



VCU

VIRGINIA COMMONWEALTH UNIVERSITY
BOARD OF VISITORS
ACADEMIC AND HEALTH AFFAIRS COMMITTEE

9:20 A.M.**

MARCH 22, 2017

JAMES BRANCH CABELL LIBRARY
901 PARK AVENUE – ROOM 303
RICHMOND, VIRGINIA

AGENDA

1. **CALL TO ORDER** Dr. Carol Shapiro, *Chair*
2. **APPROVAL OF AGENDA** Dr. Carol Shapiro, *Chair*
3. **APPROVAL OF MINUTES** Dr. Carol Shapiro, *Chair*
(December 9, 2016)
4. **ACTION ITEMS:**
 - a. Proposal to modify the Ph.D. in Nursing Dr. Carol Shapiro, *Chair*
5. **REPORT FROM PROVOST** Dr. Gail Hackett, *Provost and Vice President for Academic Affairs*
 - a. Review of Committee Dashboard
(includes Financial Aid Report)
 - b. Follow-up from December meeting:
 - i. Under-represented minority faculty percentages
 - ii. Promoting Respect and Civility
 - iii. Diversity and Inclusion Strategic Plan update
 - c. Real World Experience
6. **STRATEGIC PLAN UPDATE** Dr. Gail Hackett, *Provost and Vice President for Academic Affairs*

Dr. Marsha Rappley, *Vice President for Health Sciences and CEO, VCU Health*
7. **INTERNATIONAL RECRUITMENT AND RETENTION DISCUSSION** Dr. Gail Hackett, *Provost and Vice President for Academic Affairs*

8. REPORT FROM FACULTY REPRESENTATIVE

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

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

9. REPORT FROM STAFF REPRESENTATIVE

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

Ms. Stephanie Nickerson, *alternate*

10. REPORT FROM STUDENT REPRESENTATIVES

Elizabeth Winslow, *Graduate Student Representative*

Alan Booth, *Undergraduate Student Representative*

11. CLOSED SESSION

Freedom of Information Act Section 2.2-3711.A.2-
Selection of Board of Visitors Award Recipient which
requires disclosure of scholastic records

Dr. Carol Shapiro, *Chair*

12. RETURN TO OPEN SESSION AND CERTIFICATION

Approval of Committee Action on matters discussed
in closed session, if necessary

Dr. Carol Shapiro, *Chair*

13. OTHER BUSINESS

Dr. Carol Shapiro, *Chair*

14. ADJOURNMENT

Dr. Carol Shapiro, *Chair*

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

MINUTES - DECEMBER 9, 2016 MEETING



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

Date: December 9, 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. G. Richard Wagoner, Jr.
Mr. Steve L. Worley
Dr. Gail Hackett
Ms. Elizabeth L. Brooks
Staff and students from VCU and VCUHS
Members of the press

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 **September 15, 2016**.

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

- Policy: Changing the Designation of an Academic Unit from School to College

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

Dr. Hackett presented the committee dashboard.



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

Drs. Hackett and Rappley, who are co-chairs of the task force that is developing the university's next strategic plan, provided a more detailed timeline.

- The task force will hold its first meeting in January – Jacqueline Stone and I will serve as representatives of the Board of Visitors on the task force.
- Ample opportunities for input from key stakeholders are built into the timeline as are regular reports to the Committee and the full Board.
- The new plan is scheduled to launch in fall 2018.

Dr. Rosalyn Hobson Hargraves provided an update on the Diversity and Inclusion Strategic Action Plan.

- The draft is currently open for review and comments to the university community
- Board members can review the plan and make comments by emailing inclusive@vcu.edu.
- There will be another committee report in March and the plan will come before the full Board in May.
- The committee asked for a report at a future meeting on grassroots efforts within the university to promote respect and civility among faculty and students.

Mr. Ed McLaughlin provided the annual update on athletics.

- VCU's student-athletes continue to be strong achievers in the classroom, with a majority earning a GPA of 3.0 or higher and a third with a 3.5 or higher GPA.
- Athletics' reliance on the student fee is steadily decreasing – the student fee currently represents 61% of the budget, down from 80% in 2009.
- President Rao is now in his second year of his term on the NCAA Division 1 Board of Directors.



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

Dr. Marsha Rappley led a discussion on the VCU Health System and its role in advancing VCU as one university.

- She noted an exemplary partnership with the provost and vice president for academic affairs and the integration of organizational goals.

Ms. June Nicholson, the faculty representative, reported that the Faculty Senate passed a resolution on their commitment to diversity and inclusion.

- The faculty also sent a book and video link to the full Board highlighting two exemplary programs developed by VCU faculty, Dr. David Coogan and Dr. K.C. Ogbonna, that are benefitting the community.

Ms. Sania Marcoccia, the staff representative, reported that 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.

- VCU's staff hosted a forum of the Virginia Public College and University Staff Leadership in October. Representatives of universities and colleges across the state attended.

Ms. Elizabeth Winslow and Mr. Alan Booth, the student representatives, provided a report on Student Government Association (SGA) activities this quarter.

- The university's SGA is in the process of restructuring to move away from using campus designations and toward student-centric designations.
 - If approved by the student body in January, the SGA will consist of an executive committee led by a president and two senates led by vice presidents – one

DRAFT



VCU

VIRGINIA COMMONWEALTH UNIVERSITY

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

representing undergraduate students and the other representing graduate and professional students.

The meeting was adjourned at 10:50 a.m.

Ph.D. in Nursing Proposal

**Virginia Commonwealth University
Board of Visitors
Academic and Health Affairs Committee
March 22, 2017**

Proposed Program Modification Brief

Proposal for Substantial Modifications to Doctor of Philosophy (Ph.D.) Nursing Program

Overview

The VCU School of Nursing requests approval to make substantial modifications in the existing Doctor of Philosophy (Ph.D.) program in Nursing. The program has been in existence since 1986 and is in need of modifications to bring the program in line with national trends and standards for excellence in Ph.D. Nursing programs.

The proposed changes are in response to national trends emphasizing a higher quality of research preparation. In its current form, the Ph.D. in Nursing program does not meet all of the standards advocated by the American Association of Colleges of Nursing and does not reflect current national trends for Ph.D. Nursing education. The proposed changes bring the program into alignment with these criteria and trends.

The program also is in need of revision to remain competitive and to increase the ability to attract high caliber students. These goals require that content and skills essential to the contemporary context of the discipline be incorporated in the program and that program content and delivery reflect high quality experiences that lead to successful achievement of the learning outcomes. The program modifications significantly enhance the research preparation of graduates and thus increase their likelihood of successful trajectories.

An increasing number of Ph.D. programs are available online, thus prospective students are able to choose from a sizeable array of quality programs for their academic pursuits. The program modifications are designed to ensure a high quality academic experience that builds on the expertise of faculty, reflects current trends and criteria, and maximizes student learning. For post-baccalaureate students, the modifications also significantly streamline time to degree resulting in decreased burden on these students and more timely entry into the workforce where there are significant shortages of Ph.D. prepared nurses. This streamlined approach is consistent with other Ph.D. Nursing programs in the U.S.

Target Implementation Date

Fall 2017

Demand

We anticipate a slow increase in student enrollment as the program becomes more appealing to a broader audience and able to compete with other programs across the nation. Current enrollment is 40 students with a mix of full and part time results in 25 FTE of students. With anticipated increased ability to attract students from a broader pool, we expect enrollment to grow ultimately to FTE of 45 students before graduations lead to more stable enrollment of approximately 54 students or 41 FTE.

External Competition

In 2014, there were 134 programs offering a Ph.D. degree in Nursing. We have identified Biobehavioral Research and Healthcare Quality as our specific tracks capitalizing on the expertise of the faculty and capabilities of VCU in general. Establishing a niche with specific areas of expertise distinguishes our program from much of the competition. The number of schools offering similar specific tracks is closer to 10. The amount of existing competition/duplication is stable and does not reflect any significant change from what the program has been facing for an extended period of time.

Impact on Faculty

School of Nursing faculty teach across all programs at the school. There are no faculty designated solely for the Ph.D. program. From the current faculty, the program will require 6.0 FTE. The number of unique individuals (headcount) providing this FTE is approximately 18. This is the number of faculty currently involved in program delivery and student advising and is sufficient to accommodate the modest projected increase in enrollment.

Funding

No additional resources are needed to implement the modifications sought in this proposal.

Next Steps

With BOV approval, this proposal will be submitted to the State Council of Higher Education in Virginia (SCHEV) and the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) for final approval.

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
MODIFIED ACADEMIC DEGREE PROGRAM**

COVER SHEET

| | |
|--|--|
| <p>1. Institution Virginia Commonwealth University</p> | <p>2. Type of Modification (Check all that apply)</p> <p>Credit hours <u> X </u></p> <p>Curriculum change <u> X </u></p> <p>New delivery format <u> </u></p> |
| <p>3. Name/title, existing degree program Doctor of Philosophy Program (Ph.D.), Nursing</p> | |
| <p>4. New program name/title (if applicable)</p> | |
| <p>5. Degree designation, existing program Ph.D.</p> | <p>6. CIP code, existing degree program 51.3808</p> |
| <p>7. Original degree program approval date (month and year) by Council 1986 _____</p> <p>Degree designation and name/title <u> Doctor of Philosophy Program (Ph.D.), Nursing </u></p> <p>CIP code (If degree program was approved after 1980.) _____</p> | |
| <p>8. Delivery Format(s), existing program (face-to-face/site-based, web-based, hybrid, satellite) Web-based</p> | |
| <p>9. Delivery Format(s), modified program (face-to-face/site-based, web-based, hybrid, satellite)</p> | |

| | |
|---|--|
| Web-based | |
| 10. Term/year of initiation, modified program Fall, 2017 | 11. Term/year of first graduates, modified program Summer, 2020 |
| 12. For community college: local board approval date | 13. Date approved by Board of Visitors or State Board for Community Colleges |
| 14. If the existing or modified program is/will be collaborative or joint, identify collaborating institution(s) and attach letter(s) of support from corresponding chief academic officers(s). N/A | |
| 15. Location of program within institution (complete for every level, as appropriate and specify the unit from the choices). Department(s) or division of _____ School(s) or colleges of <u>Nursing</u> Campus(es) or off-campus site(s) <u>Virginia Commonwealth University</u> | |
| 16. Name, title, and telephone number(s) of person(s) other than the institution's chief academic officer who may be contacted by or may be expected to contact Council staff regarding the modified program. | |
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VIRGINIA COMMONWEALTH UNIVERSITY
School of Nursing
Doctor of Philosophy Program (Ph.D.), Proposed Modifications
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| Fall 2015 | |

VIRGINIA COMMONWEALTH UNIVERSITY

School of Nursing

Doctor of Philosophy Program (Ph.D.), Proposed Modifications

Background

This proposal is for a substantial modification of the existing Ph.D. in Nursing program (CIP code 51.3808) which was initiated in 1986. Desired implementation date for the changes is Fall, 2017. The modifications include a reduction in total program credits from 61 to 58 (reduction of 3 credits) for post-master's entry students; reduction of 21 credits from additional courses required of post-baccalaureate entry students prior to beginning the standard Ph.D. sequence, and revisions to the courses to strengthen the academic preparation of the students and to bring the program in line with national standards in the discipline. The modified program eliminates a series of courses that have been found to be ineffective in meeting student learning outcomes. These courses are replaced by courses that provide content essential to a quality program and that were lacking in the current curriculum. The removal of these courses also addresses a problem with the separation of application of knowledge from the acquisition of knowledge during the students' programs of study. The program for post-baccalaureate entry students eliminates a number of credits that served no specific purpose in terms of the Ph.D. preparation and student learning outcomes but merely required additional credits. Few of the courses required for that entry pathway were related to preparation as an eventual Ph.D. prepared researcher. In addition, the length of that entry pathway resulted in a program that could not compete with other programs for high quality students due to excessive credits.

The modified program provides a higher quality experience to meet the overall purpose of the existing program, which is the preparation of nurses who will be highly skilled researchers and scientists. In other words, the overall purpose of the program is not changed; the new program requirements are designed to provide a higher quality experience, consistent with national standards in the discipline, and inclusive of emerging trends in the field and science. Graduates will be prepared for research positions in a variety of settings or for tenure-track faculty positions in academic settings. Graduates will be prepared to conduct high quality independent and collaborative research to advance science in a selected area of either biobehavioral research or healthcare quality.

In order to ensure consistency with national standards and scientific trends in the discipline, the Ph.D. program has undergone periodic simple modifications. Evaluation data revealing that students were not achieving benchmarks as intended led to a comprehensive activity to map content throughout the program and to compare the existing program to national standards and an array of competing schools. Gaps were identified both in student learning outcomes and in comparison to national standards for the discipline that led to a substantive modification. It also has been evident that the post-baccalaureate entry path was excessively long resulting in a deterrent to students enrolling via that pathway and a plan of study that was not in alignment with norms in the discipline. That pathway also was found to be excessive in requiring courses

that were not critical or appropriate to the degree plan and thus not relevant to student learning outcomes.

Modified Degree Program

The current Ph.D. program is modified in several ways. First, there is a change in courses required for the degree with a resulting reduction of 3 credits for post-master's entry students. Second, there is a reduction of 21 credits for post-baccalaureate entry students who will now complete 9 credits (instead of 30 credits) of graduate level work before following the same Ph.D. course sequence as post-master's students. Third, there are changes to program requirements overall including elective credits, a requirement for 6 credits of coursework to be completed in a discipline other than nursing, and changes in specific courses required. A comparison of the current and proposed curricula follows:

Post-Master's Entry Curriculum

| Current Curriculum | Proposed Curriculum |
|---|--|
| NURS 703 Philosophy of Human Science (3cr) | NURS 703 Philosophy of Human Science (3cr) |
| NURS 704 Analysis and Construction of Nursing Models and Theories(3cr) | NURS 704 Analysis and Construction of Theory for Nursing Research (3cr)* |
| NURS 700 Scientific Integrity: Responsible Conduct of Research (1cr) | NURS 700 Scientific Integrity: Responsible Conduct of Research (1cr) |
| NURS 701 Statistical Methods for Nursing Research (3cr) | NURS 701 Statistical Methods for Nursing Research (3cr) |
| NURS 702 Advanced Statistical Concepts for Nursing Research (3cr) | NURS 702 Advanced Statistical Concepts for Nursing Research (3cr) |
| NURS 770 Quantitative Research Design (3cr) | NURS 770 Quantitative Research (3cr)* |
| NURS 772 Qualitative Research Design & Analysis (4cr) | NURS 772 Qualitative Research (3cr)*# |
| NURS 773 Perspectives on Research Design (3cr) | Methods elective (3cr)^ |
| Biobehavioral track: NURS 720 Foundations of Biobehavioral Clinical Research (3cr) NURS 721 Biobehavioral Measures in Clinical Research (3cr) Biobehavioral track cognate 1 (3cr) Biobehavioral track cognate 2 (3cr) | Biobehavioral track: NURS 720 Foundations in Biobehavioral Research (3cr)* NURS 721 Advanced Concepts in Biobehavioral Research (3cr)* Elective (3cr)^ Elective (3cr)^ |

| | |
|---|---|
| OR Quality and Safety track: NURS 610 Health Information and Data Management (3cr) NURS 638 Health Policy Leadership and Advocacy (3cr) NURS 731 Foundations in Quality and Safety Health Services Research (3cr) NURS 732 Quality and Safety Measures in Health Services Research (3cr) | OR Healthcare Quality track:*\br/> NURS 731 Foundations in Healthcare Quality Research (3cr)* NURS 732 Advanced Concepts in Healthcare Quality Research (3cr)* Elective (3cr)^ Elective (3cr)^ |
| NURS 725 Emerging Trends and Areas of Scientific Inquiry (3cr) | NURS 725 Synthesis and Emerging Trends in Scientific Inquiry (3cr)* |
| NURS 776 Research Program Development Seminar 1 (2cr) | Methods elective (3cr)^ |
| NURS 777 Research Program Development Seminar 2 (2cr) | |
| NURS 778 Research Program Development Seminar 3 (2cr) | |
| NURS 792 Directed Research Inquiry (2cr) OR NURS 796 Directed Research Experience (2cr) | NURS 638 Health Policy Leadership and Advocacy (3cr)+ |
| NURS 797 Directed Research Practicum (3cr) | NURS 797 Research Practicum (3cr)* |
| Total course credits 49 | Total course credits 46 |
| Dissertation 12 credits | Dissertation 12 credits |
| Total credits 61 | Total credits 58 |
| | |

* title change

credit change

+ existing required course in DNP program but new addition to Ph.D. program

^ courses that may be used to meet a requirement that 6 credits be taken in a discipline other than nursing

Post-Baccalaureate Entry Curriculum

| Current Curriculum | Proposed Curriculum |
|---|--|
| NURS 512 Evidence Based Advanced Nursing Practice (3cr) | NURS 512 Evidence Based Advanced Nursing Practice (3cr) |
| NURS 504 Advanced Nursing Practice: The Biological Basis of health & Illness Across the Lifespan (3cr) | NURS 610 Health Information and Data Management (3cr) |
| NURS 508 Policy, Processes and Systems for Advanced Nursing Practice (3cr) | NURS 508 Policy, Processes and Systems for Advanced Nursing Practice (3cr) |
| NURS 592 Directed Study in Nursing (3cr) | |
| NURS 503 Ethics, Advanced Nursing Practice and the Healthcare Environment (3cr) | |
| NURS 691 Nursing Research Practicum (3cr) | |
| Additional 500-600 level courses (12cr) | |
| (Begin same Ph.D sequence as post-MS entry) | (Begin same Ph.D sequence as post-MS entry) |
| NURS 703 Philosophy of Human Science (3cr) | NURS 703 Philosophy of Human Science (3cr) |
| NURS 704 Analysis and Construction of Nursing Models and Theories(3cr) | NURS 704 Analysis and Construction of Theory for Nursing Research (3cr)* |
| NURS 700 Scientific Integrity: Responsible Conduct of Research (1cr) | NURS 700 Scientific Integrity: Responsible Conduct of Research (1cr) |
| NURS 701 Statistical Methods for Nursing Research (3cr) | NURS 701 Statistical Methods for Nursing Research (3cr) |
| NURS 702 Advanced Statistical Concepts for Nursing Research (3cr) | NURS 702 Advanced Statistical Concepts for Nursing Research (3cr) |
| NURS 770 Quantitative Research Design (3cr) | NURS 770 Quantitative Research (3cr)* |
| NURS 772 Qualitative Research Design & Analysis (4cr) | NURS 772 Qualitative Research (3cr)*# |
| NURS 773 Perspectives on Research Design (3cr) | Methods elective (3cr)^ |
| Biobehavioral track: NURS 720 Foundations of Biobehavioral Clinical Research (3cr) NURS 721 Biobehavioral Measures in Clinical Research (3cr) | Biobehavioral track: NURS 720 Foundations in Biobehavioral Research (3cr)* NURS 721 Advanced Concepts in Biobehavioral Research (3cr)* |
| Biobehavioral track cognate 1 (3cr) Biobehavioral track cognate 2 (3cr) | Elective (3cr)^ Elective (3cr)^ |

| | |
|---|---|
| OR Quality and Safety track: NURS 610 Health Information and Data Management (3cr) NURS 638 Health Policy Leadership and Advocacy (3cr) NURS 731 Foundations in Quality and Safety Health Services Research (3cr) NURS 732 Quality and Safety Measures in Health Services Research (3cr) | OR Healthcare Quality track: * NURS 731 Foundations in Healthcare Quality Research (3cr)* NURS 732 Advanced Concepts in Healthcare Quality Research (3cr)* Elective (3cr)^ Elective (3cr)^ |
| NURS 725 Emerging Trends and Areas of Scientific Inquiry (3cr) | NURS 725 Synthesis and Emerging Trends in Scientific Inquiry (3cr)* |
| NURS 776 Research Program Development Seminar 1 (2cr) | Methods elective (3cr)^ |
| NURS 777 Research Program Development Seminar 2 (2cr) | |
| NURS 778 Research Program Development Seminar 3 (2cr) | |
| NURS 792 Directed Research Inquiry (2cr) OR NURS 796 Directed Research Experience (2cr) | NURS 638 Health Policy Leadership and Advocacy (3cr)+ |
| NURS 797 Directed Research Practicum (3cr) | NURS 797 Research Practicum (3cr)* |
| Total course credits 79 | Total course credits 55 |
| Dissertation 12 credits | Dissertation 12 credits |
| Total credits 91 | Total credits 67 |
| | |

* title change

credit change

+ existing required course in DNP program but new addition to Ph.D. program

^ courses that may be used to meet a requirement that 6 credits be taken in a discipline other than nursing

The proposed changes will bring the Nursing Ph.D. program into alignment with national trends and recommendations regarding Ph.D. education in the discipline, to make the program appealing to a national audience of prospective students, and overall to strengthen the existing purpose of the program which is the preparation of nurse scientists with excellent research skills in Biobehavioral research and Healthcare Quality (renamed from the former Quality and Safety

track). The modification brings these two tracks into alignment with each other, preserves the opportunity for some individualization critical to the students' areas of interest through electives and selected research methods courses, requires interdisciplinary course exposure, provides a more cohesive learning experience by integrating application with content acquisition, increases the quality of research preparation, and decreases credits to degree by 3 credits.

