VIRGINIA COMMONWEALTH UNIVERSITY
BOARD OF VISITORS
ACADEMIC AND HEALTH AFFAIRS COMMITTEE AGENDA

December 9, 2016
James Branch Cabell Library, Room 303, 9:20 a.m. – 10:50 a.m. **

OPEN SESSION	
Consent Agenda-FOR ACTION	
	1. Approval of September 15, 2016 meeting minutes 2. Policy Proposal: Changing the Designation of an Academic Unit from School to College
Presenter	**FOR INFORMATION**
Gail Hackett	3. Committee Dashboard Review

Gail Hackett
Marsha Rappley
 	
Kevin Allison
 	
Ed McLaughlin
	4. Work Plans and Updates
	    a. Strategic Planning Update
	
	    b. Inclusive Excellence Report
	    c. Athletics Update

Marsha Rappley	5. Strategic Update for Discussion a. VCU Health System Update

June Nicholson
Holly Alford
 	
Sania Marcoccia
 	
Alan Booth
Elizabeth Winslow
	6. Faculty, Staff and Student Reports
	    a. Faculty Representative Report
	
	    b. Staff Representative Report
	
	    c. Student Representative Report

** All start times for Committees and the Board are approximate only. Meetings are sequential in the order appearing. Meetings may begin either before or after the listed approximate start time as committee members are ready to proceed.

MINUTES FROM SEPTEMBER 2016 MEETING

Virginia Commonwealth University
Academic and Health Affairs Committee of the Board of Visitors
Minutes

Date: September 15, 2016
Time: 9:20 a.m. – 10:50 a.m.
Location: James Branch Cabell Library, 909 Park Avenue, Richmond, VA Room 303
Present: Dr. Carol S. Shapiro, Chair
                    Dr. Robert D. Holsworth, vice chair
                    Mr. H. Benson Dendy III
                    Mr. William M. Ginther
                    Mr. Tyrone E. Nelson
                    Dr. Shantaram Talegaonkar
                    Mr. Steve L. Worley
                    Dr. Michael Rao
                    Dr. Gail Hackett
                    Ms. Madelyn F. Wessel
                    Staff and students from VCU and VCUHS
                    Members of the press

Unavailable: Mr. G. Richard Wagoner, Jr.

The meeting was called to order at 9:22 a.m. by Dr. Shapiro and, on motion made and seconded; the Academic and Health Affairs Committee approved the Minutes of the Meeting held **May 13, 2016**.

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

Dr. Hackett presented an updated and more detailed version of the committee dashboard. This update had been requested by the committee last year.

Dr. Sybil Halloran provided an update on strategic enrollment management.

Virginia Commonwealth University
Academic and Health Affairs Committee of the Board of Visitors
Minutes

- This fall we welcomed the largest freshman class in VCU's history, with virtually the same middle 50% range of high school GPA and SAT.
- The committee was very pleased to see that enrollment of both African American students and students who are residents of Richmond have increased significantly over the past five years.
- We also had an opportunity to look more closely at financial aid statistics for undergraduate Virginia residents who are eligible for Federal Pell Grants.

Drs. Cathy Howard and Jon DeShazo presented a new Community-engaged Partnership Map- an online, interactive program.

- Provides information on university-wide partnerships in progress in the community
- Provides networking information for faculty researchers to find others doing similar research
- VCU has shared this with other universities so they can use the system to capture and showcase community engagement on their campuses.

Dr. Hackett provided a draft timeline of activities over the next two years as we begin the development of the university's next strategic plan.

Dr. Kevin Allison provided an update on initiatives within the Division for Inclusive Excellence.

- The division is working with stakeholders throughout the university to finalize a Diversity and Inclusion Strategic Plan. That plan is expected to come to the full board for review later this academic year.

VCU

VIRGINIA COMMONWEALTH UNIVERSITY

Virginia Commonwealth University
Academic and Health Affairs Committee of the Board of Visitors
Minutes

- Faculty and staff representatives throughout the university are participating in a new train-the-trainer initiative called Building Inclusive Communities to ensure university wide access to inclusiveness training.

Dr. Kathy Bassard led a discussion on the Promotion and Tenure process for tenure-eligible and term faculty at VCU.

- It is a thorough and rigorous process that illustrates the quality of our faculty in their teaching, research and services roles.
- Last May this board approved 106 faculty members for promotion and/or tenure.

The Faculty Senate reported that they continue to focus on shared governance and have been working closely with both the president's and provost's offices.

- They are also looking forward to another opportunity to engage with the Board over another luncheon presentation – hopefully in December.

The Staff Senate continues to focus on opportunities to further engage the staff in activities recognizing the significance of their efforts in the university's focus on student success and patient experience.

- They are also working with other similar staff organizations from around Virginia on a Leadership Forum.

The new Student Representatives attended their first committee meeting this morning.

- Alan Booth and Beth Winslow were reminded by the committee that they and their fellow students are why we are all here – serving on their behalf.

Virginia Commonwealth University
Academic and Health Affairs Committee of the Board of Visitors
Minutes

- They also reported that they have developed a new online method for their student's constituents to voice their concerns so that they, in turn, can bring them to the committee.

The meeting was adjourned at 10:55 a.m.

PROPOSED POLICY: CHANGING DESIGNATION OF AN ACADEMIC UNIT
FROM SCHOOL TO COLLEGE

VCU

EXECUTIVE SUMMARY OF PROPOSED POLICY: Changing the Designation of an Academic Unit from School to College

New Policy ☒   or **Substantive Revision** ☐

Policy Type: Board of Visitors

Responsible Office: Office of the Vice President for Academic Affairs/ Provost

Draft Date: 08/15/2016

Initial Policy Approved: TBD

Revision History: None – New Policy

<u>**Governance Process Tracking:**</u>

Integrity & Compliance Office Review: 09/12/2016

University Counsel Review: 09/13/2016

Public Comment Posting: 10/11/2016

University Council Review: 12/01/2016

President's Cabinet Approval: 12/05/2016

Board of Visitors Approval (if applicable): MM/DD/YYYY

1. Why is this policy being created ☒ _or_ revised ☐?	The policy outlines the requirements for changing the designation of an academic unit from a school to a college. This policy provides guidance to leaders of academic schools who desire for such a designation change. Upon passage, there will be two schools coming forward with such request. The request will provide justification and rationale for this designation to change.
2. New policy ☒: What are the general points or requirements covered in this policy? _**or**_ **Revised policy ☐: What are the substantive differences between this draft and the current policy?**	The policy requires a dean of the school/college to obtain pre-approval. Once pre-approved, the policy articulates both the processes for internal and external review and approval as well as information on required documentation to make the case for the change in designation.

3. Which stakeholder offices or personnel have provided input into this policy draft?	The policy was created based on expressed need by academic units at VCU. The policy was developed and vetted with all of the academic deans, the vice president for health sciences, and select divisions within the provost office.
4. Which other universities' policies or resources (e.g., laws, regulations, etc.) did you consider when preparing this draft?	No current policies are directly related. There are no significant new resources required for this policy except for those associated with branding (changing stationary, signage, websites, forms, etc.)
5. What is your general assessment of this policy's impact on the university community?	There should be no negative impact on the university community. Instead, changes in designation, if pursued will result in a strong justification and rationale such that more effective brand recognition. This could positively impact the recruitment and retention of students and faculty.

[DRAFT] CHANGING THE DESIGNATION OF AN ACADEMIC UNIT FROM SCHOOL TO COLLEGE

Policy Type: Board of Visitors
Responsible Office: Provost and Vice President for Academic Affairs
Initial Policy Approved: MM/DD/YYYY
Current Revision Approved: N / A

Policy Statement and Purpose

This policy establishes the definition for a school and college and outlines the criteria and procedures for changing the designation of a school or a college. Changing the designation of a school or college requires the agreement of the unit dean and a substantive rationale for the change in designation as well as the approval of the President's Cabinet, provost and Board of Visitors. The change in designation requires State Council of Higher Education for Virginia (SCHEV) approval and Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) notification.

Noncompliance with this policy may result in disciplinary action up to and including termination. VCU supports an environment free from retaliation. Retaliation against any employee who brings forth a good faith concern, asks a clarifying question, or participates in an investigation is prohibited.

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Who Should Know This Policy

All deans, vice provosts, vice presidents and other senior executives are responsible for knowing this policy and familiarizing themselves with its contents and provisions.

Definitions

College

A college (with the two exceptions detailed below) is a large academic unit with a broad scope of degree granting programs covering multiple disciplines. A college may contain schools, university chartered centers, and/or institutes.   The multiple departments contained in a college require specific expertise to administer broad disciplines and execute administrative and budget responsibilities. Departments within a college are led by a chair or director. Colleges are overseen by a dean who reports to the Provost and Vice President for Academic Affairs chief academic officer of the institution.

At VCU, the Honor's College and the University College stand as the only exceptions to the aforementioned college designation definition.

School

A school is an academic unit focused on teaching and research in a single disciplinary area. A school is typically constituted by a small number of departments or divisions, but in some cases the school may itself function as a single large department. Schools typically offer a focused scope of degree programs. In some cases, a school may only offer a single degree or a focal program with most of the school's enrollment plus a small handful of peripheral degree offerings. Schools are typically led by a chief officer who has administrative and budget responsibility and the title Dean; the title may be (Executive) Director depending on the school's place within the overall governance of the institution. If the school is within a college, the chief officer may report to the college dean. If it is a freestanding academic unit, the dean may report to the chief academic officer of the institution.

While the distinctions between a college and a school are highlighted, neither suggest that one entity is of greater stature than another. Instead, the distinction between a college or school is based on the disciplinary foci, national landscape and institutional perspectives.

Contacts

The Office of the Provost and Vice President for Academic Affairs officially interprets this policy and is responsible for obtaining approval for any revisions as required by the policy *Creating and Maintaining Policies and Procedures* through the appropriate governance structures. Please direct policy questions to The Office of the Provost and Vice President for Academic Affairs.

Procedures

A change in school designation is considered as an organizational change according to SCHEV. As such, the organizational change must be approved by SCHEV prior to implementation. The organizational change must also reported to SACSCOC prior to implementation.

1. **Obtaining pre-approvals**: To ensure that changing the designation of a school or college fits university priorities, the dean of the school/college must first discuss the change in designation with the provost. Once the provost agrees to the designation change, the dean of the school/college must have their staff complete the organizational change template.

2. **Obtaining *internal* formal approvals**: The formal approval process for the designation change must take the completed organizational change template along with an executive summary to the Office of the Senior Vice Provost for Academic Affairs for guidance regarding the university review process.
   - A proposal is created by the dean based on input and support from the faculty.
   - The dean presents the proposal for comment to the Council of Deans.
   - The proposal is then reviewed and approved by the provost or provost designee.
   - The proposal is then reviewed and approved by the President's Cabinet.
   - The next step is for the proposal to be reviewed by the Academic Affairs and University Policy sub- committee of the University Council.
   - The Academic Affairs and University Policy sub-committee of the University Council sends its recommendations to the University Council for a vote.
   - Approval by the University Council places the proposal on the next available Board of Visitor agenda for final internal approval.

