

**VIRGINIA COMMONWEALTH UNIVERSITY
BOARD OF VISITORS
ACADEMIC AND HEALTH AFFAIRS COMMITTEE
9:20 A.M.**
SEPTEMBER 14, 2017
JAMES BRANCH CABELL LIBRARY
901 PARK AVENUE – ROOM 303
RICHMOND, VIRGINIA**

AGENDA

- | | |
|--|---|
| 1. CALL TO ORDER | Dr. Carol Shapiro, <i>Chair</i> |
| 2. APPROVAL OF AGENDA | Dr. Carol Shapiro, <i>Chair</i> |
| 3. APPROVAL OF MINUTES
(May 12, 2017) | Dr. Carol Shapiro, <i>Chair</i> |
| 4. REPORT FROM PROVOST
a. Review of Committee Dashboard
<i>i. Financial Aid Report</i>
b. Strategic Enrollment Management Report | Dr. Gail Hackett, <i>Provost and
Vice President for Academic Affairs</i> |
| 5. HEALTH EQUITY PLAN UPDATE | Dr. Marsha Rappley, <i>Vice
President for Health Sciences
and CEO, VCU Health</i> |
| 6. REPORT FROM FACULTY REPRESENTATIVE | Ms. Holly Alford, <i>Faculty
Senate Board of Visitors
Representative</i>

Mr. Scott Street, <i>alternate
and president, VCU Faculty
Senate</i> |
| 7. REPORT FROM STAFF REPRESENTATIVE | Ms. Lauren Katchuk, <i>Staff
Senate Board of Visitors
Representative and president,
VCU Staff Senate</i>

Mr. Nick Fetzer, <i>alternate,
Staff Senate</i> |

8. REPORT FROM STUDENT REPRESENTATIVES

Katherine Pumphrey,
*Graduate Student
Representative*

Sarah Izabel, *Undergraduate
Student Representative*

9. OTHER BUSINESS

Dr. Carol Shapiro, *Chair*

10. 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.**



VCU

DRAFT

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

COMMITTEE MEMBERS PRESENT

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

OTHERS PRESENT

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

CALL TO ORDER

Dr. Carol Shapiro, Chair of Academic and Health Affairs Committee, called the meeting to order at 9:20 a.m.

APPROVAL OF MINUTES

On motion made and seconded, the Academic and Health Affairs Committee approved the Minutes of the Meeting held **March 22, 2017**.

ACTION ITEMS

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

- a. Proposal to create a new Ph.D. in Chemical and Life Sciences Engineering
- b. Proposal to create a new Ph.D. in Pharmaceutical Engineering

- c. Proposal to rename the Center for Teaching Excellence to the Center for Teaching and Learning Excellence

REPORTS

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

- Dr. Hackett presented the committee dashboard.
- Dr. Hackett provided follow-up information that had been requested at the March 22, 2017 meeting including a) an update on iCubed , the Institute for Inclusion, Inquiry and Innovation, which over a six month period has recruited and hired 19 distinctive and diverse new faculty members and post-graduate researchers who will be working within interdisciplinary core teams throughout the university; b) an update from Dr. Charles Klink, vice provost for student affairs, on the most recent Student Climate Survey, the results of which indicate that our students recognize a strong institutional commitment to diversity and feel a sense of belonging and respect; and c) a brief report to help clarify Purdue University’s tuition freeze for instate undergraduates and the variables that are needed for such a program to succeed.
- Dr. Hackett and Dr. Noble-Triplett provided an update on the Real World Experience initiative. Dr. Deborah Noble-Triplett noted that the “real world initiative,” is now called REAL – the acronym for Relevant Experiential and Applied Learning, and it initiative represents VCU’s commitment to having all VCU undergraduates participate in experiential learning as part of their education. This can be done in the classroom or through external opportunities. The REAL Steering Committee has focused on ensuring that this program builds upon the programs that already exist for many students at VCU. Dr. Hackett explained that the program would roll out in fall 2017 with the incoming freshman class. She indicated that it is anticipated that a full presentation on the initiative will be made to the Board in May 2018.
- Dr. Hackett and Dr. Rappley, who are co-chairs of the task force that is developing the university’s next strategic plan, provided a brief update. This spring the university has seen great participation internally in town hall meetings. The Strategic Plan Steering Committee, which has a broad range of members including faculty, staff, students and community members, as well as Dr. Carol Shapiro and Ms. Jacqueline Stone representing the VCU Board of Visitors. The steering committee now has five active work groups

focusing on overarching themes and goals. It is anticipated that a full report on progress will be made to the full board at its next meeting.

- Dr. Frank Macrina, vice president for research and innovation, Dr. Garrett Westlake, executive director of VCU da Vinci Center, and Ms. Nicole Monk, director VCU Innovation Economy, made a presentation that provided insight into Venture Creation University, the dynamic mechanism within the university through which students and faculty from all academic disciplines at VCU can launch innovative ideas and products into the regional economic ecosystem.
- Ms. June Nicholson, the faculty representative, reported that the Faculty Senate expressed the support of the Faculty in the development and implementation of the university's next strategic plan, the human resources redesign, the new budget model and the Diversity and Inclusion Strategic Action Plan. They will continue to focus on the responsibilities of faculty and the intersection of freedom of speech and academic freedom. Ms. Nicholson introduced the incoming president of the VCU Faculty Senate, Dr. W. Scott Street IV, associate professor in the Department of Statistical Sciences and Operations Research in the College of Humanities and Sciences.
- Ms. Sania Marcoccia, the staff representative, presented a Staff Senate resolution dated March 17, 2017 that requested the HR Redesign Committee answer all questions submitted by the Senate as part of the open comment process and release all comments submitted for the university community at large. Ms. Susan Carkeek, senior advisor to the president, reported that the questions had been answered and the comments were available for review on the HR Redesign website. Ms. Marcoccia introduced the incoming president of the VCU Staff Senate, Ms. Lauren Katchuk, business manager in the Office of the Vice Provost for Student Affairs.
- Ms. Elizabeth Winslow and Mr. Alan Booth, the student representatives, reflected on their year as student representatives to the Board of Visitors.