Curriculum

The modified curriculum will require 58 credits for students who have a Master's degree upon entry and 67 credits for students who enter with a baccalaureate degree (See Appendices A-D for full time and part time plans of study for both entry options.) These credit hours include 28 credits of core coursework, 6 credits in a selected track (Biobehavioral research or Healthcare Quality research), 6 additional credits of research methods, 6 credits of electives, and 12 credits of dissertation. Post-baccalaureate entry students complete 9 credits of additional coursework before beginning the standard Ph.D. sequence.

The curriculum is designed to meet the recommendations of the American Association of Colleges of Nursing which include foundational content about the discipline, comprised of philosophy of science and theory development, statistics and research methods, study in a selected area of focus (track), health policy, and practical research skills. In addition to the required coursework, the modified program also includes a requirement that 6 credits be completed in a discipline other than nursing. These 6 credits are designed to involve either the individually selected methods courses or general electives. The curriculum is as follows (Course Descriptions are provided in Appendix E):

Post-Baccalaureate Entry

Post-baccalaureate entry students complete 9 credits as follows before beginning the same sequence as post-master's Ph.D. students.

NURS 512 Evidence Based Advanced Nursing Practice (3cr)
NURS 610 Health Information and Data Management (3cr)
NURS 508 Policy, Processes and Systems for Advanced Nursing Practice (3cr)

Post-Master's Ph.D. Sequence

Core courses – 28 credits, required of all students

NURS 638 Health Policy Leadership and Advocacy (3cr)
NURS 700 Scientific Integrity: Responsible Conduct of Research (1cr)
NURS 701 Statistical Methods for Nursing Research (3cr)
NURS 702 Advanced Statistical Concepts for Nursing Research (3cr)
NURS 703 Philosophy of Human Science (3cr)
NURS 704 Analysis and Construction of Theory for Nursing Research (3cr)
NURS 725 Synthesis and Emerging Trends in Scientific Inquiry (3cr)
NURS 770 Quantitative Research (3cr)
NURS 772 Qualitative Research (3cr)

NURS 797 Research Practicum (1-3 variable, total of 3 credits required)

Track – 6 credits

Biobehavioral Research Track

NURS 720 Foundations in Biobehavioral Research (3cr)

NURS 721 Advanced Concepts in Biobehavioral Research (3cr)

OR

Healthcare Quality Track

NURS 731 Foundations in Healthcare Quality Research (3cr)

NURS 732 Advanced Concepts in Healthcare Quality Research (3cr)

Methods Courses – 6 Credits

NURS 610 Health Information and Data Management

Others available via NEXus consortium or completed in another discipline

Electives – 6 Credits

**Of the 12 credits of methods and elective courses, at least 6 credits must be taken in a discipline other than Nursing

Total Course Credits 46 in Ph.D. course sequence

NURS 898 Dissertation 12 cr (minimum)

Total Program Credits – 58 post-master's entry, 67 post-baccalaureate entry

The curriculum is based on a significant core of courses that represent essential content at this level of preparation. Along with that core, students select a track to emphasize in their studies. The Biobehavioral Research track is focused on social behavioral components of health and the relationship of those elements with biological components and markers. The Healthcare Quality track emphasizes health care delivery, safety, financing, and quality at a variety of levels including macro, systems, and site-specific perspectives. All of the courses included in the modified curriculum currently exist although name changes are proposed for several for purposes of clarity and consistency across the two tracks.

Along with the core coursework and the required courses in the selected track, each student has some flexibility in completing additional methods courses and electives (total 6 credits methods, 6 credits electives) specific to the area of interest and the planned research trajectory. Courses available in the DNP program may be of interest to a number of students. Other courses are available through the NEXus consortium of nursing schools which allow students from member schools to take courses from any other member school on a relatively seamless basis. Of the 12 credits of methods and elective courses, at least 6 credits must be completed in a discipline other than nursing. This is a critical requirement with regard to current standards and a growing emphasis on interprofessional collaboration and team science.

Progression for full time students is expected to be essentially the same as with the current curriculum for post-master's entry students. For post-baccalaureate entry students, graduation can be reached with a reduction of two semesters of work, consequently one academic year earlier than with the current curriculum. For part-time students, post-master's entry students may experience graduation one semester earlier than with the current curriculum and for post-Baccalaureate entry students, graduation may come as much as 4 semesters earlier than with the current curriculum.

Student Learning Outcomes

| Current Student learning outcomes | Proposed Student learning outcomes |
|---|---|
| <p>Current:</p> <ol style="list-style-type: none"> 1. Apply, transmit and generate knowledge in the discipline of nursing. 2. Construct, test and modify theories for nursing in the context of social, ethical, scientific, cultural and economic influences. 3. Analyze and synthesize knowledge from related disciplines for use in nursing. 4. Exhibit scientific integrity in the design and conduct of scholarly inquiry. 5. Engage in interdisciplinary collaboration in knowledge development and dissemination. | <p>Proposed:</p> <ol style="list-style-type: none"> 1. Synthesize and critically appraise extant knowledge and theory. 2. Design, conduct, and disseminate theoretically sound research that is relevant, rigorous, culturally competent, and consistent with standards of scientific integrity. 3. Lead and collaborate in team science to develop knowledge that enhances health in ways that reflect nursing's unique perspective. 4. Communicate effectively to the scientific community, policy makers, and the public through appropriate scholarly mechanisms. |

This program modification was guided by identification of new student learning outcomes that emphasize the scientific base of the discipline and the need for high quality preparation of researchers who can conduct independent and collaborative research in accordance with ethical standards, can communicate that science to a variety of audiences, and who will do work of significance and rigor. Proposed student learning outcomes reflect a stronger emphasis on acquisition of skills appropriate to research and scientific inquiry and to the current context in which that inquiry occurs, particularly in regard to interdisciplinary work and team science.

Assessment

The program assesses aspects of these learning outcomes throughout the student's progression in a number of ways and on an ongoing basis. Course assignments are designed to assess attainment of the specific objectives of each course and the curriculum is designed to build as the student progresses. This allows continual assessment of attainment of the course objectives and progress toward the broader learning outcomes. Each course, and the faculty in each course, is evaluated at the completion of the course and results are shared with the department chair and associate dean to gain student input on course and program effectiveness and satisfaction with the academic experience. Upon successful completion of coursework, all Ph.D. students must pass a comprehensive examination. The comprehensive examination evaluates student knowledge and abilities related to the critical aspects of the program prior to the dissertation phase. The ability to prepare and successfully defend the dissertation proposal and, ultimately, the dissertation all serve as milestones and important markers of achievement related to desired learning outcomes. In this way, evaluation of student learning, course delivery, and faculty effectiveness all receive oversight and ongoing review by the associate dean, the department chair, and the program director.

VCU evaluates all academic programs via internal review mechanisms and the Ph.D. program undergoes review on the university schedule and monitors data in accordance with the university's data management system, WEAVE. Within the School of Nursing, the associate dean and the curriculum committee share formal responsibility for program assessment and outcomes related to the Ph.D. program. Further, the School of Nursing employs a full-time academic program evaluation and analytics specialist to monitor, track, interpret and report assessment data and other data related to students learning outcomes. Program assessment is used to ensure continuous quality improvement and inform decision making regarding curriculum. These data include individual course evaluations by both faculty and students, student end-of-program evaluations and post-graduation surveys, and surveys of employers. All graduating students also complete an exit interview to identify strengths, weaknesses, and areas of improvement in the program and the student's academic experience.

Employment Skills/Workplace Competencies

Specific core skills obtained through this program include:

1. Identify problems amenable to research and design studies to address those problems
2. Conduct independent and collaborative research to address important problems in health care settings and in communities
3. Prepare successful grant applications for competitive funding to support research
4. Develop science in a specific area of expertise related to the discipline
5. Use skills in communication in a work or professional setting to facilitate implementation of evidence based change
6. Articulate the nature of the discipline to others to maximize the role of nursing in the shaping of healthcare and care delivery as well as policy

7. Function successfully in an academic role for those who choose this career path

These skills are similar to those in the original program with the primary change being improvement in the research skill attainment to provide students with research abilities that are appropriate to the current context and the need to be competitive in seeking research funding.

Students pursuing the Ph.D. degree are health care professionals licensed to practice as registered nurses in their country of origin. The attainment of the Ph.D. provides graduates with the skills to conduct independent research to address important health problems, work as a member of a research team, disseminate their work through written and verbal means, interact with members of the public and policymakers to improve health and health care, with special expertise in an area of focus related to the student's individual interest and the curriculum track pursued. Graduates often work in academic settings educating future nurses and pursuing successful research trajectories. Student learning outcomes also prepare graduates with research skills required by health settings to promote improved care based on translation of evidence along with the conduct of original research.

Rationale for Proposed Modified Degree Program

The proposed changes are in response to national trends emphasizing a higher quality of research preparation. In its current form, the Ph.D. in Nursing program does not meet all of the standards advocated by the American Association of Colleges of Nursing and does not reflect current national trends for Ph.D. Nursing education (AACN, 2010, *The Research-Focused Doctoral Program in Nursing: Pathways to Excellence*, See Appendix F for summary of standards. Full document available <http://www.aacn.nche.edu/education-resources/Ph.D.Position.pdf>). The proposed changes bring the program into alignment with these criteria and trends.

The program also is in need of revision to remain competitive and to increase the ability to attract high caliber students. These goals require that content and skills essential to the contemporary context of the discipline be incorporated in the program and that program content and delivery reflect high quality experiences that lead to successful achievement of the learning outcomes. High performance by graduates engaging in successful research and academic careers is important to recruitment. The program modifications significantly enhance the research preparation of graduates and thus increase their likelihood of successful trajectories. An increasing number of Ph.D. programs are available on line, thus prospective students are able to choose from a sizeable array of quality programs for their academic pursuits. The program modifications are designed to ensure a high quality academic experience that builds on the expertise of faculty, reflects current trends and criteria, and maximizes student learning. For post-baccalaureate students, the modifications also significantly streamline time to degree resulting in decreased burden on these students and more timely entry into the workforce where there are significant shortages of Ph.D. prepared nurses (<http://www.aacn.nche.edu/media-relations/fact-sheets/nursing-faculty-shortage>).

Student Projected Enrollment

We anticipate a slow increase in student enrollment as the program becomes more appealing to a broader audience and able to compete with other programs across the nation. Growth will be

modest, however, due to the relatively small pool of nurses seeking Ph.D. degrees and the need to ensure program quality with existing resources. No additional resources are needed to implement the modifications sought in this proposal. Current enrollment of 40 students with a mix of full and part time results in 25 FTE of students. With anticipated increased ability to attract students from a broader pool, we expect enrollment to grow ultimately to FTE of 45 students before graduations lead to more stable enrollment of approximately 54 or 41 FTE. Existing program resources are adequate to manage the increased enrollment, particularly in view of the fact that enrollment recently has declined. The program modification also involves a reduction in credits which facilitates reassignment of current faculty to manage increased enrollment and research supervision. Consequently, we are positioned well to experience enrollment returning to previous target levels without the need for additional resources. If needed, there is the opportunity for internal reallocation and shifting of faculty workload within the school to accommodate increasing demand.

| Year 1 | | Year 2 | | Year 3 | | Year 4 Target Year (2-year institutions) | | | Year 5 Target Year (4-year institutions) | | |
|-------------|------|------------|------|-------------|------|--|------|------|--|------|------|
| 2017 - 2018 | | 2018- 2019 | | 2019 - 2020 | | 2021 - 2022 | | | 2022 - 2023 | | |
| HDCT | FTES | HDCT | FTES | HDCT | FTES | HDCT | FTES | GRAD | HDCT | FTES | GRAD |
| 40 | 25 | 46 | 30 | 52 | 37 | 58 | 45 | 14 | 54 | 41 | 14 |

Projected enrollment:

Assumptions:

Retention percentage: 80%

Full-time students 70% / Part-time students 30%

Full-time students credit hours per semester: 9 (Fall/Spring) 3 Summer

Part-time students credit hours per semester: 6 (Fall/Spring), 3 Summer

Full-time students graduate in 4 years (11 semesters including 3 summers)

Part-time students graduate in 6 years (17 semesters including 5 summers)

Duplication

In 2014, there were 134 programs offering a Ph.D. degree in Nursing (AACN, Research-Focused Doctoral Programs, 2014 AACN survey). The vast majority of these are either fully online or offer an online component. In 2014, enrollment in Ph.D. nursing programs

increased by 3.2% over the previous year with 5,290 students currently enrolled. Growth in Ph.D. programs is slow, however, and most of recent experience has been the conversion of existing programs to an online or hybrid format with some schools continuing to be face-to-face only. The majority of these 134 programs, however, can be considered as competitors to the VCU program. Programs do vary in quality of faculty and ongoing research at the school in which the program is based, and programs can be either general in areas of specialty or may focus on specific areas of expertise. We have identified Biobehavioral Research and Healthcare Quality as our specific tracks capitalizing on the expertise of the faculty and capabilities of VCU in general. Establishing a niche with specific areas of expertise distinguishes our program from much of the competition. The number of schools offering similar specific tracks is closer to 10. The amount of existing competition/duplication is stable and does not reflect any significant change from what the program has been facing for an extended period of time.

Projected Resource Needs

The Ph.D. in Nursing program has been in existence since 1986. The proposed changes will not require any additional resources. It is possible that as enrollment increases, there may be a need for some internal reallocation to address the increased workload that accompanies enrollment increases. However, the program has been operating below capacity and there is room for expansion without any impact on current resource allocation. In addition, we anticipate that the program changes will streamline student progress leading to more timely graduation, minimizing the impact on current resources. There may be some decrease in revenue due to decreased requirements for post-Baccalaureate entry students, requirement of completing courses outside of the discipline for all students, and decrease in 3 credits for post-master's Ph.D. sequence. Cohort sizes are relatively small in the program, especially the post-baccalaureate entry students which typically number fewer than 3 new students per year. Overall, the effect of reduced credit hours is expected to have minimal fiscal impact or effect on resources.

Resource Needs

VCU School of Nursing possesses adequate resources to initiate and operate the proposed Ph.D. program without compromising existing programs. No additional funding from VCU or other sources is needed. The program will depend on resources that currently exist in the current Ph.D. program. Additional equipment or infrastructure is not required to initiate or operate the program; the major program costs are for faculty. Specific resource needs are described in the following tables.

Full-time Faculty

No full-time faculty will teach exclusively in this proposed degree program. All faculty teach across degree programs at undergraduate and graduate levels.

Part-time Faculty

School of Nursing faculty teach across all programs at the school. There are no faculty designated solely for the Ph.D. program. From the current faculty, the program will require 6.0 FTE. The number of unique individuals (headcount) providing this FTE is approximately 18. This is the number of faculty currently involved in program delivery and student advising and is sufficient to accommodate the modest projected increase in enrollment.

The faculty members identified to teach in the proposed program have the requisite experience and expertise to support the program. They include both tenure-track and term (non-tenure track) faculty with faculty ranks that range from assistant professors to full professors. Identified faculty salaries, including fringe, average \$137,200. The university's fringe rate is 37.2% for faculty and staff. The annual calculated cost for faculty salaries to support the Ph.D. program, once the expected target enrollment year is met, is based on the calculation of credits that must be taught for the program.

Adjunct Faculty

No adjunct faculty will be utilized to initiate or sustain the proposed degree program.

Graduate Assistants

No graduate assistants will be use to initiate or sustain the proposed degree program.

Classified Positions

The School of Nursing has an Educational Program Coordinator for Doctoral Programs (classified staff position) to provide resources to students and faculty adequate to initiate and sustain the proposed degree program (0.5 FTE).

Targeted Financial Aid

No targeted financial aid is projected to initiate or sustain the proposed degree program.

Equipment, including computers

No additional resources are required to initiate or sustain the proposed degree program. VCU has sufficient resources for all faculty, including computers, office furnishings, and software. Because faculty teach across programs and the School supports other online delivery programs, needed equipment is already in place.