3. **Obtaining external formal approvals:** The organizational change changing the designation of a school to a college must be approved by SCHEV prior to SACSCOC notification.
   - The final Board of Visitor approved organizational change is prepared by the Office of the Provost and Vice President for Academic Affairs.
   - That Office prepares a formal cover letter, signed by the provost for submission to SCHEV.
   - Upon receiving SCHEV approval, that Office sends a letter of notification to SACSCOC.
   - Once that Office receives confirmation of the notification, a date for implementation of the designation change is set.

Forms

Template forms under revision.

Related Documents

Related documents are critical to the development of corresponding policies and procedures. Related documents include federal regulations, state regulations, state policies and VCU policies, procedures and guidelines.

1. State Council for Higher Education in Virginia Policy, *Organizational Changes at Public Institutions: Policies and Procedures for Internal and Off-Campus Organizational Changes*

2. Curriculum Handbook under revision.

Revision History

None – New Policy

FAQs

Question: Who can initiate a change in unit designation?

Answer: No person below the administrative title of Dean or equivalent as delineated in this policy, may initiate a designation change for an academic unit.

COMMITTEE DASHBOARD

Committee Dashboard
December 2016

PRESENTATION TITLE: Committee Dashboard Review	
Presenter Name and Title: Gail Hackett, Provost & VP for Academic Affairs	
Responsible University Division: Academic Affairs and Health Sciences	
BOV Committee: Academic and Health Affairs Committee	
Quest Theme(s) and Goal(s) to be Addressed: All themes addressed	
Key Presentation Messages	Each committee of the VCU Board of Visitors is required to develop and discuss a dashboard of metrics that are aligned to its respective oversight responsibilities and Quest for Distinction.
Governance Implications	N/A
Governance Discussion Questions	**N/A**
Next Steps for Management (Responsible Division Head; Timeframe for Action)	N/A
Next Steps for Governance (Responsible Board Member; Timeframe for Action)	N/A

AHAC Dashboard for 2016-17

| Student Success				Quest Peer Comparisons[1]		
Measure	2016-2017 *7/1 to 11/28*	2015-2016	2014-2015	UAB 2015-2016	USC-Columbia 2015-2016	USF 2015-2016
6-year graduation rate	Available Aug 2017	62%	62%	55%	72%	60%
4-year graduation rate		45%	40%	31%	55%	30%
Student safety Clery Act reports	9	12	17	N/A	N/A	N/A
5-year graduation rate for full- time transfer students	Available Aug 2017	67%	62%	N/A	N/A	N/A
% of recent baccalaureate degree graduates working full-time *(12 months post-graduation)*	Available July 2018	Available July 2017	60%	N/A	N/A	N/A
Avg. in-state UG debt at graduation *(thousands)*	Available spring 2018	Available spring 2017	$28,425	N/A	N/A	N/A
UG student satisfaction (*somewhat satisfied + satisfied + very satisfied*) [Note: Tri-annual survey]	Available fall 2018	76%	N/A	N/A	N/A	N/A
Faculty Success						
T&R faculty turnover *(net gain/(loss) in FTEs)*	Information to Come					
Global satisfaction with VCU as a good place to work *(strongly agree + agree response rate)*: faculty (f) / staff (s) [Note: Bi-annual survey]	Next survey in spring 2018	73% (F) / 76% (S)	N/A	N/A	N/A	N/A

AHAC Dashboard for 2016-17						
Research Productivity				**Quest Peer Comparisons**[1]		
Measure	2016-2017 *7/1 to 11/28*	2015-2016	2014-2015	UAB 2014-2015	USC-Columbia 2014-2015	USF 2014-2015
Sum of federal research awards *(millions) (CMUP AY 2013 for est. of Nat'l Ranking)*	$89.9	$144.1 / fall 2017 ranking	$156.5/ approx. 70th	$309.9/ approx. 36th	$160.8/ approx. 76th	$193.6/ approx. 65th
Federal R&D expenditures *(millions) (NSF AY2015 for peers/Nat'l Ranking)*	Available fall 2018	$143.8/ fall 2017 ranking	$142.4/81st	$328.5/34th	$90.5/107th	$218.3/55th
Invention disclosures/ *(AUTM FY2014 for peers)*	Available July 2017	134	93	NA (held at Huntsville)	69	190
Health Sciences						
Inter-professional student contact hours (fall term)	13,786	27,865	14,962	N/A	N/A	N/A
Multi-school research awards		350	343	N/A	N/A	N/A
# of 1st time students enrolling from diversity pipeline programs into health professions training programs	27	14	25	N/A	N/A	N/A

Why the drop in Masters enrollment?

Master's Enrollment by Discipline
FY2012 to FY2016

Down (310) = 59% of decline

Down (146) = 28% of decline

■ FY2012 ■ FY2013 ■ FY2014 ■ FY2015 ■ FY2016
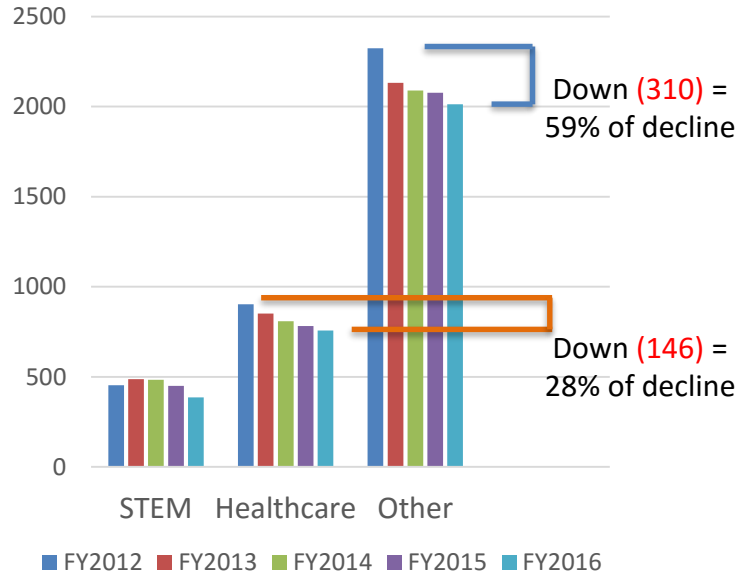
Major Drivers in Enrollment Drops

College/School	Degree Program	Decline # (%)	Reason
College of Humanities & Sciences and School of the Arts	Interdisciplinary Studies • CHS – math/science teaching track and films studies track • Arts – art track	71 (82%)	Programs being discontinued
School of Education	Counselor Education Teaching	48 (42%) 48 (21%)	Reduced funding by employers
Wilder School of Government & Public Affairs	All masters programs • Criminal Justice • Homeland Security & Emergency Preparedness • Public Administration • Urban & Regional Studies/Planning	Combined 82 (36%)	School established in 2013; decline in all programs.
School of Allied Health	Occupational Therapy	44 (54%)	Shifted masters to OTD
	Rehabilitation Counseling*	36 (34%)* *In 2012-13. Enrollment is now stable	Revised program for reaccreditation
	Health Administration	33 (24%)	Recruiting efforts to be enhanced

STRATEGIC PLAN UPDATE

Work Plans and Updates Report to the Board of Visitors
December 2016

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

Strategic Planning Update

Board of Visitors – Academic and Health Affairs Committee
December 9, 2016

Strategic Planning Timeline

VCU

Fall 2016

- **Planning Structure & Process**
- **Draft Budget for Planning Process**
- **Draft Communications Plan**

- **Listening Sessions** *(11/14 to 11/28)*
- **Update to Cabinet** *(11/29)*

- **Visioning Sessions Summary to Co-Chairs** *(12/1)*
- **Steering Committee (SC) Finalized & Invitations Sent** *(12/6)*
- **AHAC Update** *(12/9)*
- **Report to Council of Deans (COD)** *(12/13)*

Oct

Nov

Dec

[1] Including Local Government Agencies
Note: Key Stakeholder updates to include: Faculty Senate, University Council, Staff Senate, SGAs, Council of Deans, Department Chairs, Associate Deans, and other groups as identified.

Spring/Summer 2017

- **Update and Launch Communication Plan** *(week of 1/9)*
- **SC Charge & Kick-off** *(by 1/15)*
- **Listening Session Summary Posted to Website** *(1/16)*
- **Strategic Focus Sessions** *(1/16 to 1/23)*
- **Form/Charge Work Groups** *(by 2/3)*
- **Key Stakeholder Updates** *(Feb)*
- **SC Meeting #2** *(mid-Feb)*
- **Update Cabinet** *(2/28)*
- **Draft Themes & Goals** *(mid-Mar)*
- **Update to AHAC** *(3/22)*
- **Town Halls on Draft Themes & Goals** *(late Mar)*
- **SC Meeting #3** *(early April)*
- **Update Cabinet** *(4/18)*
- **Finalize Themes & Goals** *(late April)*
- **Key Stakeholder Updates** *(April – May)*

- **Update Full BOV** *(5/12)*
- **SC Meeting #4** *(mid-May)*
- **Update Cabinet** *(5/30)*

- **Seek Community Feedback** [1] *(April - July)*
- **6-Year Plan Submitted to SCHEV** *(6/30)*

- **Summarize Community Feedback** *(May-July)*
- **SC Meeting #5** *(mid-July)*
- **Update Cabinet** *(July 30)*
- **Integrate Community Feedback & Determine Strategic Priorities** *(July-Aug)*

Jan

Feb

Mar

Apr

May

Jun

Jul

Aug

Fall 2017

- **Cabinet Retreat** *(mid-Aug)*
- **Charge Work Groups to Develop Implementation Plans** *(late Aug)*

- **SC Meeting #6** *(early Sept)*
- **Update Cabinet** *(mid-Sept)*
- **Update to full BOV** *(mid-Sept)*
- **Key Stakeholder Updates** *(Sept-Oct)*
- **Town Halls** *(late Sept – early Oct)*
- **Identify Key Performance Measures** *(Oct-Nov)*
- **Refine Implementation Plans** *(Oct – Dec)*

- **SC Meeting #7** *(early Nov)*
- **Update Cabinet** *(mid-Nov)*

- **Finalize Implementation Plans for SC Review** *(early Dec)*
- **Update to AHAC** *(early Dec)*
- **SC Meeting #8** *(mid-Dec)*
- **Update Cabinet** *(mid-Dec)*

Aug

Sept

Oct

Nov

Dec

Spring/Summer 2018

- **Integrate Plan Elements from Work Groups** *(Jan-Feb)*
- **Key Stakeholder Updates** *(Jan-Feb)*

- **SC Meeting #9** *(mid-Feb)*
- **Update Cabinet** *(mid-Feb)*

- **Update to full BOV** *(late Feb/early Mar)*
- **Town Halls on Draft Strategic Plan** *(March)*
- **Refine Strategic Plan** *(Mar-April)*
- **SC Meeting #10** *(early April)*
- **Update Cabinet** *(mid-April)*