ADJOURNMENT

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

**Report from the Provost
September 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>

AHAC Dashboard for 2017-18 (for September 14, 2017 meeting)

Student Success					Quest Peer Comparisons ¹		
Measure	2017-2018	2016-2017	2015-2016	2014-2015	UAB 2015-2016	USC-Columbia 2015-2016	USF 2015-2016
6-year graduation rate	Available Aug 2018	62%	62%	62%	55%	72%	60%
4-year graduation rate	Available Aug 2018	45%	45%	40%	31%	55%	30%
Student safety Clery Act reports (<i>in jurisdiction</i>)	1 as of 9/5	22	12	17	N/A	N/A	N/A
5-year graduation rate for full- time transfer students	Available Aug 2018	67%	67%	62%	N/A	N/A	N/A
% of recent baccalaureate degree graduates working full-time (<i>12 months post-graduation</i>)	Available July 2019	Available July 2018	53%	60%	N/A	N/A	N/A
Avg. in-state UG debt at graduation (<i>thousands</i>)	Available spring 2019	Available spring 2018	\$29,257	\$28,425	N/A	N/A	N/A
UG student satisfaction (<i>somewhat satisfied + satisfied + very satisfied</i>) [Note: <i>Tri-annual survey</i>]	Next survey in spring 2019	N/A	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>)	Available Oct. 2017	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) [Note: <i>Bi-annual survey</i>]	Next survey in spring 2019	N/A	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 September 14, 2017 meeting)

Research Productivity					Quest Peer Comparisons ¹		
Measure	2017-2018	2016-2017	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>) follows federal FY Oct-Sept	\$63.5 as of 9/5	\$157.0	\$144.1 / fall 2016 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>) follows federal FY Oct-Sept	Available Fall 2019	\$147.6	\$143.8/ fall 2016 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>)	14 as of 8/31	134	134	93	42	46	185
					Quest Peer Comparisons ¹		
Measure	2017-2018	2016-2017	2015-2016	2014-2015	UAB 2014-2015	USC-Columbia 2014-2015	USF 2014-2015
Inter-professional student contact hours	13,670 (<i>fall term</i>)	25,549	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	21	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.

Goal Addressed: Student Success				
Performance Measure	Description	Data Significance	Data Source	Data Frequency
6-year Graduation Rate	The graduation rates in this indicator are calculated to meet requirements of the 1990 Student Right-to-Know Act, which requires postsecondary institutions to report the percentage of first-time, full-time undergraduate degree-seeking students who complete their program within 150 percent of the normal time for completion (within 6 years for students pursuing a bachelor's degree). Students who transfer into the institution, or who may complete their bachelor's degree at another institution are not included as completers in these rates.	This is an indicator of student completion; reflects effectiveness of student success programs; higher rates have favorable impact on affordability / debt levels upon graduation. (includes comparison ranges for other institutions: Quest peers and/or instate peers)	National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS) for trailing fall / spring / summer terms	Annual (September)
4-year Graduation Rate	This is not a standard measurement but does inform internal progress toward 6-year graduation rate. It is used as a primary success measure by elite public and private universities, where 4-year graduation rates are traditionally >90%.	Same as above	Same as above: NCES:IPEDS	
Student safety Clery Act reports (robberies and burglaries within VCUPD jurisdiction)	The Jeanne Clery Act, a consumer protection law passed in 1990, requires all colleges and universities that receive federal funding to share information about crime on campus and their efforts to improve campus safety as well as inform the public of crime in or around campus. This information is made publicly accessible through the university's annual security report. (clerycenter.org) Institutions are required to disclose 3 general categories of crime statistics: <ul style="list-style-type: none"> • 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.	
5-Year Graduation Rate for for Transfer Students from Virginia Community Colleges	The Student Achievement Measure (SAM) tracks student movement across postsecondary institutions to provide a more complete picture of undergraduate student progress and completion within the higher education system. SAM provides data on 5 categories of students: <ul style="list-style-type: none"> • Students graduated from reporting institution; • Students who transferred and graduated from another institution; • Students who are enrolled at reporting institution; • Students who transferred and 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
% of Recent Graduates Working Full-time	Information collected from post-graduation surveys which track graduate results over the course of 1st year post-graduation. While outcomes questions address a broad range of issues, highest level data represent occupation status by degree level (undergraduate, graduate and 1st professional): <ul style="list-style-type: none"> • 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.
Average debt at graduation	Student debt (in-state bachelor's degree holders)	Will Include in subcategory unmet need (with number of students) and % of met need (all sources)		
Student Satisfaction	From student exit survey include 2 measures: 1. Global Student Satisfaction with Advising; and 2. Global Student Satisfaction with VCU education.			
Goal Addressed: Faculty Success				
Performance Measure	Description	Data Significance	Data Source	Data Frequency

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

T&R faculty turnover (replacement positions)	This measures annual change in # of Teaching and Research (T&R) faculty. NOTE: VCU's participation in the COACHE study and the subsequent work on turnover and job satisfaction will provide an opportunity for us to benchmark our performance and place it in context	Measures the change in this number at one point in time annually (updated for Dec. meeting and remains static until following Dec.)	Human Resources Information System (HRIS) and Office of Planning & Decision Support (OPDS)	Annual (mid-October)
Global satisfaction with VCU as a good place to work		This will include subcategories by demographic: Staff, Tenure-Track faculty, Teaching & Research faculty, etc.	Two information sources – alternate years: Collaborative on Academic Careers in Higher Education (COACHE) faculty satisfaction survey; VCU Diversity & Inclusion Climate Survey	2015 COACHE results available; 2016 D&I survey results available July 2016

Goal Addressed: Research Productivity

Performance Measure	Description	Data Significance	Data Source	Data Frequency
Sum of federal research awards and comparison to prior year	This is the sum of awards from all federal agencies and how this compares to prior year performance for the same period.	Federal awards traditionally represent >70% of VCU's research portfolio and are closely aligned with VCU goals around interdisciplinary research	VCU Office of VP for Research & Innovation (OVPRI) and Click Commerce reports	Daily report updates
Federal R&D Expenditures	\$s expended on basic scientific research funded by federal agencies and awarded to an institution.	Measure of successful investment in basic scientific research	National Science Foundation and OVPRI	Annual (mid-October)
Invention Disclosures	An invention disclosure is a confidential document written by a scientist or engineer for use by a company's patent department, or by an external patent attorney, to determine whether patent protection should be sought for the described invention. VCU's Innovation Gateway office supports preparation and submission of these disclosures and tracks progress.	Represents a critical measure of research output and potential translation to a commercial application.	VCU OVPRI and Innovation Gateway	Monthly report available

Goal Addressed: Health Sciences

Performance Measure	Description	Data Significance	Data Source	Data Frequency
Interprofessional student contact hours	IPE Student engagement identifies # of direct student contact hours in formal interprofessional education activities by which they learn together by working in teams. Students participating in IPE activities are from the Schools of Allied Health Professions, Dentistry, Medicine, Nursing, Pharmacy and Social Work	Health care delivery is shifting to an interdisciplinary, team-based approach. IPE contact hours present a high-level view into the degree to which IPE is embedded into the education of VCU's 1st professional and other healthcare workers	VCU Center for Interprofessional Education and Collaborative Care and SIS	Twice per year at the conclusion of the fall and spring terms
Multi-School Research Awards	# of funded research projects for which key research personnel have at least one home department within VCU health sciences schools or units, plus clinical psychology and social work AND additional key personnel in departments outside VCU health sciences schools or units	Provides a measure of interdisciplinary effort for which health sciences-related research is a principle component	OVPRI	Ongoing (year-to-date)
% of students enrolling from diversity pipeline programs	Reflects the percentage of students enrolled at VCU Health Sciences and programs nationally who come from two local, structured, college-level programs: VCU Acceleration and Summer Academic Education Program (SAEP).	Provides view into success of VCU efforts to encourage students from all backgrounds to pursue a career in the health sciences	Student Information System (SIS) and Division for Health Sciences Diversity	Annual (fall Census II, mid-October)

