



**VIRGINIA COMMONWEALTH UNIVERSITY
BOARD OF VISITORS**

1:00 P.M.

DECEMBER 7, 2018

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

DRAFT

AGENDA

- | | |
|---|--|
| 1. CALL TO ORDER & OPENING COMMENTS | Mr. John A. Luke, Jr., <i>Vice-Rector</i> |
| 2. APPROVAL OF AGENDA | Mr. John A. Luke, Jr., <i>Vice-Rector</i> |
| 3. APPROVAL OF MINUTES
May 11, 2018 minutes; August 16-17, 2018 minutes; and
October 8, 2018 Executive Committee minutes | Mr. John A. Luke, Jr., <i>Vice-Rector</i> |
| 4. PRESIDENT'S REPORT | Dr. Michael Rao, <i>President</i> |
| 5. QUEST 2025 | Mr. John A. Luke, Jr., <i>Vice Rector</i>
Dr. Carol Shapiro, <i>Chair Academic
and Health Affairs Committee</i> |
| 6. STRATEGIC ENROLLMENT UPDATE | Dr. Tomikia LeGrande, <i>Vice
Provost, Strategic Enrollment
Management</i> |
| 7. ONLINE EDUCATION UPDATE | Dr. Monica Orozco, <i>Executive
Director, Online@VCU</i> |
| 8. MASTER PLAN UPDATE | Dr. Meredith Weiss, <i>Vice
President for Administration</i> |
| 9. ACADEMIC AND HEALTH AFFAIRS COMMITTEE
REPORT | Dr. Carol S. Shapiro, <i>Chair</i> |

Report to the Board of Visitors

Action Items:

- a. Recommendation to Close the Master of Science in
Occupational Therapy (MSOT) Degree Program and the
Master of Science in Occupational Therapy (MS) Degree

**10. AUDIT, INTEGRITY AND COMPLIANCE
COMMITTEE REPORT**

Mr. Keith Parker, *Chair*

Report to the Board of Visitors

Action Item:

Recommendation to approve Audit and
Compliance Services Charter

**11. FINANCE, BUDGET AND INVESTMENT
COMMITTEE REPORT**

Mr. H. Benson Dendy, III, *Chair*

Report to the Board of Visitors

Action Items:

- a. Recommendation to approve Committee Charter and
Planner
- b. Recommendation to approve project plans for
STEM Class/Lab Building
- c. Recommendation to approve amendment to VCU's
2016-2022 Six-Year Capital Plan:
 - i. Trani Life Sciences HVAC

**12. GOVERNANCE AND COMPENSATION
COMMITTEE REPORT**

Mr. John A. Luke, Jr., *Vice-Rector
and Chair*

Report to the Board of Visitors

Action Item:

Recommendation to approve Expectations of
Ethical Conduct Policy

**13. UNIVERSITY RESOURCES COMMITTEE
REPORT**

Mr. G. Richard Wagoner, Jr., *Chair*

Report to the Board of Visitors

14. CLOSED SESSION

Mr. John A. Luke, Jr., *Vice-Rector*

Freedom of Information Act Sections 2.2-3711 (A) (1),
(3), (7), (8), (9), (11), and (29) specifically:

- | | |
|---|---|
| a. Faculty Appointments and Changes in Status and other Personnel Actions | Dr. Michael Rao, <i>President</i> |
| b. Closed session report from Finance, Budget and Investment Committee | Mr. H. Benson Dendy, III, <i>Chair</i> |
| c. Closed session report from the Audit, Integrity and Compliance Committee | Mr. Keith Parker, <i>Chair</i> |
| d. Closed session report from University Resources Committee | Mr. G. Richard Wagoner, Jr., <i>Chair</i> |
| i. Funds Eligible for Naming | |
| ii. Funds Eligible for Naming under \$50,000 | |

Executive Session

- | | |
|---|---|
| e. Closed session report from Governance and Compensation Committee | Mr. John A. Luke, Jr., <i>Vice-Rector and Chair</i> |
| i. Honorary Degrees | |
| ii. Presidential Review | |
| iii. Review of President's performance goals for 2018-2019 | |
| iv. Senior Vice President Health Sciences Compensation Review | |

15. RETURN TO OPEN SESSION AND CERTIFICATION

Mr. John A. Luke, Jr., *Vice-Rector*

Action Item:

Approval of items discussed in closed session, if any

16. OTHER BUSINESS

Mr. John A. Luke, Jr., *Vice-Rector*

17. ADJOURNMENT

Mr. John A. Luke, Jr., *Vice-Rector*



VCU

BOARD OF VISITORS

1:00 P.M.

MAY 11, 2018

JAMES CABELL LIBRARY

901 PARK AVENUE, ROOM 311, RICHMOND, VIRGINIA

MINUTES

DRAFT

BOARD MEMBERS PRESENT

Ms. Phoebe Hall, Rector
Mr. John A. Luke Jr., Vice Rector,
Dr. Carol Shapiro, Secretary
Mr. H. Benson Dendy III
Mr. William M. Ginther
Dr. Robert Holsworth
Mr. Edward McCoy
Mr. Ron McFarlane
Rev. Tyrone E. Nelson
Mr. Keith Parker
Ms. Jacquelyn Stone
Dr. Shantaram Talegaonkar

BOARD MEMBERS ABSENT

Mr. Todd Haymore
Ms. Colette W. McEachin
Mr. Alexander B. McMurtrie, Jr.
Mr. G. Richard Wagoner, Jr.

OTHERS PRESENT

President Michael Rao
Mr. Jacob Belue, Esq. – Interim University Counsel
Ms. Michele N. Schumacher, J.D., Board Liaison
VCU students, faculty and staff
Members of the Media

CALL TO ORDER

Ms. Phoebe P. Hall, Rector called the meeting to order at 1:05 p.m. in the James Cabell Library, 901 Park Avenue, Richmond, Virginia.

APPROVAL OF THE AGENDA

Ms. Hall asked for a motion to approve the Agenda as published. After a motion duly made and seconded, the Agenda as published was unanimously approved.

APPROVAL OF MINUTES

Ms. Hall asked for a motion to approve the minutes of the March 22, 2018, and the April 11, 2018 Joint meeting of the VCU Board of Visitors and the VCU Health System Authority Board of Directors. After motion duly made and seconded the Minutes of the March 22, 2018 and the April 11, 2018 Joint meeting of the VCU Board of Visitors and the VCU Health System Authority Board of Directors were unanimously approved. A copy of the minutes can be found on the VCU website at the following webpage <http://www.president.vcu.edu/board/minutes.html>.

PRESIDENT'S REPORT

President Michael Rao recognized Mr. William Ginther and Mr. Alexander McMurtrie noted that this was their last Board of Visitors meeting and thanked both for their service to the University and especially for their service as members of the Board of Visitors during the past 8 years. In addition, he also thanked the outgoing Student Representatives to the Board, Ms. Katie Pumphrey and Ms. Sarah Izabel, the Staff Representative, Ms. Lauren Katchuff, and the Faculty Representatives, Mr. Scott Street, and Ms. Holly Alford, for their service on the Board of Visitors this past year.

He also congratulated the Rector, Ms. Phoebe P. Hall, for her selection as to the inaugural class of the Virginia Lawyers Hall of Fame, and noted that the induction ceremony will take place on June 12, 2018.

President Rao noted that the University's current strategic plan, Quest for Distinction, will come to a close on June 30, 2018, and provided an overview of the achievements made as a result of Quest for Distinction in the areas of student and faculty success, research and innovation, academic health center, business and finance. He concluded his report noting that Quest for Distinction helped to establish VCU as a major urban public research university, and forms the foundation for the strategic plan Quest 2025: Together We Transform.

REPORT OF THE FINANCE, BUDGET AND INVESTMENT COMMITTEE

Mr. William M. Ginther, Chair of the Finance, Budget and Investment Committee, provided the Committee report and reported that the Committee received several information items, including:

- Human Resources Redesign Update
- Deferred Maintenance Prioritization Plan
- Notification of Contract Award for West Main Street Deck Restoration
- New Budget Model Update

- Treasurer's Report
- Sources and Uses of Funding for FY18 and Revenue and Expense Summary
- VCU Health System and Financial Operations
- Capital Projects Update
- Dashboards for Facilities and Finance
- Foundation Financial Statement Summary

Mr. Ginther also reported that the Committee had three action items that required Board action. He noted that the first item was the Proposed 2018-2019 Tuition and Fees and University Budget Plan. He noted that as a follow-up to the Board's March 21st Budget Workshop, the Committee discussed the proposed budget and the associated proposed tuition and fees rates. He stated that the Committee is supportive of the proposed budget plan and tuition and fees rates and is recommending approval of the budget plan and tuition and fees rates as presented by Ms. Karol Kain Gray, Vice President of Finance and Budget. He introduced Ms. Gray who provided an overview the proposed 2018-2019 Tuition and Fees and the University Budget Plan. A copy of Ms. Gray's presentation is attached hereto as **Attachment A** and is made a part hereof.

Mr. Ginther then moved on behalf of the Committee that the Board approve the 2018-2019 Tuition and Fees and the University Budget Plan as presented by Ms. Gray. After a second being duly made, the Board discussed both the proposed tuition increases as well as the university's budget. After discussion, the Board approved the Proposed 2018-2019 Tuition and Fees and the University Budget Plan by a vote of 11 yeas and one nay, with Dr. Holsworth voting no. A copy of the Adopted University Budget Plan and Tuition and Fees FY 2018-2019 is attached hereto and made a part hereof, as **Attachment B**. This document can also be found on the VCU Website at: <https://budget.vcu.edu/media/budget-update/docs/FY2018-2019%20Budget%20Plan%20ADOPTED%20v2.pdf>

Mr. Ginther continued that the next action items involved amendements to previous years six year plans and on behalf of the Committee he moved that the Board approve the following amendements to the university's six year plans:

- An amendment to the 2018-2024 Six-Year Capital Outlay Plan to include construction of a \$7.6 million Rice Center Research Facility;
- An amendment to the 2016-2022 Six-Year Capital Outlay Plan to increase the scope of work for the Humanities & Sciences/Science Technology Engineering and Math (STEM) building to include a chiller plant to serve Johnson and Shafer Court Dining Facility; and
- An amendment to the University's Six-Year Capital Outlay Plan to increase the project budget for the Siegel Center Chiller Replacement to allow for the construction of the replacement chiller system.

After motion duly seconded and discussion, the Board unanimously approved the above amendements to the university's six-year plans.

Mr. Ginther then stated that the final action item involved approval of project plans and/or architect/engineer selections, and he moved on behalf of the Committee that the Board approve the following:

- The project plans for the Trani Life Sciences Roof Repair and HVAC replacement; and
- The selection of VIA Design Architects from Norfolk, VA as the project Architect/Engineer for the Rice Center Research Facility.

After motion duly seconded and discussion, the Board unanimously approved (i) the project plans for the Trani Life Sciences Roof Repair and HVAC replacement; and (ii) the selection of VIA Design Architects from Norfolk, VA as the project Architect/Engineer for the Rice Center Research Facility

Ms. Hall thanked Mr. Ginther for his report.

STRATEGIC PLAN – QUEST 2025: TOGETHER WE TRANSFORM

President Rao explained that the new strategic plan, Quest 2025: Together We Transform is the next phase in VCU's rise as a preeminent national urban public research university. He then introduced Dr. Gail Hackett, Provost and Vice President for Academic Affairs, and Dr. Marsha Rappley, Vice President for Health Sciences and VCUHS CEO, who co-chaired the development of the university's strategic plan Quest 2025: Together We Transform. Dr. Hackett and Dr. Rappley noted that the Board had received the draft plan. They then provided a power point presentation to the Board that highlighted the key aspects of the plan.

Ms. Hall thanked Dr. Hackett and Dr. Rappley for their work on the strategic plan and for their presentation.

After discussion, the Board approved the broad direction and approach of Quest 2025 (the strategic plan) as presented, and asked that the Administration continue to refine the plan, with the Board receiving periodic updates to allow Board input into the process, and upon completion of drafting the strategic plan it would be brought back to the Board for approval. A copy of the draft of the university's strategic plan, Quest 2025: Together We Transform and the power point presentation is attached hereto as **Attachment C and Attachment D** and are made a part hereof.

CLOSED SESSION

Ms. Hall moved that the Virginia Commonwealth University Board of Visitors convene into closed session pursuant to Sections 2.2-3711 (A) (1), (2), (3), (7), (8), (9) and (11) specifically, of the Virginia Freedom of Information Act for the for the discussion of personnel matters, more specifically relating faculty appointments and changes in status, tenure recommendations, and other personnel actions; the appointment of the student representatives that involve the disclosure of information contained in a scholastic record; the acquisition of real property for a public purpose, or of the disposition of publicly held real property, where discussion in an open

meeting would adversely affect the bargaining position or negotiating strategy of the university; for the discussion of gifts, bequests, and fund-raising activities of Virginia Commonwealth University, namely the Named Funds and Spaces Report, and the Approved Named Funds under \$50,000 Report; litigation update by University and legal advice regarding potential litigation; and honorary degrees and special awards.

The Rector asked President Rao, Mr. McLaughlin, Mr. Cole, Mr. Shaw, Mr. Conrad, Dr. Weiss, Dr. Hackett, Ms. Lepley, Dr. Debra Noble-Triplett, Ms. Schumacher and Mr. Belue remain for the closed session, all others were excused. During the closed session Mr. Conrad, Dr. Hackett, Mr. McLaughlin, Dr. Noble-Triplett, Mr. Shaw, and Dr. Weiss were also excused.

RECONVENED SESSION

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

Resolution of Certification

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

<u>Vote</u>	<u>Ayes</u>	<u>Nays</u>
Ms. Phoebe P. Hall, Rector	X	
Mr. John A. Luke, Jr., Vice Rector	X	
Dr. Carol S. Shapiro, Secretary	X	
Mr. H. Benson Dendy III	X	
Ms. William M. Ginther	X	
Dr. Robert D. Holsworth	X	
Mr. Edward McCoy	X	
Mr. Ron McFarlane	X	
Rev. Tyrone Nelson	X	
Mr. Keith Parker	X	
Ms. Jacquelyn E. Stone	X	
Dr. Shantaram Talegaonkar	X	

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

After the closed session Ms. Hall asked for a motion to approve the following items (i) the faculty appointments and changes in status and other personnel actions as detailed in the discussed in closed session; (ii) approved the promotion and tenure recommendations as set forth and discussed in closed session; and (iii) the Named Funds and Spaces Report as discussed in closed session. After motion made and seconded, the Board unanimously approved (i) the faculty appointments, and changes in status and other personnel actions as detailed in the Faculty Appointments and Changes in Status report; (ii) approved the promotion and tenure recommendations as detailed in the Promotion and Tenure Recommendations for 2018-2019 report; and (iii) the Named Funds and Spaces Report as was detailed in closed session.

Ms. Hall also asked for a motion to approve the following individuals as the new non-voting members of the board:

- Faculty representative: Holly Price Alford
- Faculty representative - alternate: Scott Street
- Staff representative: Nick Fetzer
- Staff representative - alternate: Ashley Staton
- Student representative - graduate: Dhruv Sethi
- Student representative – undergraduate: Jacob Parcell

After motion duly made and seconded the above individuals were approved as the non-voting representatives to the Board of Visitors.

UPDATE FROM THE UNIVERSITY HISTORY AND COMMUNITY RELATIONS WORKING GROUP

President Rao stated that after the violent events in Charlottesville and the nation earlier this year, he called upon members of his leadership team to consider how VCU might address similar issues and events. A committee was formed co-chaired by Dr. John Kneebone, Chair of the History Department, and Ms. Hannah Cameron, a graduate student in the Wilder School, and was charged with considering how VCU's history is connected to the symbols and how we make decisions about when and how to communicate moving forward. He then introduced Dr. Kneebone and Ms. Cameron who updated the Board on their findings.

Ms. Hall thanked Dr. Kneebone and Ms. Cameron for their presentation.

REPORT OF THE ACADEMIC AND HEALTH AFFAIRS COMMITTEE

Dr. Carol S. Shapiro, Chair of the Academic and Health Affairs Committee, provided the committee report and noted that the Committee heard the following reports and updates:

- An update from Dr. Gail Hackett, Provost and Vice President for Academic Affairs, on the Committee's dashboard noting that there were few new metrics to report;
- Professors Jennifer Johnson and Faye Prichard, co-chairs of the General Education Task Force presented an overview of the university's new general education program called Gen Ed30;

- Dr. Deborah Noble-Triplett, senior vice provost for academic affairs, updated the Committee on the VCU R.E.A.L. (Relevant, Experiential, and Applied Learning) Task Force;
- Dr. Nobel-Triplett also reported that a international pathway program, VCU Global Student Success Program, was developed through the university's contract with Navitas;
- A report from the faculty representative, Ms. Holly Alford;
- A report from the staff representative, Ms. Lauren Katchuk; and
- A report from the student representatives to the Board, Ms. Sarah Izabel and Ms. Katherine Pumphrey.

Dr. Shapiro noted that there were several action items that required Board approval all of which are found in the Board materials. She then moved on behalf of the Committee that the Board approve the creation of the a new Ph.D. program, specifically, Ph.D.; a new graduate certificate program in Special Education K-12 Teaching; the revised Student Code of Conduct Policy; and the revised Bylaws of the Faculty. A summary of the Ph.D. in in Special Education and Disability Policy proposal is attached hereto as **Attachment E**, a summary of the graduate certificate program in Special Education K-12 Teaching is attached hereto as **Attachment F**, the revised Student Code of Conduct Policy is attached hereto as **Attachment G**, and the revised Bylaws of the Faculty are hereto as **Attachment H**, all of which are made a part hereof.

REPORT OF THE AUDIT, INTEGRITY AND COMPLIANCE COMMITTEE

Mr. Keith Parker, Chair of the Audit, Integrity and Compliance Committee provided the Committee report and noted that the Committee heard the following reports and updates:

- Karen Helderman, Audit Director with the Auditor of Public Accounts discussed the planning, timing, and scope for the FY2018 financial audit;
- Mr. William H. Cole, Executive Director of Audit and Compliance Services, and Mr. Alex Henson, Chief Information Officer, reviewed the current status of the Committees dashboard measures;
- Mr. Cole also presented the proposed changes to the Committee Charter and Meeting Planner; and he also discussed the fiscal year 2019 Audit Work Plan;
- Ms. Jacqueline Kniska, University Chief Integrity & Compliance Officer, reviewed the proposed annual initiatives for the Integrity & Compliance Office. She also provided a report on the annual Compliance Education;
- Mr. Henson also provided an update on the Data and Information Management Council Phase III Progress Report, which included a discussion of the progress made by the four task forces: Standards and Policies, Issue Resolution, Communications, and Data Integration & Interoperability.

Mr. Parker noted that there were three action items that needed Board approval. He explained that the Committee Charter and the Committee meeting planer contained some minor changes, which required Board approval. He also noted that FY2019 Audit Work Plan, as well as, the proposed Ethics and Compliance Program initiatives were also reviewed by the Committee, and requires Board approval as well. Mr. Parker then moved on behalf of the Committee that the

Board approve the committee charter and meeting planner, the proposed FY2019 Audit Work Plan and the proposed FY2019 Ethics and Compliance Program initiatives. After a second duly made, the Board unanimously approved the Committee Charter, the Meeting Planner, the proposed FY2019 Audit Work Plan and the proposed FY2019 Ethics and Compliance Program initiatives.

A copy of the Committee Charter is attached hereto as **Attachment I** and is made a part hereof. A copy of the FY2019 Audit Work plan is attached hereto as **Attachment J** and is made a part hereof. A copy of the FY2019 Ethics and Compliance Program initiatives are attached hereto as **Attachment K** and is made a part hereof.

REPORT OF THE GOVERNANCE AND COMPENSATION COMMITTEE

Mr. John A. Luke, Jr., Chair of the Governance and Compensation Committee provided the Committee report and noted the following reports and updates:

- Ms. Michele N. Schumacher, Board Liaison, provided an update on the Committee's 2017-2018 Dashboard;
- Ms. Schumacher also presented the newly adopted Presidential Evaluation Policy and noted that it was time to review the President's performance for FY 2017-2018.
- Ms. Jacqueline Kniska, University Chief Compliance and Ethics Officer, discussed VCU Regulation 8 VAC 90-30 Guidelines for Demonstration on the Campus of Virginia Commonwealth University, and the need for the Board to retire and have the regulation removed from the Virginia Code insofar as it is outdated.

Mr. Luke noted there was one action item for approval, and he moved on behalf of the Committee that the Board adopt the resolution entitled Authorization for President to Retire and Remove Demonstrations Regulation in Virginia Code. After a second and discussion, the resolution was unanimously adopted. A copy of the resolution is attached hereto as **Attachment L** and is made a part hereof.

Mr. Luke also stated that the Board members would be receiving a questionnaire to be completed and returned on or before June 15, 2018 concerning the President's performance during FY 2017-2018.

REPORT OF THE UNIVERSITY RESOURCES COMMITTEE

Rev. Tyrone Nelson, Vice Chair of the University Resources Committee, provided the Committee report and noted that the Committee heard the following reports and updates:

- **Government Relations**
Mr. Matthew Conrad, Executive Director of Government Relations, and Ms. Karah Gunther, Executive Director of Government Relations – Health System, provided an update on the activities of the Virginia General Assembly, specifically the special session held on April 11, the Reconvened Session on April 18, 2018, and the state budget. They also apprised the Committee of local government actions, as well as, the Congressional visits made by the President.

- **University Relations**

Ms. Pamela Lepley, Vice President for University Relations provided a summary of communications highlights since the March 2018 meeting, and reviewed the items on the Committee's dashboard related to University Relations.

- **Development and Alumni Relations**

Mr. Jay Davenport, Vice President of Development and Alumni Relations, provided a review of the fundraising metrics and updates on the Make it Real Campaign.

Mr. Josh Hiscock, Associate Vice President for Alumni Relations, presented the Alumni Strategic Plan and an overview of the activities held during the MCV/RPI and AAAC reunion weekend.

Rev. Nelson also stated that the Committee learned of a generous donation from the Rector, Ms. Phoebe P. Hall.

OTHER BUSINESS

Ms. Hall stated that there are several items that need to be voted upon and/or discussed.

She continued that the first item under Other Business is the report of the Nominating Committee. Ms. Hall indicated that the Committee met earlier today and that she moves on behalf of the Committee that the Board elect the following Officers:

- Mr. John Luke, Vice Rector
- Ms. Colette McEachin, Secretary
- Ms. Michele N. Schumacher, Assistant Secretary

After motion being seconded, the Board unanimously elected Mr. John A. Luke, Jr. as Vice Rector, Ms. Colette McEachin as Secretary, and Ms. Michele N. Schumacher as Assistant Secretary. It was noted that per the Bylaws, the term for Rector and Secretary begin on July 1, 2018 and end on June 30, 2019; and that the Assistant Secretary's term begins immediately and continues until such time as a successor is appointed or the individual is no longer employed as Board Liaison by the University, whichever first occurs.

Ms. Hall continued that the Nominating Committee consisting of the Rector, Vice Rector, Ms. Colette McEachin, Ms. Jacquelyn Stone, and Dr. Carol Shapiro would remain active throughout the year to work on Board leadership succession planning.

Ms. Hall reminded the Board of the significant progress that has been made by the University to implement revenue-generating initiatives that the Board welcomes and encourages. After discussions with Mr. H. Benson Dendy, III and other members of the Board, in order to keep the momentum going, she informed the Board that she is establishing a Strategic Task Force whose charge is to support, encourage, and discuss with Administration various revenue generating initiatives being implemented by and/or being considered by the university. It is expected that

the Task Force will provide regular updates to the Board through either the Academic and Health Affairs Committee and/or the Finance, Budget and Investment Committee. The Strategic Task Force will consist of both Board members and Administrators, as well as a soon to be former Board Member. I hereby appoint the following individuals to this task force:

- Mr. Ben Dendy as Chair
- Mr. John Luke
- Mr. Ed McCoy
- Mr. Rick Wagoner
- Ms. Karol Gray
- Dr. Gail Hackett
- Ms. Meredith Weiss
- Mr. William Ginther

ADJOURNMENT

With no further business to come before the Board, Ms. Phoebe P. Hall, Rector adjourned the meeting at 4:15 p.m.

ATTACHMENT A

Proposed FY2018-19 University Budget Plan and Tuition and Fees

May 11, 2018



Overview of FY2018-2019 Budget Plan

- Strategies and Funding Requests
- Recommended Tuition and Fees – FY2019
- All Funds FY2018-19 Budget

Strategic Priorities

Faculty Recruitment and Retention

Merit-based increase for Teaching & Research faculty salaries (3%), faculty hires for accreditation and strategic needs, faculty promotions, adjunct salaries increase

Student Aid, Access, and Success

Increase undergraduate need and merit aid, graduate aid and advising resources

Improving Academic & Administrative Support

Merit-based increase for University staff salaries (1.5%), funding for safety, compliance and to assist with deferred maintenance needs in addition contractual increases

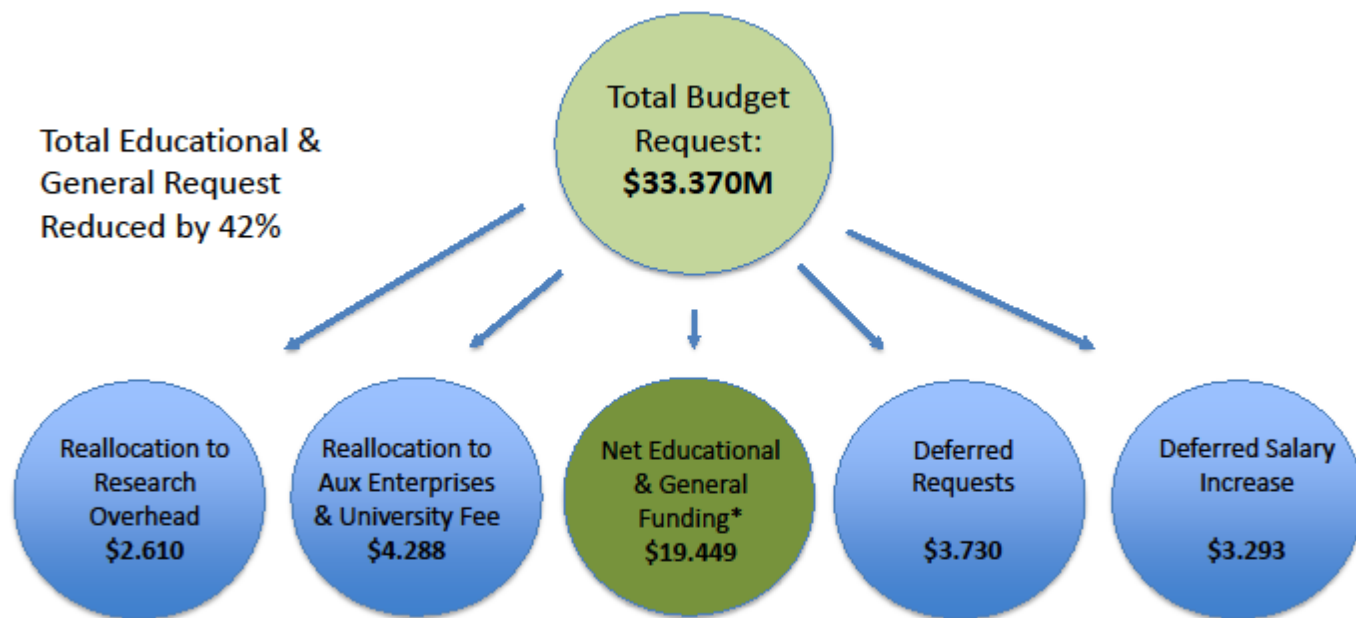
Funding Strategies

- Ensured strategic goals are funded and advanced
- Taken an all-funds, multi-year approach
- Balanced model tuition rate increases across the next three years
- Deferred salary increase for faculty and staff by five months to December 1, 2018

FY2019 Budget Requests

Highest Priority Needs	\$(000)
Salary Increase at 1.5% University Staff and 3% Faculty (eff. July 1, 2018)	8,377
Faculty (Strategic Hires, Adjunct Pay Increase, Faculty Promotions)	5,189
UG Financial Aid	6,096
Subtotal Highest Priority	19,662
Academic & Administrative Priorities	
Academic Needs (Advising, Student Success Initiatives)	1,391
Compliance & Safety	1,836
Central Operational Needs (HR, University Relations, Inclusive Excellence)	2,836
Graduate Financial Aid	1,460
Deferred Maintenance	1,000
Subtotal Academic & Administrative Priorities	8,523
Unavoidable Costs	
Operational Needs (Contractual Cost Increases, O&M, fringe rate)	5,185
Total Requests to E&G	<u><u>\$33,370</u></u>