Library

No new resources are needed to initiate or sustain the proposed degree program. Each new and revised course in the Ph.D. program will be reviewed by the library per the CIM approval workflow prior to review by the Programs and Courses Committee; This report indicates that library resources, such as books, journals, and online access are sufficient to support all courses and sustain program operation.

Telecommunications

No additional resources are required to initiate or sustain the proposed degree program. All courses have been reviewed by VCU's Technology Services Department, and do not represent new technology or expanded use requiring additional resources. The School of Nursing maintains an information technology group that supports existing online programs, and we have the resource capacity to initiate and sustain the proposed Ph.D. program.

Space

With the proposed revisions, the program remains online, with students physically present at the School of Nursing for 2-3 days at the beginning of each fall and spring semester. The current building is sufficient to initiate and sustain the proposed degree program.

Other Resources

No other resources are needed.

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

- Has the institution submitted or will it submit an addendum budget request to cover one-time costs? Yes _____ No X
 - Has the institution submitted or will it submit an addendum budget request to cover operating costs? Yes _____ No X
 - Will there be any operating budget requests for this program that would exceed normal operating budget guidelines (for example, unusual faculty mix, faculty salaries, or resources)? Yes _____ No X
 - Will each type of space for the proposed program be within projected guidelines? Yes X No _____
 - Will a capital outlay request in support of this program be forthcoming? Yes _____ No X
-

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

| | Program Initiation Year 2017- 2018 | | Expected by Target Enrollment Year 2020- 2021 | |
|-------------------------------|---------------------------------------|----------------|---|------------------------|
| | On-going and reallocated | Added (New) | Added (New)*** | Total FTE positions |
| Full-time faculty FTE* | 0.00 | 0.00 | 0.00 | 0.00 |
| Part-time faculty FTE** | 6.00 | 0.00 | 0.00 | 6.00 |
| Adjunct faculty | 0.00 | 0.00 | 0.00 | 0.00 |
| Graduate assistants (HDCT) | 0.00 | 0.00 | 0.00 | 0.00 |
| Classified positions | 0.50 | 0.00 | 0.00 | 0.50 |
| TOTAL | 6.50 | 0.00 | 0.00 | 6.50 |

*Faculty dedicated to the program. **Faculty effort can be in the department or split with another unit. *** Added after initiation year

Part C: Estimated resources to initiate and operate the program

| | Program Initiation Year 2017 - 2018 | | Expected by Target Enrollment Year 2020 - 2021 | |
|---|--|------|--|-----------|
| | Full-time faculty | 0.00 | 0.00 | 0.00 |
| salaries | | | | \$0 |
| fringe benefits | | | | \$0 |
| Part-time faculty (faculty FTE split with unit(s)) | 6.00 | 0.00 | 0.00 | 6.00 |
| salaries | \$600,000 | | | \$600,000 |
| fringe benefits | \$223,200 | | | \$223,200 |
| Adjunct faculty | 0.00 | 0.00 | 0.00 | 0.00 |
| salaries | | | | \$0 |
| fringe benefits | | | | \$0 |
| Graduate assistants | 0.00 | 0.00 | 0.00 | 0.00 |
| salaries | | | | \$0 |
| fringe benefits | | | | \$0 |
| Classified Positions | 0.50 | 0.00 | 0.00 | 0.50 |
| salaries | \$28,000 | | | \$28,000 |
| fringe benefits | \$10,416 | | | \$10,416 |

| | | | | |
|-------------------------|------------------|------------|------------|------------------|
| Personnel cost | | | | |
| salaries | \$628,000 | \$0 | \$0 | \$628,000 |
| fringe benefits | \$233,616 | \$0 | \$0 | \$233,616 |
| Total personnel cost | \$861,616 | \$0 | \$0 | \$861,616 |
| Equipment | | | | \$0 |
| Library | | | | \$0 |
| Telecommunication costs | | | | \$0 |
| Other costs | | | | \$0 |
| TOTAL | \$861,616 | \$0 | \$0 | \$861,616 |

Part D: Resources and Certification Statement

Part D: Certification Statement(s)

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

Yes _____
 Signature of Chief Academic Officer

No _____
 Signature of Chief Academic Officer

If “no,” please complete Items 1, 2, and 3 below.

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

| Funding Source | Program initiation year <u>2017- 2018</u> | Target enrollment year <u>2020 - 2021</u> |
|---|--|--|
| Reallocation within the department (<i>Note below the impact this will have within the department.</i>) | | |
| Reallocation within the school or college (<i>Note below the impact this will have within the school or college.</i>) | 861,616.00 | \$861,616.00 |
| Reallocation within the institution (<i>Note below the impact this will</i> | | |

| | | |
|---|--|--|
| <i>have within the institution.)</i> | | |
| Other funding sources <i>(Specify and note if these are currently available or anticipated.)</i> | | |

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

Reallocation within the School or College

Year One Program Start-Up:

The School of Nursing has operated a Ph.D. program since 1986. This submission is a program change and does not represent new or require additional resources to operate. The resources for this program will come from the reallocation of current and existing assets within the School already devoted to the current Ph.D. program. In the first year of the program there will be a reallocation of \$247,646 that represents the teaching faculty for the first year plus a half time staff employee to manage the program.

Full Program Implementation and Operation:

The School of Nursing has operated a Ph.D. program for over 30 years. This submission is a program change and does not represent new or require additional resources to operate. Once the program reaches its full enrollment the resources for ongoing support will come from the reallocation of current and existing assets within the School already devoted to the current Ph.D. program. In the full implementation year this will constitute a total reallocation of \$861,616 that represents the teaching faculty for the first year plus a half time staff employee to manage the program. This amount is consistent with what is currently available and allocated to the existing program. The program has room to accommodate additional students given recent declines in enrollment.

3. Secondary Certification.

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

 x Agree

Signature of Chief Academic Officer

_____ Disagree

Signature of Chief Academic Officer

Appendices

Appendix A

Virginia Commonwealth University – School of Nursing Ph.D. Program Full Time Plan of Study
Post-Master’s Entry

| Course # | Course Title | Credits | Semester | Prerequisites |
|----------------------|--|----------------|-----------------|-----------------------------------|
| NURS 703 | Philosophy of Human Science | 3 | Fall | |
| NURS 772 | Qualitative Research | 3 | Fall | |
| NURS 701 | Statistical Methods for Nursing Research | 3 | Fall | |
| | | 9 | | |
| | | | | |
| NURS 704 | Analysis and Construction of Theory for Nursing Research | 3 | Spring | NURS 703 |
| NURS 702 | Advanced Statistical Concepts for Nursing Research | 3 | Spring | NURS 701 |
| NURS 770 | Quantitative Research | 3 | Spring | NURS 701; 702 pre or co-requisite |
| NURS 797 | Research Practicum (semester can vary) | 1 or 2 | Spring | |
| | | 10/11 | | |
| | | | | |
| NURS 700 | Scientific Integrity: Responsible Conduct of Research | 1 | Summer 1 | |
| | Methods course or Elective | 3 | Summer | |
| | | 4 | | |
| | | | | |
| NURS 720 or NURS 731 | Foundations course in Track | 3 | Fall | |
| NURS 638 | Health Policy Leadership | 3 | Fall | |
| | Methods course or Elective | 3 | Fall | |

| | | | | |
|----------------------|--|---------------|--------|---|
| NURS 797 | Research Practicum (semester can vary) | 1 or 2 | | |
| | | 10/11 | | |
| | | | | |
| NURS 721 or NURS 732 | Advanced course in Track | 3 | Spring | Foundations course in Track |
| | Methods course or Elective | 3 | Spring | |
| | Methods course or Elective | 3 | Spring | |
| NURS 797 | Research Practicum (semester can vary) | 1 | Spring | |
| | | 10 | | |
| | | | | |
| NURS 725 | Synthesis and Emerging Trends | 3 | Summer | NURS 720 and 721, or 731 and 732, or permission of instructor |
| | Methods course or Elective | 3 | Summer | |
| | | 6 | | |
| | | | | |
| | Comprehensive exam | | | |
| | | | | |
| NURS 898 | Dissertation | Minimum of 12 | | Admission to Candidacy |
| | | | | |
| | TOTAL | 58 | | |

Appendix B

Virginia Commonwealth University – School of Nursing Ph.D. Program Full Time Plan of Study
Post-Baccalaureate Entry

| Course # | Course Title | Credits | Semester | Prerequisites |
|----------|---|---------|----------|------------------------------------|
| NURS 512 | Evidence Based Advanced Nursing Practice | 3 | Fall | |
| NURS 610 | Health Information and Data Management | 3 | Fall | |
| | | 6 | | |
| | | | | |
| NURS 508 | Policy, Processes and Systems for Advanced Nursing Practice | 3 | Spring | |
| | Elective (if desired, will reduce elective in later semester) | 3 | | |
| | | 6 | | |
| | | | | |
| NURS 703 | Philosophy of Human Science | 3 | Fall | |
| NURS 772 | Qualitative Research | 3 | Fall | |
| NURS 701 | Statistical Methods for Nursing Research | 3 | Fall | |
| | | 9 | | |
| | | | | |
| NURS 704 | Analysis and Construction of Theory for Nursing Research | 3 | Spring | NURS 703 |
| NURS 702 | Advanced Statistical Concepts for Nursing Research | 3 | Spring | NURS 701 |
| NURS 770 | Quantitative Research | 3 | Spring | NURS 701; 702 pre- or co-requisite |
| NURS 797 | Research Practicum (semester can vary) | 1 or 2 | Spring | |

| | | | | |
|----------------------|---|--------|--------|---|
| | | 10/11 | | |
| | | | | |
| NURS 700 | Scientific Integrity: Responsible Conduct of Research | 1 | Summer | |
| | Methods course or Elective | 3 | Summer | |
| | | 4 | | |
| | | | | |
| NURS 720 or NURS 731 | Foundations course in Track | 3 | Fall | NURS 704, pre- or co req, or permission of instructor |
| NURS 638 | Health Policy Leadership | 3 | Fall | |
| | Methods course or Elective | 3 | Fall | |
| NURS 797 | Research Practicum (semester can vary) | 1 or 2 | | |
| | | 10/11 | | |
| | | | | |
| NURS 721 or NURS 732 | Advanced course in Track | 3 | Spring | Foundations course in Track |
| | Methods course or Elective | 3 | Spring | |
| | Methods course or Elective (if needed) | 3 | Spring | |
| NURS 797 | Research Practicum (semester can vary) | 1 | Spring | |
| | | 10 | | |
| | | | | |
| NURS 725 | Synthesis and Emerging Trends | 3 | Summer | NURS 720 and 721, or 731 and 732, or permission of instructor |

| | | | | |
|----------|----------------------------|---------------|------------------------|--|
| | Methods course or Elective | 3 | Summer | |
| | | 6 | | |
| | | | | |
| | Comprehensive exam | | | |
| | | | | |
| NURS 898 | Dissertation | Minimum of 12 | Admission to Candidacy | |
| | | | | |
| | TOTAL | 67 | | |

Appendix C

Virginia Commonwealth University – School of Nursing Ph.D. Program Part Time Plan of Study
Post-Master’s Entry

| Course # | Course Title | Credits | Semester | Prerequisites- |
|-----------------|--|----------------|-----------------|----------------------------------|
| NURS 703 | Philosophy of Human Science | 3 | Fall | |
| NURS 701 | Statistical Methods for Nursing Research | 3 | Fall | |
| | | 6 | | |
| | | | | |
| NURS 704 | Analysis and Construction of Theory for Nursing Research | 3 | Spring | NURS 703 |
| NURS 702 | Advanced Statistical Concepts for Nursing Research | 3 | Spring | NURS 701 |
| | | 6 | | |
| | | | | |
| NURS 700 | Scientific Integrity: Responsible Conduct of Research | 1 | Summer | |
| | Elective or Research Practicum | 3 | Summer | |
| | | 4 | | |
| | | | | |
| NURS 772 | Qualitative Research | 3 | Fall | |
| NURS 638 | Health Policy Leadership | 3 | Fall | |
| | | 6 | | |
| | | | | |
| NURS 770 | Quantitative Research | 3 | Spring | NURS 701, NURS 702 pre or co-req |
| | Methods or Elective or Research Practicum | 3 | Spring | |
| | | 6 | | |
| | | | | |

| | | | | |
|----------------------|--|---------------|--------|------------------------|
| | Methods or Elective or Research Practicum | 3 | Summer | |
| | | 3 | | |
| | | | | |
| NURS 720 or NURS 731 | Intro course in track | 3 | Fall | |
| | Methods course or Elective or Research Practicum | 3 | Fall | |
| | | | | |
| NURS 721 or NURS 732 | Advanced course in Track | 3 | Spring | Intro course in Track |
| | Methods or Elective or Research Practicum | 3 | | |
| | | 6 | | |
| | | | | |
| NURS 725 | Synthesis and Emerging Trends | 3 | Summer | |
| | | | | |
| | Comprehensive exam | | | |
| | | | | |
| NURS 898 | Dissertation | Minimum of 12 | | Admission to Candidacy |
| | | | | |
| | TOTAL | 58 | | |

Appendix D

Virginia Commonwealth University - School of Nursing Ph.D. Program, Part Time Plan of Study, Post-Baccalaureate Entry

| Course # | Course Title | Credits | Semester | Prerequisites |
|----------|---|---------|----------|---------------|
| NURS 512 | Evidence Based Advanced Nursing Practice | 3 | Fall | |
| NURS 610 | Health Information and Data Management | 3 | Fall | |
| | | 6 | | |
| | | | | |
| NURS 508 | Policy, Processes and Systems for Advanced Nursing Practice | 3 | Spring | |
| | Elective (if desired, will reduce elective in later semester) | 3 | Spring | |
| | | 6 | | |
| | | | | |
| NURS 703 | Philosophy of Human Science | 3 | Fall | |
| NURS 701 | Statistical Methods for Nursing Research | 3 | Fall | |
| | | 6 | | |
| | | | | |
| NURS 704 | Analysis and Construction of Theory for Nursing Research | 3 | Spring | NURS 703 |
| NURS 702 | Advanced Statistical Concepts for Nursing Research | 3 | Spring | NURS 701 |
| | | 6 | | |
| | | | | |
| NURS 700 | Scientific Integrity: Responsible Conduct of Research | 1 | Summer | |
| | Elective or Research Practicum | 3 | Summer | |

| | | | | |
|----------------------|--|---|--------|----------------------------------|
| | | 4 | | |
| | | | | |
| NURS 772 | Qualitative Research | 3 | Fall | |
| NURS 638 | Health Policy Leadership | 3 | Fall | |
| | | 6 | | |
| | | | | |
| NURS 770 | Quantitative Research | 3 | Spring | NURS 701, NURS 702 pre or co-req |
| | Methods or Elective or Research Practicum | 3 | Spring | |
| | | 6 | | |
| | | | | |
| | Methods or Elective or Research Practicum | 3 | Summer | |
| | | 3 | | |
| | | | | |
| NURS 720 or NURS 731 | Intro course in track | 3 | Fall | |
| | Methods course or Elective or Research Practicum | 3 | Fall | |
| | | | | |
| NURS 721 or NURS 732 | Advanced course in Track | 3 | Spring | Intro course in Track |
| | Methods or Elective or Research Practicum | 3 | | |
| | | 6 | | |
| | | | | |
| NURS 725 | Synthesis and Emerging Trends | 3 | Summer | |

| | | | | |
|----------|--------------------|---------------|------------------------|--|
| | | | | |
| | Comprehensive exam | | | |
| | | | | |
| NURS 898 | Dissertation | Minimum of 12 | Admission to Candidacy | |
| | | | | |
| | TOTAL | | 67 | |

Appendix E
Courses, Descriptions, and Prerequisites

CORE 25 credits

NURS 700 Scientific Integrity: Responsible Conduct of Research 1

PREREQUISITES: Admission to a doctoral program

COURSE DESCRIPTION: This course is intended for students doing human subjects and/or organizational research and will enable students to develop and refine their understanding of and skills in applying ethics and law of research, with a focus on the National Institute of Health's Office for Human Research Protections' responsible conduct of research topics.

NURS 701 Statistical Methods for Nursing Research 3

PREREQUISITES: none

COURSE DESCRIPTION: Provides knowledge about data management, basic statistical tests, graphics and tables, and necessary software. Presents statistical tests: contingency table analysis, one- and two-sample t-tests, one- and two-factor analysis of variance (ANOVA), simple linear regression, multiple linear regression, and analysis of covariance (ANCOVA). Defines selected statistical terminology and concepts. Uses data from relevant studies to illustrate the various statistical tests and corresponding assumptions.

NURS 702 Advanced Statistical Concepts for Nursing Research 3

PREREQUISITES: NURS 701 – Statistical Methods for Nursing Research

COURSE DESCRIPTION:

Presents advanced statistical methods and necessary statistical assumptions. Explains optimal modeling approaches for different data types and study designs. Data types: binary data, ordinal data, multinomial data, time-to-event data, longitudinal data, hierarchical data, and multivariate data. Analytic methods discussed will include nominal, ordinal, and multinomial logistic regression, Kaplan-Meier estimation, Cox Proportional Hazards model, mixed effects models, factor analysis, principal components, canonical correlation, classification and clustering.

NURS 703 Philosophy of Human Science 3

PREREQUISITES: Admission to the doctoral program in nursing.

COURSE DESCRIPTION:

Critically analyzes philosophic perspectives and their relationship to human sciences; emphasizes analysis of the underlying epistemology and ontological assumptions of various philosophies. Explores philosophies of science and their influence on the emergence of knowledge in the human sciences, using nursing science as an example.

NURS 704 Analysis and Construction of Theory for Nursing Research 3

PREREQUISITES: NURS 703 pre-requisite or permission of course faculty.

COURSE DESCRIPTION:

Focuses on analysis and critique of theoretical and conceptual foundations of research and the developmental processes associated with constructing nursing disciplinary knowledge. Emphasis

is placed on the processes for concept and theory development within the context of a research trajectory relevant to the discipline.

NURS 725 Synthesis and Emerging Trends in Scientific Inquiry 3

PREREQUISITES: NURS 720 and 721, or 731 and 732, or permission from instructor.

COURSE DESCRIPTION:

This course explores emerging trends in different areas of scientific inquiry to help students develop their understanding of the current and evolving research environment. Designed to synthesize the current state of the science, and apply it to the student's own area of research. In addition, the student will apply approaches to incorporating emerging trends into an individualized research program and strategic career development.