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

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

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

Three-year Trends in Financial Aid to Undergraduate, In-state Residents	AY 2013-2014			AY 2014-2015			AY 2015-2016		
	Pell eligible		Non-Pell	Pell eligible		Non-Pell	Pell eligible		Non-Pell
	Poverty	Non-poverty	(FAFSA submitted)	Poverty	Non-poverty	(FAFSA submitted)	Poverty	Non-poverty	(FAFSA submitted)
# of Students by Cohort	1,422 (9.4%)	5,848 (38.6%)	7,867 (52.0%)	1,567 (10.1%)	5,879 (37.8%)	8,109 (52.1%)	1,516 (9.8%)	5,796 (37.4%)	8,174 (52.8%)
Cost of Attendance 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 of the Provost
September 2017**

PRESENTATION TITLE: Strategic Enrollment Management Report	
Presenter Name and Title: Sybil Halloran, Ph.D., Interim Vice Provost for Strategic Enrollment Management	
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	<p>The presentation will provide a recap of the most recent recruiting season and Fall enrollments</p> <p>Pre-read:</p> <ul style="list-style-type: none">• Report on Strategic Enrollment Management Sept. 2017



**REPORT ON STRATEGIC ENROLLMENT
MANAGEMENT TO THE BOARD OF
VISITORS
SEPTEMBER 2017**

SYBIL C. HALLORAN, PH.D.
INTERIM VICE PROVOST FOR STRATEGIC
ENROLLMENT MANAGEMENT

ADMISSIONS AND ENROLLMENT HIGHLIGHTS

FALL 2017

SEPTEMBER 2017

- VCU's freshman applications are 16,849, down slightly from the previous year. Transfer applications for the fall 2017 semester are 4,533, also down slightly from the previous year.
 - The size of VCU's fall 2017 freshman class will be about 4,200, with an acceptance rate of 77%.
 - The fall 2017 freshman class has virtually the same middle 50% range of high school GPAs (3.30-3.95). Due to the new scoring system on the SAT, the middle 50% range for 2017 (1070-1250) appears to be considerably higher than in 2016 (990-1190). But, if the new SAT is converted to the old SAT for comparison, 2017's middle 50% would be 990-1180, which is virtually the same as in 2016.
 - Based on current enrollments, the freshman class profile is:
 - 53% minority students
 - Top 5 feeder counties, comprising 48% of the freshman class:
 - Fairfax County
 - Henrico County
 - Chesterfield County
 - Loudoun County
 - Prince William County
 - 9% out-of-state
 - 2% international students
 - 33% first-generation students
 - VCU will enroll approximately 1,900 transfer students, with 65% coming from the Virginia Community College System.
 - Fall 2017 degree-seeking graduate enrollments will be approximately 4,700, or 15% of the total enrollment. First professional enrollments will be about 1,740.
 - Overall, VCU's total headcount enrollment for fall 2017 is estimated to be approximately 30,600 compared to 31,231 for fall 2016.
-

I. UNIVERSITY ENROLLMENT

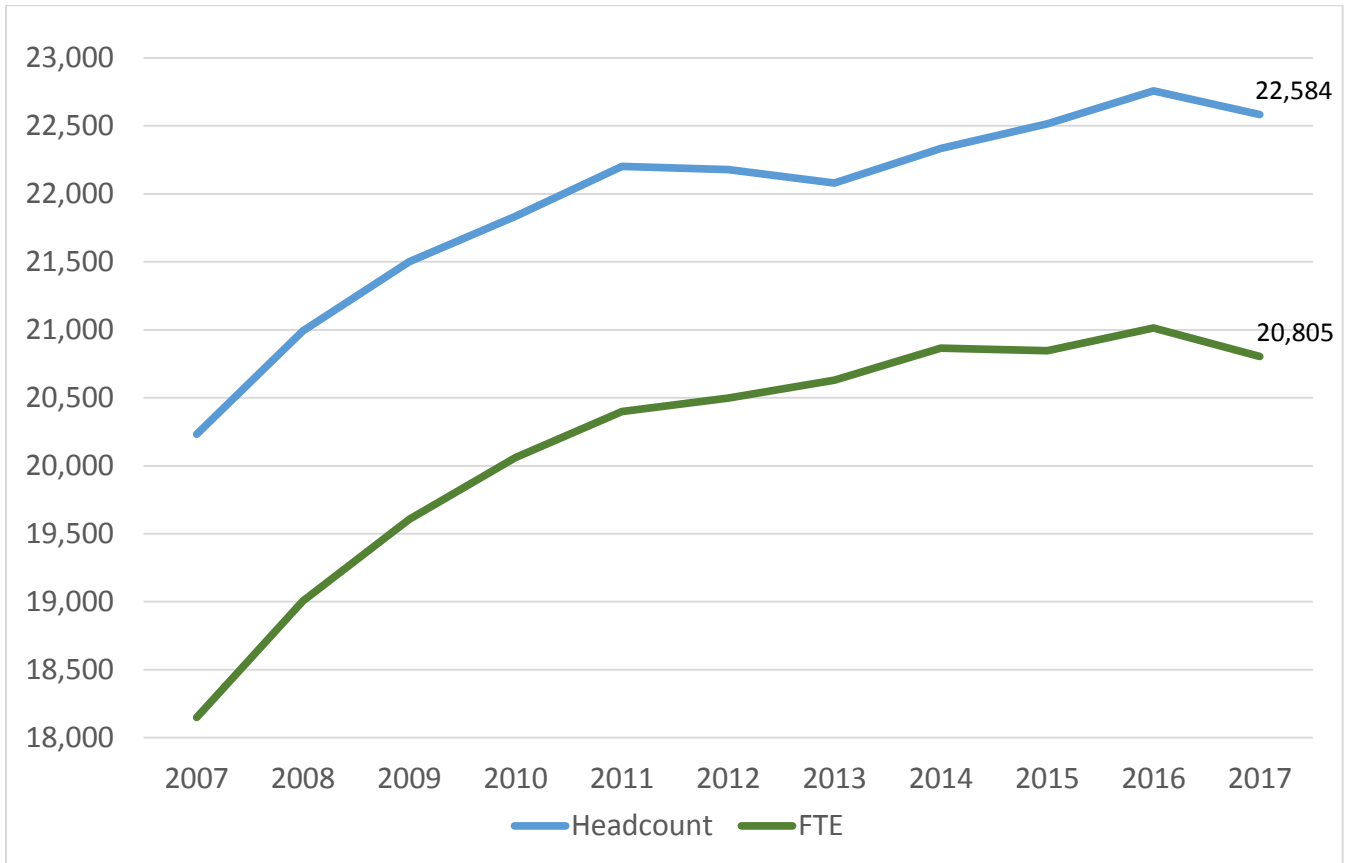
Figure 1: Fall 2016 and Fall 2017 Enrollments