Funding FY2019: Reallocation to All Funds, Deferred Requests



*Increase of 3.1 % vs. HEPI of 3.7%

Summary of Recommended Tuition and Fees – FY2019

FY2019 Overview

Tuition & Mandatory Fee % Increase (Resident)	6.4%	6.8%	7.2%	7.4%	7.6%	8.1%
Tuition Rate Increase	6.6%	7.0%	7.5%	7.7%	8.0%	8.5%
<u>FY2019 Proposed Revenue Growth</u>						
FY2019 Proposed Tuition Revenue Growth <i>increase of 3.1% - E&G Budget</i>	\$ 19,360	\$20,690	\$22,352	\$23,016	\$24,014	\$25,677
<u>FY2019 Proposed Expense Growth</u>						
FY2019 Requests	(33,370)	(33,370)	(33,370)	(33,370)	(33,370)	(33,370)
Reallocation to Other Sources	6,898	6,898	6,898	6,898	6,898	6,898
Net Proposed Expense Growth	(26,472)	(26,472)	(26,472)	(26,472)	(26,472)	(26,472)
Net Position	(7,112)	(5,782)	(4,120)	(3,456)	(2,458)	(795)
Deferral of Administrative Needs	(3,730)	(3,730)	(3,730)	(3,730)	(3,730)	(3,730)
Delayed Salary Increase Implementation (Dec 1, 2018)	(3,293)	(3,293)	(3,293)	(3,293)	(3,293)	(3,293)
Projected Net Position	(\$89)	\$1,241	\$2,903	\$3,567	\$4,565	\$6,228
Tuition & Mandatory Fee \$ Increase - Per Academic Year (Resident)	\$ 866	\$ 924	\$ 982	\$ 1,010	\$ 1,040	\$ 1,068

Proposed Tuition & Mandatory Fees

<u>Undergraduate</u>	<u>Resident</u>	<u>Non-Resident</u>
Proposed Tuition & Mandatory Fees Total Increase	6.4%	6.4%

FY2019 Tuition & Mandatory Fees

Tuition - 15 Credit Hours	\$ 12,094	\$ 32,742
Mandatory Fees	2,396	3,056
FY2019 Tuition & Mandatory Fees	\$ 14,490	\$ 35,798

FY2018 Tuition & Mandatory Fees

Tuition - 15 Credit Hours	\$ 11,340	\$ 30,712
Mandatory Fees	2,284	2,944
FY2018 Tuition & Mandatory Fees	\$ 13,624	\$ 33,656

Proposed \$ Increase - Per Academic Year	\$ 866	\$ 2,142
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Summary of Mandatory Fee Recommendations

- Fee increases of:

4.9%	\$112	Total Mandatory Undergraduate Fees
-----	-----	Capital Outlay Fee – pending State budget
2.7%	\$165	Housing
1.9%	\$ 76	Dining
2.8%	\$ 12	Parking

Recommended Tuition & Fees, Room & Board – FY2019

	RESIDENT		NON-RESIDENT	
	2017-18	2018-19	2017-18	2018-19
Tuition 15 Credit hours	\$11,340	\$12,094	\$30,712	\$32,742
University Fee	1,845	1,938	1,845	1,938
Technology Fee	83	83	83	83
Library Fee	60	70	60	70
Health Service Fee	206	215	206	215
Student Activity Fee	90	90	90	90
Capital Outlay Fee (non-resident)	N/A	n/a	660	660
TOTAL: TUITION & MANDATORY FEES	\$13,624	\$14,490	\$33,656	\$35,798
Room	6,199	6,364	6,199	6,364
Board	3,988	4,064	3,988	4,064
TOTAL: TUITION & MANDATORY FEES & ROOM & BOARD	\$23,811	\$24,918	\$43,843	\$46,226

Tuition & Fees Recommendations for FY2019

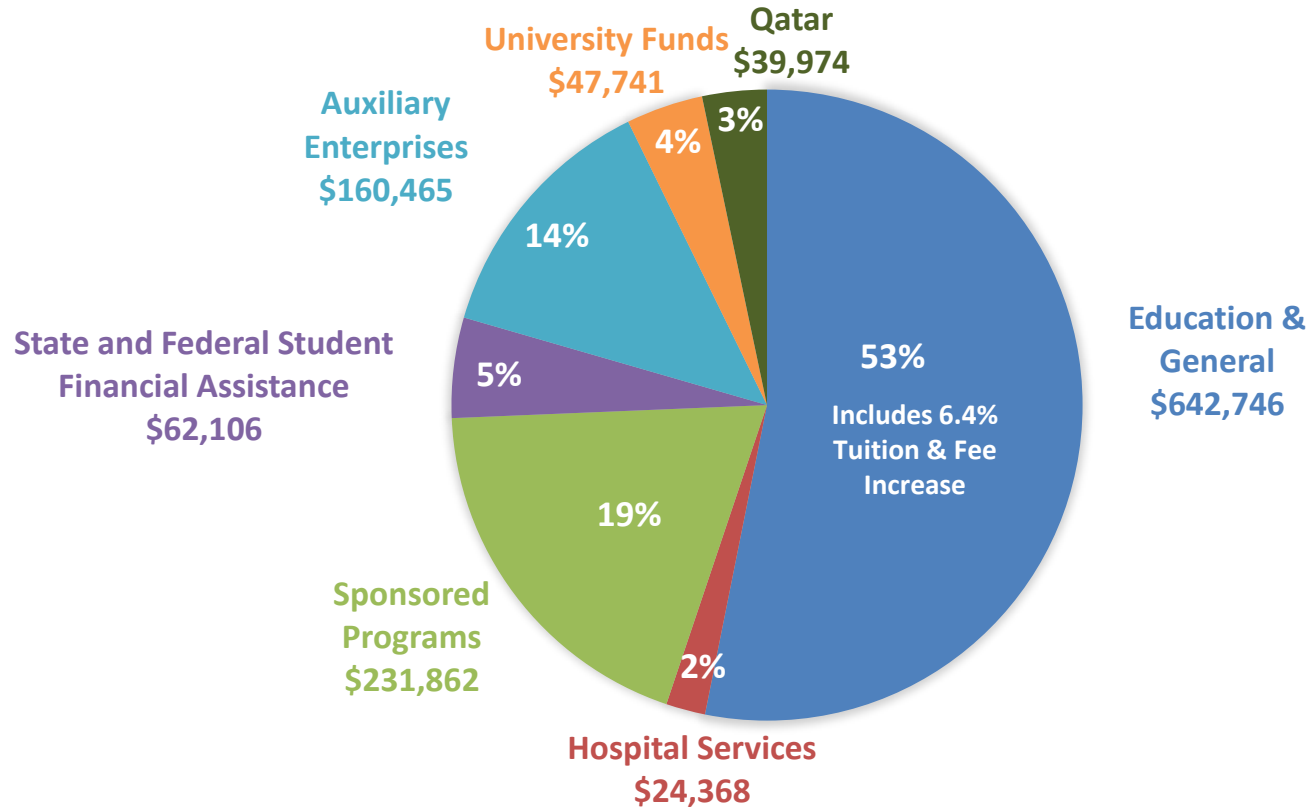
- Adopt combined **tuition and mandatory fees** increases of:

6.4%	\$866	Virginia Undergraduates
6.4%	2,142	Nonresident Undergraduates
6.3%	863	Resident Masters level students
6.3%	1,657	Nonresident Masters level students
6.3%	732	Resident Doctoral students
6.3%	1,434	Nonresident Doctoral students
3.1%	1,039	Resident Medicine
4.9%	2,574	Nonresident Medicine
7.1%	3,571	Resident Dentistry
7.0%	5,562	Nonresident Dentistry
3.6%	941	Resident Pharmacy
3.4%	1,291	Nonresident Pharmacy

All Funds FY2018-19 Budget

All Funds FY2018-19 Budget (\$1.2 Billion)

(In Thousands)



Virginia Commonwealth University - 2018-2019 University Budget Plan
Sources Summary (in thousands)

FY 2018-2019 Sources	Educational & General Programs	Sponsored Programs		Auxiliary Enterprises	Qatar	University Funds	Student Financial Assistance	Hospital Services	Total University	Change from 2017-18 Budget Plan	
		Direct Costs	Facilities & Admin. Costs							Amount	Percent
State General Fund											
Direct Appropriations	\$ 170,040	\$ 14,013	\$ -	\$ -	\$ -	\$ -	\$ 30,063	\$ -	\$ 214,116	-	0.0%
Central Transfers	3,997	-	-	-	-	-	-	-	\$ 3,997	-	0.0%
State General Fund	<u>\$ 174,037</u>	<u>\$ 14,013</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 30,063</u>	<u>\$ -</u>	<u>\$ 218,113</u>	<u>\$ -</u>	<u>0.0%</u>
Nongeneral Funds											
Student Tuition and Fees	448,192	-	-	56,721	-	-	-	-	504,913	28,062	5.9%
Grants and Contracts	-	187,874	40,000	-	-	-	32,043	-	259,917	17,515	7.2%
Gifts and Investment Earnings	100	-	-	5,630	-	42,598	-	-	48,328	4,282	9.7%
Sales and Services	10,065	-	-	92,482	39,974	-	-	24,368	166,889	4,636	2.9%
Other Sources	327	-	-	5,632	-	5,143	-	-	11,102	519	4.9%
Total Nongeneral Funds	<u>458,684</u>	<u>187,874</u>	<u>40,000</u>	<u>160,465</u>	<u>39,974</u>	<u>47,741</u>	<u>32,043</u>	<u>24,368</u>	<u>991,149</u>	<u>55,014</u>	<u>5.9%</u>
Transfers (in) out	10,025	-	(10,025)	-	-	-	-	-	-	-	n/a
Total University Sources	<u>\$ 642,746</u>	<u>\$ 201,887</u>	<u>\$ 29,975</u>	<u>\$ 160,465</u>	<u>\$ 39,974</u>	<u>\$ 47,741</u>	<u>\$ 62,106</u>	<u>\$ 24,368</u>	<u>\$ 1,209,262</u>	<u>\$ 55,014</u>	<u>4.8%</u>

Virginia Commonwealth University - 2018-2019 University Budget Plan
Expenditure Summary (in thousands)

	Educational & General Programs	Sponsored Programs		Auxiliary Enterprises	Qatar	University Funds	Student Financial Assistance	Hospital Services	Total University	Change from 2017-18 Budget Plan	
		Direct Costs	Facilities & Admin. Costs							Amount	Percent
FY 2018-2019 Uses											
Instruction	\$ 329,147	\$ -	\$ -	\$ -	\$ 39,974	\$ 4,755	\$ -	\$ -	\$ 373,876	\$ 3,921	1.1%
Research	12,805	201,887	21,188	-	-	10,564	-	-	246,444	34,601	16.3%
Public Service	4,938	-	-	-	-	1,912	-	-	6,850	(220)	-3.1%
Academic Support	100,207	-	578	-	-	10,720	-	-	111,505	1,666	1.5%
Student Services	15,873	-	-	-	-	646	-	-	16,519	(1,746)	-9.6%
Institutional Support	85,656	-	981	-	-	9,354	-	-	95,991	(1,467)	-1.5%
Operation and Maintenance of Plant	58,603	-	3,912	-	-	1,183	-	1,000	64,698	536	0.8%
Scholarships and Fellowships	2,765	-	1,716	-	-	8,607	93,382	-	106,470	9,294	9.6%
Auxiliary Enterprises	-	-	-	152,652	-	-	-	-	152,652	15,109	11.0%
Hospital Services	-	-	-	-	-	-	-	23,368	23,368	(2,559)	-9.9%
Subtotal Uses	609,994	201,887	28,375	152,652	39,974	47,741	93,382	24,368	1,198,373	59,135	5.2%
Transfers (in) out	28,364	-	-	2,912	-	-	(31,276)	-	-	-	n/a
Addition to Reserves	-	-	-	865	-	-	-	-	865	(5,495)	545.7%
Contingencies	4,388	-	1,600	4,036	-	-	-	-	10,024	1,374	15.9%
Subtotal Contingencies and Transfers	32,752	-	1,600	7,813	-	-	(31,276)	-	10,024	1,374	15.9%
Total University Uses	<u>\$ 642,746</u>	<u>\$ 201,887</u>	<u>\$ 29,975</u>	<u>\$ 160,465</u>	<u>\$ 39,974</u>	<u>\$ 47,741</u>	<u>\$ 62,106</u>	<u>\$ 24,368</u>	<u>\$ 1,209,262</u>	<u>\$ 55,014</u>	4.8%

Questions



VCU

VIRGINIA COMMONWEALTH UNIVERSITY

Adopted University Budget Plan and Tuition and Fees FY 2018-2019



**VCU Board of Visitors
May 11, 2018**

**Virginia Commonwealth University
University Budget Plan
and
Tuition and Fees
FY 2018-2019**

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**VIRGINIA COMMONWEALTH UNIVERSITY
FY 2018-2019 UNIVERSITY BUDGET PLAN**

TAB 1

**Highlights of the FY 2018-2019
University Budget Plan**

Executive Summary

Virginia Commonwealth University's budget plan for FY 2018-2019 reflects our continued commitment to quality, access and competitiveness with a focus on aligning resources to university strategic priorities. This year's plan takes a multi-pronged approach to maximize resources including an all funds budget review process, implementation of strategic reallocations and targeted deferral of requests.

The FY 2018-2019 plan assumes neither increases nor reductions in state funding because the General Assembly has not yet finalized their budget at the time of this writing.

The FY 2018-2019 budget focuses on three strategic priorities: faculty recruitment and retention; funding student aid, access, and success; and investing in critical administrative infrastructure.

- **VCU is committed to improving salaries for faculty and staff.** Faculty average salaries are the lowest among research universities in the state. This year's plan provides for merit-based increases for faculty and University and Academic Professionals staff (non-classified staff) at 3% and 1.5% respectively effective November 10, 2018. In addition, the budget provides funding to ensure a base rate of \$1,000 per credit hour for all adjuncts. The plan also provides funding to ensure a continued investment in faculty promotions and strategic cluster hires.
- **Student aid is also at the forefront of this year's plan.** VCU has a unique student body with the largest share and proportion of in-state and Pell-eligible students among Tier 3 institutions. In other words, VCU educates the most Virginians, including those who have high need. The investment in financial aid over the last four years has helped with debt levels upon graduation, and is reflected in improved graduation rates among aid recipients.
- The Budget Plan will also include funding for limited **investments in academic and administrative support** including funds for student advising, safety and compliance needs, and contractual cost increases.

VCU continues to educate the most Virginians in the state even when state funding for operations has declined. To mitigate the effects of this decline, the FY 2018-2019 budget development process took a multi-year approach by identifying strategic out-year initiatives to reduce costs and improve revenues. For example, a new procurement system, which is in the planning stages and projected to save the university \$2 million in the fiscal year 2020 and \$4 million in 2021. In addition, plans are underway to increase international, domestic non-resident, online and intersession/summer enrollment. Expansion of the student body and educational offerings creates new revenue streams and realizes the university's commitment to provide our students with a rich and diverse student experience.

Starting July 1, 2018 VCU will embark on the next phase of the University Budget Redesign with a hold harmless year allowing schools to model a responsibility-centered management approach. This new model will improve understanding of the flow of funds and allow units to plan enrollment growth, cost containment and resource allocation more strategically than has been possible in previous years.

As detailed in the following pages, VCU remains focused on and dedicated to providing a high-quality education for all students by ensuring access, affordability and timely degree completion.

Key University Allocations in the Proposed Budget Institutional Unavoidable Costs & Highest Priority Needs

The FY 2018-2019 budget includes:

- \$9.2 million in funding for both a 3% salary increase for faculty and 1.5% for University and Academic Professional staff (non-classified staff), faculty promotions, and anticipated increases in the overall fringe rate.
- \$6.0 million in funding for financial aid, including \$1.5 million in merit aid, \$3 million in need-based aid and \$1.5 million in graduate aid and waivers.
- \$4.2 million for academic and student needs. This includes strategic faculty hires, adjunct pay increases, the REAL Initiative, and funding for faculty in the Robertson school.
- \$2.8 million in funding for operational and compliance needs including deferred maintenance, unavoidable contract increases, police salary increase, and utility increases.

To address these new needs and sustain current operations, the university will implement limited tuition and fee rate increases for in-state resident undergraduate students of 6.4% (see Section 3 for details), and the reallocation of needs across non-tuition based sources.

The budget plan is based on the FY 2018-2019 tuition and mandatory fee rate proposals in Section 3, and as summarized on the next page.

Note: The FY 2018-2019 budget plan has been streamlined and simplified from previous years to provide greater readability and transparency. Questions or concerns requiring additional information should refer to the University Budget Office website at <https://budget.vcu.edu> for additional information including how to contact the University Budget Office.

FY 2018-2019 Tuition and Mandatory Fees

Full Time Undergraduate Program*	<u>2017-2018</u>	<u>2018-2019</u>	<u>Difference</u>
Tuition & Mandatory Fees			
Monroe Park Campus			
Credit Hour Residents	\$13,624	\$14,490	\$866
Credit Hour Nonresidents	\$33,656	\$35,798	\$2,142
Health Sciences Campus			
Credit Hour Residents	\$13,570	\$14,436	\$866
Credit Hour Nonresidents	\$33,602	\$35,744	\$2,142
Full Time Masters Program*			
Tuition & Mandatory Fees			
Monroe Park Campus			
Residents	\$13,633	\$14,496	\$863
Nonresidents	\$26,314	\$27,971	\$1,657
Health Sciences Campus			
Residents	\$13,613	\$14,476	\$863
Nonresidents	\$26,294	\$27,951	\$1,657
Full Time Doctoral Program*			
Tuition & Mandatory Fees			
Monroe Park Campus			
Residents	\$11,642	\$12,374	\$732
Nonresidents	\$22,931	\$24,364	\$1,433
Health Sciences Campus			
Residents	\$11,622	\$12,354	\$732
Nonresidents	\$22,911	\$24,344	\$1,433
<i>*Typical, no program differentials</i>			

Virginia Commonwealth University FY 2018-2019 University Budget Plan

Educational and General Programs

Overview

Educational and General (E&G) programs include all of the university's instructional programs and related support services. Revenue is derived primarily from student tuition, state general fund appropriations and instructional fees. As the State budget has yet to be adopted at the time of this writing, no change in funding is incorporated.

Highlights

The University E&G budget comprises 53% of the total \$1.2 billion budget for the university. E&G revenues are 70% related to tuition and fees and 27% assumed from State funding. The balance of revenue (\$20.5 million) comes from a variety of sales and services, such as fees from dental clinics, and \$10 million provided from facilities and administrative cost recoveries on sponsored programs. See Sources and Uses Summary (Tables A) for details.

The E&G budget allocates approximately 78% of its resources to accomplish the basic missions of instruction, research, public service and support for students and faculty. Another 9% of the E&G budget is allocated to maintaining the physical plant, and 13% of the resources allocated to institutional support.

Changes for the FY 2018-2019 E&G budget plan focus on fulfilling the strategic initiatives as set forth in *Quest for Distinction*:

- Recruitment and retention of outstanding faculty and staff
- Student aid, access and success
- Strengthening administrative and academic support services

As presented in Table B, revenue increases due to tuition, enrollment and fee changes will total \$22.2 million. As a part of the all funds approach to the FY 2018-2019 budget development, the contribution from FACR funds will increase by \$1.8 million.

Table B also details specific additions to the FY 2018-2019 expenditures including \$6.2 million to fund a critical 3% salary merit increase for faculty, a 1.5% salary merit increase for University and Academic Professional staff (non-classified staff) and support committed to faculty promotions. To reduce the impact on tuition rate increase for next year, the salary increases will be deferred until Nov. 10, 2018. Additional academic and student initiatives include funds to increase minimum adjunct faculty per credit compensation to \$1,000 per credit, and new faculty hires for a total of \$4.2 million. Approximately \$6.1 million for financial aid is included to support both undergraduate and graduate students. An additional \$1.8 million in funding will provide for contractual increases as well as safety and compliance needs including utilities, rent, library journal costs, etc and \$1.0 million is included to supplement annual deferred maintenance. Fringe cost increases relating to increased health costs are budgeted at \$3 million to increase the current rate by 1%. Support from auxiliary units has increased to partially offset the above needs.

Sponsored Programs & Facilities and Administrative Cost Recoveries

Overview

Sponsored programs include research projects, training grants and similar activities funded by revenue received from governmental and private agencies for specific purposes. Sponsored programs are administered in accordance with the terms of the applicable grant or contract and the agency awarding the funds. Because grant awards often apply to more than one year and expenses may occur over more than one year, revenues and expenditures for sponsored programs in a given year may differ significantly from awards.

Highlights

The budget plan assumes revenues and expenditures of approximately \$242 million in FY 2018-2019, relatively flat to the FY2018 projection. Table D details direct research activity as well as administrative overhead and other support costs associated with grants, which are known as Facilities and Administrative Cost Recoveries (FACR). The transfer from FACR funds to E&G in support of administrative overhead costs is a longstanding requirement by the Commonwealth. The increase in the FY 2018-2019 plan updates the amount.

As of this writing, the State budget has not yet been adopted, and therefore programs funded by direct appropriation from the state are assumed to remain as stated in the FY 2017-2018 plan. This includes state appropriation funding for research under the State's Higher Education Research Initiative, consisting of \$1.163 million for research in bioengineering and regenerative medicine and \$12.5 million for cancer research. Table D also includes \$350,000 to support the Parkinson's and Movement Disorders Centers.

Table C summarizes FACR sources and uses. The allocation of FACR funds for central and unit specific needs has been revised as a part of VCU's University Budget Redesign initiative. As a result Table C has been simplified to reflect those expenses that are considered a shared central cost to FACR-generating units and those which are unit specific expenses. New FACR related needs for safety and risk management as well as the Research Priorities Fund have also been highlighted. Additional information on the redesign initiative can be found at www.budget.vcu.edu. For FY 2018-2019, total FACR revenue is estimated at \$40 million. Revenue estimates are based on projected levels of grants and contracts, direct expenditures, and the FY 2018-2019 recovery rate of 55.0% for on-campus federal facilities and administrative costs.

Auxiliary Enterprise Programs

Overview

An auxiliary enterprise is a self-supporting unit that exists to serve students, faculty, or staff through the sale of goods or services. Auxiliary enterprises include intercollegiate athletics, residential facilities, student centers, student gymnasiums, student development programs, student health services, food service facilities, bookstores, print shops, telecommunications, and parking and transportation.

Auxiliary enterprises are funded through user fees (e.g., dorm charges), revenue from sales and services (e.g., book sales, basketball tickets), and mandatory fees (University Fee and Student Health Fee). Auxiliary enterprise activities are required to be self-supporting. This means that the state does not provide any support, either for operating costs, maintenance, or construction of facilities. Accordingly, auxiliary enterprises must accumulate reserves to meet unanticipated revenue shortfalls or expenditure needs, maintain facilities, and finance renovations and construction costs.

Highlights

The budget for FY 2018-2019 projects sources of \$160.5 million and uses of approximately \$159.6 million.

Increases in revenues result largely from rate increases (parking, housing, dining, University fee) as well as the Gladding Residence Center coming on line. The increase in expenses reflect the planned salary and fringe increase, additional staff for student services, and an increase in the contractual obligation to Aramark.

For FY 2018-2019 Auxiliary programs plan to add \$.865 million to reserves for future needs in athletic and dining facilities; retail shops; telecommunications and steam plant replacement projects; and other planned improvements.

The FY 2018-2019 budget plan as noted above also includes increased funds to offset E&G needs as part of the all funds review during FY 2018-2019 budget development. This includes \$3.0 million in additional support for student services, non-resident financial aid, and administrative overhead.

University Funds

Overview

University Funds include both restricted and unrestricted funds for which the sources of revenue are gifts to university departments, investment earnings, endowment income and foundation support and other transfers. University Funds are deposited and disbursed through local bank accounts and are not included in funds appropriated by the General Assembly. Gifts are traditionally made through affiliated foundations and are made available for use by departments for various expenditures. Gifts made directly to the university are generally for very specific purposes, and can vary significantly from year to year.

The university currently has approximately 2,000 University Funds indexes from which expenditures are managed by deans, directors, and department heads. As such, the University Funds budget reflects an overall estimate of revenues and expenditures based on trend analysis, rather than an allocation of resources available centrally to the university.

Highlights

The budget plan projects revenues and expenditures of approximately \$47.7 million in FY 2018-2019.

Key assumptions regarding the FY 2018-2019 budget are as follows:

- The majority of gifts are received by the University's affiliated foundations and then recorded in the *endowment income and foundation support* revenue category when transferred to the University for expenditure.
- Revenues associated with investment income and spending rule/administrative fee distributions from the permanent and quasi endowment are budgeted to increase in FY 2018-2019 over the FY 2017-2018 plan of \$4.3 million.
- University Funds sources and uses reflect an overall estimate of revenues and expenditures based on trend analysis, therefore has the potential for tremendous variability.

Student Financial Assistance

Overview

Student Financial Assistance includes scholarships, grants and fellowships awarded to students without requiring work or service, and work-related programs. Amounts for the Federal Work Study Program and Supplemental Education Opportunity Grants are federal matching funds.

Highlights

Sources and uses of Student Financial Assistance funds are budgeted at \$140.6 million in FY 2018-2019 through the Student Financial Assistance program budget. This includes \$62.1 million in Federal and State funded aid and \$78.5 million in aid funded by all university sources (see Table G). As of this writing, the State budget has not yet been adopted, and therefore, programs funded by a direct appropriation from the state are assumed to remain as included in the FY 2017-2018 plan. An increase of \$9.2 million is included from university sources and \$.303 million from Federal sources. Significant changes from FY 2017-18 include:

- An additional \$3,000,000 for aid-funded from nongeneral funds from Educational and General (E&G) programs bringing the total to \$17,002,320. This additional aid will be transferred to provide need-based financial assistance to help ensure recruitment, retention, and graduation of students with financial need.

- The Virginia Merit awards will also be increased, and in Fall 2018 (FY2018-19), the scholarship amount will be \$3,000 per award with approximately 540 additional scholarships to be awarded to the 4th cohort of new, incoming in-state freshmen. This increase of \$1.6 million will bring the total funding to \$7.7 million.
- An additional \$1.5 million has been added in Fall 2018 (FY 2018-2019) for the 4th cohort of merit-based scholarships for non-residents. This funding will be provided for FY 2018-2019 from balances from the Business Services auxiliary unit. This scholarship program awards \$8,000 merit-based scholarships, which are renewable for up to four years, to incoming out-of-state freshmen.
- The planned increase in Athletic Scholarship expenditures of \$.7 million will be funded mainly from increased fundraising, ticket sales, and NCAA revenue-sharing income as well as increased funding from the University fee.

Hospital Services

Overview

Hospital Services represents university revenue and expenditure for services provided by the University to the VCU Health System and related activities. This accounting methodology was initiated with the conversion of the Medical College of Virginia Hospitals from state agency status to an authority. At that time, a new state program, Hospital Services, was assigned to the university for recording this activity.

The Hospital Services budget includes the Clinical, Educational, and Research Services Agreement (CERSA) between the Health Sciences schools and the VCU Health System. The Hospital Services budget also includes funding from the Operations and Services Agreement (OSA) for a variety of administrative services provided to the VCU Health System by the university.

Highlights

A summary of sources and uses, estimated at \$24 million in FY 2018-2019, is presented in Table H. The reduction in service cost for FY 2018-2019 over FY 2017-2018 is primarily related to the removal of the old Virginia Treatment Center for Children building from the master lease. The growth in the CERSA agreements is primarily due to the increase in personnel cost of four new positions being added by the university and an expected salary increase.

Key assumptions related to the FY 2018-2019 Hospital Services budget are detailed below:

- Rental income, estimated at \$.407 million in FY 2018-2019, is based on a master agreement for space leased by the university to the VCU Health System on a short-term basis. Payments for long-term leases of facilities by the VCU Health System are set at \$1 per year or the amount of debt service, whichever is greater. In general, short-term rental rates are set at the lower of cost or market rates.

- The VCU Health System leases space from the university and the university contracts with VCU Health System through the OSA for operation and maintenance services for the leased space and other Health System facilities. A portion of rental income paid by the VCU Health System is used as a reserve for maintenance on these facilities.
- In addition to the CERSA and the OSA, the Hospital Services budget includes approximately \$500,000 for services provided to other hospitals and clinics.
- Services are also provided through a Clinical Operations and Services Agreement (COSA) between the Hospitals and MCV Physicians. These services are not reported in the Hospital Services program and include medical administration, clinical operations, and graduate medical education supervision. The Hospitals provide mission support payments to MCV Physicians through a Mission Support Agreement. This agreement was established as a result of the shared missions and purposes of the Hospitals and MCV Physicians and the on-going funding needs of MCV Physicians to fulfill such shared missions and purposes.