- **Presentation to Full BOV for Approval** *(May)*

- **Begin Communications Efforts to Wrap Q4D and Launch New Strategic Plan**

- **Final Report on Quest for Distinction** *(Aug)*
- **Strategic Plan Overview at BOV Orientation** *(mid-August)*
- **Launch New Strategic Plan** *(beginning of Fall 2018 term)*

Jan

Feb

Mar

Apr

May

Jun

Jul

Aug

New Strategic Plan: FY 2019-2025

Steering Committee

- Co-Chairs: Gail Hackett, Ph.D. & Marsha Rappley, Ph.D.
- 35 Members: Representatives from BOV (Carol Shapiro & Jacquelyn Stone), VCU Leadership, Faculty, Staff, Students, Alumni, & Richmond Community
- Meeting three times per semester & once in summer

Listening Sessions

- 12 sessions held 11/15 – 11/28
- 260 participated (59% faculty; 33% staff; 7% students)
- Student Whiteboard Visioning – *mid-Jan*
- Summary of findings

Communications

- Listening Session video
- Next Strategic Planning tab added to Quest website
- Strategic Plan Communication Matrix: overview of key constituencies, media, messaging, timing
- Dedicated website launch Jan 2017

DIVERSITY AND INCLUSION STRATEGIC PLAN

Work Plans and Updates Report to the Board of Visitors
December 2016

PRESENTATION TITLE: Inclusive Excellence Report	
Presenter Name and Title: Kevin Allison, Ph.D., Interim Vice President for Inclusive Excellence	
Responsible University Division: Inclusive Excellence **BOV Committee:** Academic and Health Affairs Committee	
Quest Theme(s) and Goal(s) to be Addressed: All themes	
Key Presentation Messages	This report will cover: 1. Brief update on schedule/calendar for Diversity and Inclusion Strategic Plan
Governance Implications	Boards hold responsibility to support and ensure the development of appropriate strategic vision and priorities for institutions of higher education. In light of VCU's student diversity, institutional failure to effectively engage students, faculty and staff in supporting and strengthening VCU's inclusive climate and culturally-informed teaching and research could negatively affect core mission-based outcomes in student success, research quality/relevance and patient care. Specific instances of institutional failure could place the university at risk of not being in regulatory compliance.
Governance Discussion Questions	Is the university appropriately and adequately identifying, developing, implementing and resourcing strategic efforts that support mission-relevant inclusive and compliant learning and work environments?
Next Steps for Management (Responsible Division Head; Timeframe for Action)	Continued implementation of Diversity and Inclusion Strategic Plan Review/Vetting (Interim VP for Inclusive Excellence; Winter 2016-17)
Next Steps for Governance (Responsible Board Member; Timeframe for Action)	AHAC/BOV Committee's Future Review (Winter 2016-17) of Draft Diversity and Inclusion Plan

Academic and Health Affair Committee

VCU Board of Visitors

Division for Inclusive Excellence

Kevin W. Allison & Rosalyn Hobson Hargraves

Interim Vice President   **Special Assistant for Inclusive Excellence and Assessment**

December 9, 2016

Five Major Focus Areas

Institutional Commitment: Provide dedicated, intentional, and committed initiatives, actions, and behaviors to advance diversity, inclusion and equity at all institutional levels.
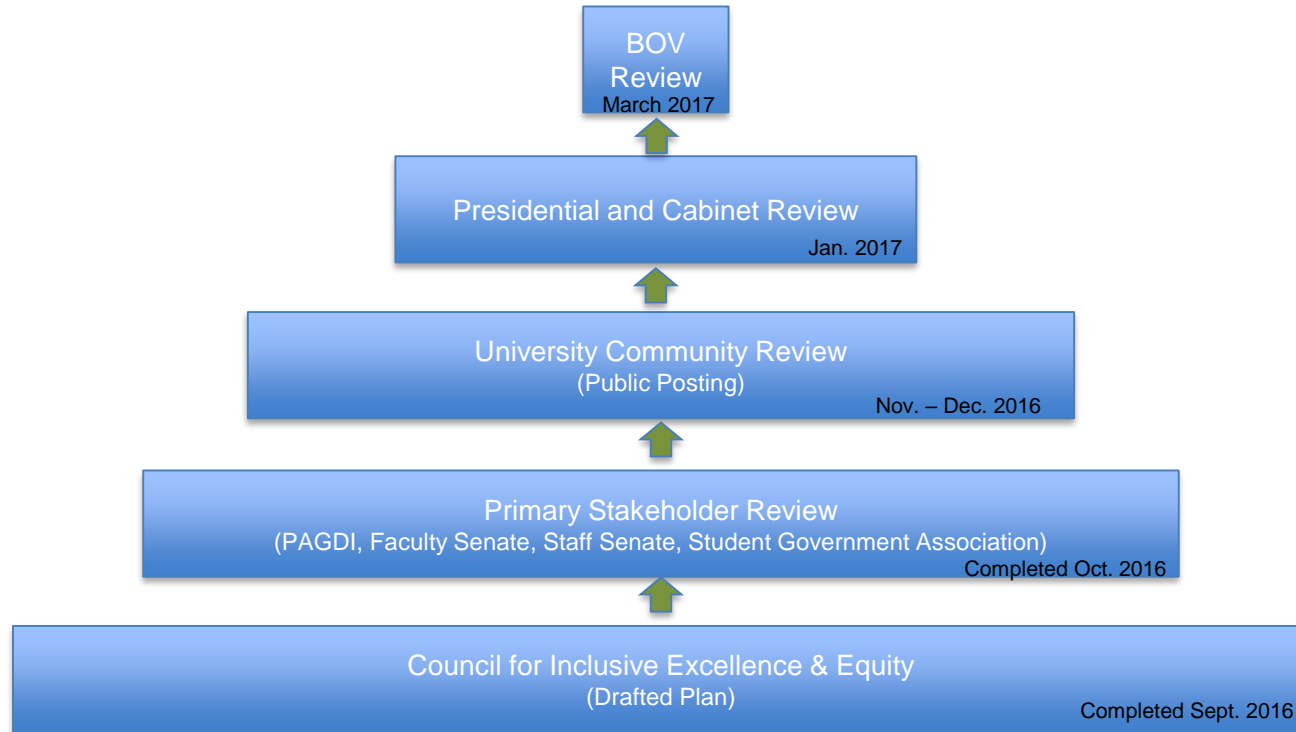
Climate and Intergroup Relations: Create and sustain a welcoming climate for diversity where individuals of differing perspectives, life experiences, identities, and cultural backgrounds are welcomed, valued and supported in their learning, working and living.

Recruitment, Retention & Success: Attract and retain a widely diverse faculty, staff and student body. Implement strategies for enhancing recruitment, retention and success.

Education and Scholarship: Provide rich teaching, learning, research, and service experiences to prepare all students for global citizenship; and support faculty, staff and student research that addresses diversity and inclusion issues in disciplinary and interdisciplinary fields.

Assessment: Establish institutional baseline metrics, targets and gaps in the measurement of progress toward the University's goals and initiatives to advance diversity, equity and inclusion; design and deploy periodic diversity climate surveys, with the results used to monitor and report on institutional progress.

VCU

VCU Diversity & Inclusion Strategic Plan Review Process

BOV Review
March 2017

Presidential and Cabinet Review
Jan. 2017

University Community Review
(Public Posting)
Nov. – Dec. 2016

Primary Stakeholder Review
(PAGDI, Faculty Senate, Staff Senate, Student Government Association)
Completed Oct. 2016

Council for Inclusive Excellence & Equity
(Drafted Plan)
Completed Sept. 2016

DRAFT
Diversity and Inclusion
Strategic Action Plan
2016-2021

Submitted by
Members of the Council for Inclusive Excellence and Equity

Holly Alford
Kevin Allison, Ph.D.
Marianne Baernholdt, Ph.D.
Leslie Brown
Cathleen Burke
Toni-Marie Chandler
Rosalie Corona, Ph.D.
Tim L. Davey, Ph.D.

Rosalyn H. Hargraves, Ph.D.
Herbert Hill
Catherine Howard, Ph.D.
Charles Klink, Ph.D.
Tom Klug
Sania Marcoccia
Gordon McDougall
Edward McLaughlin

Wanda Mitchell, Ed.D.
Rosa Morales-Theodore, M.D.
Brittani Parham
Laura Walsh Rugless
Mary Secret, Ph.D.
Kathleen Shaw
Patricia Stauffer
Blue Wooldridge, D.P.A.

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Executive Summary

The world is changing rapidly and the graduates of VCU and citizens of the Commonwealth of Virginia must be prepared to navigate a world of transnational borders and diverse cultures. Our public urban university is among the most diverse higher education institutions in the Commonwealth, measured using key student demographics such as gender and race/ethnicity. That said, we are keenly aware that a diverse student body does not ensure the existence of a welcoming and inclusive learning environment. That is why a commitment to active, intentional, and ongoing engagement to be inclusive in the building of our community, in the development of our curriculum and co-curriculum, and in our work with communities is key to enhancing VCU's diversity efforts. VCU's commitment to inclusive excellence is evident in many documents published and actions taken by various units and leaders throughout the University over the past seven years, and is reflected in the substantial and deep commitment to diversity and inclusion by members of the VCU community.

Enhancing inclusion and increasing diversity are central to the University's mission for the 21st century. The Council for Inclusive Excellence and Equity (CIEE) was officially established through President Rao's appointment of the 24-member group in August 2015. The Council's membership includes students, staff and faculty; spans the various administrative areas of the campus and is representative of the vice presidents' units.

The CIEE works to assist VCU in actualizing its commitment to diversity and inclusion. The diversity and inclusion strategic action plan was created through working committees of the CIEE and its steering committee. The plan was informed by the findings from the Diversity and Inclusion Cafes, and numerous meetings, interviews and correspondence with alumni, students, and other constituent groups.

The framework to measure progress towards VCU's inclusive excellence ideals has four key themes, connected by an assessment approach and reporting process. These themes provide a guiding structure for the development of an action plan to make excellence inclusive:
- Institutional commitment;
- Campus climate and intergroup relations;
- Recruitment, retention and success; and
- Education and scholarship

The themes are grounded in national frameworks developed to advance diversity in higher education institutions. They are meant to be a guide rather than dictate the framing of how the University and its various academic and administrative units will define the work they will undertake. The assessment process embedded within this plan and the various institutional indicators, in particular, offer an important means to measure progress toward goals. During the development of this plan, the need for measurement came up time and time again. Listed below are the strategic goals for each of the four thematic areas and assessment.

1. Institutional Commitment: Provide dedicated, intentional, and committed initiatives, actions, and behaviors to advance diversity, inclusion and equity at all institutional levels.
- Provide clear and consistent communication regarding diversity and inclusion to all university stakeholders.
- Build and sustain the infrastructure to enhance diversity and inclusion at all levels of the University to support teaching, research and service.

- Create and implement a means of measuring and monitoring progress and providing resource supports for diversity and inclusion initiatives aligned to strengthen our University's academic mission of teaching, research, and service.