NURS 770 Quantitative Research 3

PREREQUISITES OR COREQUISITES: NURS 701, Pre or Co-Req NURS 702

COURSE DESCRIPTION:

Provides knowledge and skills for identifying and selecting appropriate designs for quantitative health care research. Analyzes major groups of research designs for fit with various types of research questions. Examines strengths and weaknesses of the groups of research designs. Focuses on elements of research design that enhance rigor.

NURS 772 Qualitative Research 3

PREREQUISITES: NONE

COURSE DESCRIPTION:

Provides knowledge and skills for the design and implementation of qualitative health research and the management and analysis of qualitative data. Analyzes various research designs for ability to generate scientifically rigorous findings related to nursing or health care. Explores current challenges, debates, and controversies in qualitative researchers.

NURS 797 Research Practicum (variable 1-3 credits, total of 3 required) 3

PREREQUISITES: Admission to a doctoral program in nursing

COURSE DESCRIPTION: This course focuses on the development of skills and techniques for the conduct of research through active participation in either an ongoing faculty research project or an element of the student's research area. The practicum is structured individually through discussion with the supervising faculty member. Emphasis is on the practical application of research skills and growth in knowledge related to the conduct of research.

Track, 6 credits

Biobehavioral Track

NURS 720 Foundations in-Biobehavioral Research 3

PREREQUISITES: NURS 704 pre- or co-requisite or permission of course faculty.

Provides a foundation for critically examining and developing research frameworks and models used to conduct biobehavioral research. Explores assumptions about the dimensions,

interactions, and outcomes of biology and behavior from basic science through interventional approaches. Discusses current applications of biobehavioral research including translational research to improve nursing practice and clinical outcomes.

NURS 721 Advanced Concepts in Biobehavioral Research 3

PREREQUISITES: NURS 720 or permission of course faculty

COURSE DESCRIPTION:

This course focuses on applying concepts and measures used in biobehavioral research. It also discusses biobehavioral research priority areas, current methods, and data sources. In addition, students will evaluate the types of measures used in biobehavioral research and relate these to their own focus areas. Students will apply their knowledge from NURS 720 to develop a research proposal incorporating a research framework, concepts and measures, and methods used in biobehavioral research.

OR

Healthcare Quality Track

NURS 731 Foundations in Healthcare Quality Research 3

PREREQUISITES: NURS 704 pre- or co-requisite or permission of course faculty

COURSE DESCRIPTION:

This course provides a foundation for critically examining and developing research frameworks and models used to conduct healthcare quality research. The course explores assumptions about healthcare quality, its dimensions and outcomes at the individual, organizational, and population levels. Different approaches to healthcare quality research will be discussed. Finally, current applications of healthcare quality research to policy, health system accountability, and various levels of the provision of health care are reviewed.

NURS 732 Advanced Concepts in Healthcare Quality Research 3

PREREQUISITES: NURS 731

COURSE DESCRIPTION:

This course focuses on applying concepts and measures used in healthcare quality research. It also discusses healthcare quality research priority areas, current quality and safety measures, and data sources. In addition, students will evaluate the types of measures used in healthcare quality research and relate these to their own research focus areas. Students will apply their knowledge from NURS 731 to develop a research proposal incorporating a research framework, concepts and measures, and methods used in healthcare quality research.

Additional Methods Courses – 6 Credits

Electives – 6 Credits

Of the above 12 credits (Additional Methods courses and Electives), at least 6 credits must be taken in a discipline other than Nursing

Total Course Credits 46

NURS 898 Dissertation 12 (minimum)

Appendix F

AACN Pathways to Excellence, Summary of Curricular Recommendations

Expected Outcomes and Curricular Elements of Ph.D. Programs in Nursing

| Role | Expected Outcomes | Core Curricular Elements |
|---------------------|---|---|
| Develop the Science | <ul style="list-style-type: none"> • Master in-depth knowledge in a substantive area • Appreciate the history and philosophy of science • Understand the evolving nature of the nursing discipline • Critique and integrate different science perspectives in the conduct of research • Generate new ideas based on a critical evaluation of existing knowledge • Conduct original research • Utilize professional and research ethics and judgment in the conduct of research • Assume leadership in the conduct of culturally competent scholarship to improve nursing practice • Communicate research findings to lay and professional audiences and identify implications for policy, nursing practice, and the profession | <ul style="list-style-type: none"> • Sufficient formal and informal learning experiences to build scientific depth in an identified area of study • History and philosophies of science • Scientific methods, including team science • Advanced research design and statistical methods • Research ethics • Data, information and knowledge management, processing and analysis • Ways of knowing and habits of the mind • Concepts and components of scholarship • Mentored research experiences, including interdisciplinary mentors • Preparation of research grants and manuscripts for publication • Structured/guided clinical or practice experiences as needed to inform one's area of science and its application |

| | | |
|-----------------------------|--|---|
| Steward the Discipline | <ul style="list-style-type: none"> • Integrate the components of scholarship: research, teaching, mentoring, and service to the profession • Communicate scholarship including peer refereed publications and presentations for professional interdisciplinary audiences • Understand the evolving roles and responsibilities of a nurse scholar | <ul style="list-style-type: none"> • Theoretical/scientific underpinnings of nursing and other disciplines • Practice knowledge that informs nursing science and its application • Culture of nursing and practice environments • Strategies to influence |
| | <ul style="list-style-type: none"> • Lead in advancing the profession | <ul style="list-style-type: none"> health policy • Professional values • Scholarly writing • Leadership related to health policy and professional issues |
| Educate the Next Generation | <ul style="list-style-type: none"> • Conduct team science and participate and lead interdisciplinary research teams • Provide professional and research mentorship to others • Contribute to a global community of scholars • Contribute to the formal and informal education of future nurses through discovery, application, and integration | <ul style="list-style-type: none"> • Intra- and interdisciplinary communication skills • Leadership in intra- and interdisciplinary research teams • Mentoring • Leadership in culturally competent science • Art and science of teaching and learning • Mentored, integrative, applied experiences |

Excerpted from AACN, 2010, The Research-Focused Doctoral Program in Nursing: Pathways to Excellence, full document available at: <http://www.aacn.nche.edu/education-resources/Ph.D.Position.pdf>

Appendix G

List of programs offering Ph.D. in Nursing American Association of Colleges of Nursing Fall, 2015

University of Alabama at Birmingham
School of Nursing
Birmingham, AL

Arizona State University
College of Nursing and Healthcare
Innovation
Phoenix, AZ

Grand Canyon University
College of Nursing and Health Sciences
Phoenix, AZ

The University of Arizona
College of Nursing
Tucson, AZ

University of Phoenix
College of Health Sciences and Nursing
Division of Nursing
Phoenix, AZ

University of Arkansas for Medical Sciences
College of Nursing
Little Rock, AR

University of Central Arkansas Department
of Nursing
201 Donaghey Avenue
Conway, AR

Azusa Pacific University
School of Nursing
Azusa, CA

Loma Linda University
School of Nursing
Loma Linda, CA

University of California-Davis
School of Nursing
Sacramento, CA

University of California-Irvine
Program in Nursing Science
Irvine, CA

University of California-Los Angeles
School of Nursing
Los Angeles, CA

University of California-San Francisco
School of Nursing
San Francisco, CA

University of San Diego
Hahn School of Nursing and Health Science
San Diego, CA

University of Colorado
College of Nursing
Aurora, CO

University of Northern Colorado
School of Nursing
Greeley, CO

Consortium Ph.D.
Southern Connecticut State University
Western Connecticut State University

University of Connecticut
School of Nursing
Storrs, CT

Yale University
School of Nursing
West Haven, CT

University of Delaware
School of Nursing
Newark, DE

Catholic University of America
The School of Nursing
Washington, DC

Barry University
College of Nursing and Health Sciences
Miami Shores, FL

Florida Atlantic University
Christine E. Lynn College of Nursing
Boca Raton, FL

Florida International University
College of Nursing and Health Sciences
Miami, FL

Nova Southeastern University
College of Nursing
Fort Lauderdale, FL

University of Central Florida
College of Nursing
Orlando, FL

University of Florida
College of Nursing
Gainesville, FL

University of Miami
School of Nursing and Health Studies
Coral Gables, F

University of South Florida
College of Nursing
Tampa, FL

Emory University
Nell Hodgson Woodruff School of Nursing
Atlanta, GA

Georgia Regents University
College of Nursing
Augusta, GA

Georgia Southern University
School of Nursing
Statesboro, GA

Georgia State University
College of Health and Human Sciences
Byrdine F. Lewis School of Nursing
Atlanta, GA

University of Hawaii at Manoa
School of Nursing and Dental Hygiene
Honolulu, HI

Idaho State University
Idaho State University School of Nursing
Pocatello, ID

Illinois State University Mennonite
College of Nursing
Normal, IL

Loyola University Chicago
Marcella Niehoff School of Nursing
Maywood, IL

University of Illinois at Chicago
College of Nursing
Chicago, IL

Indiana U-Purdue U (Indianapolis)
School of Nursing
Indianapolis, IN

The University of Iowa
College of Nursing
Iowa City, IA

University of Kansas
School of Nursing
Kansas City, KS

University of Kentucky
College of Nursing
Lexington, KY

University of Louisville
School of Nursing
Louisville, KY

Southern University and A&M College
School of Nursing
Baton Rouge, LA

Johns Hopkins University
School of Nursing
Baltimore, MD

Uniformed Services University of the Health
Sciences
Graduate School of Nursing
Bethesda, MD

University of Maryland
School of Nursing
Baltimore, MD

Boston College
William F. Connell School of Nursing
Chestnut Hill, MA

Northeastern University
Bouve College of Health Sciences School of
Nursing
Boston, MA 2115

Ph.D. Collaborative - U Massachusetts
University of Massachusetts-Boston
University of Massachusetts Lowell

University of Massachusetts
Medical School Graduate School of Nursing
Worcester, MA

University of Massachusetts-Amherst
School of Nursing
Amherst, MA

University of Massachusetts-Boston
College of Nursing and Health Sciences
Boston, MA

University of Massachusetts-Dartmouth
College of Nursing
North Dartmouth, MA

University of Massachusetts-Lowell
School of Nursing
Lowell, MA

Michigan State University
College of Nursing
East Lansing, MI

University of Michigan
School of Nursing
Ann Arbor, MI

Wayne State University
College of Nursing
Detroit, MI

University of Minnesota
School of Nursing
Minneapolis, MN

Walden University
School of Nursing
Minneapolis, MN

Ph.D. Collaborative
University of Mississippi Med Center
University of Southern Mississippi

University of Mississippi Medical Center
School of Nursing
Jackson, MS

University of Southern Mississippi
College of Nursing
Hattiesburg, MS

Goldfarb SON at Barnes-Jewish College
St. Louis, MO 63110
Saint Louis University
School of Nursing
Saint Louis, MO

School of Nursing
New York, NY
New York University
College of Nursing
New York, NY

University of Missouri-Columbia Sinclair
School of Nursing
Columbia, MO

University at Buffalo-SUNY
School of Nursing
Buffalo, NY

University of Missouri-Kansas City
School of Nursing and Health Studies
Kansas City, MO

University of Rochester
School of Nursing
Rochester, NY

University of Missouri-St. Louis
College of Nursing
St. Louis, MO

Duke University
School of Nursing
Durham, NC

University of Nebraska Medical Center
College of Nursing
Omaha, NE

University of North Carolina-Chapel Hill
The School of Nursing
Chapel Hill, NC

University of Nevada-Las Vegas
School of Nursing
Las Vegas, NV

University of North Carolina-Greensboro
School of Nursing
Greensboro, NC

Rutgers, The State University of New Jersey
School of Nursing
Newark, NJ

University of North Dakota
College of Nursing and Prof.
Grand Forks, ND

Seton Hall University
College of Nursing
South Orange, NJ

Case Western Reserve University
Frances Payne Bolton School of Nursing
Cleveland, OH

New Mexico State University
School of Nursing
Las Cruces, NM

Kent State University
College of Nursing
Kent, OH

University of New Mexico
College of Nursing
Albuquerque, NM

Ohio State University
The College of Nursing
Columbus, OH

Adelphi University
School of Nursing
Garden City, NY
Columbia University

University of Akron
The School of Nursing
Akron, OH

University of Cincinnati Academic Health
Center
College of Nursing
Cincinnati, OH

University of Oklahoma
College of Nursing
Oklahoma City, OK

Oregon Health and Science University
School of Nursing
Portland, OR

Duquesne University
School of Nursing
Pittsburgh, PA

Pennsylvania State University
College of Nursing
University Park, PA

University of Pennsylvania
SON School of Nursing
Philadelphia, PA

University of Pittsburgh
School of Nursing
Pittsburgh, PA

Villanova University
College of Nursing
Villanova, PA

Widener University
School of Nursing
Chester, PA

University of Rhode Island
College of Nursing
Kingston, RI

Medical University of South Carolina
College of Nursing
Charleston, SC

University of South Carolina
College of Nursing
Columbia, SC

South Dakota State University
College of Nursing
Brookings, SD

East Tennessee State University
College of Nursing
Johnson City, TN

University of Tennessee HSC
College of Nursing
Memphis, TN

University of Tennessee-Knoxville
College of Nursing
Knoxville, TN

Vanderbilt University
School of Nursing
Nashville, TN

Ph.D. Collaborative- TWU & Texas Tech U
HSC
Texas Woman's University
Texas Tech University Health Science Ce

Texas Tech University HSC
School of Nursing
Lubbock, TX

Texas Woman's University
College of Nursing
Denton, TX

University of Texas HSC-Houston
School of Nursing
Houston, TX

University of Texas HSC-San Antonio
School of Nursing
San Antonio, TX

University of Texas Medical Branch
School of Nursing
Galveston, TX

University of Texas-Arlington
College of Nursing and Health Innovation
Arlington, TX

University of Texas-Austin
School of Nursing
Austin, TX

University of Texas-Tyler
College of Nursing and Health Sciences
Tyler, TX

University of Utah
College of Nursing
Salt Lake City, UT

George Mason University
School of Nursing
Fairfax, VA

Hampton University
School of Nursing
Hampton, VA

University of Virginia
Claude Moore Nursing Education
Charlottesville, VA

Virginia Commonwealth University
School of Nursing
Richmond, VA

University of Washington
School of Nursing
Seattle, WA

Washington State University
College of Nursing
Spokane, WA

West Virginia University
School of Nursing
Morgantown, WV

Marquette University
College of Nursing Clark Hall
Milwaukee, WI

University of Wisconsin-Madison
School of Nursing
Madison, WI

University of Wisconsin-Milwaukee
College of Nursing
Milwaukee, WI

REPORT FROM THE PROVOST

**Report from the Provost
March 2017**

| | |
|--|--|
| 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 | <p>Each committee of the VCU Board of Visitors is required to develop and discuss a dashboard of metrics that are aligned to its respective oversight responsibilities and Quest for Distinction.</p> <p>The current dashboard was approved at the September 2016 meeting.</p> |
| 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 (for March 22, 2017 meeting)

| Student Success | | | | Quest Peer Comparisons ¹ | | |
|---|---------------------------------|-----------------------|-----------|-------------------------------------|---------------------------|---|
| Measure | 2016-2017 <i>7/1 to 2/15</i> | 2015-2016 | 2014-2015 | UAB 2015-2016 | USC-Columbia 2015-2016 | USF 2015-2016 |
| 6-year graduation rate | Available Aug 2017 | 62% | 62% | 55% | 72% | 60% |
| 4-year graduation rate | | 45% | 40% | 31% | 55% | 30% |
| Student safety Clery Act reports | 19 (YTD) | 12 | 17 | N/A | N/A | N/A |
| 5-year graduation rate for full-time transfer students | Available Aug 2017 | 67% | 62% | N/A | N/A | N/A |
| % of recent baccalaureate degree graduates working full-time (<i>12 months post-graduation</i>) | Available July 2018 | Available July 2017 | 60% | N/A | N/A | N/A |
| Avg. in-state UG debt at graduation (<i>thousands</i>) | Available spring 2018 | Available spring 2017 | \$28,425 | N/A | N/A | N/A |
| UG student satisfaction (<i>somewhat satisfied + satisfied + very satisfied</i>) [<i>Note: Tri-annual survey</i>] | Available fall 2018 | 76% | N/A | 80% <i>(NSSE 2014 survey)</i> | N/A | Not Public <i>(NSSE 2011 survey)</i> |
| Faculty Success | | | | | | |
| T&R faculty turnover (<i>est. using fall Census II data</i>) | 8.2% | 8.9% | 7.6% | N/A | N/A | N/A |
| Global satisfaction with VCU as a good place to work (<i>strongly agree + agree response rate</i>): faculty (f) / staff (s) [<i>Note: Bi-annual survey</i>] | Next survey in spring 2018 | 73% (F) / 76% (S) | N/A | N/A | N/A | N/A |

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

AHAC Dashboard for 2016-17 (for March 22, 2017 meeting)

| Research Productivity | | | | Quest Peer Comparisons ¹ | | |
|---|--|--------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| Measure | 2016-2017 7/1 to 2/15 | 2015-2016 | 2014-2015 | UAB 2014-2015 | USC-Columbia 2014-2015 | USF 2014-2015 |
| Sum of federal research awards (<i>millions</i>) (<i>CMUP AY 2013 for est. of Nat'l Ranking</i>) | \$105.5 | \$144.1 / fall 2017 ranking | \$156.5/ approx. 70 th | \$309.9/ approx. 36 th | \$160.8/ approx. 76 th | \$193.6/ approx. 65 th |
| Federal R&D expenditures (<i>millions</i>) (<i>NSF AY2015 for peers/Nat'l Ranking</i>) | Available fall 2018 | \$143.8/ fall 2017 ranking | \$142.4/81 st | \$328.5/34 th | \$90.5/107 th | \$218.3/55 th |
| Invention disclosures/ (<i>AUTM FY2015 for peers</i>) | 56 YTD | 134 | 93 | 42 | 46 | 185 |
| Health Sciences | | | | | | |
| Inter-professional student contact hours (fall term) | 25,549 <small>(one course not offered SP17 due to scheduling conflicts)</small> | 27,865 | 14,962 | N/A | N/A | N/A |
| # of 1 st time students enrolling from diversity pipeline programs into health professions training programs | 27 | 14 | 25 | N/A | N/A | N/A |