**VIRGINIA COMMONWEALTH UNIVERSITY
FY 2018-2019 UNIVERSITY BUDGET PLAN**

TAB 2

Supporting Charts by Fund

Table A
Virginia Commonwealth University
FY 2018-2019 University Budget Plan
Sources and Uses Summary
(in thousands)

FY 2018-2019 Sources	Educational & General Programs	Sponsored Programs		Auxiliary Enterprises	Qatar	University Funds	Student Financial Assistance	Hospital Services	Total University	Change from 2017-18 Budget Plan	
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Central Transfers	3,997	-	-	-	-	-	-	-	3,997	-	0.0%
State General Fund	\$ 174,037	\$ 14,013	\$ -	\$ -	\$ -	\$ -	\$ 30,063	\$ -	\$ 218,113	\$ -	0.0%
Nongeneral Funds											
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Total Nongeneral Funds	458,684	187,874	40,000	160,465	39,974	47,741	32,043	24,368	991,149	55,014	5.9%
Transfers (in) out	10,025	-	(10,025)	-	-	-	-	-	-	-	n/a
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Student Services	15,873	-	-	-	-	646	-	-	16,519	(1,746)	-9.6%
Institutional Support	85,656	-	981	-	-	9,354	-	-	95,991	(1,467)	-1.5%
Operation and Maintenance of Plant	58,603	-	3,912	-	-	1,183	-	1,000	64,698	536	0.8%
Scholarships and Fellowships	2,765	-	1,716	-	-	8,607	93,382	-	106,470	9,294	9.6%
Auxiliary Enterprises	-	-	-	152,652	-	-	-	-	152,652	15,109	11.0%
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Subtotal Uses	609,994	201,887	28,375	152,652	39,974	47,741	93,382	24,368	1,198,373	59,135	5.2%
Transfers (in) out ⁽¹⁾	28,364	-	-	2,912	-	-	(31,276)	-	-	-	n/a
Addition to Reserves	-	-	-	865	-	-	-	-	865	(5,495)	545.7%
Contingencies	4,388	-	1,600	4,036	-	-	-	-	10,024	1,374	15.9%
Subtotal Contingencies and Transfers	32,752	-	1,600	7,813	-	-	(31,276)	-	10,024	1,374	15.9%
Total University Uses	\$ 642,746	\$ 201,887	\$ 29,975	\$ 160,465	\$ 39,974	\$ 47,741	\$ 62,106	\$ 24,368	\$ 1,209,262	\$ 55,014	4.8%

⁽¹⁾ Per the state budget, nongeneral fund appropriation from E&G programs and from Auxiliary Services was required to be transferred to Student Financial Assistance to more accurately reflect aid to students.

Table B
Virginia Commonwealth University
FY 2018-2019 Educational and General Programs Budget Plan
Revenues and Expenditures

A. FY 2017-2018 Budget Plan -Revenues	\$ 617,769,880
B. FY 2017-2018 Actions	913,990
C. FY 2017-2018 Adjusted Revenue Budget	618,683,870
D. FY 2018-2019 Budget Plan Adjustments	
1. Revenue due to tuition rate change and enrollment	19,034,358
2. Fee adjustments	3,224,124
3. Increase in overhead support transfer from FACR	1,804,032
E. Total FY 2018-2019 Budget Plan - Revenues	\$ 642,746,384

A. FY 2017-2018 Budget Plan - Expenditures	\$ 617,769,880
B. FY 2017-2018 Actions	873,051
C. FY 2017-2018 Adjusted Expenditure Budget	618,642,931
D. FY 2018-2019 Technical Adjustments	
1. Increase in fringe benefit rate	3,011,280
2. Increase in School fee revenue	1,409,994
3. Increase in overhead support transfer from Auxiliary units	(220,000)
4. Other Adjustments	594,934
Total FY 2018-2019 Technical Adjustments	4,796,208
E. FY 2018-2019 New Funding Allocations	
1. Academic and Student Needs	4,237,057
<i>Includes support for Strategic Faculty hires, faculty positions for the Robertson School, increase to the base pay for adjunct salaries and support for the REAL initiative.</i>	
2. Financial Aid	6,056,000
<i>Includes funding for undergraduate need-based aid, funding for the 4th and final cohort of the Virginia Merit award and funding to support graduate student waivers as well as those waivers mandated by code.</i>	
3. Salary Increase including Fringe	6,176,567
<i>Provide funding for a 1.5% salary increase for University Staff and 3% for T&R Faculty, effective November 10, 2018 as well as funding for faculty promotions.</i>	
4. Operational and Compliance Needs	2,837,621
<i>Provides funding for needs related to contractual cost increases such as utilities and library journal subscriptions as well as needs relating to safety and compliance. Permanent funding for deferred maintenance needs has also been increased by \$1.0 million.</i>	
F. Total FY 2018-2019 Budget Plan -Expenditures	\$ 642,746,384

⁽¹⁾ Per the state budget, nongeneral fund appropriation from E&G programs and Auxiliary Services was required to be transferred to Student Financial Assistance to more accurately reflect aid to students.

Table C
Virginia Commonwealth University
2018-19 University Budget Plan
Facilities and Administrative Cost Recoveries
(in thousands)

	2018-19
Total Projected FACR Earnings	\$ 40,000
Research Support Expenditures and Allocation of Revenue	
1. Support for Central Research Operations	
VP Research & Innovation Operations Support	\$ 8,577
Presidential Research Quest Fund (PerQ)	500
Support for Insitutes and Centers	1,116
Graduate Fellowships	1,666
Grants and Contracts Accounting	191
Compliance Office	250
Banner Revitalization	200
Honors Undergraduate Research Program	101
University Libraries/Technology Allocation	270
O&M for Biotech I	218
Biotech I - debt service	689
Total Support for Central Research Operations	\$ 13,778
2. School Specific Debt Allocations	
Life Sciences Building	\$ 380
Massey Cancer Center Vivarium	475
Medical Science Building II	1,140
Sanger Hall Renovations	363
Sanger Hall Renovations II	647
Total School Specific Debt Allocations	\$ 3,005
3. State Mandated 30% Transfer of Revenue	
Transfer to E&G for Administrative Services	\$ 10,025
Contribution to RPF to enable Hold Harmless	263
School of Medicine - University budget reimbursement	1,165
Library Journals	207
Safety and Risk Management	340
Total State Mandated 30% Transfer of Revenue	\$ 12,000
4. Research Priorities Fund (4%)	\$ 1,600
5. Earnings After Research Support Expenditures & Allocation of Revenue	\$ 9,617
Total Projected FACR Expenditures	\$ 40,000

Table D
Virginia Commonwealth University
FY 2018-19 University Budget Plan
Sponsored Programs
(in thousands)

	2017-18 Projected ⁽¹⁾	2018-19 Budget Plan	Change Over 2017-18
A. SOURCES			
1. Direct Costs			
a. Federal Grants and Contracts Revenue			
i. Department of Health and Human Services	\$ 58,260	\$ 58,843	1.0%
ii. Department of Education	3,581	3,617	1.0%
iii. Other Federal Agencies	30,141	30,442	1.0%
Total Federal Grants and Contracts	91,982	92,902	1.0%
b. Other Grants and Contracts Revenue			
i. State Agency Grants and Contracts	25,271	25,524	1.0%
ii. State Higher Education Research Initiative	13,663	13,663	0.0%
iii. State General Fund Support for the Parkinson's and Movement Disorders	350	350	0.0%
iv. Private and Local Agency Grants and Contracts	68,760	69,448	1.0%
Total Other Grants and Contracts	108,044	108,985	0.9%
Total Sources Associated with Direct Costs	200,026	201,887	0.9%
2. Facilities and Administrative Cost Recoveries	40,000	40,000	0.0%
Total Sources	\$ 240,026	\$ 241,887	0.8%
B. USES			
1. Instruction	\$ 11,281	\$ 11,369	0.8%
2. Research	203,303	200,689	-1.3%
3. Public Service	480	484	0.8%
4. Academic Support	4,320	4,354	0.8%
6. Institutional Support	3,600	3,628	0.8%
7. Operation and Maintenance of Plant	6,001	6,047	0.8%
8. Scholarships and Fellowships	1,716	1,716	0.0%
9. Transfer Facilities and Administrative Cost Recoveries to E&G	8,221	12,000	46.0%
10. Contingencies	1,103	1,600	45.1%
Total Uses	\$ 240,026	\$ 241,887	0.8%

⁽¹⁾ Sponsored Programs sources and uses for FY 2017-2018 have been revised to reflect expected actuals.

Table E
Virginia Commonwealth University
FY 2018-2019 University Budget Plan
Auxiliary Enterprise Programs
(in thousands)

	2017-2018 Budget Plan	2018-2019 Budget Plan	Change Over 2017-2018
A. SOURCES			
1. Sales and Services ⁽¹⁾	\$ 34,206	\$ 34,886	2%
2. University Fee	47,097	51,615	10%
3. Room Plan	31,187	31,779	2%
4. Board Plan ⁽²⁾	19,331	25,817	34%
5. Health Fee	4,787	5,106	7%
6. Gifts and Interest Earnings	5,523	5,630	2%
7. Other - Use of Balances	6,035	5,632	-7%
Total Sources	<u>\$ 148,166</u>	<u>\$ 160,465</u>	8%
B. USES			
1. Intercollegiate Athletics	\$ 26,243	\$ 26,973	3%
2. Siegel Center & Other Facilities	7,343	8,408	15%
3. Residential Services	34,443	35,912	4%
4. Dining Services	23,449	32,115	37%
5. Student Commons and Activities	5,031	5,254	4%
6. Recreational Sports	9,401	9,673	3%
7. Student Services			
a. Student Health	6,343	6,997	10%
b. Student Development Programs	6,213	7,312	18%
8. Retail Services and Other Shops	2,824	3,170	12%
9. Parking and Transportation	13,699	16,607	21%
10. University Services, Capital Reserves / Contingencies	5,776	4,267	-26%
11. Financial Aid Transfer	1,412	2,912	106%
Total Uses	<u>\$ 142,177</u>	<u>\$ 159,600</u>	12%
C. ADDITION TO RESERVES	<u>\$ 5,989</u>	<u>\$ 865</u>	-86%

Note: Plan not final. New Auxiliary budget model may cause slight variations to displayed values

⁽¹⁾ Increase in Sales and Services reflects the parking rate increase as well as increase in retail sales due to Ram Tech and Athletics' royalties.

⁽²⁾ Increase in Board Plan reflects Gladding Residence Center coming online.

Table F
Virginia Commonwealth University
FY 2018-2019 University Budget Plan
University Funds
(in thousands)

	2017-18 Projected Actuals	2018-19 Budget Plan	Change Over 2017-18
A. SOURCES ⁽¹⁾			
1. Gifts	\$ 32,333	\$ 32,980	2.0%
2. Endowment and Investment Income, Foundation Support	9,618	9,618	0.0%
3. Other Transfers	5,042	5,143	2.0%
Total Sources	<u><u>\$ 46,993</u></u>	<u><u>\$ 47,741</u></u>	1.6%
B. USES ⁽¹⁾			
1. Instruction	\$ 4,681	\$ 4,755	27.4%
2. Research	10,399	10,564	2.2%
3. Public Service	1,882	1,912	-3.3%
4. Academic Support	10,551	10,720	-6.2%
5. Student Services	636	646	18.5%
6. Institutional Support	9,208	9,354	1.8%
7. Operation and Maintenance of Plant	1,165	1,183	3.5%
8. Scholarships and Fellowships	8,472	8,607	1.5%
Total Uses	<u><u>\$ 46,993</u></u>	<u><u>\$ 47,741</u></u>	1.9%

⁽¹⁾ University Funds sources and uses reflect an overall estimate of revenues and expenditures based on trend analysis, therefore has potential for tremendous variability.

Table G
Virginia Commonwealth University
2018-19 University Budget Plan
Student Financial Assistance
(in thousands)

DESCRIPTION	2017-18 Budget Plan	2018-19 Budget Plan	Change Over 2017-18
A. Federal			
1. Grants and Scholarships	\$ 30,288	\$ 30,513	0.7%
2. Federal Work Study	1,452	1,530	5.4%
Total Federal	<u>31,740</u>	<u>32,043</u>	1.0%
B. State: Virginia Student Financial Assistance Program			
1. Scholarships	26,638	26,638	0.0%
2. Fellowships	3,425	3,425	0.0%
Total State	<u>30,063</u>	<u>30,063</u>	0.0%
Total Federal and State	<u>61,803</u>	<u>62,106</u>	0.5%
C. University			
1. E&G Programs ⁽¹⁾	51,934	58,444	12.5%
2. Facilities and Administrative Cost Recoveries	1,716	1,716	0.0%
3. Auxiliary Enterprise Programs			
Athletic Scholarships	6,076	6,740	10.9%
Student Financial Assistance ⁽²⁾	1,412	2,912	106.2%
4. University Funds	<u>8,180</u>	<u>8,745</u>	6.9%
Total University Sources	<u>69,318</u>	<u>78,557</u>	13.3%
D. Total Sources	<u>\$ 131,121</u>	<u>\$140,663</u>	7.3%

⁽¹⁾ E&G Programs includes tuition waivers, scholarship and fellowship for graduate teaching assistants and merit based aid.

⁽²⁾ An additional \$1.5 million in additional Student Financial Assistance will be provided in FY 2018-2019 from Business Services.

Table H
Virginia Commonwealth University
FY 2018-2019 University Budget Plan
Hospital Services
(in thousands)

	2017-18 Budget Plan	2018-19 Budget Plan	Change Over 2017-18
A. SOURCES			
Nongeneral Funds			
1. Sales and Services	\$ 24,527	\$ 23,961	-2.3%
2. Other Sales and Services - Rental Income	1,400	407	-70.9%
Total Sources	<u><u>\$ 25,927</u></u>	<u><u>\$ 24,368</u></u>	-6.0%
B. USES			
1. Operation and Maintenance of Plant	\$ 1,000	\$ 1,000	0.0%
2. Hospital Services	24,927	23,368	-6.3%
Total Uses	<u><u>\$ 25,927</u></u>	<u><u>\$ 24,368</u></u>	-6.0%

**VIRGINIA COMMONWEALTH UNIVERSITY
FY 2018-2019 UNIVERSITY BUDGET PLAN**

TAB 3

FY 2018-2019 Tuition and Fees

Virginia Commonwealth University 2018-2019 Tuition and Fees

This presentation of VCU 2018-2019 tuition and fees has been simplified and shortened for greater transparency and accessibility. Readers familiar with prior years will note that instead of duplicate base tuition information presented for every unit, simplified data highlighting changes unique to the individual units is presented.

Standard Tuition and Fee Rates

- Overall tuition and fee changes are summarized below for selected student groups:

	<u>Resident Increase</u>	<u>Nonresident Increase</u>
Full-Time Credit Hour Undergraduate Students Living in Private Housing (15 credits per semester)	\$866	\$2,142
Full-Time Credit Hour Students Living in University Housing with 200 Swipes and \$300 in Dining Dollars (15 credits per semester)	\$1,107	\$2,383
Full-Time Masters Students	\$863	\$1,657
Full-Time Doctoral Students	\$732	\$1,433

- Tuition charges for credit hour undergraduates will increase from FY 2017-2018 rates by \$26 per credit for residents and \$70 per credit for nonresidents. The full per credit charge will apply to the first 14 credits, and a 50% discount will be applied for credits 15 and above. Tuition and fee charges for a resident undergraduate taking 15 credits per semester will increase \$866, and for a nonresident undergraduate taking 15 credits will increase \$2,142.
- The following fees have increases for FY 2018-2019.
 - University fee will increase 5% from \$1,845 to \$1,938, an increase of \$93.
 - Library fee will increase from \$60 to \$70, an increase of \$10.
 - Health Service Fee will increase from \$206 to \$215, an increase of \$9
- The following fees will not increase for FY 2018-2019.
 - Capital Outlay Fee (pending resolution of the Virginia State budget)
 - Technology Fee
 - Student Activity Fee
- A representative room charge for double occupancy in University housing will increase by \$165. Rates for all housing options are summarized beginning on page 19.

- The rate for a 200 Swipes with \$300 per semester in Dining Dollars will increase by \$38 for the academic year. Rates for all meal plans are summarized on page 20.

Proposed Program Specific Tuition and Fees

- Tuition and mandatory fees for Medicine First Professional students will increase by between \$1,039 and \$4,112 depending on student residency and year.
- Dentistry First Professional tuition and mandatory fees will increase between \$3,526 and \$5,597 depending on student residency and year.
- Tuition and mandatory fee charges for the First Professional PharmD Program will increase \$941 for resident students and \$1,291 for nonresident students. First-professional pharmacy students receiving their third year of education on the VCU INOVA Campus pay a unique campus fee, the revenue from which is used to support student recreation, student health, and student counseling programs. This fee is in lieu of the University Fee, the Student Health Fee, and the MCV Campus Student Government Fee. The Pharmacy INOVA Campus Fee did not increase for FY 2018-2019.
- Tuition for undergraduate Qatar Ministry of Education students studying in Qatar will equal \$54,176. The comprehensive fee (previously the mandatory book fee) remains at \$895 for FY 2018-2019. Students in Qatar programs pay fixed tuition for the duration of their program of study.

Summary of notes applicable to Tuition and Fee tables

- The Tuition and Fees section reflects all charges in dollars. Unless otherwise noted, students pay standard tuition and fee rates for their student classification type.
- Calculation of annual Undergraduate Tuition assumes 15 credit hours semester; 30 credit hours for the fall and spring semesters, although 12 credits per semester (24 credits per year) is considered full-time. Tuition will depend on the number of credit hours taken.
- Course Overload Fee: Full-time graduate students are also charged at the part-time per credit hour rate for each additional hour exceeding 15 credit hours per semester in which the student is enrolled. The overload fee does not apply to students in first professional programs or other programs which specifically require the student to enroll in courses that exceed the applicable maximum number of credit hours.
- Part-time Student Activity Fee for programs on MCV are the total charge for the semester.
- Part-time undergraduate students enrolled in graduate courses required for their degree pay the undergraduate rate.
- Summer 2019 rates are projected and subject to revision. Student Government fee rates are applicable to the total summer session.
- Students designated as “Off-Campus” do not pay Student Activity Fee, University Fee, Student Health Fee, or Capital Outlay fees.

In addition to the tuition and fee charges identified, the President or his designee(s) may set tuition and fee charges for courses offered by the University. The rates shall be consistent with the University’s mission, the overall tuition and fee schedule, and state requirements.

Virginia Commonwealth University
Typical Charges
Regular Session

	Resident			Nonresident		
	2017-2018	2018-2019	\$ Chg.	2017-2018	2018-2019	\$ Chg.

Full-Time Credit Hour Undergraduate Students, On-Campus

Undergraduates Living In Private Housing

Monroe Park Campus

Tuition- 15 Credit Hours	\$ 11,340	\$ 12,094		\$ 30,712	\$ 32,742	
University Fee	1,845	1,938		1,845	1,938	
Technology Fee	83	83		83	83	
Library Fee	60	70		60	70	
Health Service Fee	206	215		206	215	
Student Activity Fee	90	90		90	90	
Capital Outlay Fee	n/a	n/a		660	660	
Total	<u>\$ 13,624</u>	<u>\$ 14,490</u>	\$866	<u>\$ 33,656</u>	<u>\$ 35,798</u>	\$2,142

MCV Campus

Tuition- 15 Credit Hours	\$ 11,340	\$ 12,094		\$ 30,712	\$ 32,742	
University Fee	1,845	1,938		1,845	1,938	
Technology Fee	83	83		83	83	
Library Fee	60	70		60	70	
Health Service Fee	206	215		206	215	
Student Activity Fee	36	36		36	36	
Capital Outlay Fee	n/a	n/a		660	660	
Total	<u>\$ 13,570</u>	<u>\$ 14,436</u>	\$866	<u>\$ 33,602</u>	<u>\$ 35,744</u>	\$2,142

Undergraduates Living In University Housing

Monroe Park Campus

Tuition- 15 Credit Hours	\$ 11,340	\$ 12,094		\$ 30,712	\$ 32,742	
University Fee	1,845	1,938		1,845	1,938	
Technology Fee	83	83		83	83	
Library Fee	60	70		60	70	
Health Service Fee	206	215		206	215	
Student Activity Fee	90	90		90	90	
Capital Outlay Fee	n/a	n/a		660	660	
Housing	6,199	6,364		6,199	6,364	
Board	3,988	4,064		3,988	4,064	
Total	<u>\$ 23,811</u>	<u>\$ 24,918</u>	\$1,107	<u>\$ 43,843</u>	<u>\$ 46,226</u>	\$2,383

Virginia Commonwealth University
Typical Charges
Regular Session

	Resident			Nonresident		
	2017-2018	2018-2019	\$ Chg.	2017-2018	2018-2019	\$ Chg.
MCV Campus						
Tuition- 15 Credit Hours	\$ 11,340	\$ 12,094		\$ 30,712	\$ 32,742	
University Fee	\$ 1,845	\$ 1,938		\$ 1,845	\$ 1,938	
Technology Fee	\$ 83	\$ 83		\$ 83	\$ 83	
Library Fee	\$ 60	\$ 70		\$ 60	\$ 70	
Health Service Fee	\$ 206	\$ 215		\$ 206	\$ 215	
Student Activity Fee	\$ 36	\$ 36		\$ 36	\$ 36	
Capital Outlay Fee	n/a	n/a		\$ 660	\$ 660	
Housing	\$ 5,799	\$ 5,559		\$ 5,799	\$ 5,559	
Board	\$ 3,988	\$ 4,064		\$ 3,988	\$ 4,064	
Total	<u>\$ 23,357</u>	<u>\$ 24,059</u>	\$702	<u>\$ 43,389</u>	<u>\$ 45,367</u>	\$1,978

Full-Time Credit Hour Tuition Rates and Applicable Fees

Tuition (per semester)						
12-14 Credit Hours	\$ 391	\$ 417	\$26	\$ 1,059	\$ 1,129	\$70
15+ Credit Hours	\$ 196	\$ 209	\$13	\$ 530	\$ 565	\$35
University Fee	\$ 1,845	\$ 1,938	\$93	\$ 1,845	\$ 1,938	\$93
Technology Fee	\$ 83	\$ 83	-	\$ 83	\$ 83	-
Library Fee	\$ 60	\$ 70	\$10	\$ 60	\$ 70	\$10
Health Service Fee	\$ 206	\$ 215	\$9	\$ 206	\$ 215	\$9
Student Activity Fee (MPC)	\$ 90	\$ 90	-	\$ 90	\$ 90	-
Student Activity Fee (MCV)	\$ 36	\$ 36	-	\$ 36	\$ 36	-
Capital Outlay Fee	n/a	n/a	n/a	\$ 660	\$ 660	-
Graduate Student Activity Fee (MPC)	\$ 56	\$ 56	-	\$ 56	\$ 56	-

Full-Time Graduate Students, On-Campus

Masters Programs

Tuition	\$ 11,383	\$ 12,134		\$ 23,404	\$ 24,949	
University Fee	1,845	1,938		1,845	1,938	
Technology Fee	83	83		83	83	
Library Fee	60	70		60	70	
Health Service Fee	206	215		206	215	
Student Activity Fee	56	56		56	56	
Capital Outlay Fee	n/a	n/a		660	660	
Total	<u>\$ 13,633</u>	<u>\$ 14,496</u>	\$863	<u>\$ 26,314</u>	<u>\$ 27,971</u>	\$1,657

Virginia Commonwealth University
Typical Charges
Regular Session

	Resident			Nonresident		
	2017-2018	2018-2019	\$ Chg.	2017-2018	2018-2019	\$ Chg.
<i>Masters Programs - MCV Campus</i>						
Tuition	\$ 11,383	\$ 12,134		\$ 23,404	\$ 24,949	
University Fee	1,845	1,938		1,845	1,938	
Technology Fee	83	83		83	83	
Library Fee	60	70		60	70	
Health Service Fee	206	215		206	215	
Student Activity Fee	36	36		36	36	
Capital Outlay Fee	n/a	n/a		660	660	
Total	<u>\$ 13,613</u>	<u>\$ 14,476</u>	\$863	<u>\$ 26,294</u>	<u>\$ 27,951</u>	\$1,657
<i>Doctoral Programs - Monroe Park Campus</i>						
Tuition	\$ 9,392	\$ 10,012		\$ 20,021	\$ 21,342	
University Fee	1,845	1,938		1,845	1,938	
Technology Fee	83	83		83	83	
Library Fee	60	70		60	70	
Health Service Fee	206	215		206	215	
Student Activity Fee	56	56		56	56	
Capital Outlay Fee	n/a	n/a		660	660	
Total	<u>\$ 11,642</u>	<u>\$ 12,374</u>	\$732	<u>\$ 22,931</u>	<u>\$ 24,364</u>	\$1,433
<i>Doctoral Programs - MCV Campus</i>						
Tuition	\$ 9,392	\$ 10,012		\$ 20,021	\$ 21,342	
University Fee	1,845	1,938		1,845	1,938	
Technology Fee	83	83		83	83	
Library Fee	60	70		60	70	
Health Service Fee	206	215		206	215	
Student Activity Fee	36	36		36	36	
Capital Outlay Fee	n/a	n/a		660	660	
Total	<u>\$ 11,622</u>	<u>\$ 12,354</u>	\$732	<u>\$ 22,911</u>	<u>\$ 24,344</u>	\$1,433
<i>Masters Programs - Off Campus</i>						
Tuition	\$ 11,383	\$ 12,134		\$ 23,404	\$ 24,949	
Technology Fee	83	83		83	83	
Library Fee	60	70		60	70	
Total	<u>\$ 11,526</u>	<u>\$ 12,287</u>	\$761	<u>\$ 23,547</u>	<u>\$ 25,102</u>	\$1,555
<i>Doctoral Programs - Off Campus</i>						
Tuition	\$ 9,392	\$ 10,012		\$ 20,021	\$ 21,342	
Technology Fee	83	83		83	83	
Library Fee	60	70		60	70	
Total	<u>\$ 9,535</u>	<u>\$ 10,165</u>	\$630	<u>\$ 20,164</u>	<u>\$ 21,495</u>	\$1,331

Virginia Commonwealth University
Typical Charges
Regular Session

	Resident			Nonresident		
	2017-2018	2018-2019	\$ Chg.	2017-2018	2018-2019	\$ Chg.

Part-Time Students, On-Campus

Undergraduate Programs - Monroe Park Campus

Tuition	\$ 391	\$ 417		\$ 1,059	\$ 1,129	
University Fee	77	81		77	81	
Technology Fee	5	5		5	5	
Library Fee	3	4		3	4	
Student Activity Fee	4	4		4	4	
Capital Outlay Fee	n/a	n/a		28	28	
Total	<u>\$ 480</u>	<u>\$ 511</u>	\$31	<u>\$ 1,176</u>	<u>\$ 1,251</u>	\$75

Masters Programs

Tuition	\$ 632	\$ 674		\$ 1,300	\$ 1,386	
University Fee	77	81		77	81	
Technology Fee	5	5		5	5	
Library Fee	3	4		3	4	
Student Activity Fee	4	4		4	4	
Capital Outlay Fee	n/a	n/a		28	28	
Total	<u>\$ 721</u>	<u>\$ 768</u>	\$47	<u>\$ 1,417</u>	<u>\$ 1,508</u>	\$91

Masters Programs - MCV Campus

Tuition	\$ 632	\$ 674		\$ 1,300	\$ 1,386	
University Fee	77	81		77	81	
Technology Fee	5	5		5	5	
Library Fee	3	4		3	4	
Student Activity Fee	7	7		7	7	
Capital Outlay Fee	n/a	n/a		28	28	
Total	<u>\$ 724</u>	<u>\$ 771</u>	\$47	<u>\$ 1,420</u>	<u>\$ 1,511</u>	\$91

Doctoral Programs

Tuition	\$ 522	\$ 556		\$ 1,112	\$ 1,186	
University Fee	77	81		77	81	
Technology Fee	5	5		5	5	
Library Fee	3	4		3	4	
Student Activity Fee	4	4		4	4	
Capital Outlay Fee	n/a	n/a		28	28	
Total	<u>\$ 611</u>	<u>\$ 650</u>	\$39	<u>\$ 1,229</u>	<u>\$ 1,308</u>	\$79

Doctoral Programs - MCV Campus

Tuition	\$ 522	\$ 556		\$ 1,112	\$ 1,186	
University Fee	77	81		77	81	
Technology Fee	5	5		5	5	
Library Fee	3	4		3	4	
Student Activity Fee	7	7		7	7	
Capital Outlay Fee	n/a	n/a		28	28	
Total	<u>\$ 614</u>	<u>\$ 653</u>	\$39	<u>\$ 1,232</u>	<u>\$ 1,311</u>	\$79

Virginia Commonwealth University
Typical Charges
Summer Session

	Resident			Nonresident		
	2017-2018	2018-2019	\$ Chg.	2017-2018	2018-2019	\$ Chg.