2. Climate and Intergroup Relations: Create and sustain a welcoming climate of inclusion where individuals of differing perspectives, life experiences, identities, and cultural backgrounds are welcomed, valued and supported in their learning, working and living.
- Create and sustain a climate where all members of the VCU community from diverse backgrounds feel welcome and part of a university-wide community.
- Create and maintain a living, learning and working environment where everyone feels respected, supported and valued, and people of diverse backgrounds together have shared learning experiences.
- Ensure that the buildings and facilities are welcoming and accessible for all people and cultures, and where feasible arranged to facilitate cross-cultural interaction.

3. Recruitment, Retention & Success: Attract and retain a widely diverse faculty, staff and student body. Implement strategies for enhancing recruitment, retention and success.
- Enroll, retain and graduate a diverse undergraduate, graduate and professional student body.
- Attract, recruit, support and retain a diverse faculty and staff population who are given voice and agency in helping to shape the Great Place Culture we seek.

4. Education and Scholarship: Provide rich teaching, learning, research, and service experiences to prepare all students for global citizenship; and support faculty, staff and student research that address diversity and inclusion issues in disciplinary and interdisciplinary fields.
- Provide more proactive, on-going university support for faculty and staff research addressing diversity and inclusion issues in disciplinary and interdisciplinary fields including those research initiatives that harness the benefits of diversity in areas not traditionally viewed through a diversity lens.
- Increase and assess diversity-rich learning experiences that raise students' cultural competency, increase understanding of global diversity and encourage service in the greater community.
- Develop comprehensive resources for faculty to learn, use and evaluate inclusive teaching practices that encourage communication, collaboration and relationship building across differences.

5. Assessment: Establish institutional baseline metrics and identify gaps in the measurement of progress toward the University's goals and initiatives to advance diversity, equity and inclusion; design and deploy periodic diversity climate surveys and focus groups with the results used to monitor and report on institutional progress; assess and report on progress in achieving targets and communicate findings to the broad university community.
- Inform, support, and report on efforts to improve diversity, equity, and inclusion among all VCU stakeholders in alignment with the university's mission and strategic goals.
- Monitor and assess VCU's climate around diversity, equity and inclusion.

The Diversity and Inclusion Strategic Action Plan, Quest for Distinction, the Affirmative Action Plan, and the Health Equity Strategic Plan weave together a comprehensive strategy for inclusive excellence at VCU. Virginia Commonwealth University is at a significant juncture in time; and has the unique opportunity to demonstrate in real, meaningful and impactful ways the institutional value and its commitment to inclusion. The focus of that commitment is to build a caring community that appreciates, welcomes and is ready to harness the unique talents and expertise of our widely diverse and dynamic community.

If we are to achieve a richer culture, rich in contrasting values, we must recognize the whole gamut of human potentialities, and so weave a less arbitrary social fabric, one in which each diverse human gift will find a fitting place. Margaret Mead, 1935

Diversity is a hallmark of VCU that truly differentiates us as an institution of higher education.
Michael Rao, Ph.D., President, VCU and VCU Health System

Introduction

The speed and impact of technological advance as well as substantial demographic changes within the United States and Virginia have supported growth of a rich, and burgeoning global community and raise fundamental opportunities and challenges for higher education. Virginia Commonwealth University (VCU) is a microcosm of this dynamic pluralism. The university is undergoing numerous changes as it continues implementation of its strategic plan, Quest for Distinction.

In addition, VCU is capitalizing upon opportunities to launch new initiatives that will redouble efforts to achieve greater gains in access, diversity, urban outreach, equity, and inclusion. These initiatives allow the University to establish innovative goals, chart new pathways, review current practices, assess progress, and celebrate our successes. They support VCU's goal to be recognized as a leader and innovator in diversity and inclusion in higher education – a critical and core priority for a premier public urban research university.

Inclusiveness[1] in higher education has become a national priority, as seen in the commitments of accrediting agencies such as the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), VCU's accreditation body. In its 2011 diversity position statement, SACSCOC stated, "Diversity is not an abstract concept; rather, it is a true picture of an ever-changing national demographic landscape that reflects every sector of society. Institutions of higher education mirror diversity through their missions, their structures, and their students, faculty, and staff."

SACSCOC also recognizes as stated in the aforementioned statement that "Diversity in higher education is critical to the social and economic future of this country. Consequently, the Commission supports the leadership role of its member institutions in promoting and sustaining diversity in all arenas of higher education."

VCU's 2016 – 2021 Diversity and Inclusion Strategic Action Plan is an outgrowth of the President's strategic diversity actions, the university's core value and commitment to create a diverse, equitable, and inclusive environment, and an extension of VCU's 2009 – 2014 Five Year Diversity Plan. This document is intended to lead Virginia Commonwealth University towards its goals of advancing access, diversity, and excellence by means of the inclusive excellence model.

As an institution of higher learning, Virginia Commonwealth University must respond to the social and demographic changes that are transforming our society. To that end, VCU will intentionally integrate its efforts at achieving inclusive excellence into the core aspects of the institution – its academic priorities, leadership, quality improvement initiatives, decision-making, day-to-day operations, and organizational cultures. Every member of the university community has a stake in VCU's achievement of inclusive excellence. This plan challenges every member of this university community to embrace diversity and inclusion as a core value and to coordinate efforts to make excellence through diversity real at VCU.

For VCU, diversity encompasses characteristics including race, age, color, ethnicity, gender, sexual orientation, gender identity, gender expression, religion, national origin, disability status, political affiliation, veteran status and socio-economic background. It also includes differences in backgrounds, ideas, thought, values, and beliefs. Diversity is also associated with principles of inclusion and the creation of safe and supportive environments where differences are respected, particularly with regard to historically underrepresented groups and legally protected categories and characteristics by which individuals identify.[2]

This comprehensive long-term diversity and inclusion plan provides overarching institutional guidance for our focused work on strategic priorities and is organized around four themes: institutional commitment; climate and intergroup relations; recruitment, retention, and success; and education and scholarship; connected by an extensive assessment plan.

VCU's Commitment to Inclusive Excellence

It is our highest and best calling as a public research university to drive innovation, progress and compassion for those who learn here, who teach here, who create here, who heal here — and for the countless lives they will someday touch. The impact of what we do, the ripples we make in the pond, are profound and unbounded. As we have taken our place among the nation's elite public research universities, we have also positioned ourselves at the intersection of access and excellence in ways that very few others have.
Michael Rao, President of VCU and VCUHS

The world is changing rapidly, driven by powerful forces such as economics, science, technology, politics, demographics, and religion. The graduates of VCU and citizens of the Commonwealth of Virginia must be prepared to navigate a world of transnational borders and diverse cultures. Our public urban university is among the most diverse higher education institutions within the Commonwealth, but we are keenly aware that a diverse student body does not ensure the existence of a welcoming, inclusive and dynamic learning community. That is why a commitment to active, intentional, and ongoing engagement with diversity in people, in the curriculum, in the co-curriculum, and in communities is key to enhancing VCU's diversity efforts.

VCU's commitment to inclusive excellence is evident in many documents published by various units and leaders throughout the University over the past seven years, and the following citations demonstrate that commitment.

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[1] Inclusive Excellence, a principle that was introduced by the Association of American Colleges and Universities (AAC&U) in 2003, is a comprehensive and well-coordinated set of systemic actions that focus specifically on fostering greater diversity, equity, inclusion, and accountability at every level of University life. Institutionally, Inclusion is defined as "the active, intentional, and ongoing engagement with diversity—in people, in the curriculum, in the co-curriculum and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase one's awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions." For a glossary of terms, please see Appendix X.

[2] For a glossary of terminology please see pages 21-22.

On January 28, 2013, the Faculty Senate[3] endorsed a statement on diversity for VCU to demonstrate its support for action and linking the work of diversity and inclusion to the academic mission of VCU:

> "The members of the Faculty Senate, which represents the faculty of Virginia Commonwealth University, believe that diversity of views, cultures, and experiences are critical to the academic goals of higher education. We believe that the VCU community is stronger due to the diverse backgrounds and experiences that each faculty member brings to the University, and that a diverse faculty contributes to educational quality. VCU serves a diverse student population that benefit from diverse academic perspectives. We believe that the recruitment of a diverse faculty is essential to maintaining the excellence needed to achieve the goals of VCU in becoming the premier public urban research institution and academic institution in the Commonwealth."

The VCU Staff Senate is committed to inclusion. Its senators state:

> "Our interests and goals are as diverse as our membership. Senators serve on committees across both campuses alongside representatives from the student body, faculty and administration, where we work towards achieving the goals and initiatives outlined in the university's strategic plan, Quest for Distinction... We are open to new ideas and initiatives, which leads to engaged and robust discussion in our meetings. In the spirit of openness and inclusion, our general meetings are open to all VCU staff members and we encourage attendance and participation."[4]

Both VCU's Provost and Vice President for Academic Affairs, and VCU's Vice President for Health Sciences remind the University community that:

> "Virginia Commonwealth University is committed to diversity, inclusion and equitable opportunity. In combination with the institution-wide core values, our dedication to this pledge makes VCU a place where people thrive and succeed."

In 2012, VCU appointed its first chief diversity officer, Dr. Wanda S. Mitchell, Vice President for Inclusive Excellence and established the Division for Inclusive Excellence. The Inclusive Excellence website states:

> "We are committed to fostering an inclusive community that welcomes and supports those historically excluded or underrepresented in higher education."

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[3] The Faculty Senate represents the faculty in areas of its responsibilities and concerns at VCU. The purpose of the Faculty Senate is the advancement and dissemination of knowledge and professional skills through teaching, study, research, creativity, exhibition, performance, and provision of community service, and to promote shared governance.

[4] The VCU Staff Senate works to facilitate honest and open communication to support staff employee development and resources and build a stronger university community. Staff Senate website http://staffsenate.vcu.edu/about-us/

In addition, within VCU's policy, Academic Rights and Responsibilities, we include among the ethical principles for 'Teaching and Students' that our faculty "demonstrates respect for the students as individuals, and adheres to his or her proper role as intellectual guide and counselor" (AAPU, 1966). The institution is called to engage to live up to this principle and aspiration fully considering its implications for VCU's diverse student body.

VCU intentionally integrates its efforts at achieving inclusive excellence into the core aspects of the institution – its academic priorities, leadership, quality improvement initiatives, decision-making, day-to-day operations, and organizational cultures – in order to maximize their success. Diversity is counted among the core commitments within VCU's mission, underlies our ethical standard for respect and is one of the core values and guiding principles of our strategic action plan. VCU adheres to a dual focus of its diversity efforts that consists of concentrating on both increasing compositional diversity and creating living, learning, and working environments in which students, faculty, and staff of all backgrounds can thrive.