	Headcount		FTE ^a	
	Fall 2016	Fall 2017*	Fall 2016	Fall 2017*
On-campus				
Undergraduate	22,553	22,405	20,926	20,739
New	6,267	6,092	6,090	5,930
Continuing	16,286	16,313	14,836	14,809
Non-degree Seeking Undergraduate	840	656	507	398
Graduate				
Master's	2,926	2,793	2,464	2,317
Doctoral	1,404	1,467	1,200	1,317
Post-Master's Certificate	33	40	14	17
Non-degree Seeking Graduate	390	423	207	225
First Professional				
Dentistry	408	405	408	405
Medicine	827	832	827	832
Pharmacy	525	508	726	703
Total On-campus	29,906	29,529	27,280	26,952
Off-campus				
Undergraduate	205	179	87	66
Non-degree Seeking Undergraduate	614	280	127	33
Graduate	332	407	157	210
Non-degree Seeking Graduate	174	92	52	35
Total Off-campus	1,325	958	422	344
Total Enrollment	31,231	30,487	27,702	27,296

^aFTEs are calculated by dividing the total number of student credit hours by 15 for undergraduate and first professional students, and 12 for graduate students.

*As of Aug 31, 2017

Undergraduate Headcount and FTE Enrollments Fall 2017 Enrollments as of Aug 31, 2017



Note: FTEs are calculated by dividing the total number of student credit hours by 15.

II. FRESHMAN PROFILE

Figure 2: Freshman Class Profile

	2010	2011	2012	2013	2014	2015	2016	2017*
Number in Class	3,615	3,803	3,617	3,588	3,586	4,090	4,234	4,212
HS GPA Middle 50%	3.16-3.75	3.19-3.81	3.29-3.88	3.29-3.88	3.28-3.90	3.30-3.95	3.30-3.96	3.30-3.95
SAT Middle 50%	990-1190	980-1180	1020-1190	1010-1190	1010-1200	1000-1190	990-1190	1070-1250
Out-of-state	449	522	546	516	431	518	477	389
International	79	99	138	125	111	119	117	93
Percent Minority	44%	45%	44%	46%	46%	49%	50%	53%
First Generation	N/A	N/A	N/A	N/A	33%	33%	35%	33%

*As of Aug 31, 2017

III. TRANSFER STUDENTS

Figure 3: Transfers

	2010	2011	2012	2013	2014	2015	2016	2017*
Virginia's Community Colleges	1,264	1,430	1,334	1,411	1,573	1,453	1,516	1,255
Other Virginia Institutions	380	340	306	312	343	268	275	374
Non-Virginia Institutions	407	374	381	372	371	301	278	291
Total	2,043	2,144	2,021	2,095	2,287	2,022	2,069	1,920

*As of Aug 31, 2017

Figure 4: Top Feeder VCCS Institutions

	2010	2011	2012	2013	2014	2015	2016	2017*
Northern Virginia Community Colleges	261	349	356	395	439	445	461	374
Reynolds Community College	358	336	368	340	380	323	347	294
John Tyler Community College	179	230	177	211	253	235	237	223
Germanna Community College	80	94	81	85	96	82	89	71
Total from VCCS	1,264	1,430	1,334	1,411	1,573	1,453	1,516	1,255

*As of Aug 31, 2017

IV. FIRST GENERATION FIRST-TIME FRESHMEN

	Fall 2015	Fall 2016	Fall 2017*	Fall 2015	Fall 2016	Fall 2017*
	Number	Number	Number	Pct. of Total	Pct. of Total	Pct. of Total
African American	362	396	361	45.8%	47.3%	44.8%
American Indian / Alaskan Native	4	5	4	44.4%	50.0%	57.1%
Asian	222	206	208	35.0%	34.4%	32.0%
Hawaiian/Pac Islander	2	0	1	66.6%	0.0%	100%
Hispanic	175	204	232	52.0%	53.5%	53.2%
International	31	30	33	26.0%	26.3%	35.1%
Not Reported	11	8	13	8.5%	5.7%	11.3%
Two or More Races	86	120	144	36.7%	42.9%	41.0%
White	456	506	401	24.8%	27.1%	22.8%
Total	1,349	1,475	1,397	32.9%	34.8%	33.1%

*As of Aug 31, 2017

V. RACE AND ETHNICITY

Figure 5: Freshman Enrollments by Race/Ethnicity

	2013	2014	2015	2016	2017*	2013	2014	2015	2016	2017*
African American	614	562	790	838	805	17.1%	15.7%	19.3%	19.8%	19.1%
American Indian / Alaskan Native	5	10	9	10	7	0.1%	0.3%	0.2%	0.2%	0.2%
Asian	519	546	633	598	649	14.5%	15.2%	15.5%	14.1%	15.4%
Hawaiian / Pacific Islander	8	3	3	3	1	0.2%	0.1%	0.1%	0.1%	0.0%
Hispanic	274	292	336	381	436	7.6%	8.1%	8.2%	9.0%	10.4%
International	125	111	119	114	94	3.5%	3.1%	2.9%	2.7%	2.2%
Not Reported	103	80	129	140	115	2.9%	2.2%	3.2%	3.3%	2.7%
Two or More Races	231	238	234	280	351	6.4%	6.6%	5.7%	6.6%	8.3%
White	1,709	1,744	1,837	1,870	1,754	47.6%	48.6%	44.9%	44.2%	41.6%
Total	3,588	3,586	4,090	4,234	4,212	100%	100%	100%	100%	100%

*As of Aug 31, 2017

Figure 6: University Enrollments by Race/Ethnicity

	2013	2014	2015	2016	2017*	2013	2014	2015	2016	2017*
African American	4,920	4,799	4,957	5,101	5,193	15.7%	15.4%	15.9%	16.3%	17.0%
American Indian / Alaskan Native	82	84	75	79	68	0.3%	0.3%	0.2%	0.3%	0.2%
Asian	3,495	3,626	3,769	3,822	3,795	11.2%	11.6%	12.1%	12.2%	12.5%
Hawaiian/Pacific Islander	71	51	42	38	37	0.2%	0.2%	0.1%	0.1%	0.1%
Hispanic	1,944	2,002	2,165	2,246	2,319	6.2%	6.4%	6.9%	7.2%	7.6%
International	1,523	1,677	1,703	1,600	1,449	4.9%	5.4%	5.5%	5.1%	4.8%
Not Reported	1,587	1,541	1,217	1,264	1,351	5.1%	4.9%	3.9%	4.0%	4.4%
Two or More Races	1,151	1,282	1,447	1,556	1,663	3.7%	4.1%	4.6%	5.0%	5.5%
White	16,515	16,101	15,867	15,525	14,612	52.8%	51.7%	50.8%	49.7%	47.9%
Total	31,288	31,163	31,242	31,231	30,487	100%	100%	100%	100%	100%