Full-Time Credit Hour Undergraduate Students, On-Campus

Undergraduate Programs - Monroe Park Campus

Tuition- 15 Credit Hours	\$ 5,670	\$ 6,047		\$ 15,356	\$ 16,357	
University Fee	615	646		615	646	
Technology Fee	28	28		28	28	
Library Fee	20	23		20	23	
Student Activity Fee	15	15		15	15	
Capital Outlay Fee	n/a	n/a		330	330	
Total	<u>\$ 6,348</u>	<u>\$ 6,759</u>	\$411	<u>\$ 16,364</u>	<u>\$ 17,399</u>	\$1,035

Undergraduate Programs - MCV Campus

Tuition- 15 Credit Hours	\$ 5,670	\$ 6,047		\$ 15,356	\$ 16,357	
University Fee	615	646		615	646	
Technology Fee	28	28		28	28	
Library Fee	20	23		20	23	
Student Activity Fee	12	12		12	12	
Capital Outlay Fee	n/a	n/a		330	330	
Total	<u>\$ 6,345</u>	<u>\$ 6,756</u>	\$411	<u>\$ 16,361</u>	<u>\$ 17,396</u>	\$1,035

Full-Time Graduate Students, On-Campus

Masters Programs

Tuition	\$ 5,688	\$ 6,066	\$378	\$ 11,700	\$ 12,474	\$774
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Doctoral Programs

Tuition	\$ 4,696	\$ 5,006	\$310	\$ 10,011	\$ 10,671	\$660
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Part-Time Students, On-Campus

Undergraduate Programs - Monroe Park Campus

Tuition	\$ 391	\$ 417		\$ 1,059	\$ 1,129	
University Fee	51	54		51	54	
Technology Fee	5	5		5	5	
Library Fee	2	2		2	2	
Student Activity Fee	2	2		2	2	
Capital Outlay Fee	n/a	n/a		28	28	
Total	<u>\$ 451</u>	<u>\$ 480</u>	\$29	<u>\$ 1,147</u>	<u>\$ 1,220</u>	\$73

Virginia Commonwealth University
Typical Charges
Summer Session

	Resident			Nonresident		
	2017-2018	2018-2019	\$ Chg.	2017-2018	2018-2019	\$ Chg.
<i>Undergraduate Programs - MCV Campus</i>						
Tuition	\$ 391	\$ 417		\$ 1,059	\$ 1,129	
University Fee	51	54		51	54	
Technology Fee	5	5		5	5	
Library Fee	2	2		2	2	
Student Activity Fee	7	7		7	7	
Capital Outlay Fee	n/a	n/a		28	28	
Total	<u>\$ 456</u>	<u>\$ 485</u>	\$29	<u>\$ 1,152</u>	<u>\$ 1,225</u>	\$73
<i>Masters Programs</i>						
Tuition	\$ 632	\$ 674	\$42	\$ 1,300	\$ 1,386	\$86
<i>Doctoral Students</i>						
Tuition	\$ 522	\$ 556	\$34	\$ 1,112	\$ 1,186	\$74

Holiday Intersession

Only the per credit hour tuition rate is charged. No fees are charged.

Virginia Commonwealth University
Tuition Differentials and Fees

	Resident			Nonresident		
	2017-2018	2018-2019	\$ Chg.	2017-2018	2018-2019	\$ Chg.
School of the Arts						
Arts Majors Tuition Differential - Full Time	\$ 1,850	\$ 1,850	\$ -	\$ 1,850	\$ 1,850	\$ -
Arts Majors Tuition Differential - Per Credit	\$ 110	\$ 110	\$ -	\$ 110	\$ 110	\$ -
Qatar Undergraduate Tuition	25,411	27,088	1,677	25,411	27,088	1,677
Qatar Comprehensive Fee	895	895	-	895	895	-
Qatar UG Total	\$ 26,306	\$ 27,983	\$ 1,677	\$ 26,306	\$ 27,983	\$ 1,677
Qatar Masters of Fine Arts in Design Studios Tuition	23,404	24,949	1,545	23,404	24,949	1,545
Qatar MFA Comprehensive Fee	895	895	-	895	895	-
Qatar MFA Total	\$ 24,299	\$ 25,844	\$ 1,545	\$ 24,299	\$ 25,844	\$ 1,545
Qatar Part-Time Undergraduate Tuition	1,059	1,129	70	1,059	1,129	70
Qatar Per Credit Comprehensive Fee	75	75	-	75	75	-
Qatar Undergraduate Per Credit Total	\$ 1,134	\$ 1,204	\$ 70	\$ 1,134	\$ 1,204	\$ 70
Qatar MFA Per Credit Tuition	1,300	1,386	86	1,300	1,386	86
Qatar MFA Per Credit Comprehensive Fee	75	75	-	75	75	-
Qatar MFA Per Credit Total	\$ 1,375	\$ 1,461	\$ 86	\$ 1,375	\$ 1,461	\$ 86
Advanced Media Production Technology Full Time	\$ 14,500	\$ 14,500	\$ -	\$ 14,500	\$ 14,500	\$ -
Part Time	\$ 605	\$ 605	\$ -	\$ 605	\$ 605	\$ -
School of the Arts Fees						
Instruction Support Fee (per course) For Non-Arts Majors	\$ 32	\$ 50	\$ 18	\$ 32	\$ 50	\$ 18
Music - Applied private music fees 1 Credit - Undergraduate and Graduate non-music majors	\$ 307	\$ 307	\$ -	\$ 307	\$ 307	\$ -
Qatar Application Fee for Master of Fine Arts	\$ 50	\$ 50	\$ -	\$ 50	\$ 50	\$ -
Deposits for Freshmen, Transfer, and Graduate Students	\$ 300	\$ 300	\$ -	\$ 300	\$ 300	\$ -
Summer Session Full Time						
Arts Majors Tuition Differential	\$ 925	\$ 925	\$ -	\$ 925	\$ 925	\$ -
School of Business						
Business Majors Fee - Undergraduate	\$ 386	\$ 400	\$ 14	\$ 386	\$ 400	\$ 14
Business Majors Fee - Graduate	\$ 804	\$ 804	\$ -	\$ 804	\$ 804	\$ -
Executive MBA	\$ 59,500	\$ 59,500	\$ -	\$ 59,500	\$ 59,500	\$ -
Executive MBA Healthcare Concentration ⁽¹⁾	\$ 13,385	\$ 13,731	\$ 346	\$ 13,385	\$ 13,731	\$ 346
Executive MBA Lodging Fee - Optional Healthcare Concentration Lodging Fee	\$ 6,400	\$ 6,400	\$ -	\$ 6,400	\$ 6,400	\$ -
Optional	\$ 1,200	\$ 1,200	\$ -	\$ 1,200	\$ 1,200	\$ -

⁽¹⁾ Optional 3 credit course within the Executive MBA

Virginia Commonwealth University
Tuition Differentials and Fees

	Resident			Nonresident		
	2017-2018	2018-2019	\$ Chg.	2017-2018	2018-2019	\$ Chg.
Executive MBA Deposit	\$ 1,200	\$ 1,200	\$ -	\$ 1,200	\$ 1,200	\$ -
Fast Track Executive MS in Information Systems - IT Management	\$ 36,500	\$ 36,500	\$ -	\$ 36,500	\$ 36,500	\$ -
Fast Track MS IT Lodging Fee - Optional	\$ 4,800	\$ 4,800	\$ -	\$ 4,800	\$ 4,800	\$ -
Fast Track MS IT Deposit	\$ 500	\$ 500	\$ -	\$ 500	\$ 500	\$ -
Fast Track Executive MS in Information Systems - IT Management - Dual Degree	\$ 25,550	\$ 25,550	\$ -	\$ 25,550	\$ 25,550	\$ -
Fast Track MS Lodging Fee - Optional	\$ 4,800	\$ 4,800	\$ -	\$ 4,800	\$ 4,800	\$ -
MS in Business, Decision Analytics Professional Track (Full Year) Tuition	\$ 20,458	\$ 20,458	\$ -	\$ 19,798	\$ 19,798	\$ -
Decision Analytics Lodging Fee - Optional	\$ 6,400	\$ 6,400	\$ -	\$ 6,400	\$ 6,400	\$ -
Decision Analytics Deposit	\$ 500	\$ 500	\$ -	\$ 500	\$ 500	\$ -
MS in Business, Decision Analytics Professional Track (Per Credit) Tuition	\$ 1,137	\$ 1,137	\$ -	\$ 1,101	\$ 1,101	\$ -
Online Masters in Business Admin. Tuition 22 Credit Hours	\$ 17,952	\$ 17,933	\$ (19)	\$ 17,911	\$ 17,892	\$ (19)
Brandcenter Tuition	\$ 23,281	\$ 23,281	\$ -	\$ 23,281	\$ 23,281	\$ -
Business Majors Fee Undergraduate, Part Time - Per Semester	\$ 97	\$ 100	\$ 3	\$ 97	\$ 100	\$ 3
Graduate, Part Time - Per Semester	\$ 208	\$ 208	\$ -	\$ 208	\$ 208	\$ -
VCU Center for Sport Leadership Program	\$ 17,054	\$ 17,054	\$ -	\$ 17,054	\$ 17,054	\$ -
VCU Center for Sport Leadership Distance Learning Tuition	\$ 569	\$ 569	\$ -	\$ 569	\$ 569	\$ -
School of Business Fees						
Non-Business Majors Fee (per course) Undergraduate	\$ 36	\$ 36	\$ -	\$ 36	\$ 36	\$ -
Graduate	\$ 117	\$ 117	\$ -	\$ 117	\$ 117	\$ -
Information Systems Knowledge Equivalency Test Out (KET) Fee	\$ 50	\$ 50	\$ -	\$ 50	\$ 50	\$ -
Master of Supply Chain Management Program Fee (per credit hour)	\$ 85	\$ 85	\$ -	\$ 85	\$ 85	\$ -
European Model of Sport Fee - SPTL 650 Travel and lodging costs of the program	\$ 2,300	\$ 2,600	\$ 300	\$ 2,300	\$ 2,600	\$ 300
School of Education						
Certifying Online Virginia Educators (COVE) Tuition per Credit Hour	\$ 240	\$ 240	\$ -	n/a	n/a	n/a
Richmond Teacher Residency	\$ 6,955	\$ 7,414	\$ 459	\$ 14,300	\$ 15,244	\$ 944
Non-Degree Seeking K-12 Special Educator Tuition per Credit Hour	\$ 295	\$ 295	\$ -	n/a	n/a	n/a

Virginia Commonwealth University
Tuition Differentials and Fees

	Resident			Nonresident		
	2017-2018	2018-2019	\$ Chg.	2017-2018	2018-2019	\$ Chg.
School of Education Fees						
Student Teaching Internship Fee						
CLED 672, ECSE 700, HPEX 493-494, SEDP 700 (not sec 3), TEDU 485-486, 672 (Sec 1,2,3,7), 674 (not sec 3)	\$ 200	\$ 200	\$ -	\$ 200	\$ 200	\$ -
TK 20 Student Assessment Fee for Teacher Preparation	\$ 100	\$ 100	\$ -	\$ 100	\$ 100	\$ -
Assessment Tool Fee						
CLED 600 & CLED 606	\$ 10	\$ 10	\$ -	\$ 10	\$ 10	\$ -
CLED 612	\$ 15	\$ 15	\$ -	\$ 15	\$ 15	\$ -
CLED 605	\$ 20	\$ 20	\$ -	\$ 20	\$ 20	\$ -
School of Engineering						
Engineering Majors Tuition Differential						
Regular Session	\$ 1,805	\$ 1,805	\$ -	\$ 2,324	\$ 2,324	\$ -
Summer Session	\$ 903	\$ 903	\$ -	\$ 1,162	\$ 1,162	\$ -
Per Credit	\$ 75	\$ 75	\$ -	\$ 97	\$ 97	\$ -
MS Computer Science						
Dahlgren (Off-Campus) Tuition	\$ 948	\$ 1,011	\$ 63	n/a	n/a	n/a
MS in Mechanical and Nuclear						
Engineering Distance Program Tuition	\$ 948	\$ 1,011	\$ 63	\$ 1,950	\$ 2,079	\$ 129
School of Engineering Fees						
Instructional Lab Fees (per course)	\$ 100	\$ 100	\$ -	\$ 100	\$ 100	\$ -
School of Medicine Quantitative Physiology						
Course Fee for Biomedical Engineering Students (course offered by School of Medicine)	\$ 85	\$ 85	\$ -	\$ 85	\$ 85	\$ -
School of Social Work Fees						
SLWK 393, 494, 495, 693, 694, 793, 794, 796, 797, and 798	\$ 175	\$ 200	\$ 25	\$ 175	\$ 200	\$ 25
SLWK 695 and 795 (6 credit hours)	\$ 350	\$ 400	\$ 50	\$ 350	\$ 400	\$ 50
Master in Social Work Distance Education						
Online Course Fee (per credit hour)	\$ 55	\$ 55	\$ -	\$ 55	\$ 55	\$ -
Master in Social Work Distance Education						
Premium Program Fee (per credit hour)	\$ 100	\$ 100	\$ -	\$ 100	\$ 100	\$ -

Virginia Commonwealth University
Tuition Differentials and Fees

	Resident			Nonresident		
	2017-2018	2018-2019	\$ Chg.	2017-2018	2018-2019	\$ Chg.
daVinci						
Master of Product Innovation						
Full Time	\$ 42,810	\$ 45,635	\$ 2,825	\$ 42,810	\$ 45,635	\$ 2,825
Part Time, Per Credit	\$ 1,427	\$ 1,521	\$ 94	\$ 1,427	\$ 1,521	\$ 94
School of Allied Health Professions						
Health Administration Program						
Online Executive Program Course Fee	\$ 3,200	\$ 3,200	\$ -	\$ 3,200	\$ 3,200	\$ -
Nurse Anesthesia Program Course Fee	\$ 200	\$ 200	\$ -	\$ 200	\$ 200	\$ -
Patient Counseling						
Regular Session Tuition	\$ 1,091	\$ 1,091	\$ -	\$ 2,273	\$ 2,273	\$ -
Summer Session Tuition	\$ 546	\$ 546	\$ -	\$ 1,137	\$ 1,137	\$ -
Health Related Sciences						
Program Course Fee	\$ 3,500	\$ 3,500	\$ -	\$ 3,500	\$ 3,500	\$ -
Nurse Anesthesia Post Professional						
Program Course Fee	\$ 3,500	\$ 3,500	\$ -	\$ 3,500	\$ 3,500	\$ -
Nurse Anesthesia Entry to Practice						
Tuition Differential	\$ 2,458	\$ 2,458	\$ -	\$ 3,318	\$ 3,318	\$ -
Nurse Anesthesia Entry to Practice						
Program Course Fee	\$ 2,000	\$ 2,000	\$ -	\$ 2,000	\$ 2,000	\$ -
Physical Therapy						
Program Tuition Differential	\$ 3,132	\$ 3,132	\$ -	\$ 4,618	\$ 4,618	\$ -
Program Course Fee	\$ 2,000	\$ 2,000	\$ -	\$ 2,000	\$ 2,000	\$ -
Occupational Therapy Entry Level						
Program Tuition Differential	\$ 2,432	\$ 2,432	\$ -	\$ 4,618	\$ 4,618	\$ -
Program Course Fee	\$ 1,400	\$ 1,400	\$ -	\$ 1,400	\$ 1,400	\$ -
School of Allied Health Professions Fees						
Application Fee						
Doctor of Physical Therapy	\$ 65	\$ 65	\$ -	\$ 65	\$ 65	\$ -
Executive Master of Science Health Admin.						
Course Fee, (HADE courses)						
Per Credit Hour ⁽¹⁾	\$ 169	\$ 169	\$ -	\$ 169	\$ 169	\$ -
Master of Health Administration Course Fee						
(HADM courses), Per Credit Hour ⁽²⁾	\$ 10	\$ 21	\$ 11	\$ 10	\$ 21	\$ 11

(1) Maximum fee assessment of \$1,600 per semester.

(2) Maximum Fee Assessment \$360 per semester. Not charged for HADM694 or HADM695

Virginia Commonwealth University
Tuition Differentials and Fees

	Resident			Nonresident		
	2017-2018	2018-2019	\$ Chg.	2017-2018	2018-2019	\$ Chg.
Interdisciplinary Ph.D. in Health Related Sciences Course Fee (ALHP courses)						
Per Credit Hour ⁽¹⁾	\$ 200	\$ 200	\$ -	\$ 200	\$ 200	\$ -
Masters of Nurse Anesthesia Course Fee (NRSA courses) ⁽²⁾	\$ 100	\$ 100	\$ -	\$ 100	\$ 100	\$ -
Doctor of Physical Therapy Program Course Fee (PHTY courses) ⁽³⁾	\$ 70	\$ 70	\$ -	\$ 70	\$ 70	\$ -
Department of Occupational Therapy Masters Program Fee, Per credit hour ⁽⁴⁾	\$ 12	\$ 12	\$ -	\$ 12	\$ 12	\$ -
Bachelor's Program, Clinical Laboratory Sciences Course Fee ⁽⁵⁾	\$ 12	\$ 12	\$ -	\$ 12	\$ 12	\$ -
Retake of Clinical Qualifying Examination	\$ 50	\$ 50	\$ -	\$ 50	\$ 50	\$ -
Entry Level Doctor of Occupational Therapy Course Fee (OCCT courses)						
Per credit hour ⁽⁶⁾	\$ 70	\$ 70	\$ -	\$ 70	\$ 70	\$ -
Post Professional Doctor of Occupational Therapy Program Fee						
Part-time, per credit hour ⁽⁷⁾	\$ 57	\$ 57	\$ -	\$ 57	\$ 57	\$ -
Master of Gerontology Course Fee						
Per Credit Hour	\$ 10	\$ 10	\$ -	\$ 10	\$ 10	\$ -
Entry to Practice Doctor of Nurse Anesthesia Practice Program Course Fee (DNAP courses)	\$ 200	\$ 200	\$ -	\$ 200	\$ 200	\$ -
Bachelor's program						
Radiation Sciences Course Fee	\$ 6	\$ 12	\$ 6	\$ 6	\$ 12	\$ 6
Post Professional Doctor of Nurse Anesthesia (DNAP courses)	\$ 200	\$ 200	\$ -	\$ 200	\$ 200	\$ -
Categorical Track of the Masters in Clinical Laboratory Sciences						
Course Fee Per Credit Hour ⁽²⁾	\$ 100	\$ 100	\$ -	\$ 100	\$ 100	\$ -

(1) Maximum Fee Assessment \$1,750 per semester.

(2) Maximum Fee Assessment \$100 per semester.

(3) Maximum Fee Assessment \$1,000 per semester.

(4) Maximum Fee Assessment \$175 per semester.

(5) Maximum Fee Assessment \$200 per semester.

(6) Maximum Fee Assessment \$700 per semester.

(7) Maximum Fee Assessment \$500 per semester.

Virginia Commonwealth University
Tuition Differentials and Fees

	Resident			Nonresident		
	2017-2018	2018-2019	\$ Chg.	2017-2018	2018-2019	\$ Chg.
School of Dentistry						
Dental Hygiene (Year III)						
Year III Academic Fee	\$ 1,755	\$ 1,812	\$ 57	\$ 1,755	\$ 1,812	\$ 57
Year III Clinical Fee	\$ 1,535	\$ 1,680	\$ 145	\$ 1,535	\$ 1,680	\$ 145
Dental Hygiene (Year IV)						
Year IV Academic Fee	\$ 10	\$ 12	\$ 2	\$ 10	\$ 12	\$ 2
Year IV Clinical Fee	\$ 845	\$ 930	\$ 85	\$ 845	\$ 930	\$ 85
Advanced Dental Education Tuition	\$ 5,264	\$ 5,264	\$ -	\$ 4,604	\$ 4,604	\$ -
DDS Year I, II, III, IV Tuition	\$ 37,401	\$ 40,015	\$ 2,614	\$ 65,905	\$ 70,510	\$ 4,605
DDS Year I Academic Fee	\$ 2,660	\$ 2,745	\$ 85	\$ 2,660	\$ 2,745	\$ 85
DDS Year I Clinical Fee	\$ 9,170	\$ 9,965	\$ 795	\$ 9,170	\$ 9,965	\$ 795
DDS Year II Course Materials Fee	\$ 785	\$ 785	\$ -	\$ 785	\$ 785	\$ -
DDS Year II Academic Fee	\$ 400	\$ 450	\$ 50	\$ 400	\$ 450	\$ 50
DDS Year II Clinical Fee	\$ 9,170	\$ 9,965	\$ 795	\$ 9,170	\$ 9,965	\$ 795
DDS Year III, IV Academic Fee	\$ 170	\$ 175	\$ 5	\$ 170	\$ 175	\$ 5
DDS Year III, IV Clinical Fee	\$ 9,170	\$ 9,965	\$ 795	\$ 9,170	\$ 9,965	\$ 795
International Dentistry Program (IDP)						
Year II Tuition	\$ 85,963	\$ 91,950	\$ 5,987	\$ 85,963	\$ 91,950	\$ 5,987
IDP Year II Course Materials Fee	\$ 785	\$ 785	\$ -	\$ 785	\$ 785	\$ -
IDP Year II Academic Fee	\$ 2,145	\$ 2,250	\$ 105	\$ 2,145	\$ 2,250	\$ 105
IDP Year II Clinical Fee	\$ 13,715	\$ 14,200	\$ 485	\$ 13,715	\$ 14,200	\$ 485
IDP Year III, IV Tuition	\$ 80,340	\$ 91,950	\$ 11,610	\$ 80,340	\$ 91,950	\$ 11,610
IDP Year III, IV Academic Fee	\$ 170	\$ 175	\$ 5	\$ 170	\$ 175	\$ 5
IDP Year III, IV Clinical Fee	\$ 9,170	\$ 9,965	\$ 795	\$ 9,170	\$ 9,965	\$ 795
School of Dentistry Fees						
Dental Hygiene Transfer Fee	\$ 1,745	\$ 1,800	\$ 55	\$ 1,745	\$ 1,800	\$ 55
DDS and IDP Transfer Fee	\$ 1,745	\$ 1,800	\$ 55	\$ 1,745	\$ 1,800	\$ 55
Dental Hygiene Year IV Clinical Fee	\$ 1,535	\$ 1,680	\$ 145	\$ 1,535	\$ 1,680	\$ 145
Dental Hygiene Year IV Clinical Fee	\$ 845	\$ 930	\$ 85	\$ 845	\$ 930	\$ 85
Dental Hygiene Transfer Clinical Fee	\$ 690	\$ 750	\$ 60	\$ 690	\$ 750	\$ 60
DDS/IDP Transfer Clinical Fee	\$ 6,065	\$ 6,065	\$ -	\$ 6,065	\$ 6,065	\$ -
First Professional - Extended Clinical Fee	\$ 785	\$ 785	\$ -	\$ 785	\$ 785	\$ -
Dental Student Government Fee	\$ 50	\$ 50	\$ -	\$ 50	\$ 50	\$ -
Clinical Completion Fee - per month	\$ 580	\$ 580	\$ -	\$ 580	\$ 580	\$ -
Remediation Course Fee						
(per credit as needed)	\$ 785	\$ 785	\$ -	\$ 785	\$ 785	\$ -

Note: Dentistry students are also charged a \$580 fee for each additional month needed to complete the clinical component beyond the normal completion date.

Virginia Commonwealth University
Tuition Differentials and Fees

	Resident			Nonresident		
	2017-2018	2018-2019	\$ Chg.	2017-2018	2018-2019	\$ Chg.
School of Medicine						
Medical Students: M-I, M-II, M-III Tuition	\$ 30,299	\$ 31,208	\$ 909	\$ 48,873	\$ 51,317	\$ 2,444
Medical Students: M-IV Tuition	\$ 30,299	\$ 31,208	\$ 909	\$ 47,335	\$ 51,317	\$ 3,982
Medical Students: M-III and M-IV						
INOVA Campus Tuition	\$ 30,299	\$ 31,208	\$ 909	\$ 48,873	\$ 51,317	\$ 2,444
INOVA Campus Fee	\$ 1,297	\$ 1,297	\$ -	\$ 1,297	\$ 1,297	\$ -
IBMS Tuition	\$ 25,175	\$ 25,875	\$ 700	\$ 25,175	\$ 25,875	\$ 700
Paramedic Program (Non-degree, credit program) per credit hour tuition	\$ 350	\$ 400	\$ 50	\$ 350	\$ 400	\$ 50
International Programs in Addiction Studies						
MS and Certificate Programs Tuition						
Per Credit Hour	\$ 900	\$ 900	\$ -	\$ 900	\$ 900	\$ -
School of Medicine Fees						
Quantitative Physiology Course Fee						
Assessed to Biomedical Engineering						
Students	\$ 85	\$ 85	\$ -	\$ 85	\$ 85	\$ -
Human Physiology Lab Fee (PHIZ 206)	\$ 95	\$ 95	\$ -	\$ 95	\$ 95	\$ -
Alumni Transcript Fee (per request)	\$ 5	\$ 5	\$ -	\$ 5	\$ 5	\$ -
Drug Screening Fee	\$ 159	\$ 159	\$ -	\$ 159	\$ 159	\$ -
Masters - Drug Screening	\$ 80	\$ 80	\$ -	\$ 80	\$ 80	\$ -
First Professional - Ultrasound Fee	\$ 150	\$ 150	\$ -	\$ 150	\$ 150	\$ -
First Professional Students						
Medicine Student Government Fee	\$ 80	\$ 80	\$ -	\$ 80	\$ 80	\$ -
Medical Electives Fee (non-VCU students)	\$ 100	\$ 100	\$ -	\$ 100	\$ 100	\$ -
INOVA Campus Fee	\$ 1,297	\$ 1,297	\$ -	\$ 1,297	\$ 1,297	\$ -
Simulation Fee	\$ 325	\$ 325	\$ -	\$ 325	\$ 325	\$ -
Application Fee	\$ 80	\$ 80	\$ -	\$ 80	\$ 80	\$ -
Disability Insurance Fee	\$ 25	\$ 43	\$ 18	\$ 25	\$ 43	\$ 18
Comprehensive Basic Science						
Assessment Exam	\$ -	\$ 50	\$ 50	\$ -	\$ 50	\$ 50
School of Nursing						
Undergraduate Clinical Fee	\$ 540	\$ 540	\$ -	\$ 540	\$ 540	\$ -
Graduate Clinical Laboratory						
Supervision Fee	\$ 540	\$ 540	\$ -	\$ 540	\$ 540	\$ -
Doctor of Nursing Practice						
Online - Tuition	\$ 700	\$ 700	\$ -	\$ 700	\$ 700	\$ -

Virginia Commonwealth University
Tuition Differentials and Fees

	Resident			Nonresident		
	2017-2018	2018-2019	\$ Chg.	2017-2018	2018-2019	\$ Chg.
School of Nursing Fees						
Admission Deposit	\$ 250	\$ 250	\$ -	\$ 250	\$ 250	\$ -
Undergraduate Clinical Lab Fee						
Per credit hour	\$ 90	\$ 90	\$ -	\$ 90	\$ 90	\$ -
Graduate Clinical Lab Fee (per credit hour)	\$ 90	\$ 90	\$ -	\$ 90	\$ 90	\$ -
RN-BS Program Fee (per credit hour)	\$ 50	\$ 50	\$ -	\$ 50	\$ 50	\$ -
Nursing Education Fee (per credit hour)	\$ 25	\$ 25	\$ -	\$ 25	\$ 25	\$ -
Health Education Systems, Inc. (HESI)						
Testing Fee, Traditional BS						
Per semester not including summer	\$ 102	\$ 102	\$ -	\$ 102	\$ 102	\$ -
HESI Testing Fee, Accelerated BS						
Per semester including summer	\$ 122	\$ 122	\$ -	\$ 122	\$ 122	\$ -
Microscopy Laboratory Fee	\$ 13	\$ 13	\$ -	\$ 13	\$ 13	\$ -
School of Pharmacy						
P1, P2, P3, P4 Tuition	\$ 26,478	\$ 27,272	\$ 794	\$ 38,157	\$ 39,301	\$ 1,144
Experiential Placement Fee	\$ 350	\$ 385	\$ 35	\$ 350	\$ 385	\$ 35
Part Time PharmD Program						
Tuition Per Credit	\$ 1,485	\$ 1,515	\$ 30	\$ 2,130	\$ 2,183	\$ 53
Pharmacy Technology Fee Per Semester	\$ 150	\$ 150	\$ -	\$ 150	\$ 150	\$ -
Experiential Placement Fee Per Semester	\$ 175	\$ 193	\$ 18	\$ 175	\$ 193	\$ 18
School of Pharmacy Fees						
Admission Deposit - PharmD	\$ 500	\$ 500	\$ -	\$ 1,000	\$ 1,000	\$ -
Technology Fee						
In lieu of University Technology Fee	\$ 300	\$ 300	\$ -	\$ 300	\$ 300	\$ -
INOVA Campus Fee						
In lieu of the University Fee	\$ 1,000	\$ 1,000	\$ -	\$ 1,000	\$ 1,000	\$ -
Experiential Placement Fee						
Full-time	\$ 350	\$ 385	\$ 35	\$ 350	\$ 385	\$ 35
Part-time, per semester	\$ 175	\$ 195	\$ 20	\$ 175	\$ 195	\$ 20
School of Pharmacy						
Student Government Fee	\$ 50	\$ 50	\$ -	\$ 50	\$ 50	\$ -
Application Fee	\$ 30	\$ 30	\$ -	\$ 30	\$ 30	\$ -

Virginia Commonwealth University
Tuition Differentials and Fees

	Resident			Nonresident		
	2017-2018	2018-2019	\$ Chg.	2017-2018	2018-2019	\$ Chg.
Miscellaneous Fees						
Beyond Orientation - Full Cost	\$ 25	\$ 25	\$ -	\$ 25	\$ 25	\$ -
Undergraduate Application Fee/On Paper ⁽¹⁾	\$ 65	\$ 65	\$ -	\$ 65	\$ 65	\$ -
Undergraduate Application Fee/On-line ⁽¹⁾	\$ 65	\$ 70	\$ 5	\$ 65	\$ 70	\$ 5
Graduate Application Fee	\$ 65	\$ 65	\$ -	\$ 65	\$ 65	\$ -
Undergraduate Tuition Deposit						
(New Students)	\$ 100	\$ 100	\$ -	\$ 100	\$ 100	\$ -
New Student Orientation Full Day Program	\$ 75	\$ 75	\$ -	\$ 75	\$ 75	\$ -
New Student Orientation Half Day Program	\$ 50	\$ 50	\$ -	\$ 50	\$ 50	\$ -
New Student Orientation Two Day Program	\$ 150	\$ 150	\$ -	\$ 150	\$ 150	\$ -
Installment Payment Plan Fee	\$ 25	\$ 25	\$ -	\$ 25	\$ 25	\$ -
Late Fee (on unpaid balances) ⁽²⁾	\$ 100	\$ 100	\$ -	\$ 100	\$ 100	\$ -
Student Transcript Fee (per request)	\$ 5	\$ 5	\$ -	\$ 5	\$ 5	\$ -
Credit by Examination ⁽³⁾	\$ 30	\$ 30	\$ -	\$ 30	\$ 30	\$ -
University College						
Pre-Health Sciences Advising	\$ 20	\$ 20	\$ -	\$ 20	\$ 20	\$ -
Credential File Fee						
University College Campus Learning Center						
Learning Support Fee (per semester) ⁽⁴⁾	\$ 30	\$ 45	\$ 15	\$ 30	\$ 45	\$ 15
Cooperative Education Fee						
Full-Time	\$ 70	\$ 70	\$ -	\$ 70	\$ 70	\$ -
Part-Time	\$ 35	\$ 35	\$ -	\$ 35	\$ 35	\$ -
On-Line Fee - Per Credit Hour ⁽⁵⁾	\$ 55	\$ 55	\$ -	\$ 55	\$ 55	\$ -
Life Sciences Lab Fees - Per Course						
BNFO 251, 252, 301, 541, 601, 650	\$ 65	\$ 65	\$ -	\$ 65	\$ 65	\$ -
BNFO 653, 691	\$ 65	\$ 65	\$ -	\$ 65	\$ 65	\$ -
ENVS 201, ENVZ 335	\$ 65	\$ 65	\$ -	\$ 65	\$ 65	\$ -
ENVS 300	\$ 125	\$ 125	\$ -	\$ 125	\$ 125	\$ -

⁽¹⁾ The President may waive the application fee for selected student groups. The School of the Arts is responsible for the application process due to the requirement of a portfolio and/or audition. \$25 will be retained by the School to cover costs of admission processing for the School's costs in administration, mailings and a toll free line.