Overview of the VCU Diversity and Inclusion Strategic Action Plan

As cited by the American Association of Colleges and Universities (AAC&U), making excellence inclusive is an active process through which colleges and universities achieve excellence in learning, teaching, student development, institutional functioning, and engagement in local and global communities. The Council for Inclusive Excellence and Equity (CIEE) was officially established through President Rao's appointment of the 24-member group in August 2015. The Council's work is to assist VCU in actualizing and demonstrating its commitment to diversity and inclusion in significant ways.

The diversity and inclusion strategic action plan was created through working committees of the CIEE and its steering committee. The CIEE membership spans the various administrative areas of the campus and is representative of the vice president's units. The CIEE is responsible for monitoring, reviewing, and assessing the initiatives in this plan to ensure that they lead to institutional and cultural change. This plan was informed by the findings from a series of the Diversity and Inclusion Cafes held in spring 2016 and information shared by alumni, students, and other constituent groups.

The Council's structure included a steering committee consisting of 13 members and five working committees. During the 2016 fiscal year, the steering committee met five times and the full Council met four times to finalize the draft of the 2016 – 2021 Diversity and Inclusion Strategic Action Plan. Committees met with facilitator, Tammy Jackson, Consultant with the Performance Management Group at VCU, throughout the plan drafting period to develop goals, strategic actions, and outcome measures. All members participated in the University's cultural competence workshops in February, 2016 and a culturally-based team building retreat in June.

The steps that will be involved for broad University vetting, engagement and endorsement include:
- CIEE Steering Committee Plan Drafting and Endorsement
- Vetting by University stakeholders
- Post plan for public comment
- Review and Approval by the Presidential Action Group on Diversity and Inclusion (PAGDI), the University Council, the President's Cabinet, the VCU President, and the Board of Visitors

The framework to measure progress towards VCU's inclusive excellence ideals has four key themes, connected by an extensive assessment approach and reporting process. These themes offer a guiding structure for the development of the University's action plan to make excellence inclusive:

- Institutional commitment;
- Campus climate and intergroup relations;
- Recruitment, retention and success; and
- Education and scholarship

These themes are meant to be a guide rather than serve as an absolute framing of how the University and its various academic and administrative units will define the work they will undertake. The themes and their corresponding tactical plans, performance metrics and measurable goals provide campus leaders with a way to broadly conceptualize and implement diversity work on campus. They also help campus members see how their work and their unit's work relate to institution-level goals for diversity, equity, and inclusion. The institutional indicators, in particular, offer a means to measure progress on goals.

Themes with Goals and Initiatives for Advancing Diversity and Inclusion at VCU

Listed below are the goals and strategic initiatives for each of the thematic areas. While the goals and initiatives do not have specific metrics or a timeline associated with them at this point, during the plan's continued development and approval process precise measurement criteria and implementation dates will be established. In addition explicit articulation of individuals and units responsible for specific initiatives along with the necessary resources to implement the strategies will be identified during the plan's approval and implementation process.

> **I. Institutional Commitment:** Provide dedicated, intentional, and committed initiatives, actions, and behaviors to advance diversity, inclusion, and equity at all institutional levels.
> - Provide clear and consistent communication regarding diversity and inclusion to all university stakeholders.
> - Build and sustain the infrastructure to enhance diversity and inclusion at all levels of the University to support teaching, research and service.
> - Create and implement a means of measuring, monitoring, and rewarding progress and providing resource supports for diversity and inclusion initiatives aligned to strengthen our University's academic mission of teaching, research, and service.

Goal	Initiatives/Action Steps
I.G1. Provide clear and consistent communication regarding diversity and inclusion to all university stakeholders. *Institutional Commitment*	Articulate a clear definition of diversity and inclusion for VCU. Incorporate diversity and inclusion goals and initiatives in all of VCU's strategic planning processes (e.g., University's Strategic Plan) and associated reporting. Develop a communication strategy on diversity and inclusion that encompasses all forms of media and communication formats for both internal and external efforts. Provide access for faculty, staff and students to communicate directly with University leadership for open two-way dialog on topics/issues concerning diversity and inclusion. Establish periodic formal updates (written and other media/formats) to inform university community about progress on diversity and inclusion strategic goals.

Goal	Initiatives/Action Steps
I.G2. Build and sustain the infrastructure to enhance diversity and inclusion at all levels of the University to support teaching, research and service. *Institutional Commitment*	Incorporate a process to analyze the impact of individual university policies upon diversity and inclusion, into the university's policy development and review process. Assess depth, breadth, and availability of resources and services that currently support student, faculty and staff success to ensure that issues and concerns of underrepresented groups are effectively addressed and make recommendations for enhancing university infrastructure. Plan and make cultural competency training available to all faculty, staff and students.

Goal	Initiatives/Action Steps
I.G3. Create and implement a means of measuring, monitoring, and rewarding progress and providing resource supports for diversity and inclusion initiatives aligned to strengthen our University's academic mission of teaching, research, and service. *Institutional Commitment*	Identify university and unit/division performance dimensions at the administrative supervisory, and faculty and staff levels and establish reporting mechanisms relevant to supporting success for all students, faculty, and staff (e.g. inclusive workplace and hiring practices, inclusive teaching and research, cascading goals at unit and individual performance levels as appropriate). Develop and implement varied methods to recognize and reward participation and progress in the achievement of diversity and inclusion goals and integrate diversity and inclusion accomplishments into existing recognition and awards programs. Establish a clear and regular process for assessing and addressing recommendations of stakeholders groups (task force, councils, advisory committees, etc.)[5] related to diversity and inclusion.

II. Climate and Intergroup Relations: Create and sustain a welcoming climate for diversity where individuals of differing perspectives, life experiences and cultural backgrounds are welcomed, valued and supported in their learning, working and living.

- Create and sustain a climate at VCU where all students, faculty, staff and alumni from diverse backgrounds feel welcome and part of a university wide community.
- Create and maintain a living, learning and working environment where everyone feels respected, supported and valued, and people of diverse backgrounds together have shared learning experiences.
- Ensure that the built environment is welcoming and accessible for all people and cultures, and where feasible are arranged to facilitate cross-cultural interaction.

Goal	Initiatives/Action Steps
II.G1. Create and sustain a climate at VCU where all students, faculty, staff and alumni from diverse backgrounds feel welcome and part of a university wide community. *Climate and Intergroup Relations*	Provide consistent on-boarding/orientation for all new faculty, staff and students to ensure awareness and understanding of all VCU diversity and inclusion policies, resources and goals. Provide information and support for the development and engagement of alumni affinity groups. Provide resources and a structure to support networking, engagement, and programming relevant to affinity/interest groups within the university community.

Goal	Initiatives/Action Steps
II.G2. Create and maintain a living, learning and working environment where everyone feels respected, supported and valued, and people of diverse backgrounds together have shared learning experiences. *Climate and Intergroup Relations*	Provide professional development opportunities that support university commitments and goals targeting success for all students, faculty, and staff, ensuring access by all members of the VCU community and ensuring that such trainings are inclusive and culturally relevant in design. Develop and maintain a faculty and staff mentoring program to enhance understanding of career advancement processes, and opportunities to build valuable professional relationships and supportive positive relations among employees. Provide access to resources and information to enhance employee understanding of discrimination and harassment prevention, Americans with Disabilities Act compliance and related topics. Provide ongoing leadership workshops for department chairs and supervisory personnel that focus on department climate, new generation faculty and staff, campus culture and its impact on the success of faculty and staff from diverse backgrounds. Provide support for faculty and staff participation in professional development and volunteer opportunities which have a diversity and inclusion component or focus. Sponsor social and cultural activities and events to engage staff, faculty, alumni and students in university-wide collaboration and community building and supporting awareness of VCU diversity and inclusion resources.

Goal	Initiatives/Action Steps
II.G3. Ensure that the buildings and facilities are welcoming and accessible for all people and cultures, and where feasible are arranged to facilitate cross-cultural interaction. *Climate and Intergroup Relations*	Assess access issues affecting students, visitors, and employees; develop and assess solution options; and develop or make visible initiatives that effectively address specific underrepresented population access concerns (e.g. disability, gender, religion).[6] Encourage diverse visual and physical representations across the university campuses including building design, website and media campaigns.

III. Recruitment, Retention and Success: Attract and retain a widely diverse faculty, staff and student body. Implement strategies for enhancing recruitment, retention and success.
- Enroll, retain and graduate a diverse undergraduate, graduate and professional student body.
- Attract, recruit, support, and retain a diverse faculty and staff population who are given voice and agency in helping shape the Great Place Culture we seek.

Goal	Initiatives/Action Steps
III.G1. Enroll, retain and graduate a diverse undergraduate, graduate and professional student body. *Recruitment, Retention & Success*	Maintain/increase the diversity of the undergraduate, graduate and professional student population as represented by race/ethnicity, socioeconomic status and first generation participants in higher education. Maintain/increase successful outcomes amongst diverse populations (underrepresented students) as measured by graduation rates and post-graduation outcomes. Advance University efforts to provide financial aid/scholarship/assistantship assistance to students with financial need (poverty level, Pell eligible, etc.). Develop/strengthen student mentoring, advising, and other academic and non-academic support programs (ensuring and supporting access by underrepresented and at-risk students) through innovation, monitoring, continuous improvement and sharing of best practices to departments (e.g., pipeline programming).

Goal	Initiatives/Action Steps
III.G2. Attract, recruit, support and retain a diverse faculty and staff population who are given voice and agency in helping shape the Great Place Culture we seek. *Recruitment, Retention & Success*	Provide professional development and leadership advancement opportunities and support for career progression for faculty and staff from all groups, ensuring access to members of populations traditionally underrepresented in their fields. Support faculty and staff in the continued development of scholarship, research and creative expression and service that expands a knowledge base that is inclusive. Review current reward and recognition guidelines and processes to support appropriate review of inclusive research, teaching, and service activities within tenure, promotion, and annual performance evaluation. Provide professional development and leadership advancement opportunities for faculty and staff. Provide mentoring and professional development supports for all junior faculty members to support their career progression, ensuring access by all faculty members and programming that is inclusive and culturally informed. Report annually on comprehensive hiring, retention, promotion, and attrition data that include underrepresented faculty and staff (disability, gender, race/ethnicity, religion, sexual orientation, etc.). Ensure appropriate accountability in the development of candidate pools that are reflective of the diversity of the profession. Support and fund the hiring of faculty with expertise in disciplines and studies that address and expand the scholarship, knowledge base and creative products relevant to diverse populations, cultures, beliefs and social identities.

[6] Adhering to the fundamental concepts of universal design

IV. Education and Scholarship: Provide rich teaching, learning, and research and service experiences to prepare all students for global citizenship; and support faculty, staff and student research that address diversity and inclusion issues in disciplinary and interdisciplinary fields.

- Provide more proactive, on-going university support for faculty and staff research addressing diversity and inclusion issues in disciplinary and interdisciplinary fields including those research initiatives that harness the benefits of diversity in areas not traditionally viewed through a diversity lens.
- Increase and assess diversity rich learning experiences that raise students' cultural competency, understanding of global diversity and encourage service in the greater community.
- Develop comprehensive resources for faculty to learn, use and evaluate inclusive teaching practices that encourage communication, collaboration and relationship building across differences.

