBILITIES

In performing its oversight responsibilities, the Academic and Health Affairs Committee shall:

A. General
1. Adopt a formal written charter that specifies the Committee's scope of responsibility. The charter should be reviewed annually and updated as necessary.
2. Maintain minutes of open session portions of meetings.
3. Report Committee actions to the Board of Visitors with such recommendations as the Committee may deem appropriate.
4. Consistent with state law, the Committee may communicate in closed session (with or without members of senior management present) with general counsel and/or the executive director of assurance services present to discuss matters that the Committee or any of these groups believe should be discussed privately.

B. Academic degrees, programs and structure
1. Review and approve all proposed new domestic and international undergraduate, graduate, and professional educational programs, research programs and proposed new degrees, and monitor existing programs.
2. Review and approve proposals for the organization of the University's academic health center, including the affiliation between VCU and the Virginia Commonwealth University Health System Authority.
3. Review proposals for the organization of the academic structure of the University.

C. Coordination of academic activities of health sciences schools and affiliation with the VCU Health System Authority
1. Receive reports on the relationship and affiliation between the University and the Virginia Commonwealth University Health System Authority and other institutions, organizations, laboratories, and clinics involved in the University's academic health center, including reviewing program coordination between the Virginia Commonwealth University Health System Authority and academic and research programs.

D.   Academic research activities
1. Review and approve research policies deemed to require Board of Visitor action.
2. Receive reports on research advances of faculty, interdisciplinary groups, and VCU institutes and centers.
3. Receive reports on the relationship of research activities to local, regional, national, and international economic development.

4. Report annually on the state of the VCU research enterprise including the total research awards, expenditures, trends, and outlook.

E. Faculty and staff employment, rights and responsibilities, and professional development
   1. Review and approve policies governing the compensation, tenure, promotion, recruitment, retention, rights and responsibilities, and development of the faculty.
   2. Review and approve policies and programs on equal employment opportunity and affirmative action.
   3. Afford an opportunity for direct communication between Board members and members of the faculty.

F. Admissions and retention
   1. Review and approve policies governing the admission and retention of undergraduate, graduate and professional students to all divisions of the University.

G. Accreditation
   1. Review and approve policies and reports related to departmental, school, and institutional accreditation.

H. Academic Success of Students
   1. Review nominations and make the final selection of the recipient(s) of the Board of Visitors Award at a regularly scheduled meeting in the spring of each year.
   2. Review topical areas of interest related to the student experience.
   3. Review major fall and spring activities.
   4. Review and monitor student academic success.

I. Academic Success of Student Athletes
   1. Review and oversee matters relating to the intercollegiate athletic program.

J. Student Rights and Responsibilities
   1. Review matters (including approving policies) relating to student rights, responsibilities, conduct, concerns and discipline, including matters relating to the VCU Honor System, and Student Code of Conduct.
   2. Review and oversee matters relating to student government, and appropriate student participation in University governance.
   3. Review and oversee matters relating to student organizations and extracurricular activities.

K. Student Services
   1. Review and oversee matters relating to financial aid, housing services, counseling, student health, safety and other student services.
   2. Review and approve policies relating to student records.
   3. Review report on campus safety that provides awareness of federal reporting requirement, general overview of VCU safety-related statistics, and ongoing efforts to improve safety.