⁽²⁾ \$100 or 10% of outstanding balance, whichever is less.

⁽³⁾ Per credit hour charge for undergraduate students who seek to receive course credit by examination.

⁽⁴⁾ Fee applies to freshmen, sophomores, and juniors in the fall, spring and summer semesters.

⁽⁵⁾ Fee is capped at 3 credit hours per semester.

Virginia Commonwealth University
Tuition Differentials and Fees

	Resident			Nonresident		
	2017-2018	2018-2019	\$ Chg.	2017-2018	2018-2019	\$ Chg.
College of Humanities and Sciences						
Fees - Per Course						
Science Lab Fee for Chemistry, Biology Forensic Sciences 1xx, 2xx, 3xx, 4xx and 5xx level courses	\$ 65	\$ 65	\$ -	\$ 65	\$ 65	\$ -
Science Lab Fee for Forensic Science for 6xx level courses	\$ 65	\$ 65	\$ -	\$ 65	\$ 65	\$ -
College of Humanities and Sciences						
Fees - Per Credit Hour						
Foreign Language Lab Fee	\$ 10	\$ 10	\$ -	\$ 10	\$ 10	\$ -
World Cinema Courses	\$ 10	\$ 10	\$ -	\$ 10	\$ 10	\$ -
Honors College Fee (per semester)	\$ 50	\$ 75	\$ -	\$ 50	\$ 75	\$ 25
Instructional Lab Fees - HEMS, HPEX, HPEZ 2/3/4/6xx level courses - Per Course	\$ 70	\$ 70	\$ -	\$ 70	\$ 70	\$ -
French Communication Continuing Education Courses ⁽¹⁾	\$ 67	\$ 67	\$ -	n/a	n/a	n/a
Tuition per course for Math 391,591,661, 662, 663, 664, 665, 667 ⁽²⁾	\$ 550	\$ 550	\$ -	n/a	n/a	n/a
Global Education Programs ⁽³⁾						
Global Programs - H-1-B Visa processing	n/a	n/a	n/a	\$ 500	\$ 500	\$ -
Global Programs - E-3 Visa processing	n/a	n/a	n/a	\$ 500	\$ 500	\$ -
Global Programs - TN Visa processing	n/a	n/a	n/a	\$ 250	\$ 250	\$ -
Global Programs - DS-2019 Form	n/a	n/a	n/a	\$ 50	\$ 50	\$ -
Education Abroad Administration Fee	\$ 150	\$ 150	\$ -	\$ 150	\$ 150	\$ -
English Language Program ⁽⁴⁾						
For Non-Native English Speakers						
English Language Program (per credit hour)	\$ 210	\$ 225	\$ 15	\$ 210	\$ 225	\$ 15.0
Application Fee	\$ 65	\$ 70	\$ 5	\$ 65	\$ 70	\$ 5.0
Placement Test Fee	\$ 100	\$ 100	\$ -	\$ 100	\$ 100	\$ -
Administrative Support Fee - non-native, international embassy-sponsored students	n/a	n/a	n/a	\$ 200	\$ 200	\$ -
Health Service Fee - per semester	\$ 103.0	\$ 107.5	\$ 4.5	\$ 103.0	\$ 107.5	\$ 4.5

⁽¹⁾ Offered to Virginia High School teachers as part of VCU's French Film Festival. Tuition is per credit.

⁽²⁾ Not limited to the listed courses. Only eligible for K-12 Teachers nominated by their schools or school system. Same cost for nominated teachers in the online version of these classes.

⁽³⁾ Tuition and fees for Global Education Programs do not include the cost of travel and other cultural events, which are an integral part of the program. In addition to tuition and fees charged, students participating in the Global Education Office Programs are required to pay specific program fees that vary by program and destination. The program fees may include airfare, ground transportation, housing, food, activities and other related charges.

⁽⁴⁾ The President or his designee(s) may set charges for courses offered by Global Programs that involve contracting with third party sponsors to meet the needs of the sponsored students.

Virginia Commonwealth University
Student Housing Rates

	<u>2017-2018</u> <u>Room Rate</u>	<u>2018-2019</u> <u>Room Rate</u>	<u>Increase from</u> <u>2017-18 ⁽¹⁾</u>
<u>MCV Campus:</u>			
<i>Cabaniss ⁽²⁾</i>			
Double	\$ 5,799	\$ 5,559	\$ (240)
<u>Monroe Park Campus:</u>			
<i>Rhoads</i>			
Triple (3 occupants)	\$ 5,599	\$ 5,879	\$ 280
Double	\$ 6,199	\$ 6,364	\$ 165
<i>Johnson Hall</i>			
Triple (3 occupants)	\$ 5,599	\$ 5,897	\$ 298
Double	\$ 6,199	\$ 6,364	\$ 165
Single-Small	\$ 6,699	\$ 7,034	\$ 335
<i>Gladding, Phase III ⁽²⁾</i>			
Double	\$ 7,209	\$ 7,509	\$ 300
Single (2 bedroom)	\$ 7,555	\$ 7,933	\$ 378
Single (4 bedroom)	\$ 7,555	\$ 7,933	\$ 378
<i>Brandt Hall</i>			
Double	\$ 7,209	\$ 7,509	\$ 300
<i>Honors College</i>			
	\$ 7,999	\$ 8,399	\$ 400
<i>Cary & Belvidere Apartments (9 month)</i>			
Single (2 bedroom)	\$ 8,650	\$ 8,737	\$ 87
Single (4 bedroom)	\$ 7,809	\$ 7,199	\$ (610)
<i>Ackell Residence Center (12 month)</i>			
Single (2 bedroom)	\$ 9,273	\$ 9,737	\$ 464
Single (4 bedroom)	\$ 7,809	\$ 8,199	\$ 390
<i>West Grace Street South Apartments (12 month)</i>			
Single (4 bedroom)	\$ 7,809	\$ 8,199	\$ 390
Double (2 bedroom)	\$ 7,209	\$ 7,569	\$ 360
<i>West Grace Street North Apartments (12 month)</i>			
Single (Efficiency)	\$ 10,365	\$ 10,883	\$ 518
Single (1 bedroom)	\$ 10,365	\$ 10,833	\$ 468
Single (2 bedroom)	\$ 9,273	\$ 9,737	\$ 464
Single (4 bedroom)	\$ 7,809	\$ 8,199	\$ 390
Double (2 bedroom)	\$ 7,209	\$ 7,569	\$ 360
<i>Grace & Broad Street Apartments (12 month)</i>			
Single (4 bedroom)	\$ 7,809	\$ 8,199	\$ 390
<u>Other Housing Rates</u>			
<i>Broad & Belvidere Apartments (11.5 month)</i>			
Single (1 bedroom)	\$ 10,365	\$ 10,883	\$ 518
Single (2 bedroom)	\$ 9,273	\$ 9,737	\$ 464
Single (3 bedroom)	\$ 8,625	\$ 8,801	\$ 176
Single (4 bedroom)	\$ 8,205	\$ 8,454	\$ 249

⁽¹⁾ Rate adjustments reflect strategic adjustments based upon several factors, including: similar pricing for same amenities and style of facility, maintaining competitive pricing with off-campus local private developments, and an overall commitment to providing affordable housing for students to retain residency on-campus from first-year to second-year.

⁽²⁾ Singles in Cabaniss will be charged \$6,199. Gladding Residence Hall (ACC owned) will be charged \$6,364 for double and \$7,509 for a semi suite.

Virginia Commonwealth University
Dining Plan Rates Per Semester

			2018-2019	
	2016-2017	2017-2018	Rate Increases	\$ Chg.
	Rates			
300 Swipes w/ \$100 per semester ⁽¹⁾	\$ 2,200	\$ 2,242	\$ 2,290	\$ 48
250 Swipes w/ \$300 per semester ⁽¹⁾	\$ 2,135	\$ 2,175	\$ 2,220	\$ 45
250 Swipes w/ \$175 per semester ⁽¹⁾	\$ 2,010	\$ 2,050	\$ 2,095	\$ 45
200 Swipes w/ \$300 per semester ⁽¹⁾	\$ 1,960	\$ 1,994	\$ 2,032	\$ 38
200 Swipes w/ \$150 per semester ⁽¹⁾	\$ 1,810	\$ 1,844	\$ 1,882	\$ 38
150 Swipes w/ \$105 per semester	\$ 1,365	\$ 1,392	\$ 1,422	\$ 30
140 Swipes w/ \$300 per semester (RA's Only)	\$ 1,385	\$ 1,427	\$ 1,469	\$ 42
100 Swipes w/ \$75 per semester	\$ 925	\$ 942	\$ 961	\$ 19
50 Swipes w/ \$75 per semester	\$ 540	\$ 550	\$ 561	\$ 11
25 Swipes w/ \$75 per semester	\$ 315	\$ 315	\$ 320	\$ 5
5 Swipes w/ \$160 per semester	\$ 208	\$ 208	\$ 209	\$ 1

⁽¹⁾ All students residing in University Housing, other than graduate students or VCU apartment residents, are required to purchase a residential dining plan. Residential dining plans are indicated above with a (1).

Virginia Commonwealth University
Parking Rates Per Semester

			2018-2019	
	2016-2017	2017-2018	Rate Increases	\$ Chg.
Student Rates Per Semester				
Monroe Park Campus				
Student Commuters	\$ 210.00	\$ 216.00	\$ 222.00	\$ 6.00
Student Residential - 5 Months	\$ 327.50	\$ 337.00	\$ 347.00	\$ 10.00
Student Residential - 6 Months	\$ 364.00	\$ 374.50	\$ 385.50	\$ 11.00
MCV Campus				
Student Commuters - On-Campus Facilities	\$ 210.00	\$ 216.00	\$ 222.00	\$ 6.00
Student Commuters - Off-campus lots	\$ 166.00	\$ 170.50	\$ 175.50	\$ 5.00
Student Residential - 5 Months	\$ 327.50	\$ 337.00	\$ 347.00	\$ 10.00
MCV Campus - Advance Start Program ⁽¹⁾				
Student Commuters - On-Campus Facilities	\$ 253.50	\$ 261.00	\$ 268.50	\$ 7.50
Student Commuters - Off-campus lots	\$ 194.50	\$ 200.00	\$ 206.00	\$ 6.00
Student Residential	\$ 390.00	\$ 401.50	\$ 413.50	\$ 12.00
Summer Permit Rates ⁽²⁾				
Monthly	\$ 60.00	\$ 61.50	\$ 63.00	\$ 1.50
Weekly	\$ 15.00	\$ 15.00	\$ 15.50	\$ 0.50
Evening Permits				
<i>EV Permit - All Facilities - 3:30 pm to 2:00 am</i>	\$ 43.50	\$ 44.50	\$ 45.50	\$ 1.00
Daily Rates - All Facilities	\$ 10.00	\$ 10.00	\$ 16.00	\$ 6.00
Hourly Rates				
<i>1 Hour or part thereof</i>	\$ 1.00	\$1.00	\$2.00	\$ 1.00
<i>2 Hours or part thereof</i>	\$ 2.00	\$2.00	\$4.00	\$ 2.00
<i>3 Hours or part thereof</i>	\$ 4.00	\$4.00	\$6.00	\$ 2.00
<i>4 Hours or part thereof</i>	\$ 6.00	\$6.00	\$8.00	\$ 2.00
<i>5 Hours or part thereof</i>	\$ 8.00	\$8.00	\$10.00	\$ 2.00
<i>6 Hours or part thereof</i>	\$ 10.00	\$10.00	\$12.00	\$ 2.00
<i>7 Hours or part thereof</i>	\$ 10.00	\$10.00	\$14.00	\$ 4.00
<i>8 Hours or part thereof</i>	\$ 10.00	\$10.00	\$16.00	\$ 6.00
Maximum Daily	\$ 10.00	\$10.00	\$16.00	\$6.00

⁽¹⁾ Advance Start Program rate has been adjusted to include two additional weeks of parking.

⁽²⁾ Summer permit rates are tailored for individual programs and are based on the weekly/monthly permit rate.

Virginia Commonwealth University

Quest 2025: Together We Transform

Excellence and Access

AY 2019-2025

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I. Letter from the president

Dear VCU Community:

For six years, our strategic plan, Quest for Distinction, served us well. It helped elevate us as a nationally premier research university; led to records in student and faculty success, innovation and creativity, philanthropy, and campus development; and unified us more than ever as one VCU.

It lived up to its name: Like never before, we are a university of distinction.

As we close Quest for Distinction and launch the strategic plan that will guide us into a new era, we recognize that we are not changing direction or the spirit of who we are as a university. In fact, we are investing in that distinctive spirit to build what makes us exceptional even stronger.

This new strategic plan, called Quest 2025: Together We Transform, is the next phase in Virginia Commonwealth University's rise as a preeminent urban public research university distinguished by and committed to advancing equitable access to social, economic, and health success. We will take this distinction to the next level by:

- Ensuring a 21st-century, real-world learning experience for our students by redesigning the undergraduate curriculum and driving innovation, access and excellence for students at every level.
- Raising our institutional profile by building on our proven interdisciplinary and collaborative research strengths to meet public need. These include neurosciences and addiction studies, cancer, children's and women's health, pharmaceutical engineering and cardiovascular health.
- Leveraging expertise from across the university and health system to provide patients access to robust, high-quality health care in a competitive environment, resulting in an unparalleled patient experience.

What we are going to do is important. So is how we are going to do it. As we move from distinction to preeminence, we will boldly pursue social and health equity; our efforts will positively affect the people of Virginia and beyond. We will innovate to change better, faster and with greater focus than our peers around the nation. And we will stay true to our roots of discovery in science, scholarship and creative expression to unflinchingly serve the public good.

This is Quest 2025: Together We Transform. This is VCU.

I am grateful to every member of our community who have and will continue to dedicate themselves to the important work with will do together for these next six years. Together we make a difference. Together we move forward. Together we transform.

Sincerely,

Michael Rao, Ph.D.
President, VCU and VCU Health System

II. The planning process

This report represents the culmination of an institution-wide planning process, one that sought input from a broad range of university stakeholders, including alumni as well as representatives from the community. It reflects *One VCU* — our commitment to a common vision and alignment of values and goals that transcends our parts to enhance our community's well-being and advance the VCU enterprise. It speaks to VCU's revised vision as "*a preeminent national urban public research university and academic health center*", and describes a strategic framework for leveraging our strengths, optimizing our capacity and capitalizing on opportunities to drive transformative education, research and scholarly activity, excellence through diversity, and local and regional impact.

In August, 2016, VCU President Michael Rao appointed Dr. Gail Hackett, provost and vice president of Academic Affairs, and Dr. Marsha Rappley, vice president for Health Sciences and CEO, VCU Health System, to co-chair the development of VCU's next strategic plan, *Quest 2025: Together We Transform*. The name of the plan builds upon the significant brand equity and success realized by VCU's most recent strategic plan, *Quest for Distinction*. **Together** emphasizes one university and our collaborative efforts; **we** means each of us has a role in working together; and **transform** is our call to action.

Members of the strategic plan project team hosted 260 participants at twelve listening sessions in November 2016. These sessions were designed to collect broad ideas to contribute to the strategic plan steering committee's charge to set the planning direction and to establish initial thematic priorities. [See Appendix A.] Faculty, staff and students shared their vision for VCU.

Strategic priorities	Operational priorities
Community engagement: "We are a campus without walls"	Student financial support: "Keep VCU affordable"
Diversity: "Diversity is who we are and [whom] we serve"	Resource the priorities: "We want leadership to prioritize and provide resources for those priorities"
Student support: "Financial, academic and social supports for students [are key]"	Take care of our people: "We need to find ways to take care of our faculty and staff in the face of budget reductions"
Branding/prominence: "We need to be seen as Richmond's university...[while having] a national and international reach"	Build on our progress: "Take what we built from Quest and grow from there"

In January, 2017, co-chairs Drs. Hackett and Rappley charged the 47-member Strategic Plan Steering Committee [Appendix B], with representation from senior leadership, faculty, students, staff, alumni, and community-at-large, as follows:

- Lead a transparent and inclusive process
- Serve with an institutional focus and a commitment to the overall success of the university
- Affirm VCU's mission, vision and values

- Build upon the success of the current strategic plan to set a direction for even greater success
- Integrate themes, goals and university initiatives already underway, including:
 - Diversity and inclusion
 - Resource allocation aligned with strategic priorities, e.g., HR Redesign and Facilities Master Plan
 - Efficient and effective practices and operations
- Charge Work Groups with proposing theme-related goals, strategies and implementation plans to achieve the goals

Drs. Hackett and Rappley formed and charged five work groups on behalf of the Steering Committee in late spring 2017. [See Appendix C for membership for the work groups along with their subsidiary task groups.] Each was co-chaired by VCU faculty and included members of the VCU community who were knowledgeable about and actively involved in the respective thematic area. Nearly 100 VCU faculty, staff, students and community members were active participants in the work and task group planning efforts.

- Student success
- National prominence
- Urban and regional transformation
- Culture of appreciation
- Leveraging diversity

Each work group was tasked with describing the scope of each theme as well as identifying related goals. In addition, four of the five work groups formed subsidiary task groups to explore specific sub-theme areas. Members of the Leveraging Diversity work group aligned themselves with the other four work groups to ensure close integration of efforts and strategies along the diversity, inclusion and equity continuum. The work groups and their respective task groups met numerous times between April 2017 and January 2018, conducting background research, considering VCU's current position, and exploring new ideas and opportunities. The Steering Committee received initial recommendations from the work groups in December 2017 for review and feedback. These continued to be refined throughout the following spring term.

The university community was actively engaged in the strategic planning process. Town halls were held on the Monroe Park and MCV campuses in April and October 2017 and again in March 2018 to seek broad input regarding the direction and proposed elements of the strategic plan. Town halls were streamed via Facebook for live viewing. More than 400 VCU faculty, staff and students attended the town halls while over 13,000 clicked in to view the live streams. Members of the Strategic Plan Project Management Office (PMO) met with numerous VCU leadership groups, including the Faculty Senate, Council of Deans, the Associates Forum, VCU Community Liaisons, and staff from several divisions, including Administration, Student Affairs and Strategic Enrollment Management to provide updates on the plan's progress and to solicit additional feedback. Community members participated as co-leaders and members of the task groups under the Collective Urban and Regional Transformation work group, providing input and seeking alignment with community-identified priorities and goals. Additionally, the Quest website [<https://quest.vcu.edu>] deployed a number of short surveys to the VCU community-at-

large to seek input on the plan and its progress from faculty, staff and students throughout the 2017-2018 academic year.

In January 2018, Drs. Hackett and Rappley charged a Writing Group, comprised of a member from each of the five work groups and the strategic plan PMO, to draft the strategic plan. The following iterative writing process incorporated feedback from the various stakeholder outreach efforts, as well as high-level input from Cabinet and Board of Visitors. This process included:

- Refining institutional strategies to achieve the individual goals
- Identifying a range of possible metrics to measure progress and impact
- Drafting preliminary implementation plans for each goal, inclusive of primary responsibility, magnitude of resources required, targeted source of resource needs, priority level, initial timeline, and major milestones

As a result of this work, VCU will continue to refine and strengthen its distinction as the premier example of a 21st century university and to maintain its position as the nation's only public, urban university that can claim Carnegie recognition as highest research and community engaged, with a nationally ranked academic medical center, 5 health professions schools, status as a National Cancer Institute-designated Cancer Center, and recipient of a Clinical Translational Science Award from the National Institutes of Health.

III. Mission, vision and values

Our mission

Virginia Commonwealth University and its academic health sciences center serve as one national urban public research institution dedicated to the success and well-being of our students, patients, faculty, staff and community through:

- Real-world learning that furthers civic engagement, inquiry, discovery and innovation
- Research that expands the boundaries of new knowledge and creative expression and promotes translational applications to improve the quality of human life
- Interdisciplinary collaborations and community partnerships that advance innovation, enhance cultural and economic vitality, and solve society's most complex challenges
- Health sciences that preserve and restore health for all people, seek the cause and cure of diseases through groundbreaking research and educate those who serve humanity
- Deeply engrained core values of diversity, inclusion and equity that provides a safe, trusting and supportive environment to explore, create, learn and serve

Our vision

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

Our core values

- Accountability: Committing to the efficient and transparent stewardship of our resources to achieve institutional excellence
- Achievement: Ensuring distinction in learning, research and scholarly pursuits, service, and patient care
- Collaboration: Fostering collegiality and cooperation to advance learning, entrepreneurship and inquiry
- Freedom: Striving for intellectual truth with responsibility and civility, respecting the dignity of all individuals
- Innovation: Cultivating discovery, creativity, originality, inventiveness, and talent
- Service: Engaging in the application of learning and discovery to improve the human condition and support the public good at home and abroad
- Diversity and inclusion: Ensuring a climate of mutual trust and respect where individuals of differing cultural backgrounds, identities, abilities and life experiences are embraced, engaged and empowered to drive excellence and success
- Integrity: Adhering to the highest standards of honesty, respect and professional and scholarly ethics

IV. Impact on the Richmond region

Virginia Commonwealth University began 180 years ago with a deep commitment to the social good. When, under the recommendations of the Wayne Commission, the Medical College of Virginia and the Richmond Professional Institute came together 50 years ago under the VCU name, our founding charter asked us “to confront on an intellectual and practical level the social environment which surrounds [us]. To relate [ourselves] to the community...and participate in the solution of existing problems.” VCU’s mission remains unchanged today, embodying our commitment as a positive force for progress to improve lives, save lives and to give life meaning. As such, VCU serves as the consummate catalyst for the Commonwealth, with the greatest economic impact of any university in Virginia at \$6 billion. Our impact across the region and the commonwealth extends far beyond what is captured in the numbers, identifying contributions in key areas that shape economic impact and the overall quality of life.

- *Talent*: VCU produces graduates whose skills meet the needs of area businesses and other organizations. A local business leader stated it this way. “VCU is the leader in the region’s talent pipeline.”
- *Innovation and the entrepreneurial ecosystem*: VCU is a leader in innovation and creativity, with a profound impact on the economy that reverberates across the region, the state, the nation, and the globe. “The thought leaders in their field are at VCU”, stated a regional CEO. The report describes an example of this impact: “Venture Creation University is a university-wide initiative focused on nurturing and guiding the entrepreneurial and innovative mindset in students...the result of programs like these is that 51 percent of VCU students are interested in entrepreneurship and 30 percent want to start a company.”
- *Regional stewardship*: “VCU shows that it cares about the Richmond region by exercising leadership to address challenges and move forward. Its regional stewardship takes many forms, most of which can be grouped under the headings of community developer, convener, thought leader, and moral leader.”
- *Local culture*: “VCU influences the local culture, the milieu of Richmond, creating both businesses that supply products and services, and a market that purchases distinctive products and services...VCU students, alumni and staff create a market that supports creative art, music, food, artisan products, and sports.”

VCU’s spending on operations, maintenance and capital investment, and the spending of its employees, students and visitors generates 47,000 jobs and an economic impact of \$4 billion. When extended across the commonwealth of Virginia, the numbers expand to reflect 63,000 jobs and \$6 billion in economic impact. Other report findings include:

- While enrolled at VCU, students are strongly encouraged to engage in community service and gain hands-on experience serving the community. Nearly 4,100 students enrolled in student-learning courses during the 2016-2017 academic year, contributing over 1.5 million hours in community service.
- In 2015, the Education Trust recognized VCU for its work in boosting graduation rates for traditionally underrepresented minority groups. VCU ranked among the top 26 universities nationwide for increasing the six-year graduation rate for all students and narrowing the gap between the graduation rate of underrepresented and white students.