*As of Aug 31, 2017

VI. FALL CREDIT HOUR ENROLLMENT – NEW UNDERGRADUATES

Figure 7: Average Credit Hours

		2012	2013	2014	2015	2016	2017*
Freshmen	In-state	14.9	15.3	15.4	15.3	15.2	15.2
	Out-of-state	15.1	15.1	15.0	14.8	14.9	14.9
	Total	15.0	15.2	15.4	15.2	15.2	15.2
<hr/>							
Transfers	In-state	13.0	13.1	13.6	13.4	13.2	13.2
	Out-of-state	14.5	14.0	13.7	14.0	13.8	12.6
	Total	13.1	13.2	13.6	13.4	13.2	13.1

*As of Aug 31, 2017

Figure 8: Percent of New Students Taking 15 or More Credit Hours

		2012	2013	2014	2015	2016	2017*
Freshmen	Under 15 hours	39%	27%	17%	17%	18%	20%
	15 hours or more	61%	73%	83%	83%	82%	80%
	Total	100%	100%	100%	100%	100%	100%
<hr/>							
Transfers	Under 15 hours	63%	55%	53%	59%	60%	65%
	15 hours or more	37%	45%	47%	41%	40%	35%
	Total	100%	100%	100%	100%	100%	100%

*As of Aug 31, 2017

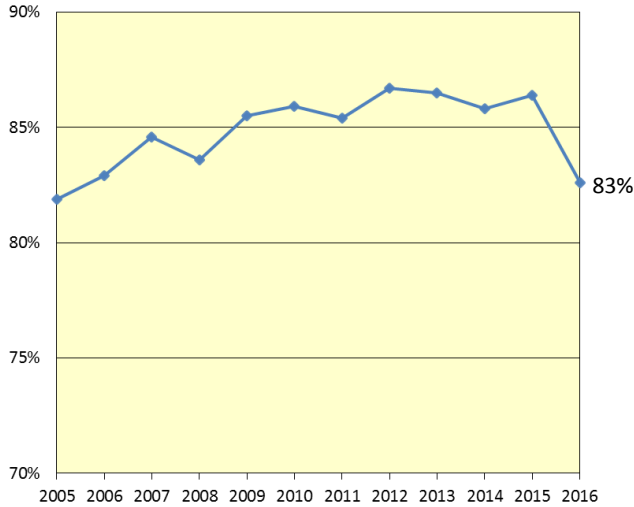
VII. GRADUATE ENROLLMENT

	Fall 2016			Fall 2017*		
	New	Continuing	Total	New	Continuing	Total
Allied Health Professions	150	594	744	118	621	739
Graduate School	0	0	0	1	0	1
Humanities and Sciences	172	390	562	138	397	535
LD Wilder School	63	141	204	62	159	221
Office of the VP for Research	3	31	34	2	26	28
School of Business	252	453	705	307	422	729
School of Dentistry	20	20	40	17	22	39
School of Education	156	507	663	173	480	653
School of Engineering	51	195	246	107	182	289
School of Medicine	96	269	365	90	261	351
School of Nursing	106	170	276	109	193	302
School of Pharmacy	14	55	69	17	46	63
School of Social Work	212	273	485	188	290	478
School of the Arts	78	104	182	63	103	166
School of the Arts – Qatar	5	7	12	8	6	14
Schools of Business & Engineering	4	12	16	2	7	9
VCU Life Sciences	25	56	81	21	54	75
da Vinci Center	0	11	11	1	14	15
Total	1,407	3,288	4,695	1,424	3,283	4,707