Goal	Initiatives/Action Steps
IV.G1. Provide more proactive, on-going university support for faculty and staff research addressing diversity and inclusion issues in disciplinary and interdisciplinary fields including those research initiatives that harness the benefits of diversity in areas not traditionally viewed through a diversity lens. *Education and Scholarship*	Ensure that institutional support and infrastructure facilitate external and internal grants include all faculty members, ensuring inclusion of those who study issues and topics related to diversity. Provide institutional support and infrastructure to incentivize research and collaborative scholarship that support the success of diverse populations on campus, in Richmond and beyond. Provide support to and integrate recognition for faculty and programs for the development, implementation and dissemination of scholarship relevant to diversity and inclusion. Publicize research on diversity and inclusion in university publications and in local, regional, and national news outlets.

Goal	Initiatives/Action Steps
IV.G2. Increase and assess diversity rich learning experiences that raise students' cultural competency, understanding of global diversity and encourage engagement in the greater community. *Education and Scholarship*	Establish institutional priorities and commitments to student intellectual and social development, enhanced student learning recognizing differences in learners. Identify, explore, and support the development of a wider range of curricular programs and course offerings on diversity and inclusion. Provide support to faculty and programs for the development, implementation and evaluation of courses and academic programs related to diversity and inclusion. Ensure new diversity and inclusion initiatives are integrated with the design and implementation of VCU's Real World Experience initiatives and the university's commitment to experiential learning for all students. Increase student exposure to and inclusion in faculty scholarly/research activities related to diversity and inclusion.

Goal	Initiatives/Action Steps
IV.G3. Develop comprehensive resources for faculty to learn, use, and evaluate inclusive teaching practices that encourage communication, collaboration, and relationship building across differences. *Education and Scholarship*	Expand New Faculty Orientation/Onboarding to include ongoing sessions throughout the first year to include topics on diversity and inclusion in the classroom and present inclusive classroom strategies that engage all students in discussions. Provide a series of faculty development seminars and workshops each semester to focus on creating inclusive classrooms and responding to challenging diversity and inclusion classroom issues. Provide professional development opportunities that support university commitments and goals targeting success for all students, faculty, and staff, ensuring access by all members of the VCU community and ensuring that such trainings are inclusive and culturally relevant in design.

V. Assessment: Establish institutional baseline metrics, targets and gaps in the measurement of progress toward the University's goals and initiatives to advance diversity, equity and inclusion; design and deploy periodic diversity climate surveys and focus groups with the results used to monitor and report on institutional progress; assess and report on progress in achieving targets and communicate findings to the broad university community.

- Inform, support, and report on efforts to improve diversity, equity, and inclusion among all VCU stakeholders in alignment with the university's mission and strategic goals.
- Monitor and assess VCU climate around diversity, equity, and inclusion.

Goal	Initiatives/Action Steps
V.G1. Monitor and assess VCU climate around diversity, equity, and inclusion.	Design or identify and refine survey instrument(s) and targeted qualitative tools to assess VCU climate for diversity, equity, and inclusion.
	Collaborate on development of communication plan(s) to share survey results with various VCU and external constituencies.
	Support launch of communication plan(s) to share results with various VCU constituencies.
	Assess results of climate survey(s) and identify issues/challenges.
	Solicit feedback from key constituencies to inform action plan(s).
Assessment	Coordinate with CIEE committees to track progress against action plans.

Goal	Initiatives/Action Steps
V.G2. Inform, support and report on efforts to improve diversity, equity, and inclusion among all VCU stakeholders in alignment with the university's mission and strategic goals.	Draft scorecard for CIEE review and feedback.
	Populate scorecard with baseline data (where available).
	Finalize scorecard and determine distribution schedule.
Assessment	Ensure availability of discipline relevant and appropriate tools and strategies to support unit assessment and monitoring.

Next Steps and Concluding Reflections

Feedback on the strategic priorities received at each stage of vetting will be incorporated and reviewed by the CIEE. The CIEE will, in parallel to the vetting, provide a preliminary implementation design, including the development of a plan and process for the integration into the university's upcoming strategic planning process and the work on the university's Human Resources Transformation (Great Place Culture), as well as developing a draft template and process for the integration of the diversity and inclusion plan and strategies into the work and planning processes of individual units. This will include the explicit articulation of individuals and units responsible for specific actions and strategies, as well as measurement strategies, timelines and necessary resources.

Virginia Commonwealth University is at a significant juncture in time; and has the unique opportunity to demonstrate in real, meaningful and impactful ways its institutional value and commitment to diversity for building a caring community that appreciates, welcomes and is ready to harness the unique talents and expertise of our widely diverse and dynamic community.

VCU has been active in addressing its recognized limitations and impediments to achieving a widely diverse and inclusive community. Much work remains to be done; it is evident that the University community must continue to champion, support, and provide leadership and funding to promote a more inclusive community that advances all aspects of diversity and inclusion throughout the University structure. This Diversity and Inclusion Strategic Action Plan in conjunction with Quest for Distinction, the Affirmative Action Plan and the Health Equity Strategic Plan will guide our intentional and deliberate actions over the next five years with a mid-term assessment in 2018, as well as annual progress reports in the interim to assess the university's progress in meeting the goals set forth in this plan.

Key Concepts

Access: The recruitment and retention of members of traditionally underrepresented groups. Access for all can be achieved only by intentional and deliberate action utilizing policies, procedures and resources to increase hiring and admission of a widely diverse faculty, staff, administration, and student body.

Accountability: Predetermined level of expectations that individuals, units, and/or institution is responsible for attaining.

Assessment: The act of making a judgment and/or the act of evaluating information to monitor and measure progress of institutional commitment to diversity and inclusion and make impactful decisions when necessary.

Campus Diversity: A learning community that is enriched by persons of different races, genders, ethnicities, nationalities, economic backgrounds, ages, abilities, sexual orientation, gender identity or expression, marital status, languages, veteran status, and religious beliefs because participation in a diverse educational community enriches students' education and enhances their ability to participate in a rapidly evolving, multicultural nation.

Climate: A working, living, and learning environment where differences are welcomed and valued to ensure an environment that offers opportunity for, and support of, the success of all students, faculty and staff.

Diversity: At VCU, diversity encompasses those who are different and similar by such characteristics as race, age, color, ethnicity, gender, sexual orientation, gender identity, gender expression, religion, national origin, disability status, political affiliation, veteran status and socio-economic background. It also includes differences in backgrounds, ideas, thought, values, and beliefs. Diversity is also associated with principles of inclusion and the creation of safe and supportive environments where differences are respected, particularly with regard to historically underrepresented groups and legally protected categories to which individuals may belong.

Education and Scholarship: Provide rich teaching, learning, and research and service experiences to prepare all students for global citizenship; and support faculty, staff and student research that addresses diversity and inclusion issues in disciplinary and interdisciplinary fields.

Equity: The fair and just allocation of resources, opportunity, and treatment aimed at success for every member of the campus community. Every individual must have an equal opportunity to participate in all aspects of the educational process, including learning facilities, resources, extracurricular, and curricular programs.

Inclusive Excellence: A comprehensive and well-coordinated set of systemic actions that focus specifically on fostering greater diversity, equity, inclusion, and accountability at every level of university life.

Inclusion: The active, intentional, and ongoing engagement with diversity—in people, in the curriculum, in the co-curriculum and in communities (intellectual, social, cultural, geographical) with which individuals might connect—in ways that increase one's awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.

Institutional Commitment: This public urban university is the most diverse higher education institution in the Commonwealth but we are keenly aware of the fact that a diverse student body does not ensure the existence of a welcoming, inclusive and dynamic learning community. That is why a commitment to active, intentional, and ongoing engagement with diversity in people, in the curriculum, in the co-curriculum, and in communities is key to enhancing VCU's diversity efforts.

Recruitment and Retention: Institutional efforts to increase diversity of students, faculty, staff, and administrators at the University. Increase presence of diverse faculty and staff at all ranks, levels, and pay bands is important. Maintaining a student body reflective of the diversity in the college bound students in the Commonwealth of Virginia by ensuring a climate that offers access, opportunity and support for the success of all students is key.

Success: Performance or achievement that is marked by accomplishment of goals and expectations.

Historical Sketch: Progress of Diversity at VCU

1838 – VCU is founded with the opening of Hampton-Sydney College's medical department in Richmond.

1854 – The medical department of Hampton-Sydney receives an independent charter from the Virginia General Assembly to become the Medical College of Virginia (MCV).

1859 – MCV enrollment grows as white Virginians studying medicine in the North return to Virginia, seeking a less hostile climate.

1860 – MCV becomes a state institution.

1867 – MCV, City of Richmond, and Freedman's Bureau open an outpatient clinic for the "sick poor," both white and colored.

1861 – Civil War Perseverance: VCU hospital opens during the civil war becoming home to the confederate army and is the only school left with the distinction.

1917 – MCV agrees to admit women to all programs to help mitigate the effects of the war.

1918 – Innis Steinmetz, class of 1920, is the first woman to enter the medical school.

1920 – St. Philip School of Nursing is founded to train African American women. It exists as a separate institution within MCV and trained 600 African American women before closing in 1962.

1927 – The Richmond Professional Insititute admits it first male students.

1943 – School of Occupational Therapy, instituted in 1942, accredited to provide therapy to returning soldiers.

1944 – Veterans begin to enroll through G.I. Bill. Male student population goes from 30 in 1940 to 805 in 1947, including 650 veterans.

1948 – Commission for Civil Rights organized in Richmond with RPI professor Howard Davis as chair.

1951 – Jeanne Harris enrolls at MCV becoming the first African American at VCU; and this occurs before the Supreme Court case Brown v. Board of Education that integrates public schools.

1967 – A small interracial group of students at the Richmond Professional Institute (RPI) hold a series of meetings to address race relations and to develop an African American Studies Program. The African American Studies Committee successfully creates two, credit courses in African American Studies at VCU in 1969.

1967 – Grace E. Harris becomes one of three of RPI's first hired African American faculty. In 1982 she becomes the dean for the School of Social Work. Harris becomes the provost in 1993 and acting president from April - June 1998 when former President Eugene E. Trani leaves for research purposes. She is the only African American woman to have a building at VCU named after her.

1968 – On July 1, 1968, Richmond Professional Institute and the Medical College of Virginia officially become Virginia Commonwealth University.

1970 – The Black Education Association or BEA is formed; community of scholars committed to advancing institutional equity and diversity through education, research and administrative efforts.

1970 – Eta Tau Chapter of Delta Sigma Theta becomes the first Historically Black Greek-Letter organization to charter at VCU.

1970 – Jim Elam becomes the first African American President of Student Government. He campaigns on inclusion for the entire study body and more minority professors. Elam uses his platform to establish an Afro-Studies program.

1972– Congress passes Title IX legislation, women's college sports grow at VCU and nationally.

1976 – Federal Appeals Court orders VCU to recognize the Gay Alliance of Students as a campus organization.