- Some 65 percent of current VCU alumni live in the commonwealth, with more than 45,000 undergraduate alumni and over 22,000 graduate alumni located in the Richmond MSA. VCU alumni contribute nearly 6 percent, or \$218 million of the commonwealth's annual state income tax. Based on estimates of how the education and skills levels of the region's workforce would differ in the university's absence, the report calculated \$511 million loss in potential annual earnings.
- Over the last 20 years, VCU capital projects have sustained neighborhoods through economically difficult eras. Between 1996 and 2013 — beginning near the peak of a violent crime epidemic and extending through the nadir of Richmond's population loss and the Great Recessions — VCU invested over \$1.6 billion in its Monroe Park and MCV campuses. The two campuses are connected by the Broad Street corridor. The city designated the corridor an arts and cultural district in 2012 as part of an effort to encourage redevelopment. Research suggests that markets with fine arts and other quality-of-life amenities are able to attract a "creative class" that, in turn, becomes a principal driver of economic opportunity. Two highly visible VCU capital projects bookend the district, with the Institute for Contemporary Art at the district's western terminus and the Children's Pavilion at its eastern terminus.
- VCU's Innovation Gateway partners with the Virginia BioTechnology Research Park and its Innovation Council to increase entrepreneurial activities and support economic growth throughout the region. In FY 2017, VCU received \$6.8 million in licensing revenues. A VCU start-up company, Sanyal Biotechnology, was selected as one of the Best University Start-ups in the nation. Launched as a result of VCU's Entrepreneur-in-Residence program, it was incubated in and graduated from the research park, and represents a telling example of VCU's focus on building strategic industry collaborations and regional partnerships, and supporting entrepreneurship and new venture creation.
- VCU has been ranked as a top 100 research university based on federal research expenditures by the National Science Foundation for six consecutive years. It is currently ranked 81st in federal R&D expenditures and received over \$275 million in total sponsored awards and research-directed gifts in FY 2017.
- A \$25 million award from the Bill and Melinda Gates Foundation in FY 2018 supported the launch of VCU's Medicines for All project, which conducts research aimed at lowering the cost of lifesaving drugs, making it less expensive to fight AIDS, tuberculosis, malaria, and sleeping sickness.
- VCU's School of Pharmacy Pharmacist Collaborative Care and Outreach in the Community conducts seven outreach programs in inner-city and remote, rural areas that have limited access to care, with more than 200 students and faculty members from various health care disciplines caring for 6,700 patients annually.
- VCU Health treats the most medically, socially and financially vulnerable citizens and is committed to creating a better state of health for Virginia. One of its initiatives, the Richmond Health & Wellness program, helps 500 older adults in five senior housing facilities age in place well. Its Bridging the Gap youth violence intervention program enrolls at-risk inner-city youth with intensive case management services that connect them and their families with community resources to assist with housing, educational, vocational, social, and mental health needs.

V. Resourcing the strategic plan

VCU realizes that funding strategic priorities identified under this plan will require an integrated, pan-university approach and will call for hard choices around resource allocation during what we anticipate to be challenging economic times. Growing affordability pressures among our students and their families will limit our ability to grow tuition rates. State support for higher education has rebounded somewhat from the 2008-2009 recession, yet it is likely never to return to pre-recession spending levels for institutions of higher education and our students.

A fundamental principle for the strategic plan is VCU's commitment to use its full range of financial resources wisely, balancing investment decisions, whether sourced from new or reallocated funds, with the magnitude of the initiative's impact on our mission, particularly in advancing student success. This calls for working diligently to expand current revenue sources by efforts such as growing domestic non-resident and international enrollment, developing new sources of revenue and gaining efficiencies. New sources include competing effectively for new grants and contracts, increasing philanthropy, maximizing underperforming assets, seeking efficiencies throughout the institution to reduce or hold constant the cost of services, and pricing tuition and associated services competitively and with our students' ability to pay in mind. VCU will continue to make the case to the governor and state legislature that we warrant additional state funds, yet we recognize we cannot depend upon the availability of new funds to support our priorities.

The high-level implementation plan (details appearing in Appendix D) addresses a three-year time frame, bringing the university to the midpoint of the new strategic plan. The FY 2019 budget includes funds targeting the highest priority initiatives identified in the plan, predominantly in support of enhanced and new student success initiatives. Beyond the plan's initial year, incremental or new investments in support of strategic priorities must come from increased and diversified sources of revenue and/or reallocating existing funds.

VI. Quest 2025: Together We Transform - Themes, goals, strategies and metrics

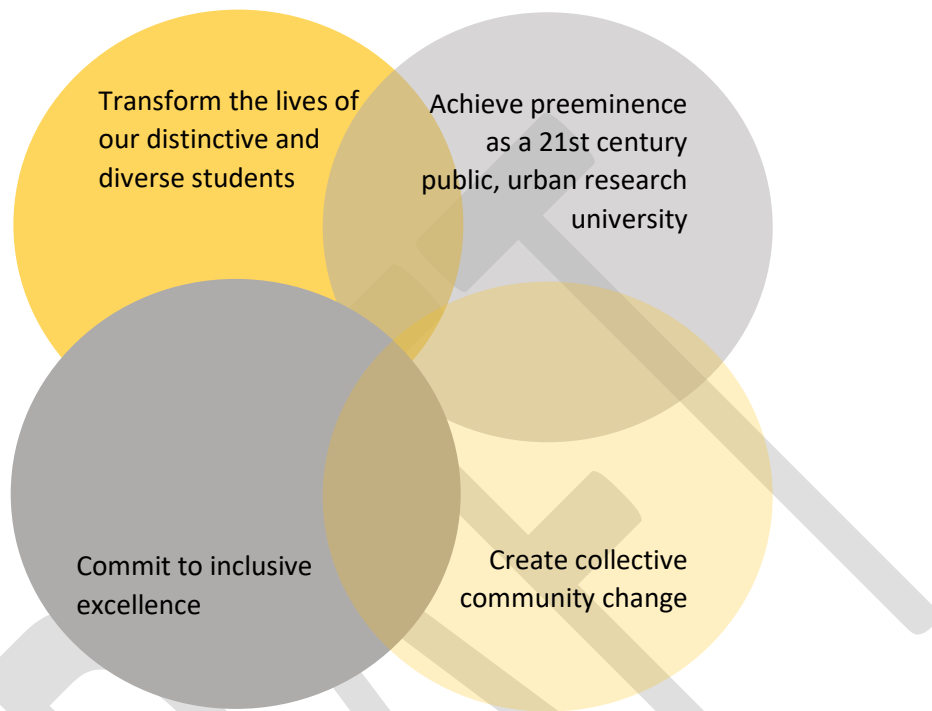
In its 1965 recommendation to merge the Medical College of Virginia with the Richmond Professional Institute to form Virginia Commonwealth University, the Wayne Commission Report described “an urban-oriented university as unique in that its basic philosophy concentrates on meeting the needs of an urban population living and working in an urban environment [with] the city... .” This set VCU apart from all other higher education institutions throughout the commonwealth, with a unique purpose to “[successfully] address...the pressing problems of rapid urbanization,” a distinction that remains to this day. Since its formation, VCU has thrived as a diverse, engaged and ambitious institution that has placed access and excellence at the heart of all it does. It continues to make the most of what makes it distinctive, serving as a public university committed to the public good

Today, higher education across the commonwealth faces ever-growing challenges, ones that will call for it to play an increasingly important role. Too many people today view public education as a private benefit, a pathway only to personal gain. The belief that public universities serve the public good is disappearing. A recent Consumer Reports survey found almost half of college graduates say their education was not worth the expense. Under its newest strategic plan, Quest 2025: Together We Transform, VCU will lead the charge in reversing this trend by changing better, faster and with greater intentionality and focus than its peers. The educational experience we will provide will help our students graduate with more opportunities than they had when they arrived on campus, while the research, creative activity and community engagement we pursue will help society by solving its most vexing problems.

The 2014 Virginia Plan for Higher Education (plan) speaks to this role. “Virginians will need deeper and broader knowledge and skills to be engaged, productive participants in our evolving Commonwealth and its economy. At the same time, the demographics of the emerging generation are changing, as an increasing share of our youth come from populations that historically have been underrepresented in both higher education and the highly educated sectors of our workforce.”

- Provide affordable access for all
- Optimize student success for work and life
- Drive change and improvement through innovation and investment
- Advance the economic and cultural prosperity of the commonwealth and its regions

The plan's goals reflect a significant overlap with VCU's mission, vision and goals as outlined in this report. Virginia Commonwealth University will pursue four overarching, integrated themes in support of its mission and vision and in its continued drive for distinction and impact.



VCU's many constituencies may recognize that these strategic themes have been foundational elements driving our growth and success since first opening our doors. The difference between our most recent strategic plan, Quest for Distinction, and this new plan speaks to the level of focus, intentionality, energy, and resources to be committed to each.

Quest 2025 – Theme I: Student Success

Our goal is to create a university culture that transforms the lives of our distinctive and diverse student population; one that supports students through inquiry, discovery, innovation, and creative expression. One that engages faculty, staff and administrators to create resources that help students navigate university experiences focused on increasing student success. One that addresses the rising cost of higher education and continually seeks to provide affordable access and support on-time completion.

VCU strives to put our students at the center of all we do. While student-centered learning traditionally speaks to reflecting individual student's needs and abilities in determining what and how students learn, and how their learning is assessed, our commitment to students moves beyond the learning environment. Our educational experience is a social ladder for our students, transforming their lives and dedicated to providing the skills they need to reach their dreams. With this in mind, student success speaks to achieving the intersection between a student's own goals, those established by the institution and expectations of employers as graduates enter and advance in the workplace. It goes beyond the time spent within the university experience; ensuring students have the tools they need to advance beyond graduation and make a difference in an increasingly diverse and connected world. One priority among this longitudinal approach to learning and transformation is to ensure VCU's offers its students a 21st century learning experience, beginning with the redesign of the undergraduate curriculum while also driving innovation and widespread engagement around excellence and change throughout the graduate and professional programs. Such renovation and transformation will encompass the following principles:

- Create collaborative partnerships that cross departments and campuses and create cross-disciplinary university-wide learning outcomes
- Support excellence and innovation in teaching
- Engage faculty in the design and implementation of transformative curricula
- Empower student voices to be engaged learners and to contribute to curricular design
- Link diversity, inclusion and equity to how students are taught
- Integrate diversity into disciplinary content and teaching practices

Another priority is to support affordable access to higher education. VCU educates students unlike those found at most other research universities. We are more diverse, both in our race and ethnicity composition and in the socio-economic profile of our students. Many of our students come from fewer family resources than their peers have across the commonwealth. VCU educates - and graduates - more low-income students than our Tier III peers combined, the University of Virginia, Virginia Tech and William & Mary. Approximately 17 percent of VCU students move up two or more income quartiles after they graduate, among the highest of any university in the mid-Atlantic. Yet, VCU students also graduate with higher levels of debt than those from peer institutions. We are committed to lowering student debt and enhancing the overall return students gain on their investment in their degree.

Our plan establishes three goals to address continued efforts to drive student success. These are accompanied by a number of high-level strategies and wide range of metrics to track performance and measure progress over time.

Theme I: Student Success – *Transform the lives of our distinctive and diverse student population through a university culture that supports every student’s success through inquiry, discovery, innovation, civic engagement, and creative expression.*

	Goals	Key strategies	Possible metrics
I.1	Transform the undergraduate curriculum to ensure we offer a 21st century learning experience	<ul style="list-style-type: none"> ● Establish task group to advise on implementation of evidence-based, innovative strategies and best practices in innovative pedagogy ● Promote interdisciplinary collaboration with the engagement of multiple knowledge communities in the development of academic programs ● Facilitate development of instructors in inclusive and transformative teaching practices 	<ul style="list-style-type: none"> ● Process milestones ● # and academic distribution of faculty involved in curricular redesign ● # of courses undergoing transformation/ transformed ● % of students enrolled in transformed classes and/or programs
I.2	Prepare our students to be creative innovators and entrepreneurs who make a difference in an increasingly diverse and connected world	<ul style="list-style-type: none"> ● Strengthen student academic and career planning, readiness and employer engagement ● Create interprofessional or interdisciplinary learning opportunities for graduate and health professions students ● Continue program implementation, expand the R.E.A.L. (relevant, experiential and applied learning) initiative to all students and assess impact ● Increase our international student population and internationalization of VCU to enhance cross-cultural student experiences 	<ul style="list-style-type: none"> ● Demographics and % of students participating in R.E.A.L. initiatives ● Results from first destination and 5-10 year post-graduation surveys ● Change in # of international students

	Goals	Key strategies	Possible metrics
I.3	Enhance the university culture supporting student success, including improved retention and graduation rates	<ul style="list-style-type: none"> ● Advance a universitywide culture focused on the success of our students ● Expand student success campaigns for targeted populations ● Decrease student debt through targeted initiatives, for example: increased out-of-state and international enrollment; expanded online enrollment; expanded summer session; philanthropic scholarships ● Mobilize faculty, UAP and staff in implementing best practices in support of student success ● Empower students to define and support student success 	<ul style="list-style-type: none"> ● Graduation rates – overall and by demographic categories ● Average UG student debt at graduation ● Retention rates ● Student Satisfaction Index (NSSE, Noel-Levitz, HERI DLE) ● # of T&R faculty ● Tenured/tenure track faculty as % of total FT faculty ● Philanthropic \$\$ supporting scholarships and/or # of student scholarships awarded ● % satisfaction on Advising Student Satisfaction Survey ● Performance on 30/60/90 student assessments

Quest 2025 –Theme II: National Prominence

In setting a vision to be recognized as a preeminent national urban public research university and academic health center, we will leverage the many strengths and opportunities available through the achievement of “one VCU”. Our public university is a public good because our research and creative activity positively impact society. VCU serves as a “social lab”, engaging in research with a social conscience; research that advances society and helps people live longer, better lives. Examples of VCU’s research as a public good include expanding our Medicines for All initiative, which makes life-saving prescriptions more affordable and is supported by a \$25 million Gates Foundation grant, and our national leadership in funded research tackling opioid addiction, with over 30 projects across VCU’s campuses. These initiatives and others reflect VCU’s commitment to bring together colleagues from across disciplines to solve public crises from all angles.

Theme II of the new strategic plan speaks to unleashing VCU’s potential and focusing our efforts across the boundaries of research, faculty achievement, our connection to the urban community, and student success to achieve prominence both nationally and globally. Since we recognize that resources will continue to be a limiting factor for the near future, it is imperative that VCU sets priorities and allocates investments around initiatives that build upon current strengths and raise our institutional profile. These include neuroscience and addiction studies, cancer, children’s and women’s health, cardiovascular health and pharmaceutical engineering.

The new plan will focus on removing barriers to successful collaboration and identifying opportunities to expand our interdisciplinary research and scholarship portfolio, enabling VCU to leverage its resources more efficiently and effectively across multiple units and programs. It builds upon our commitment to the public good by strengthening areas where our expertise meets public need. We will boldly advance social and health equity.

One of VCU’s greatest attributes is our diverse and distinctive student body. Our urban location, research portfolio and commitment to community engagement serve as a powerful springboard for enhanced efforts to engage our students in scholarship and research. We are committed to actively engaging our students in research efforts, further motivating them and enhancing their educational experience. This provides yet another way for VCU to move ahead in terms of national prominence by promoting the quality and nature of our students and their achievements.

This plan sets out five goals to advance our preeminence as a public, urban research university with an academic health center, along with high-level strategies and potential metrics to track our progress towards achieving these goals.

Theme II: National Prominence – *Distinguish VCU as a preeminent urban public research university by growing areas of strength as researchers, innovators and educators.*

	Goals	Key strategies	Possible metrics
II.1	Create a university culture that supports and promotes VCU's interdisciplinary research strengths, scholarship and creative expression	<ul style="list-style-type: none"> Invest in current areas of interdisciplinary strength: neurosciences; addiction studies; women's and children's health; cancer; pharmaceutical engineering; cardiovascular health Identify and invest in a select number of other interdisciplinary areas to diversify and strengthen VCU's research portfolio, including the support and expansion of iCubed focus areas Fully implement the University Research Strategic Plan Invest in faculty and graduate student teams to facilitate research and scholarly activity that is nationally competitive with peer and aspirational institutions in strategic programmatic areas Remove administrative and research infrastructure barriers that limit interdisciplinary research 	<ul style="list-style-type: none"> Total federal research awards Total federal R&D awards # of interdisciplinary awards # of interdisciplinary graduate student funding opportunities # of policies reviewed and mitigated
II.2	Achieve academic distinction internationally, starting with national distinction for at least one program within each school/college	<ul style="list-style-type: none"> Identify programs to be raised to national distinction within each academic unit and develop plans to achieve goal Increase the university's recognition and investment in the creation and dissemination of research, scholarship and creative work, and national recognition of the same Strengthen existing and build new PhD programs in areas of prominence or potential strength in order to compete more effectively on a national level with our peers 	<ul style="list-style-type: none"> National rankings of graduate programs # of PhD students enrolled # of Master's student enrolled Academic Analytics-type program measures, e.g., publications, citations

	Goals	Key strategies	Possible metrics
II.3	Achieve national distinction through our successful engagement with and graduation of diverse student populations	<ul style="list-style-type: none"> • Develop a pipeline of highly diverse (SES, URM and national origin) students with relevant and applied learning experiences for graduate and first health professions programs • Expose students to interdisciplinary research and scholarship to prepare them to contribute to the new knowledge economy 	<ul style="list-style-type: none"> • Growth in # of diverse students enrolling in post-baccalaureate programs • # of students engaged in Undergraduate Research Opportunity Program (UROP)
II.4	Launch a multiyear comprehensive, institution-wide communications plan to support the Quest 2025 strategic plan and achieve national prominence	Develop the communications plan through a collaborative process between central and unit communicators	<ul style="list-style-type: none"> • VCU reputational score (based on awareness survey) • Communication infrastructure and resource benchmarks against peer institutions • Communications plan in place

Quest 2025 – Theme III: Collective Urban and Regional Transformation

As a major research university with an academic medical center in an urban environment, VCU is emerging as a model of the 21st century research university, characterized by its urban advantage, integration of research, diversity and commitment to inclusion, experiential learning and community engagement. We are a public good because of our commitment to the health and wellbeing of people everywhere, beginning with our Richmond region. The university in collaboration with VCU Health System is a social lever for human health.

VCU seeks to learn from and use its role as an urban institution of higher education as an asset to serve as a full partner in supporting community progress and well-being. The university serves as an anchor institution, contributing to the health and economic, social and cultural vitality of the Richmond region. We are committed to using our vast intellectual resources to move society forward together. This requires an active, engaged model of university and community working as partners for mutual benefit. Our obligation as a public research university and as an anchor institution in our city is to work with our community partners to dive deep into critical issues and help find solutions.

One example of VCU's commitment to the community is the East End Health Education and Wellness Center. Developed in partnership with VCU Health, the center is part of a larger redevelopment initiative designed to provide new resources in an area of the East End identified as a food desert and where a majority of residents live in poverty and have poor health outcomes. It will provide assessments and screenings, nutrition outreach, behavioral health support, chronic disease prevention and management, health education, care coordination, referrals to community providers and organizations, and research and evaluation. Most services will be provided at no charge by interdisciplinary teams of VCU faculty and students who are working either as a community service activity or as part of their academic program.

The three goals for Theme III were developed in collaboration with community members and reflect community identified priorities. As part of this collaborative planning effort, our goals are aligned with priorities established and efforts underway by the Capital Region Collaborative. VCU is committed to engaging in partnership with local and regional entities to leverage and elevate synergies of VCU's community-oriented internal and external assets.

Theme III: Urban & Regional Transformation – *Mobilize VCU's human capital and economic resources, collaborating with the community to address social and health inequities.*

	Goals	Key strategies	Possible metrics
III.1	Advance innovations for high quality education and workforce development	<ul style="list-style-type: none"> ● Produce new, highly trained and high-quality teachers and school administrators prepared to work with diverse student populations and more representative of the racial and ethnic diversity of their communities ● Use evidence-based practices to evaluate out-of-school-time programming and collaborate with regional schools and community partners to enhance the quality and bring new, innovative out-of-school-time programs to the region ● Partner with the Richmond region school districts to increase the quality and effectiveness of programs that promote student engagement and reduce disciplinary actions ● Prepare students to be career-ready for innovative and emerging industry sectors 	<ul style="list-style-type: none"> ● # of VCU SoEd graduates taking teaching positions in Richmond region PK-12, particularly in Richmond and Petersburg public school systems ● # of events hosted by or partnered with VCU related to PK-12 out-of-school activities ● Anchor Dashboard metrics addressing workforce development and education
	Goals	Key strategies	Possible metrics
III.2	Continue to address inequities to strengthen the health and well-being of Greater Richmond residents	<ul style="list-style-type: none"> ● Strategically align university activities and resources with regional priorities and key initiatives to reduce poverty and enhance social stability, e.g., East End Health Education and Wellness Center, housing ● Align with community partners to implement the VCU/VCUH Health Equity Plan (HEP) to address social determinants of health 	<ul style="list-style-type: none"> ● # of students and faculty or VCU units participating in East End initiative ● # of East End clients/community residents served with identified health-related (physical and behavioral) needs

			<ul style="list-style-type: none"> ● # of referrals to community partners via East End initiative ● Improvement in health-related community indicators based on baseline data
III.3	Elevate VCU's contributions to the region's economic and cultural vitality	<ul style="list-style-type: none"> ● Coordinate with regional leadership and advance efforts to enhance the integration of the arts into community development and to expand arts funding, e.g., new grants or collaborations ● Serve as an innovation and entrepreneurship engine providing new sources of talent and attracting industry and new businesses to the region ● Improve access for the region to VCU's facilities, intellectual services and civic engagement to address community-identified needs and contribute to community problem-solving 	<ul style="list-style-type: none"> ● Richmond region employer satisfaction survey with VCU graduates (form of first destination) ● # of cultural events sponsored by VCU or offered in VCU facilities and level of participation ● # business start-ups, job creation and revenues from VCU faculty and students ● # U-I collaborations ● # inventions ● # IP licenses ● Follow-on funding

Quest 2025 – Theme IV: Diversity Driving Excellence

VCU is a rare place of both access and excellence. According to *Diverse: Issues in Higher Education's* 2017 “Top 100 Degree Producers” rankings, approximately sixty percent of our academic programs rank in the top 10 nationally for graduating underrepresented students. Very few universities can tell the story of increasing graduation rates, diversity and academic standards – all at the same time. As VCU’s unparalleled diversity has increased, so has its graduation rate. We appreciate this achievement is not limited to a particular demographic or group; rather the growth in diversity and success of all students have occurred hand in hand.

VCU strives to ensure a climate of mutual respect and trust where individuals of differing cultural backgrounds, identities, abilities and life experiences are embraced, engaged and empowered to drive excellence and achieve success. We are committed to, reflect upon and pursue inclusive excellence in all that we are, do, and aspire to be. We acknowledge individuals come to VCU with various ideas, experiences, and strengths, all of which we recognize as assets to the university. To that end, VCU will intentionally integrate its efforts to achieve, sustain and grow inclusive excellence into the core aspects of our institution – our 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 and responsibility for VCU’s continual achievement of inclusive excellence. Every member of the university community should know VCU is a place where they can come and achieve their goals, and that VCU is invested in their success, health, and wellbeing.

We seek to take full advantage of the unique character and quality of our institution to make our whole greater than the sum of our individual parts. Our individually powerful autonomous units strengthen collective capacity. We are filled with optimism about who we are and who we can be as a model and beacon for other institutions. VCU will model inclusive practices and will assign, measure and assess accountability for these practices. This theme identifies three goals to enable us to utilize our most valuable asset - the diversity of our people - to drive excellence.

Theme IV: Diversity Driving Excellence – *Translate our value philosophy of diversity and inclusion into practices related to excellence and success.*

	Goals	Key strategies	Possible metrics
IV.1	Advance institutional excellence through a commitment to diversity, inclusion and equity fostered through a culture of appreciation and respect	<ul style="list-style-type: none"> ● Foster inclusive practices and difference in ways that build cohesive communities and a positive climate ● Develop a university-wide culture of appreciation that is reflected in day-to-day behaviors, activities and campus life and is expected of all academic and administrative units. ● Work in innovative ways to inspire change and promote dialogue and action on diversity, inclusion and equity within and across units 	<ul style="list-style-type: none"> ● D&I annual report ● Biannual climate satisfaction survey results
IV.2	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	<ul style="list-style-type: none"> ● Fully implement the university Diversity and Inclusion Strategic Action Plan as an integral component in achieving institution priorities ● Expand iCubed program ● Use diversity, inclusion and equity-related assessment data to inform investments of resources in alignment with university priorities 	<ul style="list-style-type: none"> ● D&I annual report ● New T&R faculty URM hires ● URM employees as % of T&R faculty, T/TT faculty, UAP and classified staff ● Progress at unit level against AAP (affirmative action plans) ● D&I dashboards
IV.3	Establish diversity as an imperative in the development and implementation of strategies and policies and in decisions regarding resource allocation	<ul style="list-style-type: none"> ● Integrate inclusive excellence goals, targets and benchmarks into the performance evaluation of leadership, and reward success. ● Factor in the implications on diversity, inclusion and equity in financial and operational decision-making processes 	<ul style="list-style-type: none"> ● Achievement of performance goals ● Evaluation framework

VII. Implementation and accountability for results – Highest priority

The strategies presented below represent VCU's highest priorities described within the strategic plan. They reflect efforts launching in summer 2018 and continuing, at a minimum, through the plan's 3-year midpoint, or initiatives already underway that will be scaled for greater impact, expanded or otherwise enhanced. They also represent those areas towards which will require additional resources at the earliest point. VCU is committed to moving forward on all goals and strategies laid forth in this plan, yet recognizes that those with lower priorities will need to advance using current funds or by identifying and directing new resources. Funds for associated underlying initiatives for highest priority goals have been included in the university's proposed FY 2018-2019 budget and have initial placeholders identified for the following budget year. Resource needs reflect range estimates, with FY 2020 as the earliest potential investment year, and FY 2021 as most likely. All new investments are to be sourced through reallocation or availability of new funding sources.

- High – over \$750,000
- Moderate - \$250,000 to \$750,000
- Low – under \$250,000

More details around timelines, university-level metrics and resource requirements for all goals and their supporting strategies can be viewed in Quest 2025: Implementation FY2019-FY2021.

Theme I: Student Success				
Goal	Strategy	Responsible	Resource needs	Comments
Transform UG curriculum	Establish task group to advise on innovative strategies & pedagogical best practices	Provost & VP for Academic Affairs; SVP for Academic Affairs; SVP for Faculty Affairs	Low	Minimal investment during design and planning phases (years 1-2 and year 3 pilot) to compensate for faculty time
Prepare students to make a difference	Strengthen student academic & career planning, readiness & employer engagement	SAVP for Student Success; SVP for Student Affairs	Moderate	Investments made to date to fund new Student Success office, expand technology and add advisors; further resource expansion dependent upon new revenues or reallocation
	Continue implementation of R.E.A.L. initiative and assess impact	SVP for Academic Affairs	Moderate	Funding for new AVP for R.E.A.L. Initiatives and other needs included in FY 2019 budget; expansion with availability of new revenues
Enhance university culture supporting student success	Decrease student debt through targeted initiatives	Provost and VP for Academic Affairs; Vice Presidents for Health Sciences and Budget & Finance	High	Initiatives underway across targeted divisions and resources included in FY19 budget forward; further resource requirements to be funded through new revenues, e.g., philanthropy, new programs, or reallocation

Theme II: National Prominence				
Goal	Strategy	Responsible	Resource needs	Comments
Create university culture supporting interdisciplinary research strengths, scholarship and creative expression	Invest in current areas of interdisciplinary strength (<i>hiring; space; technology</i>)	Provost and VP, Academic Affairs; VP for Health Sciences; VP, Research and Innovation; deans	High	Budgeted in years 1-2; looking to Innovation ROI, strategic VCUH contributions, new peer-reviewed funds, and donor contributions
Achieve academic distinction internationally, starting with national distinction for at least one program within each school or college	Identify programs to be raised to national distinction	Deans; Provost and VP for Academic Affairs; VP for Health Sciences	Moderate	No new investment until Year 3; dependent upon new revenue to fund hires or other needs
Achieve national distinction through successful engagement with and graduation of diverse student populations	Develop pipeline of highly diverse students for entry into graduate and 1 st professional programs	VP, Strategic Enrollment Management; SAVP, Student Success; AVP for R.E.A.L. Initiatives	Low	Resource needs being funded under Student Success; differentiation will come by targeting special populations, e.g., URM, lowest SES, international
Launch comprehensive communications plan to support Quest 2025	Develop plan through collaborative process between central and unit communicators	VP, University Relations	Moderate	Plan development budgeted in Year 1; implementation may require investment, funding source(s) to be identified in plan
Theme III: Collective Urban and Regional Transformation				
Goal	Strategy	Responsible	Resource needs	Comments
Advance innovations for high quality education and workforce development	Produce new, highly trained teachers and school administrators to reflect racial and ethnic diversity of their communities	Dean, School of Education and director, Richmond Teacher Residency program	Moderate	Budgeted in years 1-2; funding now provided through grants; program expansion could require additional investment, yet will look to increased external resources to support
	Prepare students to be career-ready for innovative and emerging industry sectors	SVP, Academic Affairs; executive director, da Vinci Center; executive director, Innovation Gateway	Moderate	Expansion of university-wide UG innovation certificate programs; launch of new master's degree(s) in innovation will require new program support

Theme III: Collective Urban and Regional Transformation				
Goal	Strategy	Responsible	Resource needs	Comments
Continue to address inequities to strengthen health and well-being of Greater Richmond residents	Align with community partners to implement the VCU/VCUH Health Equity Plan (HEP)	VP for Health Sciences; Health Equity Plan Steering Committee	Moderate	HEP funding for launch initiatives included in FY 2019 budget; continued expansion will require additional resources, aligned with funding availability
Elevate VCU's contributions to the region's economic and cultural vitality	Serve as an innovation and entrepreneurship engine	Executive director, da Vinci Center; executive director, Innovation Gateway	Moderate	Expansion of Quest Commercialization Fund into Phase II will require added staff; da Vinci Center seeking matching funds to host regional innovation and entrepreneurship competitions
Theme IV: Diversity Driving Excellence				
Goal	Strategy	Responsible	Resource needs	Comments
Advance institutional excellence through a commitment to diversity, inclusion & equity	Foster inclusive practices and engage difference in ways that build cohesive communities and a positive climate	Vice Presidents	Moderate	Embedded within current Division of Inclusive Excellence budget for FY 2019; may require additional investments for full implementation moving forward
	Develop a university wide culture of appreciation and respect	VP for Inclusive Excellence and other vice presidents	Low	Aligned with HR Redesign and full implementation of new Performance Management System; investment in technology and HR support staff already made
Build and sustain the infrastructure to enhance diversity, inclusion and equity at all levels of the university	Fully implement the university Diversity and Inclusion Strategic Action Plan	VP for Inclusive Excellence and other vice presidents	High	Embedded within Division of Inclusive Excellence FY 2019 budget; additional investments required for ongoing full implementation
Establish diversity as an imperative in development and implementation of strategies & policies and in decisions regarding resource allocation	Integrate inclusive excellence goals, targets and benchmarks into leadership evaluations; reward success	Vice Presidents	Low	Included as part of VPs' FY 2019 goals

VIII. Strategic plan dependence upon subordinate plans

The strategic plan, Quest 2025: Together We Transform, sets the projected course for VCU for the years 2019 - 2025. Its successful implementation depends upon articulation, integration and implementation of numerous other administrative, operational and academic unit plans, some of which are already underway while others remain to be launched.