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

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

| Goals Addressed | Performance Measure | Description | Data Significance | Data Source | Data Frequency |
|-----------------------|---|--|--|---|--|
| Student Success | 6-year Graduation Rate | The graduation rates in this indicator are calculated to meet requirements of the 1990 Student Right-to-Know Act, which requires postsecondary institutions to report the percentage of first-time, full-time undergraduate degree-seeking students who complete their program within 150 percent of the normal time for completion (within 6 years for students pursuing a bachelor's degree). Students who transfer into the institution, or who may complete their bachelor's degree at another institution are not included as completers in these rates. (nces.ed.gov) | This is an indicator of student completion; reflects effectiveness of student success programs; higher rates have favorable impact on affordability / debt levels upon graduation. (includes comparison ranges for other institutions: Quest peers and/or instate peers) | National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS) for trailing fall / spring / summer terms | Annual (September) |
| Student Success | 4-year Graduation Rate | This is not a standard measurement but does inform internal progress toward 6-year graduation rate. It is used as a primary success measure by elite public and private universities, where 4-year graduation rates are traditionally >90%. | Same as above | Same as above: NCES:IPEDS | |
| Student Success | Student safety Clery Act reports (robberies and burglaries within VCUPD jurisdiction) | The Jeanne Clery Act, a consumer protection law passed in 1990, requires all colleges and universities that receive federal funding to share information about crime on campus and their efforts to improve campus safety as well as inform the public of crime in or around campus. This information is made publicly accessible through the university's annual security report. (clerycenter.org) Institutions are required to disclose 3 general categories of crime statistics: • Criminal offenses: criminal homicide, sex offenses, robbery, aggravated assault, burglary, motor vehicle theft, and arson; • Hate crimes; • Arrests and referrals for disciplinary action for weapons violations, drug abuse violations and liquor law violations | Robbery data was selected because (in 2013) robberies were among the most serious crimes on campus. In FY2010, there were 28 reported cases. YTD FY2016 robberies total 8. Crime data speaks to aspects of campus climate and student perceptions of safety. | VCUPD maintains daily incidence logs. Data on crime statistics available on daily "real time" basis. | |
| Student Success | 3-Year Graduation Rate for Transfer Students from Virginia Community Colleges | The Student Achievement Measure (SAM) tracks student movement across postsecondary institutions to provide a more complete picture of undergraduate student progress and completion within the higher education system. SAM provides data on 5 categories of students: • Students graduated from reporting institution; • Students who transferred and graduated from another institution; • Students who are enrolled at reporting institution; • Students who transferred an are enrolled at another institution; • Students whose current status is unknown. (studentachievementmeasure.org) | SAM is an alternative to the federal graduation rate, which is limited to tracking the completion of first-time, full-time students at one institution. | SAM model draws upon inputs from National Student Clearing House Student Tracker and the Voluntary System of Accountability (including College Portrait). | Updated annually (fall) with two-year lag; most recent information available represents 2008 cohort) |
| Student Success | % of Recent Graduates Working Full-time | Information collected from post-graduation surveys which track graduate results over the course of 1st year post-graduation. While outcomes questions address a broad range of issues, highest level data represent occupation status by degree level (undergraduate, graduate and 1st professional): • Working full-time; • Enrolled in additional education; • Military or volunteer service full-time; • Working part-time; • Seeking additional education; • Unemployed | Employment data considered to be a key indicator of post-completion success and can be used to inform student application / selection decisions. | The Outcomes Survey and VCU Office of Planning & Decision Support. Data collected quarterly for December and May graduates for 1st year post-graduation. | Annual summary available July. |
| Student Success | Average debt at graduation | Student debt (in-state bachelor's degree holders) | Will include in subcategory unmet need (with number of students) and % of met need (all sources) | | |
| Student Success | Student Satisfaction | From student exit survey include 2 measures: 1. Global Student Satisfaction with Advising; and 2. Global Student Satisfaction with VCU education. | | | |
| Faculty Success | T&R faculty turnover (replacement positions) | This measures annual change in # of Teaching and Research (T&R) faculty. NOTE: VCU's participation in the COACHE study and the subsequent work on turnover and job satisfaction will provide an opportunity for us to benchmark our performance and place it in context | Measures the change in this number at one point in time annually (updated for Dec. meeting and remains static until following Dec.) | Human Resources Information System (HRIS) and Office of Planning & Decision Support (OPDS) | Annual (mid-October) |
| Faculty Success | Global satisfaction with VCU as a good place to work | | This will include subcategories by demographic: Staff, Tenure-Track faculty, Teaching & Research faculty, etc. | Two information sources – alternate years: Collaborative on Academic Careers in Higher Education (COACHE) faculty satisfaction survey; VCU Diversity & Inclusion Climate Survey | 2015 COACHE results available; 2016 D&I survey results available July 2016 |
| Research Productivity | Sum of federal research awards and comparison to prior year | This is the sum of awards from all federal agencies and how this compares to prior year performance for the same period. | Federal awards traditionally represent >70% of VCU's research portfolio and are closely aligned with VCU goals around interdisciplinary research | VCU Office of VP for Research & Innovation (OVPRI) and Click Commerce reports | Daily report updates |
| Research Productivity | Federal R&D Expenditures | \$s expended on basic scientific research funded by federal agencies and awarded to an institution. | Measure of successful investment in basic scientific research | National Science Foundation and OVPRI | Annual (mid-October) |
| Research Productivity | Invention Disclosures | An invention disclosure is a confidential document written by a scientist or engineer for use by a company's patent department, or by an external patent attorney, to determine whether patent protection should be sought for the described invention. VCU's Innovation Gateway office supports preparation and submission of these disclosures and tracks progress. | Represents a critical measure of research output and potential translation to a commercial application. | VCU OVPRI and Innovation Gateway | Monthly report available |
| Health Sciences | Interprofessional student contact hours | IPE Student engagement identifies # of direct student contact hours in formal interprofessional education activities by which they learn together by working in teams. Students participating in IPE activities are from the Schools of Allied Health Professions, Dentistry, Medicine, Nursing, Pharmacy and Social Work. | Health care delivery is shifting to an interdisciplinary, team-based approach. IPE contact hours present a high-level view into the degree to which IPE is embedded into the education of VCU's 1st professional and other healthcare workers. | VCU Center for Interprofessional Education and Collaborative Care and SIS | Twice per year at the conclusion of the fall and spring terms. |
| Health Sciences | Multi-School Research Awards | # of funded research projects for which key research personnel have at least one home department within VCU health sciences schools or units, plus clinical psychology and social work AND additional key personnel in departments outside VCU health sciences schools or units | Provides a measure of interdisciplinary effort for which health sciences-related research is a principle component | OVPRI | Ongoing (year-to-date) |
| Health Sciences | % of students enrolling from diversity pipeline programs | Reflects the percentage of students enrolled at VCU Health Sciences and programs nationally who come from two local, structured, college-level programs: VCU Acceleration and Summer Academic Education Program (SAEP). | Provides view into success of VCU efforts to encourage students from all backgrounds to pursue a career in the health sciences | Student Information System (SIS) and Division for Health Sciences Diversity | Annual (fall Census II, mid-October) |

Blue: Indicates measure continued from 2015-16 dashboard.

Pink: Indicates new measure

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

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

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

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

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

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

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

⁴ Need-based institutional grants reflect total centrally-administered, need-based institutional funds.

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

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

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

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

**Report from the Provost
March 2017**

| | |
|--|--|
| PRESENTATION TITLE: Follow-up from December Meeting | |
| 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 | At the December 2016 meeting of the Academic and Health Affairs Committee, the members requested additional information related to several presentation. Those items are: <ul style="list-style-type: none"> i. Under-represented minority percentages ii. Promoting respect and civility among faculty, staff and students. iii. Progress on the Diversity and Inclusion Strategic Action Plan |
| 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 |



**Follow-up to the VCU Health System Update presentation at the Dec. 2016 AHAC meeting:
How do the under-represented minority percentages on the Monroe Park Campus compare to those on the MCV Campus?**

In the VCU Health System Update presentation at the December 2016 AHAC meeting, a board member requested a comparison of the percentage of under-represented minority (URM) faculty on the MCV and Monroe Park Campuses.

The chart below provides that information.

| Virginia Commonwealth University | | | | | | | | | | | | | | | |
|--|----------------------|-------------|--------------|--------------|--------------|----------------------|--------------|--------------|--------------|--------------|----------------------|--------------|--------------|--------------|--------------|
| Faculty Distribution by Overall Race/Ethnicity | | | | | | | | | | | | | | | |
| Under-represented Minorities vs. All Other | | | | | | | | | | | | | | | |
| Fall 2016 | | | | | | | | | | | | | | | |
| Faculty Track | MCV Campus | | | | | Monroe Park Campus | | | | | Total VCU | | | | |
| | Adj URM ¹ | | Non-URM | | Total | Adj URM ¹ | | Non-URM | | Total | Adj URM ¹ | | Non-URM | | Total |
| | # | % | # | % | # | # | % | # | % | # | # | % | # | % | # |
| Tenured | 13 | 4.5% | 279 | 95.5% | 292 | 45 | 11.4% | 349 | 88.6% | 394 | 58 | 8.5% | 628 | 91.5% | 686 |
| Tenure Track | 9 | 11.3% | 71 | 88.8% | 80 | 24 | 12.4% | 169 | 87.6% | 193 | 33 | 12.1% | 240 | 87.9% | 273 |
| Sub-Total T/TT | 22 | 5.9% | 350 | 94.1% | 372 | 69 | 11.8% | 518 | 88.2% | 587 | 91 | 9.5% | 868 | 90.5% | 959 |
| Term | 68 | 8.8% | 707 | 91.2% | 775 | 55 | 10.2% | 486 | 89.8% | 541 | 123 | 9.3% | 1,193 | 90.7% | 1,316 |
| Total T&R | 90 | 7.8% | 1,057 | 92.2% | 1,147 | 124 | 11.0% | 1,004 | 89.0% | 1,128 | 214 | 9.4% | 2,061 | 90.6% | 2,275 |
| A&P | 21 | 15.4% | 115 | 84.6% | 136 | 134 | 18.4% | 593 | 81.6% | 727 | 155 | 18.0% | 708 | 82.0% | 863 |
| All Full-Time Faculty | 111 | 8.7% | 1,172 | 91.3% | 1,283 | 258 | 13.9% | 1,597 | 86.1% | 1,855 | 369 | 11.8% | 2,769 | 88.2% | 3,138 |

¹ Adjusted URM total includes 2 or More Races, aligning with data appearing in Faculty Status Reports (2013 to 2016).
Source: VCU Reporting Center, Office of Planning & Decision Support, Insights 2.0, Faculty Profiles, based on Fall Census II.



VCU

**Follow-up to the Inclusive Excellence presentation at the Dec. 2016 AHAC meeting:
*How is VCU Promoting Respect and Civility among faculty and students?***

Respect and civility are core values at VCU and are clearly expressed in the VCU Creed. The VCU Creed provides the foundation for [Quest for Distinction](#), the [Code of Conduct](#) and [Student Code of Conduct](#):

VCU Creed: Philosophy for a University Community

Academic institutions exist, among other reasons, to discover, advance and transmit knowledge and to develop in their students, faculty and staff the capacity for creative and critical thought. At Virginia Commonwealth University, members of the community should strive to exemplify the following specific ideals in addition to other worthy ideals:

- To demonstrate academic and personal integrity.
- To respect the rights and property of others.
- To be open to others' opinions.
- To uphold academic freedom and freedom of intellectual inquiry.
- To appreciate diversity and to value and learn from the uniqueness of each person.
- To uphold the right of all persons to be treated with dignity and respect and to refrain from all forms of intimidation, harassment and illegal discrimination.
- To demonstrate and respect intellectual courage in situations that demand it.

Students are required to engage in responsible social conduct that reflects credit upon the University community and to model good citizenship in any community.

Although the university has focused on the expansion of conversations around diversity and inclusion for a number of years, more recent events around the world have increased the urgency of initiatives that ensure faculty, staff and students exhibit respect and civility to one another. Many initiatives are underway or in planning stages throughout the university.

The following pages provide a few examples of initiatives that are open to faculty, staff and students on both Richmond campuses.



**Follow-up to the Inclusive Excellence presentation at the Dec. 2016 AHAC meeting:
How is VCU Promoting Respect and Civility among faculty and students?**

AUDIENCE: All members of the VCU Community

Lead Unit: VCU Muslim Advocacy Task Force – launched in spring 2016 this representative group of faculty, staff and students charged with educating the VCU and Greater Richmond communities about becoming allies for Muslim people and those who practice the Islamic faith, as well as advocating for those who experience bias and celebrating VCU’s diversity by ensuring a welcoming climate. This group has expanded recently to address concerns of other vulnerable populations, including LGBTQ, African-American and Latinx members of our community

- **Be an Ally** - Communications campaign launched in fall 2016 to provide educational information targeted at reducing anti-Muslim bias. Flier attached.
- **VCU Symposium on Immigration and Race** will take place on April 5th 3:00 - 6:30 in the VCU Academic Learning Commons room 1105. The symposium panelist will discuss topics concerning the complexities of the immigration experience for different ethnic groups. The symposium will create awareness about the motivations, opportunities, and challenges that immigrants to the US face. and provide space for informed and respectful discussion on these matters.

AUDIENCE: Students

Lead Unit: Division of Student Affairs, Office of the Provost

- **Welcome to VCU:** Communications materials provided to all new students to encourage understanding, respect and civility while celebrating VCU’s diversity. Fliers attached.

Lead Unit: Office of Multicultural Student Affairs

- **Courageous Conversations**- This monthly forum provides a structured environment for stimulating discussions about topics of racial, ethnic, and cultural diversity.
- **Hump Day Intercultural Dialogues** -- These dialogues, held on Wednesdays, provide a process that comprises an open and respectful exchange or interaction between individuals, groups and organizations with different cultural backgrounds or world views. Among the goals are to develop a deeper understanding of diverse perspectives and practices; to increase participation and the freedom and ability to make choices; to foster equality; and to enhance creative processes. The theme for this year’s series focuses on micro-aggressions and the role they play in our lives.

Lead Unit: School of the Arts (VCUarts)

- **VCUarts Inclusion Infusion** --The Inclusion Infusion Initiative brings artists, performers, scholars or exhibitions to VCUarts, or sends students to conferences. The overarching objective has been to create an environment where issues of diversity and inclusion are a regular topic of conversation, at the forefront of people’s minds rather than something at the margins. A total of 16 proposals were funded, with events taking place during the entire span of the 2017-18 school year.



**Follow-up to the Inclusive Excellence presentation at the Dec. 2016 AHAC meeting:
How is VCU Promoting Respect and Civility among faculty and students?**

AUDIENCE: Students, cont.

Lead Unit: Office of Student Experience, Office of the Vice President for Health Sciences

- **SCIE Ambassador Program** - an inter-professional leadership opportunity for students who are interested in and have a passion for cultivating diversity and inclusion across the medical campus. Designed for students who self-identify as coming from under-represented backgrounds, the *SCIE Ambassador Program* provides students with an opportunity to connect with peers, faculty, and administrators from all of the health sciences schools who similarly identify. Selected *Ambassadors* spend a year in residence wherein they meet approximately once monthly to receive training and to discuss their experiences as under-represented minorities in the health sciences. While *Ambassadors* are presented with a certificate of completion at the conclusion of the year, they continue to serve in the role of *SCIE Ambassadors* until graduation. This ongoing role involves continuing to be an agent of change around diversity issues on campus by sharing their experiences, making recommendations for improvement, and taking advantage of opportunities when possible. The SCIE Ambassador Program is an annual program and is in its second year of existence.
- **Diversity Meet and Greet** -- an opportunity for students from underrepresented backgrounds to interact with colleagues from across the five health sciences schools, and with faculty and staff who similarly identify. Administrators from both the MCV and MP campuses are invited to this annual event that welcomes students from underrepresented backgrounds to campus, and helps to create an inclusive environment on the MCV campus.

Audience: Faculty and Staff

Lead Unit: Division of Inclusive Excellence

- ***Building Inclusive Communities*** (BIC) -- a new VCU initiative to support the university community in creating an engaged, diverse and inclusive campus environment. BIC works to foster effective interaction between people and groups across a range of similarities and differences. Success will be measured by demonstrated competence in bias reduction, valuing differences, and diversity and inclusion skills. Workshop activities include:
 - Learning a common language for discussing diversity and inclusion
 - Identifying and discussing historically marginalized and privileged group dynamics
 - Assessing personal experiences of privilege, inequity and oppression
 - Addressing how thoughts, feelings, behaviors and practices contribute to cycles of inequity and oppression
 - Creating a personal plan for changing inequitable behaviors and practices



**Follow-up to the Inclusive Excellence presentation at the Dec. 2016 AHAC meeting:
*How is VCU Promoting Respect and Civility among faculty and students?***

Audience: Faculty and Staff, cont.

Lead Unit: VCU Faculty Affairs, Office of the Provost

- [Inclusive teaching resources and strategies](#) -- An online resource guide available to help instructors navigate issues related to encouraging and maintaining civility in the classroom while fostering open discussion.
- ***Unconscious Bias in the Classroom Workshop*** – held in January 2017 and led by [Leslie Traub](#) with a focus on how unconscious or implicit biases manifest in educational settings, particularly with respect to the expectations of teachers and students.

Lead Unit: Global Education Office (GEO)

- [Global Zone](#) – a workshop for faculty and staff discussing best practices for working with international students. Topics include:
 - Personal Cultural Awareness -- the general cultural theory that guides working with international students and learn about VCU's international students and the challenges they face.
 - Culturally Responsive Teaching - issues international students face in the U.S. classroom, how faculty can best respond to and support international students, and what resources are available to help faculty and their students.

Lead Unit: VCU Human Resources

- [Personnel Assistant \(PA\) Certification Program](#) - includes a course called VCU Mosaic - Exploring and appreciating diversity at VCU (required for PA certification)

Lead Unit: Office of the Vice President for Health Sciences

- [Crossroads: A Small Group Faculty Forum to Discuss Issues in Diversity and Inclusive Teaching](#) -- an informal, small-group, lunchtime discussion designed to provide a safe venue for faculty to discuss diversity and inclusion, explore issues of diversity and inclusion in health professions education and healthcare and build faculty expertise in facilitating conversation about issues of diversity and inclusion.
-



Follow-up to the Division for Inclusive Excellence Update presentation at the Dec. 2016 AHAC meeting: ***Update on the progress of the Diversity and Inclusion Strategic Plan.***

In the Division for Inclusive Excellence Update presentation at the December 2016 AHAC meeting, it was reported that the draft plan was open for review and comments. The resulting edits and comments were discussed and incorporated into the revised draft on the following pages. (See below)

The final plan will be presented to the full Board of Visitors at its May 2017 meeting.