L. Student Communications
   1. Afford an opportunity for direct communication between Board members and students.

M. International Partnerships and Collaborations
   1. Review and approve international partnerships

Virginia Commonwealth University
Board of Visitors

Academic and Health Affairs Committee Meeting Planner

A=Annually; Q=Quarterly; AN=As Necessary	Frequency			Planned Timing			
Q1, Q2, Q3, Q4 based on Fiscal Year (July – June)	A	Q	AN	Q1	Q2	Q3	Q4
				Sep	Dec	Mar	May
A. General							
1. Review, update, and approve Academic and Health Affairs Committee charter	X			X			
2a. Approve minutes of previous meeting		X		X	X	X	X
2b. Maintain minutes of meetings		X		X	X	X	X
3. Authorize investigations into any matters within the Committee's scope of responsibilities			X				
4. Report Committee actions to the Board of Visitors with recommendations deemed appropriate		X		X	X	X	X
5. Communicate in executive session, with general counsel		X		X	X	X	X
6. Review and approve Academic and Health Affairs Committee meeting planner for the upcoming year	X			X			
7. Monitor student academic success.		X		X	X	X	X
B. Academic degrees, programs and structure							
1. Review and approve all proposed new domestic and international undergraduate, graduate, and professional educational programs, research programs and proposed new degrees, and monitor existing programs.			X				
2. Review and approve proposals for the organization of the University's academic health center, including the affiliation between VCU and the Virginia Commonwealth University Health System Authority.			X				
3. Review and approve proposals for the organization of the academic structure of the University.			X				
C. Coordination of academic activities of health sciences schools and affiliation with the VCU Health System Authority							
1. Receive reports on the relationship and affiliation between the University and the Virginia Commonwealth University Health System Authority and other institutions, organizations, laboratories, and clinics involved in the University's academic health center, including reviewing program coordination between the Virginia Commonwealth University Health System Authority and academic and research programs.			X				
D. Academic research activities							
1. Review and approve research policies deemed to require Board of Visitor action.			X				

A=Annually; Q=Quarterly; AN=As Necessary	Frequency			Planned Timing			
Q1, Q2, Q3, Q4 based on Fiscal Year (July – June)	**A**	**Q**	**AN**	**Q1**	**Q2**	**Q3**	**Q4**
				Sep	Dec	Mar	May
2. Receive reports on research advances of faculty, interdisciplinary groups, and VCU institutes and centers.			X				
3. Receive reports on the relationship of research activities to local, regional, national and international economic development.			X				
4. Report annually on the state of the VCU research enterprise including the total research awards, expenditures, trends, and outlook.	X				-		X
E. Faculty and staff employment, rights and responsibilities, and professional development							
1. Review and approve policies governing the compensation, tenure, promotion, recruitment, retention, rights and responsibilities, and development of the faculty.			X				
2. Review and approve policies and programs on equal employment opportunity and affirmative action.			X				
3. Afford an opportunity for direct communication between Board members and members of the faculty.		X		X	X	X	X
4. Afford an opportunity for direct communication between Board members and members of the staff.		X		X	X	X	X
F. Admissions and retention							
1. Review and approve policies governing the admission and retention of undergraduate, graduate and professional students to all divisions of the University.			X				
G. Accreditation							
1. Review and approve policies and reports related to departmental, school, and institutional accreditation.			X				
H. Academic Success of Students							
1. Review nominations and make the final selection of the recipient(s) of the Board of Visitors Award at a regularly scheduled meeting in the spring of each year.	X					X	
2. Review topical areas of interest related to the student experience and overall student engagement.		X		X	X	X	X
3. Review major fall and spring activities.	X				X		X
4. Review and monitor student academic success.			X				
I. Academic Success of Student Athletes							
1. Review and oversee matters relating to the intercollegiate athletic program.	X				X		
J. Student Rights and Responsibilities							
1. Review matters (including approving policies) relating to student rights, responsibilities, conduct, concerns and discipline, including matters relating to the VCU Honor System.			X				

A=Annually; Q=Quarterly; AN=As Necessary	Frequency			Planned Timing			
Q1, Q2, Q3, Q4 based on Fiscal Year (July – June)	**A**	**Q**	**AN**	**Q1**	**Q2**	**Q3**	**Q4**
				Sep	Dec	Mar	May
2. Review and oversee matters relating to student government, and appropriate student participation in University governance.			X				
3. Review and oversee matters relating to student organizations and extracurricular activities.			X				
4. .			X				
K. Student Services							
1. Review and oversee matters relating to financial aid, housing services, counseling, student health, and other student services			X				
2. Review and approve policies relating to student records.			X				
3. Review report on campus safety that provides awareness of federal reporting requirement, general overview of VCU safety-related statistics, and ongoing efforts to improve safety.	X					X	
L. Student Communications							
1. Afford an opportunity for direct communication between Board members and students.		X		X	X	X	X
M. International Partnerships and Collaboration							
1. Review and approve international partnerships			X				