- Diversity and Inclusion Strategic Action Plan
- VCU/VCUH Health Equity Plan
- HR Redesign
- “Make It Real” Development Campaign
- University Budget Redesign
- VCU Master Facilities Plan
- VCU Research Strategic Plan
- VCU Health “Vision by Design”

- Academic unit plans underway or to be launched fall 2018
 - School of Nursing
 - College of Humanities & Sciences
 - School of Education
 - School of the Arts

Quest 2025: Together We Transform

A comprehensive strategic plan for VCU



ATTACHMENT D

The integrated themes of Quest 2025: Together We Transform





Student **SUCCESS**



Transform the lives of our
distinctive and **diverse** students

1 Student SUCCESS



Goals at a glance



Become a student-centered university



Create a 21st-century curriculum



Prepare students for their future

Student Success goals



- Transform the undergraduate curriculum to ensure we offer a **21st-century learning experience**
- Prepare students to be **creative innovators and entrepreneurs** who make a difference in an increasingly diverse and connected world
- Enhance the **VCU culture** supporting student success, including improved retention and graduation rates

National **PROMINENCE**







Achieve preeminence as a **21st-century
public, urban research university**

National **PROMINENCE**



Goals at a glance

-  Focus on interdisciplinary collaboration
-  Investment in excellence
-  Culture supporting prominence
-  Recognition and compelling storytelling

National prominence goals



- Create a university culture that supports and promotes **VCU's interdisciplinary** research strengths, scholarship and creative expression
 - ☐ Invest in current areas of strength: neurosciences, addiction studies, women's and children's health, cancer, pharmaceutical engineering, cardiovascular health
 - ☐ Identify and invest in a select number of other interdisciplinary areas to diversify and strengthen VCU's research portfolio
- Achieve **international academic distinction**, starting with national distinction for at least one program within each school or college

National prominence goals



- Achieve **national distinction** through successful engagement with, and graduation of, diverse populations
- Launch a multi-year, comprehensive, **institution-wide communications plan** to support Quest 2025 and achieve national prominence

3

Collective urban
and regional
TRANSFORMATION



Create **collective community change**

3

Collective urban and regional **TRANSFORMATION**



Goals at a glance



Mutually-beneficial community partnerships



Enhanced public health and well-being



Access and alignment of VCU resources for community impact

Collective urban and regional transformation goals



- Advance **innovations** for high-quality education and workforce development
- Continue to **address inequities** to strengthen the health and well-being of Greater Richmond residents
- Elevate VCU's contributions to the region's **economic and cultural vitality**



Diversity driving **EXCELLENCE**



Commit to **inclusive excellence**



Diversity driving **EXCELLENCE**



Goals at a glance



Infrastructure supporting inclusion



Culture of appreciation



Inclusiveness as a VCU cornerstone

Diversity driving excellence goals

- Advance institutional excellence through a commitment to diversity, inclusion and equity fostered through a **culture of appreciation and respect**
- Build and sustain the **infrastructure to enhance diversity, inclusion and equity** at all levels of VCU to support teaching, research, scholarship, creative expression and service

Diversity driving excellence goals

- Establish **diversity as an imperative** in the development and implementation of strategies, policies and decisions regarding resource allocation

Next **STEPS**



Implementation and accountability

- Timelines, university-level metrics, resource requirements and responsible leaders established for highest strategic priorities
 - ❑ Launch summer 2018 through three-year midpoint
 - ❑ Additional specifics included in plan

Quest 2025 vision

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

ATTACHMENT E

Virginia Commonwealth University
Board of Visitors
Academic and Health Affairs Committee
May 11, 2018

Proposed Program Brief

Proposal to create a Ph.D. in Special Education and Disability Policy

Overview

VCU's School of Education is seeking to spin-off the Special Education and Disability Policy concentration in the existing PhD in Education program into a stand-alone degree program. The spin-off program will ensure that graduates are qualified as beginning researchers hired into tenure-track positions at universities across the country. In addition, it assures that graduates are better prepared for faculty positions at major research universities by strengthening their preparation to conduct high quality research and disseminate their findings through manuscripts submitted to peer-reviewed journals in the field. In addition, through a series of internship experiences, students in this spin-off program will participate in structured experiences working with faculty in the department and/or program partners to develop their skills in research, teaching and professional service/policy in the field. These internship experiences replace the co-curricular activities required of students in the PhD in Education program, ensuring greater consistency in the number and types of experiences for students in the spin-off program.

This proposal to spin-off a PhD program in Special Education and Disability Policy does retain the essential character, integrity and objectives of the original program. The CIP code of the original program was 13.1001 (Education, General), and the spin-off program has a proposed CIP code of CIP 13.0101 (Special Education, General. As required by SCHEV guidelines for spin-off programs, the proposed program retains the first two digits of the CIP Code and requires no additional resources.

Method of Delivery

This program will be delivered by the traditional face-to-face method.

Target Implementation Date

Fall 2019

Target Population

Successful applicants have a master's degree in special education or a related field, with experience working with infants, children, youth, or adults with disabilities as special education teachers, administrators, policy analysts, community nonprofit staff, vocational rehabilitation counselors, and/or therapeutic support personnel (i.e. speech-language pathologists, school psychologists, occupational therapists, etc.). For those without an extensive background in the field, additional coursework may be recommended to provide a foundational knowledge of special education and disability policy. This program is designed for those who wish to be university faculty who prepare the next generation of of prepare the next generation of faculty members in the field of special education and disability policy, with knowledge and skills in research, teaching, and policy advocacy.

Demand

The need for doctoral level special education leadership personnel prepared to assume faculty positions preparing special educators and early intervention personnel has been fully documented and shows no signs of abating (Robb, Smith, & Montrosse, 2012). While the number of special education doctoral granting programs have increased over the past decade,, Robb, et al. (2012) document that the acute shortage of special education faculty remains and is expected to increase sharply over the next several years due to (1) the continued need to maintain capacity within special education teacher training programs, and (2) retirements and attrition among current faculty members in special education departments across the nation.

National employment predictions for 2016-2026 are for a 10 percent increase in the need for postsecondary education teachers. Virginia data also makes a strong case for the need for faculty at state universities and for the need to prepare the next generation of special educators to meet the needs of children and youth with disabilities from birth through 21. According to the Virginia Employment Commission¹, job opportunities for teachers in post-secondary education are projected to increase 14.85% from 2014 to 2024. Although these projections do not specifically address individual disciplines, statewide shortages of special education teachers and continued emphasis on special education statewide suggest that faculty in special education will be in high demand. Special Education is ranked as the number one shortage in the state (Virginia Department of Education, 2018), which mirrored the data from over the past ten years.

Impact on Existing Programs/Policies

The goal is that this spin-off program is to replace the existing doctoral track in Special Education and Disability Policy of the PhD in Education program after a period of transition. Once all existing doctoral students in the program either transfer into the new program, or graduate from the existing program track, this track will be closed. We propose to close admission to the track, effective the fall semester after final approval of this spin-off program. No other similar degree programs exist in the School of Education, or at Virginia Commonwealth University.

Impact on Faculty

Existing faculty will be involved with the implementation of the Ph.D. program, including advising students and serving on advisory committees. No new hires are required to initiate this new degree program.

Duplication

There are no other doctoral programs in special education at public institutions in the Commonwealth of Virginia.

Funding

Since the proposed program is a spin-off program, and was offered as a track under the PhD in Education program, there is no need for additional resources until 2022. There will be some need to redirect current resources in 2022, and the goal is for the department to secure external funding to support doctoral students, and additional program improvements.

Next Steps

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

Additional Resources

The full proposal can be found here.

¹ <http://www.vec.virginia.gov/> Search Path - 1. Occupational Data 2. Data Trends 3. Employment and Wage Data 4. Occupation Data 5. Occupation and Employment Projections (Long Term) 6. Education, Training and Library 7. Education, Post secondary

ATTACHMENT F

Virginia Commonwealth University Proposed Program Brief

Proposal to Establish Graduate Certificate in Special Education K-12 Teaching

Overview

This proposal seeks to approve a 27-credit hour graduate certificate program in Special Education K-12 Teaching. The purpose of this certificate program is to prepare provisionally licensed special education teachers to become fully licensed special education-general curriculum teachers who work with children in the K-12 classroom, where students with high-incidence disabilities are served. This certificate program is developed in response to the continued need for fully licensed special education teachers. The 27-credit hour program is aligned with the Virginia Department of Education's requirements of individuals seeking state licensure.

Method of Delivery

All courses are delivered in an online format.

Target Implementation Date

Fall 2018

Demand and Workforce Development

According to the Occupational Employment Statistics, the projected increase nationally for special education teachers is 8% between 2016 and 2026.¹ In 2017, the Virginia Department of Education (VDOE) issued a brief reporting that teachers of students with disabilities are the greatest shortage area. In fact, special education teacher shortages were noted by VDOE beginning in 1995 and continued through 2017.

External Competition

Because coursework will be fully online, an advantage of this graduate certificate will be that it allows students to have access to coursework and curriculum at any day and time while they are enrolled in the program. Since these provisionally licensed teachers are working full-time in a classroom while concurrently completing coursework for licensure, online coursework is fully desirable. As a fully online licensure option in the special education-general curriculum, this program will be one of only two known existing programs in the state of Virginia (i.e., Old Dominion University) – in the type of licensure that is issued and program delivery format.

Target Population

The target audience for this graduate certificate is conditional and provisionally licensed special educators in Virginia schools.

Impact on Existing Programs/Policies

No existing program or policies will be impacted by the certificate program.

Impact on Faculty

¹ <https://www.bls.gov/ooh/education-training-and-library/special-education-teachers.htm> Accessed on February 17, 2018

Faculty appointments in the graduate certificate program are established by the chair of the Department of Counseling and Special Education. Faculty teaching in the certificate program will be existing faculty and adjunct from the VCU special education-general education program. Since all of these classes are already offered in the department, no additional faculty resources are requested. At the current time, no new positions are needed to initiate and sustain this graduate certificate program.

Funding

Due to shortages of special education teachers across the state, VDOE offers financial support to programs offering alternative licensure options to provisionally licensed special education teachers. The Department of Counseling and Special Education will continue to apply for tuition support through the VDOE for students pursuing a special education-general curriculum license. The program has been successful with securing funds from VDOE since 2002. Funding for adjuncts is driven by student enrollment and will be reallocated to the program based on the School of Education's budget model. The program will be sufficiently secured based on enrollment trends.

Benefit to the University

VCU has established partnerships with school divisions across the state of Virginia interested in having their special educators licensed in our accredited program. This certificate will continue that strong partnership with our local school divisions, and provide outreach for school divisions across the state.

Next Steps

After approvals granted at the department and school levels, the proposal undergoes university level reviews, including:

<u>Approving Body</u>	<u>Date</u>	<u>Action</u>
• University Graduate Programs and Courses Committee	1/23	Approved
• University Graduate Committee	2/13	Approved
• University Council Academic Affairs and University Policies	3/29	Approved
• University Council	4/5	Approved
• President's Cabinet	4/23	Approved
• Board of Visitors	5/11	

Full Proposal

- See attached.

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Virginia Commonwealth University
Graduate Certificate

Name of Certificate: Special Education K-12 Teaching

CIP Code: 13.1001

Initiation Date: Fall 2018

Description of the Proposed Program

The purpose of this certificate program is to prepare students to become fully licensed special education teachers who work with children with learning disabilities, emotional disturbance, and mild to moderate intellectual disability. Students will be prepared to teach reading and language, behavior management, and social skills. Additionally, students will be prepared to recognize a child's educational and social problems, to formulate effective individualized instruction, and to consult with parents, teachers, and administrators to incorporate accommodations and transitions into the child's educational program.

Target Audience

The target audience for this graduate certificate is conditional and provisionally licensed special educators in Virginia schools.

Time to Complete

This program is designed so that participants can complete requirements within 18 months or five semesters. All students are part-time in the program and cannot take more than eight credits per semester. Students will have up to five calendar years to complete all coursework for the program.

Appendix A: Plan of Study

Admission Criteria

All students applying for the Special Education K-12 Teaching certificate must:

- Complete the on-line application for VCU Graduate Admissions.
- Be employed by a Virginia public or nonpublic school as a special educator in special education-general curriculum K-12, and have the recommendation of the employing educational agency.
- Hold a baccalaureate degree from a regionally accredited institution.
- Present a statement of purpose delineating career goals.
- Present a resume stating relevant work experience.
- Interview with the Special Education K-12 Teaching program director or program coordinator.

No additional admission requirements will be necessary. Participants may transfer no more than 6 credit hours into the program.

Curriculum Requirements

The program is 27 credit hours of course work (e.g., 7 three-credit hour courses, 2 two-credit hour courses, and 2 one-credit hour supervision seminars). Candidates for the certificate will be required to complete a minimum of 27 credit hours beyond the bachelor's level, including the courses listed below.

Program Requirements

Students are required to take each of the following courses.

Total Number of Credit Hours: 27 graduate credits

- SEDP 601: Methods I: Teaching Students in Special Education (3 credits)
- SEDP 602: Methods II: Teaching Students in Special Education (2 credits)
- SEDP 631: Classroom Management and Behavior Support of Students with Disabilities (3 credits)
- SEDP 531: Educational Foundations for Collaboration and Universally Designed Learning (3 credits)
- SEDP 533: Educational Assessment of Individuals with Learning Needs (3 credits)
- TEDU 561: Reading Foundations (3 credits)
- SEDP 603: Theories, Assessment, and Practices in Reading for Students with High Incidence Disabilities (3 credits) or
- SEDP 501: Characteristics of Students with High Incidence Disabilities (3 credits)
- SEDP 611: Secondary Education and Transition Planning (2 credits)
- SEDP 502: Supervision Seminar I (1 credit)
- SEDP 503: Supervision Seminar II (1 credit)

Students complete 1 year of supervised teaching. Supervision is provided by the hiring school division.

The table below shows the alignment of Virginia Commonwealth University's graduate certificate courses with the Virginia Department of Education's (VDOE) licensure requirements for Special Education-General Curriculum K-12 programs.

VDOE Licensure Competencies	Courses
Professional Studies Requirements for Special Education Endorsements	
Curriculum and Instructional Procedures	SEDP 601: Methods I: Teaching Students in Special Education – General Education and (3 credits) SEDP 602: Methods II: Teaching Students in Special Education – General Education (2 credits)
Classroom and Behavior Management	SEDP 631: Classroom Management and Behavior Support of Students with Disabilities (3 credits)

Foundations of Education	SEDP 531: Educational Foundations for Collaboration and Universally Designed Learning (3 credits) SEDP 533: Educational Assessment of Individuals with Learning Needs (3 credits)
Reading and Language Acquisition	TEDU 561: Reading Foundations (3 credits) SEDP 603: Theories, Assessment, and Practices in Reading for Students with High Incidence Disabilities (3 credits) or
General Curriculum Coursework	
Characteristics	SEDP 501 Characteristics of Students with High Incidence Disabilities (3 credits)
Transitioning	SEDP 611: Secondary Education and Transition Planning (2 credits)
Supervised Teaching: Students with Disabilities and the General Curriculum K-12.	SEDP 502: Supervision Seminar I (1 credit) SEDP 503: Supervision Seminar II (1 credit)

In addition to coursework, participants must also complete additional assessments that the Virginia Department of Education requires for special education teacher licensure.

- Virginia Communication & Literacy Assessment (VCLA)
- Reading Virginia Educators (RVE)
- Certification/Training in Emergency First Aid, CPR, and AEDS
- Child Abuse Recognition and Intervention Training
- Dyslexia Awareness Training Module

Appendix B: Certificate Program Requirements

Appendix C: Student Learning Outcomes

Faculty

Faculty appointments in the graduate certificate program are established by the chair of the Department of Counseling and Special Education. Faculty teaching in the certificate program will be existing faculty and adjunct from the VCU special education-general education program.

Minimum requirements for faculty teaching this certificate program include:

- A MEd, MaED, PhD, or EdD in a related education and special education field;
- Three years of K-12 or higher education teaching experience; and
- One year of online teaching experience.

Three faculty members will teach six of the courses in the certificate program; three adjunct faculty members will teach five courses in the certificate program.

Course Delivery Format

This program will be delivered on-line using VCU's Blackboard platform. The university provides 24/7 technical assistance to students and faculty. The School of Education has inside technical support for faculty and students. All faculty complete instructional training, course design, and course delivery training through the university. The university has sufficient resources to deliver the certificate program.

Resources

Resources required to support the certificate program include existing resources to support current programs such as student support services (e.g., enrollment, help desk, library, etc.): faculty support services (e.g., copying, contracts, etc.); and general administration (e.g., budgeting and forecasting, etc.) Specific program administration is required regarding licensure applications, and all state required testing for licensure. VCU already has these support services in place.

The university has adequate resources to offer and sustain this certificate program.

Gainful Employment

This certificate program leads to gainful employment in a recognized occupation. VCU has processes in place to meet DOE reporting requirements regarding Gainful Employment.

Course Descriptions

No courses are new.

SEDP 501 Characteristics of Students with High Incidence Disabilities (3 credits)

Semester course, delivered online, face-to-face or hybrid. Focuses on characteristics and identification of individuals with learning disabilities, emotional disturbance, intellectual disabilities, developmental delay, the less severe autism spectrum disorders, traumatic brain injury and other health impairments throughout the lifespan, as well as providing information on effective educational, psychosocial and behavioral interventions that serve as adaptations to the general curriculum. The possibilities of co-morbid or multiple conditions, coupled with cross-categorical instructional settings warrant a class that examines all eligibility categories of students served under the special education, general curriculum.

SEDP 631 Classroom Management and Behavior Support (3 credits)

Semester course, delivered online, face-to-face or hybrid. Provides an in-depth analysis of theoretical models, research and strategies for supporting positive behavior of students with various disabilities. Emphasis is on developing, implementing and evaluating behavior management programs in special education programs including functional assessment of behavior. This course will help develop a candidate's ideas about examining the behaviors of students with special needs in school settings, including an understanding and application of

classroom and behavior management techniques and individual interventions. Techniques and approaches taught will promote skills that are consistent with norms, standards and rules of the educational environment and will be diverse based upon behavioral cognitive, affective, social and ecological theory and practice. As part of the course requirements, candidates complete approved modules in child abuse and neglect recognition and intervention.

SEDP 531 Educational Foundations for Collaboration and UDL (3 credits)

Semester course, delivered online, face-to-face or hybrid. Focuses on providing candidates with the knowledge of the foundation for educating students with disabilities, as well as the principles and processes for collaboration and consultation with educational colleagues, community professionals and families. Covers the historical, philosophical and sociological foundations underlying the role, development and organization of public education in the U.S. Discussions and readings will focus on creating and maintaining inclusive schools, effective communication strategies for building successful collaborative teams and universally designed instructional strategies to use in co-taught classrooms.

TEDU 561 Reading Foundations (3 credits)

Semester course; delivered online. The purpose of this course is to provide a basic understanding of the theories, processes, and methodologies of reading instruction. Multidisciplinary, multicultural aspects of reading instruction are stressed. Topics of particular importance to the classroom teacher are emphasized.

SEDP 533 Educational Assessment of Individuals with Learning Needs (3 credits)

Semester course, delivered online, face-to-face or hybrid. Focuses on current assessment theory, procedures and instruments used to evaluate students with high incidence disabilities in grades K through 12. The examination of both formal and informal assessment and their application in an educational setting and the designing of IEPs will be emphasized. Course will include the historical, philosophical and sociological foundations of the instructional design based on assessment data (relationships among assessment, instruction and monitoring student progress to include student performance measures in grading practices, the ability to construct and interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment, and the ability to analyze assessment data to make decisions about how to improve instruction and student performance).

SEDP 601 Methods I: Teaching Students in Special Education - General Education (3 credits)

Semester course, delivered online, face-to-face or hybrid.. Provides an introduction to instructional strategies and organization of activities, including curriculum, media, materials and physical environment for children in grades K-12 with high incidence disabilities. Candidates

will develop skills to plan and deliver instruction in a variety of educational settings such as inclusive classrooms, resource rooms, self-contained classes and residential programs.

SEDP 602 Methods II Teaching Students in Special Education - General Education (2 credits)

Semester course, delivered online, face-to-face or hybrid. Prerequisites: SEDP 601. Provides a study of instructional strategies and organization of activities with focus on elementary and secondary students with high incidence disabilities (in grades K-12) including curriculum, media, materials and physical environment. Candidates will use the foundation from Methods I as a context for developing skills necessary to provide the most effective classroom instruction for secondary students. A continued focus will be on assessing and monitoring student performance, adapting instructional interventions based upon students' response to intervention, and selecting evidence-based practices that have the greatest likelihood of success.

SEDP 611 Secondary Education and Transition Planning (2 credits)

Semester course, delivered online, face-to-face or hybrid. Explores the literature, research, issues and trends that are relevant to high school-aged students with high incidence disabilities as they prepare for their transition to life after high school. Focus is on providing candidates with the ability to prepare their students and work with their families to promote successful student transitions throughout the educational experience including postsecondary training, employment and independent living that addresses an understanding of long-term planning, career development, life skills, community experiences and resources, self-advocacy and self-determination, guardianship, and legal considerations. The full range of functioning is addressed in the areas of education, employment, social/emotional functioning, personal and daily living issues.

SEDP 603 Theories, Assessment, and Practices in Reading for Students with High Incidence Disabilities (3 credits)

Semester course; 3 lecture hours. 3 credits. Delivered as online, face-to-face or hybrid course. Prerequisite: TEDU 561. Designed to prepare special education teachers to instruct students with high incidence disabilities who exhibit reading deficits. Strategies, techniques and methods will be analyzed for their appropriate use with different types of reading/language problems. The course includes assessment practices and use of instruments that form the basis for instructional planning.

SEDP 502 Supervision Seminar I (1 credit)

Semester course, delivered online or face-to-face. This course emphasizes effective techniques to use when working with special education and general education teachers, instructional assistants, parent and students with disabilities. Participants will examine the different roles of the special

educator. Class members are encouraged to introduce topics for discussion based on their teaching experiences. Problem-solving strategies will be developed to address the issues raised during class. The course will provide the special educator with an understanding of the Individualized Education Program process from fostering consensus to developing the IEP. Emphasis will be placed on understanding the impact of the student's disability in accessing the general curriculum. Developing a data-driven IEP based on standards will also be emphasized.

SEDP 503 Supervision Seminar II (1 credit)

Semester course; delivered online or face-to-face. This course emphasizes effective techniques to use when working with special education and general education teachers, instructional assistants, parent and students with disabilities. Participants will examine the different roles of the special educator. Class members are encouraged to introduce topics for discussion based on their teaching experiences. Problem-solving strategies will be developed to address the issues raised during class. The course will provide the special educator with an understanding of how to implement mandates in the classroom as related to the state assessment program. Participants will learn why there is an emphasis on the development of standards-based IEPs and how they are integrated in daily classroom instruction. Participants will also learn about the different SOL participation options and how to use criteria to determine the appropriate option.

Appendices

Appendix A: Plan of Study

Year	Summer Semester	Fall Semester	Spring Semester
YR 1	SEDP 501 Characteristics of Students with Disabilities (3)	TEDU 561 Reading Foundations (3)	SEDP 603 Theories, Assessment and Practices in Reading (3)
	SEDP 531 Educational Foundations for Collaboration and UDL (3)	SEDP 601 Methods I (3)	SEDP 602 Methods II (2)
YR 2	SEDP 611 Secondary Education and Transition (2)	SEDP 631 Classroom Management and Behavior Support (3)	
	SEDP 533 Educational Assessment (3)	SEDP 503 Supervision Seminar II (1)	
	SEDP 502 Supervision Seminar I (1)		

TOTAL CREDIT HOURS 27

* All COVE students are considered part-time and cannot take more than 8 credit hours per semester.

**New cohorts begin each spring, summer, and fall semester. If students do not want to take summer classes, their plan of study will be updated to accommodate the change.

Appendix B: Curriculum Requirements

Program Requirements:

Core Courses – 25 credit hours

SEDP 501 Characteristics of Students with Disabilities (3 credits)

SEDP 531 Educational Foundations for Collaboration and UDL (3 credits)

TEDU 561 Reading Foundations (3 credits)

SEDP 601 Methods I: Teaching Students in Special Education - General Education (3 credits)

SEDP 603 Theories, Assessment and Practices in Reading (3 credits)

SEDP 602 Methods II: Teaching Students in Special Education - General Education (2 credits)

SEDP 611 Secondary Education and Transition (2 credits)

SEDP 533 Educational Assessment (3 credits)

SEDP 631 Classroom Management and Behavior Support (3 credits)

Supervision Courses – 2 credit hours

SEDP 502 Supervision Seminar I (1 credit)

SEDP 503 Supervision Seminar II (1 credit)

Appendix C: Student Learning Outcomes

Learning Outcomes for Special Education K-12 Teaching Graduates

Upon program completion, graduates will demonstrate the following knowledge and skills:

1. Apply evidence-based practices, professional knowledge and skills, in inclusive classrooms with students with high-incidence disabilities
2. Design individualized assessments, unit and lesson plans, and make data-based decisions that will support the development of students with high-incidence disabilities
3. Integrate reading and language, behavior management, and the use of interactive strategies that teach social skills to students with high-incidence disabilities.
4. Report and use formal and informal assessments techniques to deliver opportunities for students to transition into schools, programs, and communities.

**VCU**

[DRAFT] Student Code of Conduct

Policy Type: Board of Visitors

Responsible Office: Office of Student Conduct and Academic Integrity, Office of the Provost

Initial Policy Approved: 05/10/2013

Current Revision Approved: MM/DD/YYYY

Policy Statement and Purpose

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 encouraged to engage in responsible social conduct that reflects credit upon the University community and to model good citizenship in any community. Students should not remain passively in the presence of violations. Students are encouraged to notify the proper authorities if they observe or have knowledge of other students violating the Student Code of Conduct.

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

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Who Should Know This Policy

University students, staff, faculty, and Student Organizations are responsible for knowing this policy and familiarizing themselves with its contents and provisions.

Definitions

Adviser

The term “adviser” is a person who has been asked by the respondent or student complainant to attend any part of the student conduct process to provide support and assistance directly to the student but not to participate in the process on the student’s behalf.

Complainant

The term “Complainant” means any person or entity that submits a charge alleging that a student violated the Student Code of Conduct.

Conduct Appeal Board (CAB)

The term “Conduct Appeal Board” means any person or persons authorized by the Director of Student Conduct and Academic Integrity or designee to consider an appeal from a Student Conduct Board’s determination.

Instructional Faculty

The term “Instructional Faculty” means any person hired by the University to conduct classroom or teaching activities or activities involving research, administration or clinical responsibilities or who is otherwise considered by the University to be a member of its faculty.

May

The term “may” is used in the permissive sense.

Member of the University Community

The term “Member of the University Community” includes any person who is a student, faculty, staff, or any other person employed by the University. A person’s status in a particular situation shall be determined by the Director of Student Conduct and Academic Integrity or designee.

Off-campus

The term “Off-campus” applies to any location not on university property.