List of major changes made to the plan after the Dec. 2016 AHAC meeting:

1. Metrics and timeframe targets were added to all goals and initiatives along with responsible units.
2. Language for the goals in each of the thematic areas was clarified to better articulate the intent of the theme/goal.
 - **Theme: Institutional Commitment**
 - Changed goal 3 (I.G3) so that it is focused on resource supports.
 - Added a fourth goal: Ensure accountability for the implementation of the Diversity and Inclusion Strategic Action Plan at all institutional levels and across all constituencies.
 - **Theme: Climate and Intergroup Relations**
 - Added goal: Create and maintain a living, learning and working environment where people of diverse backgrounds share experiences.
 - **Theme: Recruitment, Retention, and Success**
 - Re-worded slightly the goals to include “support”.
 - **Theme: Education and Scholarship**
 - Re-worded the goals slightly for clarity.
 - Removed one initiative - ensure that institutional support and infrastructure to facilitate external and internal grants include all faculty members, guaranteeing the involvement of those who study issues and topics related to diversity.
 - **Theme: Assessment Plan**
 - Revised the thematic description so that it provides an overview and describes the objectives of the assessment plan.
 - Goals were revised to give clear steps in the assessment process.
3. Some of the glossary terms/definitions were revised including: climate, diversity, institutional commitment, recruitment and retention

2017–2022

Diversity and Inclusion Strategic Action Plan and Report to the University (Draft)

Submitted By:
Members of the Council for Inclusive Excellence and Equity



VCU

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Executive Summary

Our public urban university is among the most diverse higher education institutions in the commonwealth, measured using key student demographics such as gender, race and ethnicity. That said, we are keenly aware that a diverse student body does not ensure the existence of a welcoming, inclusive and equitable learning and working environment where we honor, respect and engage with differences in our community. That is why an active, intentional and ongoing commitment to diversity, inclusion and equity through our community building, our curriculum and co-curriculum, and our engagement with communities beyond the university is central to the university's mission.

The Council for Inclusive Excellence and Equity (CIEE, or council) 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. CIEE's charge was to provide broad-based recommendations to the president – through the vice president for inclusive excellence – on issues, policies and practices that affect the university's inclusive excellence work and support for its widely diverse population of students, staff and faculty. The Diversity and Inclusion Strategic Action Plan was created through the CIEE's working committees and steering committee. The plan is informed by findings from the 2016 climate surveys, which were distributed to faculty, staff and students; Diversity and Inclusion Cafes; the president's Social Justice Forums; and numerous meetings, interviews and correspondence with students, faculty, staff, alumni and other constituent groups.

The framework to measure progress toward VCU's inclusive excellence ideals has four key themes connected by an assessment 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
- Education, scholarship and research

The themes are grounded in national frameworks developed to advance diversity, inclusion and equity in higher education institutions. They are meant to guide rather than dictate the framing of how the university and its various academic and administrative units will define the work they will undertake. Listed below are the strategic goals for each of the thematic areas and the assessment process.

I. Institutional Commitment: Dedicate resources, establish intentional and committed initiatives, and act to advance diversity, inclusion and equity at all institutional levels.

- Provide clear, cohesive and comprehensive communication regarding diversity, inclusion and equity to all university stakeholders.
- Build and sustain the infrastructure to enhance diversity, inclusion and equity at all levels of the university to support teaching, research, scholarship, creative expression and service.
- Provide resource supports for diversity and inclusion initiatives aligned to strengthen our university's academic mission of teaching, research scholarship, creative expression and service.

- Ensure accountability for the implementation of the Diversity and Inclusion Strategic Action Plan at all institutional levels and across all constituencies.

2. Climate and Intergroup Relations: Create and sustain a welcoming climate of inclusion where individuals of differing cultural backgrounds, identities, abilities and life experiences 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 where everyone has agency and voice.
- Create and maintain a living, learning and working environment characterized by respect, support, where people of diverse backgrounds share experiences.
- 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.

3. Recruitment, Retention and Success: Intentionally attract and retain a diverse faculty, staff and student body, with reflective and deliberate attention to community needs. Implement strategies for enhancing recruitment, retention and success.

- Enroll, retain, support and graduate a diverse undergraduate, graduate and professional student body.
- Proactively attract, recruit, support and retain a diverse faculty and staff population who have voice and agency in helping to shape the Great Place Culture we seek.

4. Education, Scholarship and Research: Provide rich teaching, learning, research, scholarly, creative and service experiences to prepare all students for global citizenship. Support faculty, staff and student research, scholarship and creative expression that address diversity and inclusion issues in disciplinary and interdisciplinary fields.

- Increase the proactive, ongoing university support of research, scholarship and creative expression addressing diversity and inclusion issues in disciplinary and interdisciplinary fields, including those initiatives that harness the benefits of diversity in areas not traditionally viewed through a diversity lens.
- Increase and assess diversity-rich learning curricular and co-curricular experiences that raise students' critical self-awareness and cultural competency, increase understanding of global diversity, and encourage engagement in the greater community.
- Develop comprehensive resources for faculty to learn, use and evaluate inclusive teaching practices that foster communication, collaboration and relationship building across differences, and support curricular transformations that are reflective of this type of education, research and scholarship.

5. Assessment Process: The assessment process offers an important means to monitor progress toward goals and ensure accountability in the implementation of the Diversity and Inclusion Strategic Action Plan. It serves to inform, support and report on efforts to improve diversity, inclusion and equity among all VCU stakeholders in alignment with the university's mission and strategic goals.

- Establish and track accountability measures for each theme.
- Establish institutional baseline metrics and identify gaps in the monitoring of progress toward the university's goals and initiatives to advance diversity, inclusion and equity.
- Design and deploy climate surveys and focus groups to monitor, assess and report on VCU's climate around diversity, inclusion and equity.
- Monitor, assess and report on progress in achieving goals and targets, and communicate findings to the broader university community.

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 its institutional commitment to diversity, inclusion, and equity. 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.

Diversity ... is not casual liberal tolerance of anything not yourself. It is not polite accommodation. Instead, diversity is, in action, the sometimes painful awareness that other people, other races, other voices, other habits of mind have as much integrity of being, as much claim on the world as you do. ... And I urge you, amid all the differences present to the eye and mind, to reach out to create the bond that ... will protect us all.

We are all meant to be here together.

William Merritt Chase

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

As an institution of higher learning, Virginia Commonwealth University (VCU) chooses to be engaged with and respond thoughtfully and intentionally 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, community engagement 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, inclusion and equity as core values and to coordinate efforts to make excellence through diversity real at VCU.

For VCU, diversity includes characteristics of race, age, color, ethnicity, gender, sexual orientation, gender identity, gender expression, religion, national origin, migratory status, abilities, political affiliation, veteran status and socioeconomic background. It also includes differences in backgrounds, ideas, thought, values and beliefs. In addition, diversity is 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.¹ Virginia Commonwealth University is a microcosm of a global dynamic pluralism.

VCU is capitalizing on 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, inclusion and equity in higher education – a critical and core priority for a premier public urban research university.

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 its institutional commitment to diversity, inclusion and equity. The focus of that commitment is to build on the foundation of a caring community that appreciates, welcomes and is ready to harness the unique talents and expertise of our widely diverse and dynamic community.

¹ For a glossary of terminology, please see Appendix X.

Inclusiveness in higher education² 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 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 2017–2022 Diversity and Inclusion Strategic Action Plan is an outgrowth of the president's strategic diversity actions, and the university's core value and commitment to create a diverse, equitable and inclusive environment. This also is an extension of VCU's previous diversity plan: 2020 Vision for Excellence Five-Year Diversity Plan.³ This document is intended to lead Virginia Commonwealth University toward its goals of advancing access, diversity and excellence by means of the inclusive excellence model.

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

² 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 systematic 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.

³ Virginia Commonwealth University 2020 Vision for Excellence Five-Year Diversity Plan, approved November 2010.

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

Our public urban university is among the most diverse higher education institutions in the commonwealth, measured using key student demographics such as gender, race and ethnicity. Over forty percent of the VCU student body reports as minority race or ethnicity,⁴ and VCU is home to 1,600 international students representing 100 countries.⁵ That said, we are keenly aware that a diverse student body does not ensure the existence of a welcoming, inclusive and equitable learning and working environment where we honor, respect and engage with the differences of others. That is why an active, intentional and ongoing commitment to diversity, inclusion and equity through our community building, our curriculum and co-curriculum, and our engagement with communities beyond the university is central to the university's mission.

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. The following citations demonstrate that commitment.

On January 28, 2013, the Faculty Senate⁶ endorsed a statement to demonstrate its support for diversity and inclusion, and link 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 benefits 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.⁷ 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 toward achieving the goals and initiatives outlined in the university's strategic plan, Quest for Distinction. ... We are open to new

⁴ VCU Office of Planning and Decision Support's Insights (Self-Service Data Analytics for Decision Support), February 2017.

⁵ VCU Office of Planning and Decision Support's International Student Enrollment PDF, February 2016.

⁶ 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, provision of community service and promotion of shared governance.

⁷ 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/>.

ideas and initiatives, which lead 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.”

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.”

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 VCU's Quest for Distinction strategic action plan. VCU adheres to a dual focus in its diversity efforts that concentrate on both increasing compositional diversity and creating living, learning and working environments in which students, faculty and staff of all backgrounds can thrive and more effectively pursue the mission of the university because of the assets of diversity and inclusion.

Overview of the VCU Diversity and Inclusion Strategic Action Plan

The American Association of Colleges and Universities (AAC&U) calls for higher education to address diversity, inclusion and equity as critical to the well-being of democratic culture. “Making excellence inclusive is thus 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 action of making excellence inclusive requires that we uncover inequities in student success, identify effective educational practices, and build such practices organically for sustained institutional change.”⁸

The 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 realizing and demonstrating its commitment to diversity and inclusion in significant ways.

The council was launched with a retreat on Friday, October 30, 2015, which included a full working session with nationally recognized diversity and inclusion leader and scholar in higher education Dr. Alma Clayton-Pedersen. The retreat facilitator was Dr. Susan Wilkes, a locally recognized psychologist and leadership development expert. The goals for the retreat were to:

- Envision how the council can best support the university’s goal of making excellence inclusive at VCU.
- Clarify the role of the council’s goals for their work, related organizational structure and next steps.

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 2017–2022 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 2016.

The Diversity and Inclusion Strategic Action Plan was created through the CIEE’s working committees and steering committee. The plan is informed by the findings from the 2016 climate surveys, which were distributed to faculty, staff and students; Diversity and Inclusion Cafes; the president’s Social Justice Forums; and numerous meetings, interviews and correspondence with alumni, students and other constituent groups. The CIEE is responsible for monitoring, reviewing and 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 assessing the initiatives in this plan to ensure that they lead to institutional and cultural change.

The steps involved for broad university vetting, engagement and endorsement include:

- CIEE Steering Committee Plan drafting and endorsement
- Vetting by university stakeholders
- Posting of plan for public comment
- Review and approval by the President’s Action Group on Diversity and Inclusion (PAGDI), the University Council, the president’s cabinet, the VCU president and the board of visitors

⁸ <https://www.aacu.org/making-excellence-inclusive>

The framework to measure progress toward 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
- Education, scholarship and research

These themes are meant to serve as a guide rather than 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 initiatives, assessment plans, accountability 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, inclusion and equity. The institutional indicators, in particular, offer a means to measure progress on goals.

Themes with Goals, Initiatives, Metrics and Timeframes for Advancing Diversity and Inclusion at VCU

Listed below are the goals, initiatives, measurements, timeframes and assessment plans for the four themes. For those initiatives that do not have identified targets, precise targets will be established during the early implementation stage of the plan.

I. Institutional Commitment: Dedicate resources, establish intentional and committed initiatives, and act to advance diversity, inclusion and equity at all institutional levels.

- Provide clear, cohesive and comprehensive communication regarding diversity, inclusion and equity to all university stakeholders.
- Build and sustain the infrastructure to enhance diversity, inclusion and equity at all levels of the university to support teaching, research, scholarship, creative expression and service.
- Provide resource supports for diversity and inclusion initiatives aligned to strengthen our university’s academic mission of teaching, research, scholarship, creative expression and service.
- Ensure accountability for the implementation of the Diversity and Inclusion Strategic Action Plan at all institutional levels and across all constituencies.

| Goal | Initiatives and Actions | Measurement and Timeframe | Responsible Unit/ Process Owner |
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| I.G1. Provide clear, cohesive and comprehensive communication regarding diversity, inclusion and equity to all university stakeholders. | Articulate a clear statement of diversity, inclusion and equity for VCU. | • Formal diversity and inclusion strategic action plan adopted and published – 05/2017 | Division for Inclusive Excellence (IE) |
| | Incorporate diversity and inclusion goals and initiatives in all of VCU's strategic planning processes (e.g., university's strategic plan) and associated reporting. | • Template for incorporating diversity and inclusion goals, strategies and metrics into institutional planning – 08/2017 | IE and vice presidents |
| | Develop a communication strategy on diversity and inclusion that encompasses all forms of media and communication formats for both internal and external efforts. | • Communication strategy developed – 09/2017 | University Relations |
| | Provide access for faculty, staff and students to communicate directly with university leadership for open dialog on topics and issues concerning diversity and inclusion. | • Diversity and inclusion communications plan designed and implemented – 08/2017 | IE, University Relations |
| | Establish periodic formal updates (written and other media and formats) to inform university community about progress on diversity and inclusion strategic goals. | • Diversity and Inclusion Annual Report (narrative and metrics) published – 08/30/2017 | IE |

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| I.G2. Build and sustain the infrastructure to enhance diversity, inclusion and equity at all levels of the university to support teaching, research, scholarship, creative expression and service. | Incorporate into VCU's policy development and review process a method to analyze the impact of individual university policies on diversity and inclusion. | <ul style="list-style-type: none"> Guidance regarding how to conduct a diversity and inclusion policy analysis. Number of policy certifications that reflect the findings of the analysis. | IE, Integrity and Compliance Office |
| | 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. Make recommendations for enhancing university infrastructure. | <ul style="list-style-type: none"> Baseline report and recommendations on diversity and inclusion infrastructure (resources and services) – 12/2017 | IE, CIEE |
| | Plan and make available cultural competency training to all faculty, staff and students. | <ul style="list-style-type: none"> Number of cultural competency programs offered; training participation rate by program and overall – 06/30/2018 | IE, Student Affairs (SA), Office of Multicultural Student Affairs (OMSA), Office of Faculty Affairs, Human Resources (HR), Equity and Access Service (EAS) |
| I.G3. Provide resource supports for diversity and inclusion initiatives aligned to strengthen our university's academic mission of teaching, research, scholarship, creative expression and service. | Establish a clear and regular process for assessing and engaging recommendations of stakeholder groups (task force, councils, advisory committees, etc.) ¹ related to diversity and inclusion. | <ul style="list-style-type: none"> Process in place to review diversity and inclusion requests and initiatives at the unit level – 06/30/2017 | President's office, vice presidents, IE, CIEE |
| | Develop and implement methods to assess need and provide resource supports to achieve the diversity and inclusion goals. | Integrate diversity and inclusion accomplishments into existing recognition and award programs. | <ul style="list-style-type: none"> Reported on in unit annual reports |

¹ E.g., 2016 LGBTQ Task Force Report.

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| I.G4. Ensure accountability for the implementation of the Diversity and Inclusion Strategic Action Plan at all institutional levels and across all constituencies. | Identify university, unit and division performance dimensions and establish reporting mechanisms relevant to achieving the goals of the Diversity and Inclusion Strategic Action Plan. | <ul style="list-style-type: none"> Percentage of unit and division annual reports that include progress on efforts to support inclusion and address diversity and equity (baseline 05/01/2018, and targets – TBD) | IE, president's office, vice presidents, CIEE |
| | Major divisions and departments develop and implement diversity plans consistent with university-wide Diversity and Inclusion Strategic Action Plan. | <ul style="list-style-type: none"> Percentage of major divisions have plans in place and being implemented by 2018 Items and/or rubrics for assessing performance related to diversity, equity and inclusion are established | IE, CIEE |

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

- Create and sustain a climate at VCU 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 where everyone has agency and voice.
- Create and maintain a living, learning and working environment where people of diverse backgrounds share learning experiences.
- 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.

| Goal | Initiatives and Action Steps | Measurement and Timeframe | Responsible Unit/ Process Owner |
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| II.G1. Create and sustain a climate at VCU where all members of the VCU community from diverse backgrounds feel welcome and part of a university- | Provide consistent onboarding and orientation for all new faculty, staff and students to ensure awareness and understanding of all VCU diversity and inclusion policies, resources and goals. | <ul style="list-style-type: none"> Review and revise onboarding and orientation materials to ensure consistent information and inform awareness of VCU's diversity and inclusion policies, resources and goals. Communication strategy developed – 07/2018 | Office of Faculty Recruitment and Retention (OFRR), HR, Division of Strategic Enrollment Management (SEM), SA |

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| wide community. | Provide information and support for the development and engagement of alumni affinity groups. | <ul style="list-style-type: none"> Alumni engagement plan developed and deployed – 09/01/2017 | VP Development and Alumni Relations (DAR) |
| | Provide resources and a structure to support networking, engagement and programming relevant to affinity and interest groups within the university community. | <ul style="list-style-type: none"> Number of events and associated dollars to support affinity groups – 06/30/2017 | IE, SA |
| II.G2. Create and maintain a living, learning and working environment where everyone feels respected, supported and valued, and where everyone has agency and voice. | Provide professional development and training 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 guaranteeing that such trainings are inclusive and culturally relevant in design. | <ul style="list-style-type: none"> Number of professional development and training opportunities and resources: reported annually 06/30/2017 <ul style="list-style-type: none"> Available Conducted Attended Evaluated University Climate Survey results – reported on after climate survey administered every 2-3 years | IE, OFRR, HR |
| | Develop and maintain a faculty and staff mentoring program to enhance understanding of career advancement processes. Create opportunities to build valuable professional relationships and supportive positive relations among employees. | <ul style="list-style-type: none"> Office of Faculty Recruitment and Retention–designed and -deployed faculty mentoring program – 09/01/2017 Human Resources redesign to define career paths and job requirements for staff advancement around Diversity and Inclusion professional competencies– 01/01/2018 | OFRR, HR |
| | Provide access to resources and information to enhance employee understanding of discrimination and harassment prevention, Americans with Disabilities Act compliance and related topics. | <ul style="list-style-type: none"> Percentage participation in mandatory Title IX training – 05/01/2017 | EAS |
| | Provide ongoing leadership workshops for department chairs and supervisory personnel that focus on department climate, new-generation faculty and staff, campus culture, and the impact of campus culture on the success of faculty and staff from diverse backgrounds. | <ul style="list-style-type: none"> Redesign and implementation of department chair training – 07/01/2017 Number of participants in department chair training – 09/15/2017 Number of participants in optional Human Resources managerial training focused on diversity, inclusion and related topics – 06/30/2017 | VP Faculty Affairs, HR |

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| | Provide support for faculty and staff participation in professional development and volunteer opportunities that have a diversity and inclusion component or focus. | | VP Faculty Affairs, HR, IE |
| II.G3. Create and maintain a living, learning and working environment where people of diverse backgrounds share experiences. | Sponsor social and cultural activities and events to engage staff, faculty, alumni and students in university-wide collaboration and community building and in supporting awareness of VCU diversity and inclusion resources. | | Provost, IE, SA, VP Health Sciences, DAR |
| II.G4. 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. | Evaluate access issues affecting students, visitors and employees; develop and assess solution options; and develop or make visible initiatives that effectively address specific population access concerns | <ul style="list-style-type: none"> Assessment completed – 05/2018 | Facilities, IE |
| | Encourage diverse visual and physical representations across the university campuses, including building design, website and media campaigns. | <ul style="list-style-type: none"> Climate survey administered every 2-3 years – 04/30/2018 | IE, Office of Planning and Decision Support (OPDS) |

III. Recruitment, Retention and Success: Intentionally attract and retain a diverse faculty, staff and student body, with reflective attention to community needs. Implement strategies for enhancing recruitment, retention and success.