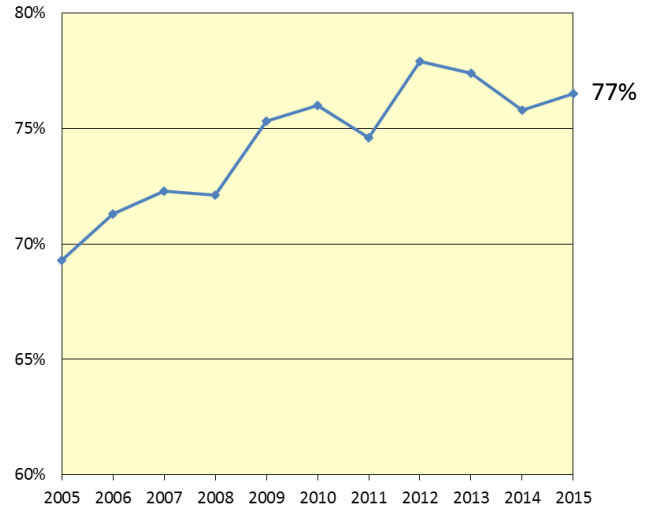
*As of Aug 31, 2017

VIII. FIRST-TIME FRESHMEN RETENTION AND GRADUATION RATES

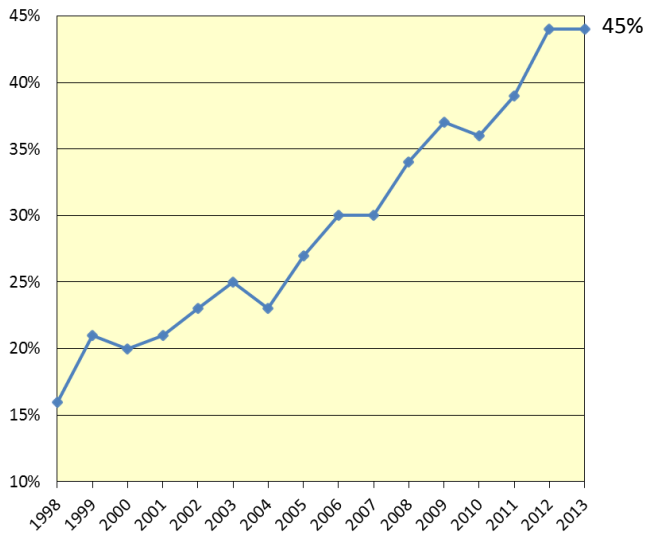
One-year Retention Rate



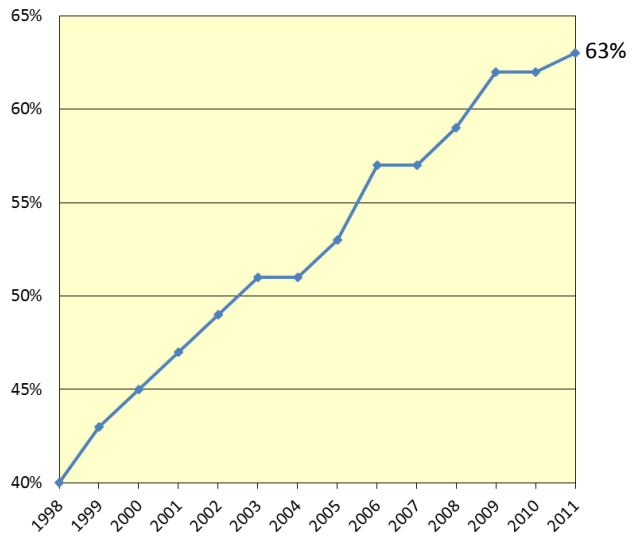
Two-year Retention Rate



Four-year Graduation Rate

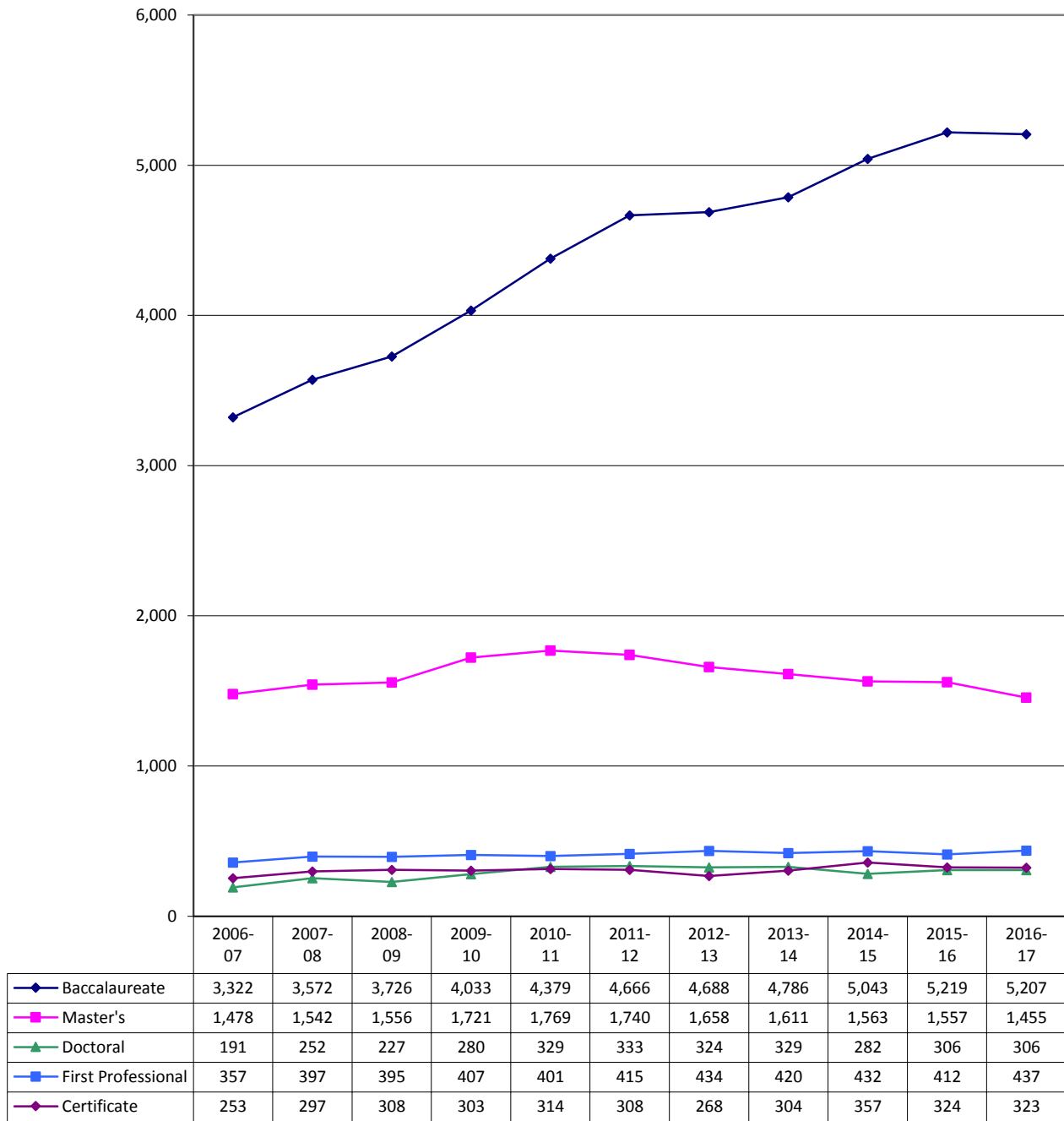


Six-year Graduation Rate



(Most recent rates are estimated and are not yet final)

IX. DEGREES AND CERTIFICATES AWARDED



Presentation

September 2017

PRESENTATION TITLE: VCU Health Equity Strategic Plan	
Presenter Name and Title: Marsha Rappley, M.D., Vice President for Health Sciences and CEO VCU Health	
Responsible University Division: Health Sciences	
BOV Committee: Academic and Health Affairs Committee	
Quest Theme(s) and Goal(s) to be Addressed: All themes addressed	
Key Presentation Messages	<ul style="list-style-type: none">● In September 2016, VCU Health’s Health Equity Strategic Plan was released. This plan detailed the rationale supporting VCU Health’s strategic vision and mission to improve the health of the community by addressing health inequities. Strategic goals included in the plan were organized around four guiding principles, or pillars:<ul style="list-style-type: none">○ Training and Education○ Research and Scholarly Activities○ Patient Care Services○ Community Engagement○● This presentation will provide an overview and update of the VCU Health Equity Plan of the VCU Health Equity Plan.

Health Equity Plan

Board of Visitors Update
September 14, 2017



Background

- VCU Health System serves a large vulnerable population that experiences inequities in health care and outcomes
- These health inequities are often driven by social determinants of health
- Health-related social issues have an impact on the care provided by the faculty, trainees, and staff
- An opportunity exists to introduce VCU Health faculty, staff, students and trainees to health equity issues encountered by populations

Social Determinants of Health

- The County Health Rankings indicate that 50% of health outcomes are attributed to social determinants of health.