1988 – Office of Multicultural Student Affairs (OMSA) is founded in response to intense lobbying from African American Students who felt underserved and underrepresented and in need of an office that responds to their needs. In 1996 OMSA drafts proposal for broader scope on campus and shifts to inclusiveness and in 2006 expands to include LGBTQ students.

1993 – Presidential Awards for Community Multicultural Enrichment is established to recognize contributions and efforts made toward enhancing the goals of inclusive excellence and VCU's commitment to diversity and inclusion.

1998 – VCU school of Arts in Qatar is established.

1998 – Safe Zones are created to reduce homophobia and heterosexism on the VCU campus.

2003 – The School of Government and Public Affairs is named after L. Douglas Wilder. Wilder served as Virginia State Senator from 1969-1985 and later as Virginia's Governor 66th governor and our Nation's first elected African American governor.

2003 – State Council for Higher Education in Virginia (SCHEV) approved VCU's AFAM as a Bachelor of Arts B.A program. As of 2015 the program currently has a little over 100 AFAM majors. Most students are double majors and receive AFAM as a second major.

2005 – The University Equity and Diversity Committee is established and chaired by Dr. Beverly Warren.

2005 – The School of Medicine Center on Health Disparities established to reduce health disparities by training a diverse and competent workforce and by serving and engaging with the communities affected by disparities.

2007 – Dr. M. Njeri Jackson is appointed Special Assistant to the Provost for Promoting Diversity.

2010 – Division for Health Sciences Diversity is established to reach promising students from all communities, expose them to the variety of careers in the health sciences, excite them about pursuing a profession in health care and prepare them for that path.

2012 – Equality VCU is established as a collaborative, advisory and advocacy body representing the aspirations and concerns of the lesbian, gay, bisexual, trans*, queer, questioning, intersex/DSD, and asexual peoples and their allies (LGBTQQIAA) affiliated with Virginia Commonwealth University.

May, 2012 – Lavender Graduation is established at VCU as a special graduation ceremony that honors the achievements of graduating gender and sexual minority students on campus.

September, 2012 – Dr. Wanda Mitchell is appointed as Vice President for Diversity and Equity, VCU's chief diversity officer.

July, 2015 – The Council for Inclusive Excellence and Equity is a 24-member group established to monitor, review, and assess VCU's diversity, equity and inclusive excellence initiatives, as well as to develop the new Diversity and Inclusion Strategic Action Plan.

July, 2015 – The Institute for Inclusion, Inquiry & Innovation (iCubed) is established to promote diversity and inclusion through a strategic investment in academic programs and institutes and centers focused on the welfare of urban populations.

October, 2015 – Implementation of gender-neutral and accessible restroom facilities on the Monroe Park campus to be conducted in the Academic Learning Commons, University Student Commons, and the James Branch Cabell Library.

November, 2015 – President's Action Group for Diversity and Inclusion is a five-member group that works in consultation with the President's Cabinet and the University's senior leadership to actualize the institution's commitment to diversity, equity, and inclusion.

November 11, 2015 – Group of students rallied at the Compass in support of black students at the University of Missouri protesting discrimination.

November 12, 2015 – A group of Black Virginia Commonwealth University student activists demonstrated a sequence of peaceful protests, including a sit in at President's Rao's office, to demand an increase of Black Professors and Faculty.

November 19, 2015 – Hour-long Presidential Forum on Diversity and Inclusion to address concerns that had arisen about hiring and retaining black faculty, the need for improved communications about current efforts, cultural competency and respect in the classroom, support of staff diversity and financial support for the Office of Multicultural Student Affairs and the Division for Inclusive Excellence.

December, 2015 – President's first-ever called required meeting of senior leadership team communication system.

January and February, 2016 – Members of the president's cabinet and senior leadership team (including deans, vice provosts and associate vice presidents) participated in the cultural competence workshops that will be ongoing.

May 3, 2016 – Establish new Inclusive Excellence website that enhanced diversity and inclusion communication.

References Consulted

American Association of State Colleges and Universities/National Association of State Universities and Land-Grant Colleges. (2005). Now is the time: Meeting the challenge for a diverse academy. AASCU/NASULGC Task Force on Diversity. Washington, D.C. Retrieved from http://diversity.iupui.edu/assets/nitt_ebook.pdf

Cleveland State University (2011) http://www.csuohio.edu/offices/diversity/

http://www.vcu.edu/about/history.html

http://www.afam.vcu.edu/

http://wilder.vcu.edu/

http://www.medschool.vcu.edu/about/history/

http://www.omsa.vcu.edu/

This plan would not be possible without the members of the Council for Inclusive Excellence and Equity.

Holly Alford
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Interim Vice President for Inclusive Excellence & Senior Assistant to the President

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Director, Langston Center for Quality, Safety and Innovation

Leslie Brown
Director of Budget and Resources, Finance and Administration

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Assistant Vice President, Human Resources

Toni-Marie Chandler
Student Senate Appointee

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Associate Professor, Department of Psychology

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Vice Provost for Faculty Recruitment and Retention

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Director of Undergraduate Research Opportunities

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Vice Provost, Community Engagement

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Sania Marcoccia
President, Staff Senate; Coordinator of Fiscal Operations, Office of the Provost

Gordon McDougall
Associate Vice President, Development and Alumni Relations

Edward McLaughlin
Associate Vice President and Athletic Director, Department of Athletics

Wanda Mitchell, Ed.D.
Former Vice President, Division for Inclusive Excellence

Rosa Morales-Theodore, M.D.
Chair, Multicultural Affairs Advisory Board; Professor, Department of Psychiatry

Brittani Parham
Student Senate Appointee

Laura Walsh Rugless
Director, Equity and Access Services & Title IX Coordinator

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Senior Associate Athletic Director, Sports Administration
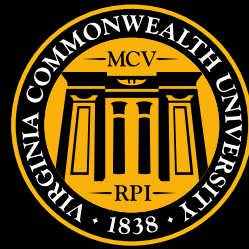
Blue Wooldridge, D.P.A.
Professor, L. D. Wilder School of Government and Public Affairs

ATHLETICS UPDATE

Work Plans and Updates Report to the Board of Visitors
December 2016

PRESENTATION TITLE: Athletics Report	
Presenter Name and Title: Ed McLaughlin, Associate Vice President & Director of Athletics	
Responsible University Division: Academic Affairs	
BOV Committee: Academic and Health Affairs Committee	
Quest Theme(s) and Goal(s) to be Addressed: Student Success	

Key Presentation Messages	1. NCAA Governance model changes
	    a. Impact on VCU Athletics
	    b. Values Based Distribution changes
	    c. Concussion, mental health and safety issues
	2. NCAA Board of Directors
	    a. Focus on basketball-centric voice in governance
	    b. Permanence of seats on important boards and committees
	3. Financial report
	    a. Reliance on student fee down to 61%
	    b. Balanced budget four consecutive years
	4. Academics
	    a. Three consecutive semesters above a 3.0 for entire department
	    b. Space reallocation includes offices, suites and locker rooms for Olympic sports
	5. Title IX review
	    a. Follow-up to 2012 report
	    b. Met all recommendations

Governance Implications	No BOV governance implications yet.
Governance Discussion Questions	**1. What is the funding source of these NCAA Governance increases on VCU's campus?**
Next Steps for Management (Responsible Division Head; Timeframe for Action)	Athletics will continue to update AHAC periodically about potential NCAA Governance changes, especially autonomy legislation.
Next Steps for Governance (Responsible Board Member; Timeframe for Action)	None.

Academic and Health Affairs

Athletics, presented by Ed McLaughlin

December, 2016

NCAA governance model changes

- NCAA Governance impact on VCU Athletics
  - Participating fully in Cost of Attendance, Multiyear grants-in-aid and concussion protocol
  - Initiatives funded through private sources, no E&G funds used
  - VCU is well positioned to remain elite nationally.

- Values Based Distribution model
  - Rewards academic performance in addition to revenue for NCAA Tournament units

- Health and wellness key items for future
  - Student-athlete wellness and mental health are key topics for future governance

Make it real.

NCAA Board of Directors

- Dr. Rao in second-year of his term on the NCAA Division I Board of Directors

- Focus in future meetings on basketball-centric voice in the governance process

- Permanence of seats on NCAA Division I Board, NCAA Basketball committees and other important NCAA committees is a key component

Financial report

- Reliance on student fee as part of VCU Athletics budget 61%

  – Well-below JLARC recommended legislation

  – Down from 80% in 2009

- Balanced budget four consecutive years

- Budget increased to $33m for FY 2017 without proportional increase to student fee

Academics

- Three consecutive semesters with cumulative grade point average above 3.0 for VCU Athletics

- 64% of student-athletes earned a 3.0 GPA or higher and 36% earned a 3.5 GPA or higher

- Increases to academic support staff and tutoring budget directly impacts academic performance

VCU

Make it real.

Title IX review

- Review submitted by JMI Sports in spring of 2016 was a follow-up to the 2012 report

- Recommendations included renovation facility for field hockey facility (completed 2013) and introduction of women's lacrosse as a sport program (first season 2015-16) and charter

- Review found that VCU Athletics met all recommendations from the 2012 report and found no gender-based issues currently

- Current plan to conduct Title IX review every four years to monitor progress

VCU

Make it real.

STRATEGIC UPDATE - VCU HEALTH SYSTEMS

Strategic Updates Report to the Board of Visitors
December 2016

PRESENTATION TITLE: VCU Health System Update	
Presenter Name and Title: Marsha Rappley, M.D., Vice President for Health Sciences and CEO, VCU Health	
Responsible University Division: VCU Health Sciences	
BOV Committee: Academic and Health Affairs Committee	
Quest Theme(s) and Goal(s) to be Addressed: All Quest Themes	
Key Presentation Messages	**Diversity & Inclusion – Advance the university efforts around diversity and inclusion initiatives.** • Organizational Integration • Workforce Diversity **One University – Advance the development of collaborative practice models for health sciences and the health system.** • Evaluation of Innovative Models of Care • Workforce Development **Community Engagement – Advance the university goal of becoming a national model for community engagement and have a regional impact.** • Health Equity Initiative • Community Engaged Partnership Map **Suggested Pre-Reads**: 1. https://vcuhealthbeyondourwalls.org/ 2. http://annualreports.vcu.edu/vcuhealth/ 3. https://vcuhealthsystem.uberflip.com/i/685821-2015-workforce-annual-report 4. http://dhsd.vcu.edu/media/health-sciences/dhsd/pdf/vcu-dhsd-annual-report-2015.pdf
Next Steps for Management (Responsible Division Head; Timeframe for Action)	Ongoing – VCU Health System and Health Sciences have incorporated annual goals.

Board of Visitors
VCU Health System Update
December 9, 2016

Marsha D. Rappley, M.D.

Vice President, VCU Health Sciences

CEO, VCU Health System

VCU's Academic Medical Center

How does the VCU Health System share and advance university strategic priorities?