- Enroll, retain, support and graduate a diverse undergraduate, graduate and professional student body.
- Proactively attract, recruit, support and retain a diverse faculty and staff population who are given voice and agency in helping to shape the Great Place Initiative we seek.

| Goal | Initiatives and Action Steps | Measurement and Timeframe | Responsible Unit/ Process Owner |
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| III.G1. Enroll, retain, support and graduate a diverse undergraduate, graduate and professional student body. | Recruit and enroll a diverse and representative population in all VCU academic programs. | <ul style="list-style-type: none"> • Undergraduate, graduate and professional enrollment demographic data² • Undergraduate and graduate recruitment efforts include outreach to diverse student populations • Schools and divisions document good faith efforts to help ensure proper outreach, and modify if necessary • Target 2017–2018: TBD • Recruitment efforts reflect outreach efforts to diverse student populations • In addition to university-established goals and metrics, schools and colleges determine their unique recruitment and retention goals with regard to diversity based on available baseline data • Annual reporting beginning with the 2017–2018 academic year | SEM Graduate school OPDS (data analytics) Schools and academic units Division for Health Sciences Diversity |
| | Achieve successful outcomes among diverse populations as measured by graduation rates and post-graduation outcomes. ³ | Measurement: Student demographic information on graduation rates: <ul style="list-style-type: none"> • Focused monitoring of data tracking undergraduate 4- to 6-year graduation rates for diverse populations (graduation rates and retention rates) | SEM OPDS (data for graduation and retention rates, and analytics for all |

² Demographic data included race/ethnicity, nationality, gender, Pell eligible, socioeconomic, disability status, first generation, religion (if available), sexual orientation (if available), regional identity.

³ To assist in successful outcomes, programs such as mentoring and proactive advising should be implemented and results monitored.

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| | | <p>available for students, by academic program, by self-reported identities⁴)</p> <ul style="list-style-type: none"> • Graduate, professional student completion rates for diverse populations (completion rates available for students, by academic program) • Health Sciences program licensing and examination pass rate <p>Post-graduation destination results for diverse populations:</p> <ul style="list-style-type: none"> • Implement data collection procedures and record systems that include the systematic tracking of post-graduation destination results for undergraduate, graduate and professional students <p>Goals and Metrics:</p> <ul style="list-style-type: none"> • TBD • Licensing and examination pass rates for health sciences programs at established targets (see this link for more info: http://sacs.vcu.edu/student-achievement/) <p>Timeframe:</p> <ul style="list-style-type: none"> • Annual reporting of graduation rates, licensing and examination pass rates, and post-graduation destination results | <p>students)</p> <p>SA (post-graduation destination information on employment through the Career Center) working with OPDS</p> <p>Division for Health Sciences Diversity – post-graduation destination of health sciences graduate and professional students</p> |
| | <p>Advance university efforts to provide financial aid, scholarship assistance and assistantship assistance to students with financial need (socioeconomic, Pell eligible, etc.).</p> | <p>Measurements:</p> <ul style="list-style-type: none"> • Demographic data on financial aid, scholarship and assistantship recipients in all programs (data available by academic program, race/ethnicity, gender) | <p>SEM and OPDS</p> |

⁴ Student may report on race/ethnicity, nationality, gender, sexual orientation, Pell eligible, socioeconomic, disability status, first generation, religion (if available), sexual orientation (if available), regional identity, etc.

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| | | <p>Goals and Metrics:</p> <ul style="list-style-type: none"> ● TBD <p>Timeframe:</p> <ul style="list-style-type: none"> ● Annual reporting on demographic data for all financial aid, scholarship and assistantship recipients in all programs, beginning with 2017–2018 academic year (baseline 2016–2017, and targets – TBD) | |
| | <p>Develop and strengthen student mentoring, advising, and other academic and non-academic support programs (ensuring and supporting access by underrepresented and at-risk students) through continuous improvement and sharing of best practices to departments.</p> | <p>Measurement:</p> <ul style="list-style-type: none"> ● NSSE, Noel Levitz, HERI and Office of Student Experience survey results reflecting student satisfaction with and use of academic and non-academic support services <p>Timeframe:</p> <ul style="list-style-type: none"> ● NSSE: Triennial (last administration = spring 2014) ● HERI (Survey of Diverse Learning Environments): Annual (last administration = spring 2016) ● Noel Levitz Student Satisfaction Inventory: Triennial (last administration = fall 2015) ● Noel Levitz Adult Student Priorities Survey: Triennial (last administration = fall 2015) ● Office of Student Experience: Biannual (last administration = fall 2015) <p>Within three months of receiving survey data, schools, colleges and service units will review survey data, establish action items, identify necessary resources and follow up with a report on progress toward identified action items</p> | <p>Provost, OPDS (administration of NSSE, Noel Levitz and HERI, and analysis)</p> <p>Office of Student Experience, Office of Public Health Sciences, OVPHS</p> <p>Division for Academic Success</p> <p>Division for Health Sciences Diversity, OVPHS</p> |

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| <p>III.G2. Proactively attract, recruit, support and retain a diverse faculty and staff population.</p> | <p>Provide professional development and leadership advancement opportunities and support for career progression for faculty and staff from all groups, ensuring access to members and populations traditionally underrepresented in their fields.</p> | <p>Measurement:</p> <ul style="list-style-type: none"> • Documented efforts to encourage participation in professional development and leadership advancement opportunities for all employees • Identified resources at the school and administrative level to support professional development and leadership advancement <p>Goals and Metrics:</p> <ul style="list-style-type: none"> • <i>NOTE: Establish baseline and then determine goals/metrics</i> <p>Timeframe:</p> <ul style="list-style-type: none"> • 2017–2018: Annual reporting on school-and administrative-level efforts to encourage participation in professional development and leadership advancement opportunities for all employees | <p>OFRR</p> <p>iCubed HR</p> <p>Faculty Senate Staff Senate</p> <p>IE</p> |
| | <p>Support faculty and staff in the continued development of scholarship, research, creative expression and service that expand an inclusive knowledge base.</p> | <p>Measurement:</p> <ul style="list-style-type: none"> • Evidence of programs that support faculty and staff in the development of scholarship, research, creative expression and service that engage in the work of inclusion and diversity <p>Goals and Metrics:</p> <ul style="list-style-type: none"> • Percentage of participants engaged in the development of scholarship, research, creative expression and service that engage the work of inclusion and diversity <ul style="list-style-type: none"> – <i>NOTE: Establish baseline and then determine goals/metrics</i> | <p>Division for Community Engagement</p> <p>HR</p> <p>IE</p> <p>iCubed</p> <p>Schools and colleges, Faculty Affairs, OPDS</p> |

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| | | <p>Timeframe:</p> <ul style="list-style-type: none"> ● 2017–2018: Annual reporting of scholarship, research, creative expression and service through the publication of such work, websites, social media efforts and other outlets, and percentage of participants engaged in these activities | |
| | <p>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.</p> | <p>Measurement:</p> <ul style="list-style-type: none"> ● Number of schools and departments that recognize diversity and inclusion contributions in the Promotion & Tenure (P&T) policies (baseline fall 2016, and targets – TBD) <p>Goals and Metrics:</p> <ul style="list-style-type: none"> ● 100% of schools and departments recognize diversity and inclusion contributions in their P&T policies and their annual performance evaluations for all employees <p>Timeframe:</p> <ul style="list-style-type: none"> ● Annual reporting on school and department progress toward this goal. | <p>Office of the Provost, Faculty Affairs (P&T criteria)</p> <p>Faculty Senate</p> <p>Staff Senate</p> <p>HR</p> <p>Schools and academic units</p> |
| | <p>Provide professional development and leadership advancement opportunities for faculty and staff.</p> | <p>Measurement:</p> <ul style="list-style-type: none"> ● Faculty Affairs–designed, -deployed and -evaluated faculty professional development workshops and initiatives – 09/01/2017 ● Human Resources redesign to define career paths and job requirements for staff advancement – 01/01/2018 <p>Goals and Metrics:</p> <ul style="list-style-type: none"> ● Percentage of faculty and staff participating in training and workshops – <i>NOTE: Establish baseline and then determine goals and metrics</i> | <p>Faculty Affairs</p> <p>HR</p> <p>Schools and divisions (individual professional development and school- and division-level training included)</p> |

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| | | <p>Timeframe:</p> <ul style="list-style-type: none"> ● 2017–2018: Faculty Affairs and implementation of professional development workshops and initiatives ● January 2018: Human Resources redesign project implementation | |
| | <p>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.</p> | <p>Measurement:</p> <ul style="list-style-type: none"> ● Faculty Affairs–designed, -deployed and -evaluated faculty mentoring program and professional development workshops and initiatives – 09/01/2017 <p>Goal and Metrics:</p> <ul style="list-style-type: none"> ● Percentage of junior faculty engaged in mentoring and/or professional development <ul style="list-style-type: none"> – <i>NOTE: Establish baseline and then determine goals and metrics</i> <p>Timeframe:</p> <ul style="list-style-type: none"> ● 2017–2018: Programs are implemented and junior faculty are enrolled | <p>Office of Research and Innovation (research development services)</p> <p>Schools and colleges</p> <p>Center on Health Disparities</p> <p>Faculty Affairs</p> <p>OFRR</p> <p>iCubed</p> |
| | <p>Report annually on comprehensive hiring, retention, promotion and attrition demographic data.⁵ Ensure appropriate accountability in the development of candidate pools that are reflective of the diversity of the profession.</p> | <p>Measurement:</p> <ul style="list-style-type: none"> ● Annual reporting of demographic data on faculty and staff, searches, hiring, promotion, retention and attrition – 10/30/2017 ● Development of toolkit and training to educate search committees and hiring managers on inclusive hiring practices – fall 2018 ● Number of persons completing training and departments represented | <p>HR</p> <p>OPDS</p> <p>OFRR</p> <p>Schools and departments</p> <p>EAS</p> |

⁵ Demographic data included race/ethnicity, nationality, gender, disability status, sexual orientation (if available), rank, position type.

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| | | <p>Goal and Metrics:</p> <ul style="list-style-type: none"> ● Candidate pools consistently reflect the diversity of the profession ● Percentage of trained search committee members and hiring managers familiar with inclusive hiring practices <ul style="list-style-type: none"> – <i>NOTE: Establish baseline and then determine goals and metrics</i> ● Percentage of people completing training from each school and department <ul style="list-style-type: none"> – <i>NOTE: Establish baseline and then determine goals and metrics</i> <p>Timeframe:</p> <ul style="list-style-type: none"> ● Fall 2017: Training on inclusive hiring processes offered ● October 2017: Annual reporting of diversity data on faculty and staff searches ● Fall 2018: Development of toolkit and training on inclusive recruitment practices⁶ | |
| | <p>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.</p> | <p>Measurement:</p> <ul style="list-style-type: none"> ● Regular reporting of scholarship of new faculty hired <p>Goals and Metrics:</p> <ul style="list-style-type: none"> ● Percentage of new faculty hired who have 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. <ul style="list-style-type: none"> – <i>NOTE: Establish baseline and</i> | <p>iCubed</p> <p>OFRR</p> <p>Schools and departments</p> |

⁶ This initiative must align with current legal precedent under affirmative action rules.

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| | | <i>then determine goals and metrics</i> | |
| | | Timeframe: <ul style="list-style-type: none"> ● 2017–2018: Annual reporting | |

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

- Increase the proactive, ongoing university support for research, scholarship and creative expression 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 curricular and co-curricular learning experiences that raise students’ critical self-awareness and cultural competency, increase understanding of global diversity and encourage engagement in the greater community.
- Develop comprehensive resources for faculty to learn, use and evaluate inclusive teaching practices that foster communication, collaboration and relationship building across differences, and support curricular transformations that are reflective of this type of education, research and scholarship.

| Goal | Initiatives and Action Steps | Measurement and Timeframe | Responsible Unit/ Process Owner |
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| IV.G1. Increase the proactive, ongoing university support for research, scholarship and creative expression 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. | | <ul style="list-style-type: none"> ● Numbers and the amount of funds associated internal grants awarded for research addressing diversity and inclusion related scholarship – reported on annually ● Number of faculty development seminars or workshops focused on increasing knowledge and skills about conducting inclusive scholarship include participation rates and assessment | Office of Research and Innovation, IE |
| | Provide institutional support and infrastructure to incentivize research and collaborative scholarship that support the success of diverse populations on campus, in Richmond and beyond. | | Schools and colleges |
| | Provide faculty development seminars and workshops each semester to develop research strategies and methods to increase skills and knowledge about conducting inclusive scholarship. | | University Relations, IE |

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| IV.G2. Increase and assess diversity-rich learning experiences that raise students’ critical self-awareness and cultural competency, increase understanding of global diversity and encourage engagement in the greater community. | <p>Identify, explore and support the development of a wider range of curricular programs and course offerings on diversity and inclusion.</p> <p>Provide support to faculty and programs for the development, implementation and evaluation of courses and academic programs related to diversity and inclusion.</p> <p>Explore opportunities for integrating diversity and inclusion learning experiences through global education, study abroad and service learning.</p> | <ul style="list-style-type: none"> Institutional and departmental support (dollars, course release time, etc.) for diversity and inclusion curricular and course development and evaluation (baseline 2016–2017, and targets – TBD) | <p>Academic Affairs, IE, CTLE</p> <p>GEO and Division of Community Engagement</p> |
| | <p>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.</p> | <ul style="list-style-type: none"> Number and percentage of students engaged in experiential and diverse learning opportunities (baseline 2016–2017, and targets – TBD) | <p>Academic Affairs</p> |
| | <p>Increase student exposure to and inclusion in faculty scholarly and research activities related to diversity and inclusion.</p> | <ul style="list-style-type: none"> Current percentages from nine diversity items on the NSSE (baseline 2016–2017, and targets – TBD) | <p>Academic Affairs, OPDS for NSSE data</p> |

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| IV.G3. Develop comprehensive resources for faculty to learn, use and evaluate inclusive teaching practices that foster communication, collaboration and relationship building across differences, and | <p>Expand new faculty orientation and onboarding to include ongoing sessions throughout the first year that feature topics on diversity and inclusion in the classroom and present inclusive classroom strategies that engage all students in discussions.</p> | <ul style="list-style-type: none"> Number and perceive benefit of diversity- and inclusion-related session included in new faculty orientation and onboarding (baseline 2017-2018, and targets – TBD) | <p>OFRR</p> |
| | <p>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.</p> | <ul style="list-style-type: none"> Number of seminars and workshops offered, and number of participants (baseline fall 2018, targets – TBD) | <p>OFRR</p> |

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| <p>support curricular transformations that are reflective of this type of education, research and scholarship.</p> | <p>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 guaranteeing such trainings are inclusive and culturally relevant in design.</p> | <ul style="list-style-type: none"> ● Number of professional development opportunities and resources: reported annually 06/30/2018 <ul style="list-style-type: none"> – Available – Conducted – Attended – Evaluated ● University Climate Survey results – reported on after periodically administered climate surveys | <p>HR OFRR Student Affairs OPDS (for climate study results) OPDS</p> |
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V. Assessment Process: The assessment process offers an important means to monitor progress toward goals and ensure accountability in the implementation of the Diversity and Inclusion Strategic Action Plan. It serves to inform, support and report on efforts to improve diversity, inclusion and equity among all VCU stakeholders in alignment with the university’s mission and strategic goals.

- Establish and implement accountability measures for each theme.
- Establish institutional baseline metrics and identify gaps in the monitoring of progress toward the university’s goals and initiatives to advance diversity, inclusion and equity.
- Design and deploy periodic diversity climate surveys and focus groups to assess, monitor and report on institutional progress.
- Assess and report on progress in achieving targets, and communicate findings to the broader university community.

| Process | Measurement and Timeframe | Responsible Unit/ Process Owner |
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| <p>Establish and implement accountability measures for each theme.</p> | <ul style="list-style-type: none"> ● Percentage of major divisions that have plans in place and are being implemented by 2018⁷ ● Items and/or rubrics for assessing performance related to diversity, equity and inclusion are established | <p>Cabinet</p> |
| <p>Develop a diversity, equity and inclusion dashboard for CIEE review and feedback. Populate dashboard with baseline data (where available).</p> | <ul style="list-style-type: none"> ● Diversity and inclusion dashboard communicated to all VCU stakeholders – 06/30/2017 ● Diversity and inclusion dashboard annual results provided – 10/31/2017 | <p>OPDS, IE, CIEE</p> |

⁷ Plans should be developed by major units and reviewed and vetted by the CIEE.

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| Finalize dashboard and determine distribution schedule. | | |
| Design or identify and refine survey instrument(s) and targeted qualitative tools to assess VCU climate for diversity, equity and inclusion. | <ul style="list-style-type: none"> Climate survey administered biannually – 04/30/2018 | OPDS, IE, CIEE |
| 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. | <ul style="list-style-type: none"> Communications plan(s) designed and survey result disseminated – 01/31/2017 | OPDS, IE, CIEE |
| Assess results of climate survey(s), and identify issues and challenges. | <ul style="list-style-type: none"> Overall climate satisfaction score for staff (7-point scale) (baseline 2016–2017, and target and gap – TBD) Percentage of students who report a positive experience at VCU (baseline 2016–2017, and target and gap – TBD) | OPDS, IE |
| Solicit feedback from key constituencies to inform action plan(s). | <ul style="list-style-type: none"> Regular meetings with constituency groups to inform of progress and solicit input on action plans – 01/31/2017 | IE |
| Coordinate with CIEE committees to track progress against action plans. | <ul style="list-style-type: none"> Number of CIEE meetings Diversity and inclusion dashboard annual results provided – 10/31/2017 | OPDS, IE, CIEE |

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, parallel to the vetting process, provide a preliminary implementation design, to include the development of a plan and process for integration into the university's upcoming strategic planning process and the work on the university's human resources transformation (Great Place Initiative). In addition, CIEE will develop 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 explicit articulation of individuals and units responsible for specific action 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 and annual progress reports in the interim to assess the university's progress in meeting the goals set forth in this plan.