Social Determinants of Health

Economic Stability	Neighborhood and Physical Environment	Education	Food	Community and Social Context	Health Care System
Employment	Housing	Literacy	Hunger	Social integration	Health coverage
Income	Transportation	Language	Access to healthy options	Support systems	Provider availability
Expenses	Safety	Early childhood education		Community engagement	Provider linguistic and cultural competency
Debt	Parks	Vocational training		Discrimination	Quality of care
Medical bills	Playgrounds	Higher education			
Support	Walkability				

Health Outcomes
Mortality, Morbidity, Life Expectancy, Health Care Expenditures, Health Status, Functional Limitations



Health Equity Strategic Framework

In 4 Strategic Areas:

Training and Educational Activities

Research

Patient Care Services

Community Engagement

Over the Next 5 Years:

Infuse health equity into education, training, and development opportunities for faculty, staff, Health System team members, residents, fellows, and students

Enhance capacity for high quality, high impact health equity research

Incorporate health equity as a central component of our health care delivery model

Join community stakeholders in cross-sector partnerships to achieve collective impact on social and economic conditions in the community

VCU/VCU Health will:

Mitigate the impact of social determinants of health that contribute to health inequities

VCU/VCUH Health Equity Strategic Plan

The goals and strategies outlined in this report are intended to decrease health inequity stemming from the social determinants of health in order to advance population health, increase patient and employee satisfaction, enhance the VCU educational experience, and strengthen community initiatives.

Vision by Design

We are VCU Health System and VCU Health Science Schools, a powerful melding of faculty, staff, students and residents engaged in academic excellence and service.

Our power lies in our deep commitment to the safety net mission combined with an equally strong passion for quality, safety, education and research, while providing the most advanced medical care for the region. Our engagement in improving the health of our community brings a relevance to our work that is at the heart of all learning and discovery.

Health Equity Plan

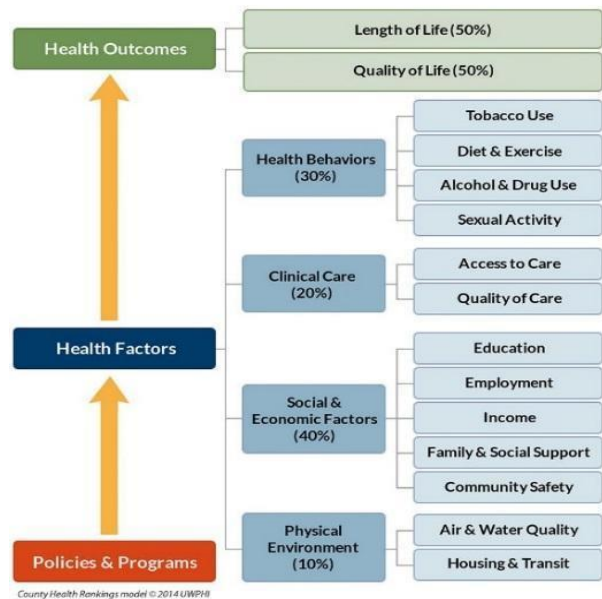
Vision: VCU Health is committed to closing the health equity gaps in our local communities and across the Commonwealth of Virginia.

Mission: VCU Health is an academic medical center that takes an explicit, systematic, and timely approach to identifying and addressing health inequities through training and education, research, patient care services, and community engagement.

Strategic goals

Introducing health equity issues into:

1. Training and educational activities
2. Research and scholarly activities
3. Patient care programs
4. Community engagement opportunities



Pillar 1: Training and Education

Goal 1: Introduce health equity issues into **training and educational activities**

Strategy 1: Incorporate health equity into the health professions schools' curriculum

- Align curricula to meet shared health equity learning objectives
- Ensure experiential learning includes health equity content

Strategy 2: Implement educational opportunities for faculty, current health system and University staff, residents, fellows, and students regarding health equity and the impact on care

- AAMC Building Systems Approach to Community Health and Health Equity
- Forum or longitudinal workshop
- Race, Ethnicity, and Language (REAL) Training
- Incorporate content regarding health equity in VCU new faculty orientation
- Achieve GME/CLER health disparities goal

Pillar 2: Research

Goal 2: Introduce health equity issues into **research and scholarly activities**

Strategy 1: Increase faculty-student-community research projects that address health inequities

- Support resources to expand existing or introduce new health equity research initiatives

Strategy 2: Enhance capacity for high quality, high impact health equity research

- Improve ability for VCU Bulletin to effectively promote HE and CEnR courses
- Identify and inventory current activities that support the expansion of cutting edge, high impact Health Equity research occurring across VCU; disseminate information through platforms like the Learning Management System
- Build out and scale up existing activities that support the expansion of cutting edge, high impact health equity research

Strategy 3: Develop and support mechanism to translate health equity research findings into actions

- Develop a research agenda with the potential to improve health outcomes of the Richmond community
- Annual forum/Symposium/newsletters

Pillar 3: Patient Care Services

Goal 3: Introduce health equity issues into **patient care programs**

Strategy 1: Provide ongoing education regarding health equity issues and mitigation strategies for faculty, team members, residents, fellows, students, and other trainees across the VCU Health System

- Forum or lunch and learn seminars
- Implementation of Race, Ethnicity and Language (REAL) training

Strategy 2: Develop models to identify and address social determinants of health for populations served in the clinical programs affiliated with VCU Health

- Readmission reduction pilots
- Expand the Medical-Legal Partnership in Massey Cancer Center and CHoR
- Expand pilot programs with community partners to support vulnerable populations (i.e., homeless, uninsured with chronic conditions) who frequent the Emergency Department

Strategy 3: Engage faculty, team members, residents, fellows, and students in initiatives that support the identification of social determinants of health

- Participate in the Accountable Health Communities initiative
- Expand Community Health Worker models across the health system

Pillar 4: Community Engagement

Goal 4: Introduce health equity issues into **community engagement opportunities**

Strategy 1: Develop and maintain relationships with community organizations that seek to advance health equity in the greater Richmond area

- Launch Peds Asthma initiative with Bon Secours and HCA

Strategy 2: Expand pathways for student volunteerism and community engagement

- Utilize the Community Partnership Map to identify new opportunities for student engagement

Strategy 3: Engage faculty, team members, residents, fellows and students in initiatives that create conditions to improve social determinants of health

- Participate in the Accountable Health Communities Initiative
- Expand Community Health Worker models across the health system
- Launch East End initiative

Strategy 4: Join community stakeholders in cross-sector partnerships to achieve collective impact on social and economic conditions in the community

- Implement health workforce initiatives including:
 - Health Careers Pipeline initiative with J. Sargeant Reynolds and community partners
 - VCU/VCUHS construction workforce initiative with local contractors

Outcomes:

At the end of 5 years, we will be able to measure:

- Learners have a knowledge base regarding health inequities
- Current health care professionals and team members apply knowledge regarding Impact of social determinants of health on health equity or outcomes
- Increased quantity of high quality health disparities research
- Mitigated the negative impact of social determinants of health that contribute to health inequities
- Expand capacity for VCU and VCU Health to work in partnership with the community to address community identified needs regarding health inequities
- Improved coordination across/between VCUHS and community based services