Diversity and Inclusion

One University

Community Engagement

Diversity and Inclusion
## Opening access to all levels of opportunity and success

Strategies

- Pipeline Programs
- Evaluation metrics for faculty
- Organizational integration with goals
- New talent development initiative within human resources

Outcomes

- Student enrollment: **10.7%** under-represented minority
- Faculty: **8.1%** under-represented minority
- Administration: the 7 top leadership positions
  - 3 majority men, 3 majority women, one African American woman

One University

- Integrating academic, research and clinical missions to advance health through inter-professional education and collaborative practice
  - Innovative models of care: health sciences, social sciences, engineering, arts and the health system
  - Developing the workforce for the future
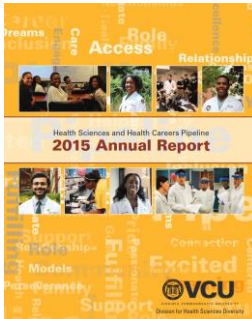
Health Sciences and Career Pipeline 2015 Annual Report

VCU Health Workforce 2015 Annual Report

Community Engagement

- Advancing the university goal to become a national model with regional impact
- Leveraging health system and university assets to address social determinants of health
  - Health Equity Initiative
  - Community Engagement initiatives
    - Community Engagement Partnership Map
    - Beyond Our Walls publication

Interactive Partnership Map

http://communitynetwork.vcu.edu/partnerMap

- Visually Represents:
  - Community Partner Address (Red Pin)
  - Partnership Geographic Reach (Yellow Shading)

- Will generate results and reports filtered by:
  - Focus Area(s)
  - Geographic Reach Area(s)
  - VCU Unit(s)
  - Activity Type(s)

Closing…

- Thoughts on "Vision Statement" document?

Next Page: Vision Statement

VCU

VCU Health™

Vision Statement

We are the VCU Health System and the VCU Health Science Schools, a powerful melding of faculty, staff, students and residents engaged in academic excellence and service. Our power lies in our deep commitment to the safety net mission combined with an equally strong passion for quality, safety, education and research, while providing the most advanced medical care for the region. Our engagement in improving the health of our community brings a relevance to our work that is at the heart of all learning and discovery.

Now we are ready to jump tiers.

➢ **We strengthen our safety net and expand beyond: we provide the highest level of advanced medical care to the greatest complexity of disease or social circumstances, thereby becoming the safest and finest health system in the nation.**

➢ **We push discovery of the extraordinary into the realm of the ordinary, improving the lives of the people who need us.**

➢ **We inspire our students and residents, and they inspire us. Together we each move to the next level of professional commitment through the power of our shared mission.**

➢ **We lead the shaping of powerful partnerships between communities, universities, academic health centers and organizations across the nation, thereby shaping the health of the nation.**

➢ **We care for each other, so that we can sustain the contributions of our talent, energy, and commitment, thereby best serving those who need us.**

Pathways to this vision:

- o **Growing** and enlarging our sphere of impact, our mission thrives well into the future, reaching outside our walls
- o **Aligning** health system, health sciences schools, university, community, national organizations
- o **Creating** the highest value experience for our patients, students and residents by listening and learning from what they tell us
- o **Including** a workforce that is relevant to our patients, students and teams; calling out cultural competency and inclusion because they are needed to meet our mission
- o **Building** infrastructure that supports our patients, students, staff and faculty and spaces that inspire confidence, comfort, learning, discovery and well-being
- o **Deepening** operational excellence and organizational effectiveness to reflect the deepening excellence of our people
- o **Designing** innovation with the lens of large populations and through a focus on every individual we touch, engaging people from all aspects of health care and of society

We rise among the best as people with humility in our service to others, taking pride in our team and joy in our work.

VCU Health

Growing and enlarging our sphere of impact, our mission thrives well into the future, reaching outside our walls	• New relationships with partner health systems • Seeking national recognition of our work, and leadership roles and awards for our faculty, students, residents and staff • New patient care markets, regions, extending support of care in communities, responding to needs identified by the Commonwealth and Richmond government
Aligning health system, health sciences schools, university, community, national organizations	• Jointly setting strategic priorities • Setting priorities and allocating resources • Meeting quarterly for alignment and strategy to institutionalize this goal • Refining promotion, tenure, incentive and merit programs to support shared work
Creating the highest value experience for our patients, students and residents, by listening and learning from what they tell us	• Actively programming to increase patient satisfaction and experience with our people, programs and places • Creating continuous improvement model that informs our decisions about our people, programs and places
Including a workforce that is relevant to our patients, students and teams	• Active policies and programs to create the workforce that best meets the needs of our constituents and communities • Actively programming toward greater cultural competency and inclusion because they are needed to meet our mission • Creating continuous improvement model that systematically informs our decisions about workforce, patient, student and resident satisfaction
Building infrastructure that supports our patients, students, staff and faculty; and building spaces that inspire confidence, comfort, learning, discovery and wellbeing	• Organizing to optimize finance, human resources, data analytics, business development, workforce talent development • Diligence in executing against the pro forma in the Strategic Master Facilities Plan
Deepening operational excellence and organizational effectiveness to reflect the growing excellence of our people	• Establishing new sources of revenue to support our mission • Reducing cost to allow strategic reinvestment of dollars • Actively seeking to support the wellbeing of our people within our operating systems
Designing innovation with the lens of large populations and through a focus on every individual we touch, engaging people from all aspects of health care and of society	• Developing and practicing in new models of care delivery • Examining our potential to refine and market successful practices, tools, interventions that address behavioral and social determinants of health

FACULTY REPRESENTATIVE REPORT

Faculty and Staff Reports: Faculty Report
December 2016

PRESENTATION TITLE: Faculty Representative Report	
Presenter Name and Title: June Nicholson, Faculty Representative; Holly Alford, alternate	
Responsible University Division: Faculty Senate	
BOV Committee: Academic and Health Affairs Committee	
Quest Theme(s) and Goal(s) to be Addressed:	
Key Presentation Messages	1. The Faculty Senate selected two established interdisciplinary programs to highlight for the December 9 BOV meeting. The Senate is grateful for the opportunity to continue to showcase significant faculty achievements: **Open Minds - Dr. David Coogan, co-director and associate professor, VCU Department of English** Open Minds is a program sponsored by the Richmond City Sheriff's Office and Virginia Commonwealth University offering dual enrollment classes held at the Richmond City Jail. These classes challenge participants to think critically about the social problems embedded in our current criminal justice system. All students learn to dialogue respectfully and imaginatively about their shared humanity; to write creatively and analytically in search of common ground; and to link the liberal arts to personal experience in meaningful ways so that we may work together to build positive change **Pharmacist Collaborative Care and Outreach – Dr. K.C. Ogbonna, associate professor, VCU Department of Pharmacotherapy** The Pharmacist Collaborative Care and Outreach program includes academic-community partnerships with independent senior-living facilities and underserved clinics, large-scale community outreach programs and programs to train the next generation of health professionals. The hundreds of people involved in PCOC have addressed a variety of health issues described by the Virginia Department of Health as critical in the Richmond area — particularly, the prevention and management of chronic disease. The seven community partners include: the Center for High Blood Pressure, CrossOver Healthcare Ministry, the Daily Planet, Richmond Health and Wellness Program at Dominion Place, Goochland Free Clinic and Family Services, Imperial Plaza and Richmond Area Compassionate Care Pharmacy 2. The Faculty Senate continues discussions with the University administration regarding issues related to attracting

and recruiting underrepresented faculty, as well as integrating diversity across the curriculum. The Senate has representatives on the major groups that are addressing VCU's work in advancing diversity initiatives, and has been extensively engaged in developing the University's Diversity and Inclusion Strategic Plan.

Two members of the Faculty Senate Leadership sit on the Council of Inclusive Excellence and Equity (CIEE), which is developing that plan. They led a round table discussion at the October Faculty Senate meeting to solicit comments on the draft. Subsequently, the Senate Leadership reviewed the draft, along with the Senators' feedback, and forwarded recommendations and comments to the Council. The Faculty Senate was generally supportive of the Strategic Plan but asked for further consideration around mandatory (vs voluntary) training, discussion about how diversity issues in annual performance reviews will be handled at the unit level, and a stronger statement and more resources for recruiting, hiring and retaining underrepresented faculty

3. The Senate has been extensively engaged in other diversity and inclusion planning and implementation initiatives. The Senate encouraged all faculty to participate in the VCU Social Justice forum this Fall and the Senate leadership had considerable involvement. The Senate will continue to be deeply engaged in communicating with faculty and other University groups about these issues and opportunities for learning and professional growth at VCU

4. Faculty Senate and Senate Leadership discussions continue with the administration and other University governance organizations on shared governance principles and implementation. These are being coordinated with University Council (UC), the provost's office and other stakeholders. Work continues to address next steps resulting from the philosophical statement of shared governance approved last year by the UC. Regarding implementation, the UC Faculty Affairs Committee plans to provide academic units with a template/outline that includes the shared governance statement as part of each unit's preamble

5. Other major Senate and faculty initiatives underway include: a forum open to the University on issues related to both the First Amendment and academic freedom, also being coordinated through the provost's office; planning for development of the University's new strategic plan; a revision of the University faculty grievance policy; and significant

	involvement in the new HR redesign that will affect especially administrative and professional faculty but which also has implications for University governance organizations. The Senate continues discussions in conjunction with the University administration regarding the important issue of competitive salaries for VCU faculty
Governance Implications	TBA
Governance Discussion Questions	**TBA**
Next Steps for Management (Responsible Division Head; Timeframe for Action)	
Next Steps for Governance (Responsible Board Member; Timeframe for Action)	Faculty Senate consideration Fall 2016, extending through the 2016-17 academic year.

STAFF REPRESENATIVE REPORT

Faculty and Staff Reports: Staff Senate Report
December 2016

PRESENTATION TITLE: Staff Senate Report	
Presenter Name and Title: Stephanie Nickerson, Staff Representative; Sania Marcoccia, Alternate	
Responsible University Division: Finance and Administration	
BOV Committee: Academic and Health Affairs Committee	
Quest Theme(s) and Goal(s) to be Addressed: All themes	
Key Presentation Messages	• 2016 Staff Leadership Forum
Governance Implications	None.
Governance Discussion Questions	None.
Next Steps for Management (Responsible Division Head; Timeframe for Action)	None.
Next Steps for Governance (Responsible Board Member; Timeframe for Action)	None.

STUDENT REPRESENTATIVE REPORT

Student Report to the Board of Visitors
December 2016

PRESENTATION TITLE: Student Representative Report	
Presenter Name and Title: Alan Booth and Elizabeth Winslow, Student Representatives to the Board of Visitors	
Responsible University Division: Student Affairs	
BOV Committee: Academic and Health Affairs Committee	
Quest Theme(s) and Goal(s) to be Addressed: All	
Key Presentation Messages	1. Joint Student Government Council Update 2. Election on Campus 3. Resources for Students to Express Concerns
Governance Implications	None.
Governance Discussion Questions	None.
Next Steps for Management (Responsible Division Head; Timeframe for Action)	None.
Next Steps for Governance (Responsible Board Member; Timeframe for Action)	None.