Members of the Council for Inclusive Excellence

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

Holly Alford

President, Faculty Senate; Associate Professor, Department of Fashion Design

Marianne Baernholdt, Ph.D.

Director, Langston Center for Quality, Safety and Innovation

Leslie Brown

Director, Budget and Resource Analysis,
Finance and Administration

Cathleen Burke

Assistant Vice President, Human Resources

Toni-Marie Chandler

Student Senate Appointee

Rosalie Corona, Ph.D.

Associate Professor, Department of Psychology

Tim L. Davey, Ph.D.

Interim Dean, School of Social Work

Sybil Halloran, Ph.D.

Interim Vice Provost, Division of Strategic Enrollment Management

Rosalyn Hobson Hargraves

Associate Professor
Associate Vice President, Inclusive Excellence

Herbert Hill

Director of Undergraduate Research Opportunities

Catherine Howard, Ph.D.

Vice Provost, Community Engagement

Charles Klink, Ph.D.

Interim Vice Provost, Division of Student Affairs

Tom Klug

Associate Vice President, University Marketing

Sania Marcoccia

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

Gordon McDougall

Former 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 and Title IX Coordinator, Equity and Access Services

Mary Secret, Ph.D.

Associate Professor, School Of Social Work

Kathleen Shaw

Vice Provost for Planning and Decision Support

Patricia Stauffer

Senior Associate Athletic Director, Sports Administration

Blue Wooldridge, D.P.A.

Professor, L. D. Wilder School of Government and Public Affairs

We are thankful to the following persons for their contributions to the planning and review process: Tammy Jackson, PMG at VCU, DeAudrea Rich, and others.

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Historical Sketch

Progress of Diversity at VCU

1838: VCU is founded with the opening of Hampton-Sydney College in Richmond.

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

1861: VCU hospital opens during the American Civil War, becoming home to the Confederate army; it is the only school left with the distinction.

1917: VCU admits women to its dentist, medicine and pharmacy programs to meet needs for more medical professionals during World War I.

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

1927: The School of Social Work admits its first male students.

1951: Jeanne Harris enrolls at MCV, becoming the first African American at VCU – before the *Brown v. Board of Education* integrates public schools.

1967: A small interracial group of students at the Richmond Professional Institute (RPI) holds a series of meetings to address race relations and develop an African American studies program. The African American Studies Committee successfully creates two for-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. She later becomes dean of the School of Social Work in 1982; 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.

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

1970: The 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.

1976: A federal appeals court orders VCU to recognize the Gay Alliance of Students as a campus organization.

1988: The Office of Multicultural Student Affairs (OMSA) is founded in response to intense lobbying from African American students who were underserved and underrepresented. In 1996, OMSA drafts a proposal for broader scope of role and activities on campus, and shifts to inclusiveness. In 2006, OMSA expands to include LGBTQ students.

1993: The 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 the 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 to 1985, and later as Virginia's 66th governor – the nation's first elected African American governor.

2003: The State Council for Higher Education in Virginia (SCHEV) approves VCU's African American Studies (AFAM) as a Bachelor of Arts program. As of 2015, the program currently has over 100 AFAM majors.

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

2007: Dr. M. Njeri Jackson is appointed special assistant to the provost for promoting diversity.

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 the 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 established to monitor, review and assess VCU's diversity, equity and inclusive excellence initiatives, and to develop the new Diversity and Inclusion Strategic Action Plan.

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

October 2015: Gender-neutral and accessible restroom facilities are implemented on the Monroe Park Campus in the Academic Learning Commons, University Student Commons and James Branch Cabell Library.

November 2015: The President's Action Group on 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 rally at the Compass to support African-American students at the University of Missouri who are protesting discrimination.

November 12, 2015: A group of Black VCU student activists demonstrate 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: A two-hour-long Presidential Forum on Diversity and Inclusion is held to address concerns that have arisen over hiring and retaining Black faculty; the need for improved communication about current efforts; cultural competency and respect in the classroom; support of staff diversity; and financial support for OMSA and the Division for Inclusive Excellence.

December 2015: The university renews its commitment to creating a more inclusive culture through the president's call to action for change with the senior leadership team.

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

May 3, 2016: The new Inclusive Excellence website is launched, enhancing diversity and inclusion communication efforts.

October 13, 2016: The President's Forum on Social Justice is held with three two-hour sessions throughout the day to identify and discuss issues of equity, diversity and inclusion. More than 600 students, faculty, staff and alumni attend the sessions.

Glossary

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 institutions are 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 orientations, gender identities or expressions, marital statuses, languages, veteran statuses and religious beliefs, because intellectual thought and participation in a diverse educational community enriches students' education and enhances their ability to participate in a rapidly evolving, multicultural nation.

Climate: The practices, principles and values of the working, living, and learning environment of an organization, as it is perceived by members of the organization.

Diversity: At VCU, diversity encompasses differences and similarities 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 socioeconomic 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, scholarship and research: 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 university community.

Inclusive excellence: A comprehensive and well-coordinated set of systematic 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: Leadership establishes direction and commitment through mission, values, goals, and strategies, which combined define the behaviors and actions that are expected from all members of the institution. While institutional commitment begins with leadership, it is realized through the adoption and implementation by the members across the institution.

Recruitment and retention: Institutional efforts to increase diversity of students, faculty, staff and administrators at the university, with the goal of increasing the presence of diverse faculty and staff at all ranks, levels and pay bands. An important key is maintaining a student body reflective of the diversity of college bound students in the commonwealth of Virginia by ensuring a climate that offers access, opportunity and support for the success of all students.

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

**Report from the Provost
March 2017**

| | |
|--|--|
| PRESENTATION TITLE: Real World Experience | |
| 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 | <p>VCU is positioning itself to be a 21st century research institution—committed to being relevant to our students, our community and our world. In January 2016, President Rao delivered his annual State of the University Address. Rao stated, <i>“The 21st century university must become something new. We must become more relevant to the people who depend on us. Recently, we asked current and prospective students what they hope to gain by attending VCU. What’s most important to them about their university? 80 percent said it’s a curriculum that includes a practical experience. And so, as a more relevant university for our students, VCU will help them do just that. We will be at the intersection of education and opportunity, a home for scholars and practitioners. It will be here where you find your place and your potential, where “make it real” means you’re not dreaming about big things, it means you’re doing them.”</i></p> <p>As part of our commitment to making it real, beginning with the fall 2017 entering class, we are committed to having all VCU undergraduates have a ‘real-world’ experience as part of their education. This ‘real-world’ experience will help our students develop as scholars who are going to contribute to their field and as servants who contribute to their world. VCU’s relevance will be its impact.</p> <p>A steering committee is working to consider current academic experiences that lead to real world application; determine the criteria by which we designate the academic rigor attributed to a ‘real world experience’; and develop implementation recommendations, including identifying necessary resources for effective adoption of ‘real world experiences’ across the university. We have formed four subcommittees that will address experiential learning opportunities related to the themes of: work, serve, discover and create.</p> <p>We will share details of our work at a future BOV AHAC meeting.</p> |
| Action Required | None at this time. |

STRATEGIC PLAN UPDATE

**Strategic Plan Update
March 2017**

| 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

March 22, 2017



VCU

Progress to Date

- Steering Committee Kick-off meeting held on February 2
- Engagement of Stakeholder Groups (to date – will continue through spring term)
 - Associates Forum
 - Council for Community Engagement
 - GELHI VCU Leadership Development Program
 - Staff Senate
- Initial Thematic Work Groups Formed / Task Teams Next
 - Student Success
 - National Prominence
 - Local Impact and Social Embeddedness
 - Culture of Appreciation
 - Leveraging Diversity
 - Others may be identified and launched in coming weeks

November Listening Sessions Summary

- 12 sessions – 6 on each campus
- 456 registered / 260 attended
 - Faculty 60%
 - Staff 33%
 - Students 7%
- Facilitators led groups of 8-12 through 4 questions:
 1. Why Did You Come to VCU? Why Do You Stay?
 2. What Makes VCU Unique Now?
 3. What Opportunities Do You See to Make VCU Even Better?
 4. What Is Your Big Dream for VCU?

• Key Takeaways:

- Community Engagement, Diversity, and Student Support (including Academic and Financial) were major themes described as driving future for VCU
- Connection to Richmond is both asset and responsibility
- Need to prioritize and resource strategic commitments
- Quest for Distinction seen as “foundation/building block” for next plan
- “Make It Real” resonated in all twelve sessions

Next Steps

- Thematic Work Groups will charge and form smaller, targeted Task Teams to generate refined themes and goals
- Town Halls and other mechanisms to solicit feedback (April)
- Steering Committee meeting #2 (April 17)
- Continued efforts to align university initiatives with the new strategic plan, including:
 - Master Facilities Plan
 - Diversity and Inclusion Strategic Action Plan
 - Health Equity Plan
 - Center for Urban Communities Strategic Plan
 - School/College/Administrative unit strategic plans

INTERNATIONAL RECRUITMENT AND RETENTION DISCUSSION

**Discussion
March 2017**

| | |
|--|---|
| PRESENTATION TITLE: International Recruitment and Retention | |
| 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 and Health Sciences | |
| BOV Committee: Academic and Health Affairs Committee | |
| Quest Theme(s) and Goal(s) to be Addressed: All Quest Themes | |
| Key Presentation Messages | <p>Internationalizing VCU takes many forms. Whether it's an academic unit aiming to develop an innovative program that supports VCU's global priorities, a faculty member looking to enrich their research and teaching through an expanded global network or a student seeking a real world engagement with other cultures either abroad or on campus, VCU is committed to increasing the global impact of VCU's research, teaching and service and to expand our role on the world's stage.</p> <p>Goal: Demonstrate global diversity among the student population through international strategic enrollment management and effective recruitment, retention and integration of international students.</p> <p>Rationale: International students enrich the learning environment helping prepare VCU students for a globalized future, build connections through the world and provide revenue streams for units.</p> <p>During our discussion, we will share strategies and activities that help us to achieve our goals for international student recruitment and retention.</p> |
| Next Steps for Management (Responsible Division Head; Timeframe for Action) | To be presented. |

International Student Recruitment and Retention

Internationalizing VCU

- Improve the recruitment and retention of international students and scholars
- Increase the global engagement of VCU students and faculty
- Expand VCU's global footprint through our research, teaching, and service

International Student Recruitment and Retention

- **Goal:** Demonstrate global diversity among the student population through international strategic enrollment management, and effective recruitment, retention and integration of international students.
- **Rationale:** International students enrich the learning environment, build global connections, and provide revenue streams.

VCU Snapshot: International Enrollments

| | Fall 2010 | Fall 2011 | Fall 2012 | Fall 2013 | Fall 2014 | Fall 2015 | Fall 2016 |
|-------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Undergraduate | 630 | 603 | 635 | 644 | 720 | 751 | 787 |
| Nondegree Undergraduate | 220 | 281 | 327 | 305 | 394 | 342 | 268 |
| Master's | 204 | 269 | 231 | 236 | 230 | 244 | 211 |
| Doctoral | 274 | 302 | 290 | 269 | 276 | 291 | 256 |
| Nondegree Graduate | 30 | 21 | 27 | 39 | 24 | 35 | 33 |
| First Professional | 22 | 24 | 24 | 29 | 33 | 40 | 45 |
| Total | 1,380 | 1,500 | 1,534 | 1,523 | 1,677 | 1,703 | 1,600 |

NOTE: The revenue stream related to international enrollment depends on the type of visa the student holds. The type of visa determines if an international student is eligible for in-state tuition.

VCU Snapshot: Top 10 Countries

[FALL 2016]

| Country | Count |
|----------------------|-------|
| Saudi Arabia | 318 |
| China | 258 |
| India | 208 |
| Kuwait | 169 |
| South Korea | 76 |
| United Arab Emirates | 63 |
| Mexico | 44 |
| Canada | 39 |
| Iran | 28 |
| Vietnam | 20 |

International Student Recruitment and Retention

- Continue to position VCU units for international student success
- Pipeline partnerships: Expand successful model of pipeline partnerships through Memorandums of Understanding
- Target specific academic programs based on capacity, demand, and strategic priority (e.g. business, engineering, humanities and sciences, education, health sciences)
- Identify national exemplars modeling best practice as benchmarks

International Pipeline Partnerships: Select Examples

- Current: Graduate
 - Christ University, India (2010)
 - Jiangsu University, China (2015)
 - International School of Management, Germany (2016)
- Current: Undergraduate
 - Nanjing University, China (2014)
 - Beijing Foreign Studies University, China (2014)

International Pipeline Partnerships: Select Examples

- American University in Vietnam
- Candidate programs for potential collaboration:
 - B.S. and M.S. Clinical Laboratory Sciences
 - Master of Health Administration
 - B.S. in Clinical Radiation Sciences
 - Master's training in the School of Medicine
 - MS in Business
 - M.S. and Ph.D. in Engineering

Third-Party Engagement

- Identify third-party vendor to develop academic international pathway programs including social and academic support services for international students in their first year at VCU
- Utilize the established relationships and infrastructure of third-party resources
 - Increase enrollments and expand pool of international talent from which to select students
 - Network, staff, experience, and relationships across the globe
 - Enhance global profile
 - Further enhance probability of international student success
 - Yield financial returns

Third-Party Vendor

- Provide oversight of recruiting activities, student support, and academic support services for cohorts of students
- Provide integrated concierge services to cohorts of international students recruited by vendor
- Collaborate with VCU to develop academic International Pathway programs
- Global network with regional offices across the world

Questions



REPORT FROM FACULTY REPRESENTATIVE

**Faculty Report for BOV
March 2017**

| | |
|--|---|
| 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 | <ol style="list-style-type: none">1. The Faculty Senate approved in late November and updated/amended in February a resolution in full support of President Rao's several statements to the VCU community on the University's commitment to diversity and inclusion, made in response to substantial concerns expressed over the past several months by faculty, staff and students. The five-point Senate resolution notes our highly diverse institution, commitment to hiring and retaining diverse faculty, the University's focus on global education, and emphasizes as well the Senate's unwavering commitment to promoting civility, open-mindedness and free spirit of inquiry and to its support for appropriate actions to ensure the rights of all individuals. The full resolution is located on the Faculty Senate's website: http://www.facultysenate.vcu.edu/meetings/2. The Senate held its annual meeting with President Rao on February 7, to which all University faculty are invited. The issues related to diversity and inclusion, free inquiry and VCU concerns regarding students were extensively discussed with President Rao. The Senate is working with the University administration to help educate and fully inform the VCU community about the roles and responsibilities of faculty as part of concerns raised in the current environment, and the intersections of free speech and academic freedom. The Senate and VCU faculty will continue to be engaged in this process, in collaboration with the University administration, including the provost's office and president's office.3. The Senate plans in March for several of its members to meet with the VCU General Counsel to continue to monitor, assess and develop resources related to the important questions that faculty, staff and students have with regard to recent developments on diversity and inclusion. This will be an on-going focus of the Senate. |

| | |
|--------------------------------|--|
| | <p>4. The Senate also has been engaged extensively with the administration in the Human Resources redesign process as those plans have been made available. Discussions have taken place with those redesigning the HR system and with representatives of employee stakeholders who would be most affected. The redesign will especially impact those in the Academic-Professional category. The impact on Teaching and Research faculty would be minimal.</p> <p>5. The Faculty Senate Nominations Committee is pleased to announce its slate of officers for the 2017-18 academic year. Senate officers serve a one-year term (and may serve no more than two successive terms). Elections will be held in April. The slate: President W. Scott Street IV, Ph.D, a teaching associate professor in the VCU Department of Statistical Sciences and Operations Research, Humanities and Sciences; Vice President Nancy Jallo, Ph.D, FNP-BC, WHNP-BC, a tenured associate professor in the School of Nursing; Recording Secretary and Treasurer Brian Daugherty, Ph.D., an assistant professor in the History Department; Corresponding Secretary Jennifer S. Wayne, Ph.D., Department of Biomedical Engineering, School of Engineering, professor of Biomedical Engineering and of Orthopaedic Surgery; MCV Co-Representative: Stephanie Goldberg, M.D., an associate professor of surgery in the School of Medicine. and MCV Co-Representative: Andrew Ottens, Ph.D, a tenured associate professor in the Department of Anatomy and Neurobiology; Monroe Park Co-Representative Susan Bodnar-Deren, Ph.D, an assistant professor of sociology in the College of Humanities and Sciences; and Monroe Park Campus Co-Representative: Maria C. Rivera, Ph.D. FLS, an associate professor in the Department of Biology.</p> |
| Governance Implications | TBA |
| Governance Discussion | TBA |

| | |
|--|---|
| Questions | |
| Next Steps for Management (Responsible Division Head; Timeframe for Action) | TBA |
| Next Steps for Governance (Responsible Board Member; Timeframe for Action) | Faculty Senate consideration extending through the 2016-17 academic year. |

REPORT FROM STAFF REPRESENTATIVE

**Staff Report for BOV
March 2017**

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| PRESENTATION TITLE: Staff Senate Report | |
| Presenter Name and Title: Sania Marcoccia, Staff Representative | |
| 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 | <ul style="list-style-type: none"> • 2017 Professional Development Conference March 9-10 survey results • Employee Appreciation Week March 6-10 event summary |
| 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. |

Discover the Greatness in You

2017 Professional Development Conference

Monroe Park Campus | University Commons | 907 Floyd Avenue
March 8 and 9 | 8am-4pm

FREE to all VCU & VCU Health employees



Staffsenate.vcu.edu/conference

Survey Results:

x % of attendees who felt event demonstrated the value VCU places on its staff

x % rated the conference as very good or excellent

x % rated the conference as average or below Average (no value in 2016 as 100% rated conference as good or excellent)



Keynote speakers & Workshops



Highlights

EMPLOYEE APPRECIATION WEEK

VCU employees are simply the BEST!

Thanks for all that you do!

staffsenate.vcu.edu

REPORT FROM STUDENT REPRESENTATIVES

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

| | |
|---|--|
| 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 | <ol style="list-style-type: none"> 1. Joint Student Government Council Update 2. Inter-professionalism at VCU 3. Alternative Spring Break |
| 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. |