Faculty Report for BOV September 2017

PRESENTATION TITLE: Faculty Representative Report	
Presenter Name and Title: Holly Alford, Faculty Representative; Scott Street, 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 Senate will continue to focus on the development of the University's new 2019-2025 strategic plan. Two members of the Senate Leadership serve on the VCU Steering Committee for the Strategic Plan and other Senators have volunteered to serve on Work Groups that are part of developing the plan. This important work will continue through the 2017-18 academic year. This plan is of signature importance in establishing University priorities and goals over the next phase of VCU's development. 2. The Faculty Senate also is focused on the launch of the new budget model. 3. The Faculty Senate continues its emphasis on diversity and inclusion and fully support of the University administration's statements and applauds the resource guide, <i>Managing Controversial Classroom Topics</i> that was sent out to all faculty, The Faculty Senate recognizes VCU's diversity as an institution, its commitment to hiring and retaining diverse faculty, and the University's focus on global education. The Faculty Senate is committed to promoting civility, open-mindedness and free spirit of inquiry and support for appropriate actions to ensure the rights of all individuals. The Senate and its Leadership look forward to the implementation of the 2017-2022 Diversity Strategic Action Plan. 4. The Senate continues to work with the University administration to help educate and fully inform the VCU community about the roles and responsibilities of faculty as part of concerns raised in the current environment, and the intersections of free speech and academic freedom. This work will be done in collaboration with the University administration, including the provost's office and president's office.

	<ol style="list-style-type: none"> 5. The Senate continues to interact with the administration in the Human Resources redesign process. We will continue to help with this process as needed. 6. The Faculty Senate thanks the Office of the President, for placing the UC Shared governance policy on the presidents website. 7. We fondly remembered Dr. Wanda Mitchell with a resolution.
Governance Implications	TBA
Governance Discussion Questions	TBA
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 2017-18 academic year.

**Staff Report for BOV
September 2017**

PRESENTATION TITLE: Staff Senate Report	
Presenter Name and Title: Lauren Katchuk, 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"> • Introduction of Staff Senate goals, and brief description of committee structure.
Governance Implications	None.
Governance Discussion Questions	None.
Next Steps for Management (Responsible Division Head; Timeframe for Action)	None.
Next Steps for Governance (Responsible Board Member; Timeframe for Action)	None.

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

PRESENTATION TITLE: Student Representative Report	
Presenter Name and Title: Sarah Izabel and Katherine Pumphrey, 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. Introduction of current BOV student representatives2. Start of the year, a sample of event images3. BOV student representative activities to date

Student Representatives to the Board of Visitors

September 2017 Presentation

2017-2018 Student Representatives to the Board of Visitors

Undergraduate Student Representative



- » Name: Sarah Izabel
- » Hometown: Belo Horizonte, Brazil
- » Major: Psychology and Biology

Graduate Student Representative



- » Name: Katie Pumphrey
- » Hometown: Severna Park, Maryland
- » Program: Doctor of Medicine (MD) and Master in Health Administration (MHA)

Welcome Week



RAM CAMP



More than 640 students in a weeklong leadership experience

New Student Convocation



Welcome messages from SGA President Destinee' Moragne and President Rao

Spirit Walk



Older students, alumni, faculty and staff lined the way and met the new students

Monroe Park Campus Block Party

Following the Spirit Walk, students were taken to a block party full of food and fun



House Calls



More than 75 VCU faculty and staff welcomed new students

MCV Campus Block Party



Students from a variety of professional schools joined

What we've done so far...

- New one VCU SGA
 - Monroe Park Senate
 - MCV Senate
- Executive Team
- SCHEV Representative

CURRENTLY, THERE ARE TWO SGAs FOR MONROE PARK AND MCV CAMPUS. THE TWO SGAs HAVE DECIDED TO MERGE INTO ONE SGA: **VCU SGA**

WHY?
ONE SGA WILL ALLOW US TO REPRESENT STUDENTS AS ONE STUDENT BODY AT ONE UNIVERSITY

EXECUTIVE BRANCH
ONE PRESIDENT OVER BOTH CAMPUSES

VP OF UNDERGRADUATES VP OF GRADUATES AND PROFESSIONALS

THE PRESIDENT AND VPS WILL APPOINT A
TREASURER
CHIEF OF STAFF
COMMUNICATIONS DIRECTOR

LEGISLATIVE BRANCH

MONROE PARK CAMPUS SENATE VCU MEDICAL CAMPUS SENATE

UNDERGRADUATE SENATORS WILL MEET ON MONROE PARK CAMPUS
GRADUATE AND PROFESSIONAL SENATORS WILL MEET ON MCV CAMPUS

JUDICIAL BRANCH

3 JUDICIAL REPRESENTATIVES 3 JUDICIAL REPRESENTATIVES

THE JUDICIAL BRANCH CONVENES TO MEDIATE STUDENT DISGONDUCTS AND DIVERSE FUNDING REQUESTS AND ELECTION DISPUTES

STUDENT ORGANIZATION FUNDING - APPROPRIATIONS BOARD: STUDENT ORGANIZATION FUNDING REQUESTS WILL BE REVIEWED BY AN APPROPRIATIONS BOARD. THE BOARD WILL BE LEADED BY AN ASSISTANT TREASURER ELECTED FROM BETWEEN THE SENATES. THE MEMBERS OF THE BOARD WILL BE COMPOSED OF A MIX OF SENATORS AND NON-SENATORS FROM BOTH CAMPUSES. AS WELL AS AN ASSISTANT STUDENT ORGANIZATION FUNDING WILL BE ELIGIBLE TO APPLY FOR FUNDING FOR TRAVEL, FUNDRAISERS AND OTHER COMPLEX EVENTS.

STUDENT ORGS WILL BE ABLE TO APPLY FOR **SUMMER FUNDING**

SGA WILL BE ABLE TO BE MORE INVOLVED IN DECISIONS LIKE PARKING AND TRANSPORTATION RISING TUITION, AND CAMPUS SAFETY.

STUDENT ORGANIZATIONS WILL HAVE MORE ACCESS TO FUNDING FOR EVENTS, SUCH AS SOCIALS, FUNDRAISERS AND OTHER BIG EVENTS.

TELL US WHAT YOU THINK OF THIS ONE SGA

EMAIL JSGC@VCU.EDU WITH YOUR FEEDBACK

FRIDAY DEC. 16
THE CONSTITUTION AND BYLAWS WILL BE MADE PUBLIC AT [HTTP://TINYURL.COM/VCUSGA](http://TINYURL.COM/VCUSGA)

JAN. 23-25 2017
STUDENTS AND SGAs VOTE ON VCU SGA

FEB. 2017
ELECTION OF PRESIDENT AND VICE PRESIDENTS

JULY 2017 ONE SGA BEGINS

**Thank you and we look forward to
working with you this year!**