Policy

For the purpose of this policy, the term “Policy” means any written standards of student conduct as found in, but not limited to, the Student Code of Conduct, Sexual Misconduct/Violence and Sex/Gender Discrimination, the Residential Life and Housing Contract, VCU Alcohol and Other Drugs, the Faculty Guide to Student Conduct in Instructional Settings, Student Conduct in Instructional Settings, Procedures for Registering Student Organizations, the University Computer and Network Resources Use Policy, the Undergraduate/Graduate Bulletins as found on the University web page, or other University publications or resources.

Preponderance of Evidence

The term “Preponderance of Evidence” is the standard of proof that applies to student conduct proceedings or determinations. It means that the evidence supports a conclusion that it is more likely than not that a policy violation occurred.

Respondent

The term “respondent” means any student or student organization charged with violating this Student Code of Conduct.

Sanction Review Board (SRB)

The term “Sanction Review Board” means any person or persons authorized by the Director of Student Conduct and Academic Integrity or designee to determine appropriate sanctions.

Staff

Any person with a direct employment relationship with VCU, including those who work on a part-time or adjunct basis. An individual can hold a status as both a student and staff.

Student

The term “Student” includes all persons taking courses through VCU, either full-time or part-time, on-line or in-person, single or dual enrolled, pursuing undergraduate, graduate or professional studies. “Student” also includes all persons who withdraw after allegedly violating the Student Code of Conduct, persons who are not enrolled officially for a particular term but who have not officially withdrawn from the university, persons who have been notified of their acceptance for admissions, and persons living in VCU residence halls regardless of course enrollment.

Student Conduct Administrator

The term “Student Conduct Administrator” means the Director of the Office of Student Conduct and Academic Integrity or other University administrator official designated on a case-by-case basis to administer the adjudication process under this policy, including investigating reported misconduct, determining responsibility for misconduct, and assigning appropriate sanctions.

Student Conduct Board (SCB)

The term “Student Conduct Board” means any person or persons authorized by the Director of Student Conduct and Academic Integrity or designee to determine whether a student has violated the Student Code of Conduct and to recommend sanctions that may be imposed when a violation has been committed.

Student Organization

The term “Student Organization” means any student group registered with the University.

University Property

The term “University Property” means any property owned, leased, or controlled by Virginia Commonwealth University.

Contacts

The Office of Student Conduct and Academic Integrity officially interprets this policy. The Office of Student Conduct and Academic Integrity is responsible for obtaining approval for any revisions as required by the policy *Creating and Maintaining Policies and Procedures* through the appropriate governance structures. Please direct policy questions to The Office of Student Conduct and Academic Integrity. Comments can be directed to the director of the Office of Student Conduct and Academic Integrity at stuconduct@vcu.edu.

Policy Specifics and Procedures

All complaints of alleged sexual misconduct committed by University students, as defined in the University’s Sexual Misconduct/Violence and Sex/Gender Discrimination policy, are governed exclusively by the rules and procedures in the Sexual Misconduct/Violence and Sex/Gender Discrimination policy. All those seeking information regarding the adjudication of sexual misconduct complaints against University students shall refer to the [Sexual Misconduct/Violence and Sex/Gender Discrimination](#) policy.

Prohibited Conduct

The University Student Code of Conduct shall apply to all conduct by students on University property, at VCU-sponsored activities, and off-campus. The Director of Student Conduct and Academic Integrity or designee shall decide at their sole discretion on a case-by-case basis whether the Student Code of Conduct shall be applied to conduct occurring off campus. The Student Code of Conduct governs students at all campuses; however, students are advised to consult local campus (i.e. VCUarts Qatar) publications for additional information or rules pertaining specifically to those campuses that may establish hearing boards or processes, consistent with the Student Code of Conduct.

Each student shall be responsible for their conduct from the time of application for admission through the actual awarding of the degree. The Student Code of Conduct shall apply to a student's conduct even if the student withdraws from school while a disciplinary matter is pending or if conduct is discovered after a degree is awarded.

The following conduct, committed or attempted, is prohibited for all students and student organizations, and is subject to disciplinary sanctions:

1. Abusive Conduct

- a. Assault – Words or actions that would cause an individual(s) to reasonably fear for their immediate safety. Words do not constitute assault unless they are accompanied by the apparent ability to inflict immediate bodily harm.
- b. Battery – The unjustified use of physical force against an individual or group.
- c. Disorderly conduct - Disrupting or preventing the peaceful or orderly conduct of classes, lectures, meetings, or other University functions, or interfering with the lawful freedom of other persons, including invited speakers, to express their views, or interfering with the performance of the duties of University personnel.
- d. Endangering health or safety - Taking or threatening actions that endanger the physical safety, mental health, or life of any person(s) or creates reasonable fear of such action.
- e. Harassment – Repeated, persistent, or pervasive actions directed towards specific individual(s) with the intent or effect to harm, or alarm, including attempted or threatened physical contact or repeated or pervasive acts that create the reasonable apprehension of unwanted physical or verbal contact as well as contact through any electronic or digital medium.
- f. Hazing – Recklessly or intentionally subjecting a person(s) to any mental or physical requirement, request, or obligation that could cause discomfort, pain, fright, disgrace, injury, that is personally degrading, or that violates any federal, state, or local statute or University policy in connection with initiation, admission into or affiliation with or as a condition for continued membership in a club, organization, fraternity, sorority, or other group; the willingness of the individual to participate in such activity notwithstanding.
- g. Recording and/or disseminating images or audio without consent - Using electronic or other means to make or disseminate a video, audio, or photographic record of any person(s) where there is a reasonable expectation of privacy without the person's consent.

- h. Stalking – A course of conduct (i.e., more than one act) directed at a person that would cause a reasonable person to feel or experience fear, intimidation, or emotional distress, or to fear for the safety of a third person. A series of acts that together constitute stalking may be direct actions or may be communicated by a third party, and can include, but are not limited to: threats of harm to self or others; pursuing or following; non-consensual (unwanted) communication by any means; trespassing; and surveillance or other types of observation

2. Academic Misconduct

Refer to the [Honor System](#) for academic expectations, rights, responsibilities, violations, hearing processes, sanctions, and records related to charges of academic misconduct, including plagiarism, cheating, lying, stealing, and facilitation of academic misconduct.

3. Acts of Dishonesty

- a. Furnishing false information to any staff, faculty member, or office.
- b. Forgery, alteration, or misuse of any University document (e.g., student transcript), record or instrument of identification.

4. Alcoholic Beverages/Drugs

- a. Alcoholic beverages – The unlawful possession, distribution, sale or use of alcoholic beverages or public intoxication are prohibited. Alcoholic beverages may not, in any circumstance, be used, possessed by or distributed to any person under 21 years of age. The possession and/or use of alcohol in University facilities and at University events by those individuals 21 years of age or older, may be subject to additional University regulations and restrictions. Any violation of the [Alcohol and Other Drugs](#) policy may result in action under the Student Code of Conduct.
- b. Drugs – Illegal possession, use, manufacture, sale, dispensation, or distribution of any controlled substance (including prescription drugs/medication) are prohibited except as expressly permitted by law. Any violation of the [Alcohol and Other Drugs](#) policy may result in action under the Student Code of Conduct.
- c. Paraphernalia – Possession of paraphernalia used to consume illegal drugs is not permitted on university property. Paraphernalia includes but is not limited to roach clips, bongs, pipes, blow tubes, bowls, and any type of water pipe or object filled with water through which smoke is drawn.

5. Failure to Comply

- a. Failure to comply with a reasonable request or directive of University Officials. This includes, but is not limited to, failure to present a University identification card, failure to keep or attend a required meeting, or failure to leave any University premise when requested by a University Official.
- b. Failure to observe rules and regulations issued by the University.
- c. Failure to complete or comply with a University imposed sanction.

6. False Reports

- a. Making an intentionally false report of any Student Code of Conduct or other policy violation is prohibited and may also violate state criminal statutes and civil defamation laws.

7. Weapons

- a. Possession or carrying of any weapon by any person, except a duly authorized law enforcement personnel, is prohibited on university property, including but not limited to, academic offices, administrative office buildings, medical venues, clinics, laboratories, research facilities, residence halls, dining facilities; or while attending sporting, entertainment or educational events.
- b. For purposes of this document, in addition to items defined as weapons by the [Virginia Commonwealth University Weapons Regulation](#), anything used by a student to injure or attempt to injure another person is considered a weapon.

8. Fireworks/Explosives/Dangerous Chemicals

- a. Unauthorized possession or use of fireworks, explosives or dangerous chemicals is prohibited.

9. Gambling

- a. Participation in any form of illegal gambling as delineated in the [Commonwealth of Virginia Code 18.2.325](#).

10. Theft or Unauthorized Use of Property

- a. Theft - Theft, attempted theft, or possession of stolen property or services or possession of burglarious tools.

- b. Unauthorized use of university property or services.
- c. Climbing - Unauthorized climbing inside or outside campus buildings or structures.
- d. Defacing/vandalizing - Defacing or vandalizing University land, buildings, equipment or property.
- e. Damage or destruction of property - Actual or threatened damage or destruction of University property or property of others, whether done intentionally or with reckless disregard.
- f. Unauthorized presence or entry - Entering or being present in University buildings, rooms, or other areas without proper authorization.
- g. Tampering -Tampering with University equipment, including but not limited to, any elevator, wiring, plumbing, doors, locking mechanisms, University keys, access cards, or other University equipment without authorization from a University Official.
- h. Misuse of fire-fighting equipment/disregard of fire alarm signals/arson - Misuse or tampering with fire-fighting equipment, disregard of a fire alarm signal or refusal to evacuate a building, tampering with detection or suppression equipment, initiating a false fire alarm or unauthorized burning of any material in any University building or on University property.
- i. Obstruction - Blocking of the free flow of pedestrians or vehicular traffic on University premises or at University sponsored or supervised functions.

11. Abuse of Computer Facilities and Resources

- a. Violations include, but are not limited to, unauthorized entry, unauthorized transfer of a file, use of another individual's identification and/or password, use of computing facilities and resources to interfere with the work of another University member, use of computing facilities and resources to send obscene or abusive messages, use of computing facilities and resources to interfere with the normal operation of the University computing system, use of computing facilities and resources in violation of copyright laws, or any violation of the [University Computer and Network Resources Use](#) policy.

12. Retaliation

- a. Any actual or threatened adverse action against a person because of the person's participation in a complaint, investigation, or adjudication of misconduct.

13. Involvement in a University Violation

- a. Presences during any violation of the Student Code of Conduct in such a manner to condone, support, or encourage that violation.

14. Violation of other disseminated University regulations, policies, or rules. Examples of such regulations include, but are not limited to, University computing policies, Residential Life and Housing policies, and recreational sports facility policies.

15. Violation of any federal, state or local law. Any violation of local, state or federal law, which affects a substantial university interest, such as a violation committed in the municipality where the University is located; when the violation is detrimental to the educational interests of the University; or when the violation presents a danger to the student or others.

VIOLATION OF LAW AND UNIVERSITY DISCIPLINE

University disciplinary proceedings may be instituted against a student or student organization charged with conduct that potentially violates criminal or civil law and the Student Code of Conduct (that is, if both possible violations result from the same factual situation). Proceedings under the Student Code of Conduct may be initiated and carried out prior to, simultaneously with, or following civil or criminal proceedings at the sole discretion of the Director of the Office of Student Conduct and Academic Integrity (OSCAI) or designee. Determinations made or sanctions imposed under this Student Code of Conduct shall not be subject to change because of the criminal or civil outcomes.

STUDENT CODE OF CONDUCT AUTHORITY

The Director of the OSCAI or designee shall determine the composition of the Student Conduct Board (SCB), Sanction Review Board (SRB) and the Conduct Appeal Board (CAB) and will determine which administrator or board shall be authorized to hear each matter. The Director of the OSCAI or designee shall develop procedures for the administration of the student conduct system and procedural rules for the conduct of SCB Hearings that are not inconsistent with the provisions of the Student Code of Conduct. Decisions made by the SCB, SRB and/or Student Conduct Administrator shall be final, pending the appeal process provided in this policy.

RIGHTS AND RESPONSIBILITIES

All student complainants and respondents are provided the following rights and responsibilities throughout the University student conduct process:

1. The right to receive written notification of any alleged violation via official forms of University communication (i.e., VCU email).
2. The right to know the source of any allegation.
3. The right to know the specific alleged violation of the Student Code of Conduct.
4. The right to know any sanctions that may be imposed by the University if found responsible for specific violations of the Student Code of Conduct.

5. The right to present their own information.
6. The right to be accompanied by an adviser of their choice and at their own expense during the University student conduct process for advisory purposes only. Advisers are not permitted to speak or to participate directly in the University student conduct process unless authorized by the Student Conduct Administrator. When selecting an adviser, students should be cognizant of any scheduled meetings or hearings. Delays in the University student conduct process will not be allowed due to the scheduling conflicts of an adviser.
7. The right to have the opportunity to respond to any allegation and provide witnesses and/or pertinent additional information.
8. The right to refrain from making any statement concerning alleged violations of the Student Code of Conduct.
9. The right to know that any statements made by the Complainant and/or respondent can be used during the University student conduct process.

CHARGES AND STUDENT CONDUCT BOARD (SCB) HEARINGS

Any member or entity of the University community, including the OSCAI based on information provided to the university, or others outside of the University may file charges against a student respondent or student organization for violations of the Student Code of Conduct. Any charge should be submitted as soon as possible after discovery of the alleged violation. Absent extraordinary circumstances, the written charge must be filed within six months of discovery of the offense. A charge shall be prepared in writing and directed to the OSCAI or other designated office. Once the charge has been submitted, the Director of OSCAI or designee will review the charge and appoint a Student Conduct Administrator to complete an investigation.

OSCAI will send a Notification Letter to the VCU email address of the respondent citing the specific charges and instructions to contact the Student Conduct Administrator to schedule a meeting to discuss the charges. The respondent will have five business days from the date of the Notification Letter to contact the Student Conduct Administrator. If the student fails to respond to the Notification Letter or does not attend the scheduled meeting, the University may proceed with adjudication of the charges without the student's input.

The Student Conduct Administrator will complete an investigation of the charges in the Notification Letter. The Student Conduct Administrator will offer to meet with the respondent to discuss the charges. The Student Conduct Administrator may meet with the complainant as well as with any witnesses and examine additional information. Based upon all of the examined information and witness statements, the Student Conduct Administrator will make a determination of responsibility using the preponderance of the evidence standard. The student will have the following options based upon the Student Conduct Administrator's determination:

1 - No Violation Established by the Administrator:

The Student Conduct Administrator will notify the respondent that the University has found the respondent not responsible for the violation(s) charged and that no sanction will apply. The matter will be closed without requiring further action by the respondent.

2- Violation Established - Administrative Adjudication:

Respondent accepts responsibility and sanctions

The respondent may accept responsibility for violating specified provisions of the Student Code of Conduct and agrees to complete the sanctions assigned by the Student Conduct Administrator. Students choosing this option may not appeal.

3 – Violation Established - Sanction Review Board (SRB):

Respondent accepts responsibility, but disagrees with sanctions

If the respondent accepts responsibility for violating specified provisions of the Student Code of Conduct but disagrees with the sanctions assigned by the Student Conduct Administrator, the respondent may seek review by the SRB. The request to the SRB must be submitted in writing and completed within five business days from the date of notification of the Student Conduct Administrator's determination. The SRB is comprised of three University Community members with at least one student and one staff or instructional faculty member.

The SRB will review the respondent's written statement contesting their sanction, as well as a written statement from the Student Conduct Administrator explaining the recommended sanctions. The SRB will assign an appropriate sanction, which may be more severe than the recommended sanction. Decisions of the SRB are final and not subject to further appeal.

Based upon the SRB's review, OSCAI will notify the respondent, and if necessary the individual complainant, in writing of sanctions via their VCU email address. A decision by the SRB that results in a student being suspended or expelled from the university must be approved by the Senior Vice Provost for Student Affairs (SVPSA) or designee.

4- Violation Established – Student Conduct Board (SCB):

Respondent disagrees with finding of responsibility

If the student denies responsibility for violating the specified provisions of the Student Code of Conduct, OSCAI will schedule a SCB hearing to consider the information and evidence and make a determination concerning the allegations and, if necessary, any sanctions. The SCB is comprised of four University Community members with at least one student, one staff or instructional faculty member, and a non-voting chair. OSCAI will notify the respondent of the date, time and location of the

hearing at least five business days prior to the scheduled SCB hearing. If the respondent (and/or the complainant, if appropriate) fails to attend the scheduled SCB hearing, the hearing will proceed in the student's absence and the student's ability to appeal the SCB hearing decision may be limited.

A SCB hearing typically consists of the following components:

- Introduction and procedural rules presented by the SCB chair.
- Introductory statement and presentation of information by Student Conduct Administrator and/or complainant.
- Witnesses presented by the Student Conduct Administrator and/or complainant if any.
- Introductory statement and presentation of information by the respondent.
- Witnesses presented by the respondent if any.
- Closing statement by Student Conduct Administrator and/or complainant.
- Closing statement by respondent.
- Closed session deliberation by SCB.

Witnesses will provide information to and answer questions from the SCB. The respondent or complainant may propose questions to the chairperson to be asked of the other party or witnesses. The chairperson will determine whether proposed questions or information will be presented.

All procedural questions are subject to the final decision of the chairperson of the SCB.

There shall be a single record, such as a digital recording, of all SCB hearings excluding deliberations. The record shall be the property of the University and maintained securely consistent with university standards.

When the alleged victim is serving as the complainant or as a witness, alternative testimony options will be available, such as allowing the alleged victim to testify via electronic means.

The SCB will determine, by majority vote, if the respondent is responsible for the charges based on a preponderance of the evidence presented at the hearing. The SCB will notify the Director of Student Conduct and Academic Integrity or designee of the determination and any recommended sanctions. The Director of Student Conduct and Academic Integrity or designee will determine the final sanctions and notify the respondent, and if appropriate the complainant, within five business days of the SCB hearing in writing via their VCU e-mail address.

Any appeal of the SCB's decision must be made by the respondent in writing to the OSCAI ([see section 5: "Formal Appeals Process"](#)) within five business days following the date of the notification. The OSCAI will then forward the appeal as well as a written statement responding to the appeal from the Student Conduct Administrator to a Campus Appeal Board (CAB). The CAB is comprised of three University Community members with at least one student and one staff or instructional faculty member. The CAB will review the respondent's written appeal as well as the written statement of the

Student Conduct Administrator. The CAB will then make one of two recommendations to the SVPSA or designee concerning the appeal: (1) uphold the SCB determination, or (2) remand the matter to the SCB. The SVPSA or designee will review the recommendation of the CAB, make a final determination concerning the respondent's appeal and notify the respondent of that outcome. The SVPSA or designee, in their sole discretion, may accept the CAB recommendation or reject the recommendation and remand or render an alternative finding.

5 - Formal Appeals Process

All appeals to the SRB and CAB must be in writing using the appropriate Appeal Form (provided by OSCAI). All appeals must be submitted to OSCAI within (5) business days following the date of the SRB's or CAB's decision. Appeals to the CAB may be based only on one or both of the following two criteria:

1. New and pertinent evidence or information has come to light.
2. A procedural error occurred that would have impacted the outcome of case.

The written appeal must contain any and all information relevant to the appeal, including any new evidence or information when new and pertinent evidence is the selected appeal ground. After receipt of the appeal, the Student Conduct Administrator and/or Complainant may submit a statement responding to the claims or issues presented by the written appeal. The OSCAI will submit the written appeal and all other written statements to the SRB or CAB, as applicable.

ADMINISTRATIVE ACTIONS

Interim Suspension

Temporary measure to remove a student reasonably believed to pose a threat to the University Community. For more detail refer to the Dean of Students resource page regarding [Interim Suspension](#).

Revocation of Admission

Revocation of Admission entails rescinding the offer of University admission that had been awarded under circumstances of fraud, misrepresentation, or other violation of University standards in the student's matriculation to the University.

Revocation of Degree

Revocation of Degree entails rescinding a University degree that had been awarded under circumstances of fraud, misrepresentation, or other violation of University standards. For more detail refer to the [VCU Procedures for Degree Revocation](#) policy.

SANCTIONS

Upon any final finding of responsibility of a Student Code of Conduct violation, one or more sanctions may be imposed for each violation. Failure to complete any assigned sanction is a separate violation of the Student Code of Conduct. Violations involving impairment from the voluntary use of alcohol and/or other drugs, (other than medically prescribed) shall be considered an aggravating, and not a mitigating, factor in sanctioning. All sanctions become part of a student respondent's permanent University disciplinary record. The University may withhold a degree, or any other academic achievement, otherwise earned, until the completion of the process set forth in this Student Code of Conduct, including appeals and the completion of any and all sanctions.

The following sanctions **are not** recorded on a student's transcript. These sanctions are not reported to external agencies as a University disciplinary action, unless required by law.

Censure

Censure is a written notice warning to the respondent to avoid a recurrence of any conduct that violates the Student Code of Conduct and/or any University policy. Subsequent violations of the Student Code of Conduct or any University policy may result in more severe disciplinary action.

Disciplinary Probation

Disciplinary probation is a specified period of time, a minimum of one semester, requiring the respondent to avoid a recurrence of any conduct that violates the Student Code of Conduct and/or any University policy that may result in additional University sanctions including but not limited to suspension or expulsion.

Educational Experiences

Educational experiences are learning opportunities, including but not limited to, community service, drug and alcohol education, and written papers, designated to be completed by the student. In addition, an alcohol and drug assessment and/or behavioral health assessment may be completed by a qualified medical or mental health professional and released to an appropriate University official.

Loss of Privileges

Loss of privileges is a denial of services, privileges, and benefits which may impact participation in extracurricular activities, residence in University housing, University employment, Honors College, leadership within student organizations, academic activities, and study abroad, for a designated period of time.

Fines

Previously established and published fines may be imposed.

Bans, Deactivations and Holds

Bans, deactivations and holds are restriction of access to University services, activities, facilities or registration.

Restitution

Restitution is monetary reimbursement to the University and/or a member of the University community or others to cover the cost of damage, injury, or loss of community or personal property as a result of a violation.

No Contact

The respondent is instructed to avoid direct and indirect contact with an identified individual or group. This includes but is not limited to contact in person, through electronic means, or through a third party.

University Policy Sanctions

University Policy Sanctions are any sanctions not specified in the Student Code of Conduct, but which are applied to a respondent as a result of prohibited behavior of another University policy.

Deferred Suspension

Deferred suspension is a designated period of time during which a student is given the opportunity to demonstrate the ability to abide by the Student Code of Conduct. Subsequent violations of the Student Code of Conduct during the term of a deferred suspension will result in a full suspension.

The following sanctions **are** recorded on a student's transcript. These sanctions are reported to external agencies as a University disciplinary action and as required by law.

Suspension

Suspension is removal of a respondent for a defined period of time, for a maximum of six consecutive semesters, during which a student loses all University privileges, which generally includes access to facilities, programs, classes, and premises. Consistent with the University's continuous enrollment policy, all students who do not attend VCU for three or more successive semesters, excluding summer sessions, must submit an application for readmission.

Expulsion

Expulsion is permanent dismissal from the University, administrative withdrawal from classes and loss of all University privileges.

NOTIFICATION OF SANCTIONS

Notice to the Public

Sanctions and other records related to student conduct processes are part of the educational record of the respondent and are protected from release under the Family Educational Rights and Privacy Act (FERPA), a federal law. However, the University observes the legal exceptions to FERPA, which permit the university to release publicly the student's name, violation committed, and any sanction imposed if the violation is a "crime of violence" (arson, burglary, robbery, criminal homicide, assault, destruction/damage/vandalism of property, and kidnapping/abduction).

Notice to a Complainant

The University shall release to the complainant the respondent student's name and the nature of the policy violation that is final results described above related to a crime of violence as described above regardless of the outcome.

Notice to Parents

When students under the age of 21 are found responsible for violating alcoholic beverage and/or controlled substance laws or policies, VCU will notify their parent or guardian of such violations if the student is under the age of 21 at the time of the notification, in accordance with FERPA.

INTERPRETATION AND REVISION

Any question of interpretation or application of the Student Code of Conduct shall be referred to the director of Student Conduct and Academic Integrity or designee for final determination. The Student Code of Conduct shall be reviewed every three years under the direction of the director of Student Conduct and Academic Integrity.

Forms _____

There are no forms associated with this policy.

Related Documents _____

1. VCU Policy: [Sexual Misconduct/Violence and Sex/Gender Discrimination](#)
2. VCU Policy: [Honor System](#)
3. VCU Policy: [Alcohol and Other Drugs](#)
4. VCU Policy: [University Computer and Network Resources Use Policy](#)
5. VCU Policy: [Procedures for Degree Revocation](#)
6. [Graduate Bulletin](#)
7. [Undergraduate Bulletin](#)
8. VCU Policy: [Computer and Network Resources Use](#)
9. VCU Information on [Rights of Students Under FERPA](#)
10. [Residential Life and Housing Contract](#)
11. VCU Policy: [Procedures for Registered Student Organizations](#)
12. VCU Student-Athlete Code of Conduct
13. VCU Policy: [Faculty Guide to Student Conduct in Instructional Settings](#)
14. [Interim Suspension](#)

Revision History _____

This policy supersedes the following archived policies:

May 10, 2013 [New Policy]	<i>Student Code of Conduct</i>
April 3, 2015	<i>Student Code of Conduct</i> (Minor SCHEV requirement revision added)
January 26, 2017	<i>Student Code of Conduct</i> (minor revision to reflect current policy names and updated hyperlinks)

FAQ

Q: What is the policy regarding alcohol and other drugs?

A: Students under the age of 21 may not procure, possess, or consume alcoholic beverages. Additionally, students may not manufacture, distribute, dispense, possess or use illegal or illicit drugs. Please see the university's [Alcohol and Other Drugs](#) policy.

Q: If I did not commit the violation of which I am being accused, why do I need to respond?

A: All allegations of misconduct will be investigated. The investigation process affords the respondent the right to respond to and refute the allegation. If it is determined that a respondent is not responsible for the alleged misconduct, the matter will then be closed with no formal action taken against the respondent.

Q: What does a hold on my registration mean?

A: Your registration may be blocked for failure to schedule or attend a meeting regarding an alleged violation or failure to comply with a sanction. In such circumstances, the hold is removed once you schedule and attend your conduct meeting, or upon completion of the sanction.

Additionally, students classified as seniors or nearing the end of their graduate/professional program shall have a degree hold imposed pending the adjudication of the alleged misconduct, including all appeal options.

Q: What if I am off campus at the time of the alleged violation?

A: The University Student Code of Conduct may apply to any conduct by a student whether on University property, at VCU-sponsored activities, **or at off-campus locations.**

Q: Can my case go through the courts and the university conduct process?

A: Yes. They are entirely independent and separate process. University disciplinary proceedings may be instituted against a student charged with conduct that may violate criminal or civil law and the Student Code of Conduct (that is, if both possible violations result from the same factual situation). Proceedings under the Student Code of Conduct may be initiated and carried out prior to, simultaneously with, or following civil or criminal proceedings. Determinations made or sanctions imposed under the Student Code

of Conduct shall not be subject to change because of the criminal or civil outcomes. The concept of 'double jeopardy' applied in criminal settings is not applicable to a University proceeding.

Q: What is FERPA?

A: The Family Education Rights and Privacy Act (FERPA, 1974) affords students the right to consent to disclose their educational records. A student can authorize in writing to have a designated person access confidential academic information. Additional resources can be found here:

<https://rar.vcu.edu/records/family-educational-rights-and-privacy-act/>

Q: Will my parents or guardians be notified of a violation?

A: When a student under the age of 21 is found responsible for violating alcohol, drugs, and/or controlled substance laws or policies, the student's parents or guardians may be notified. The notification will include information concerning the violation, the university sanctions, and reiterate the University's expectations for future behavior.

NOTE: Residential Life and Housing or the Dean of Students may notify parents, guardians, or others in connection with a health or safety emergency.

Q: Will my records be released for a background check?

A: A student may need to provide a disciplinary history to a third party for a study abroad program, graduate school, employment, etc. With a signed release by the student, the University may release to the external agency disciplinary records as requested by the student and generally related to suspension or expulsion.

Q: What conduct records are maintained and for how long?

A: All student conduct records are maintained in an electronic database for a minimum of seven (7) years, in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act. If an individual receives additional sanctions during the seven-year period, records of all violations will be retained until there is a period of seven years following the most recent incident. If an individual is suspended or expelled, complete records of the proceedings and all pertinent documents, including records of previous lesser sanctions, shall be maintained permanently.

Q: What sanctions are recorded on a student's transcript?

A: Suspensions and expulsions are noted on a student's transcript.

Q: If a respondent is found responsible for arson, assault, battery, or endangering health and safety, and an identified party is the victim of such behavior, will the identified party be notified of the outcome of the respondent's student conduct process?

A: Yes. The University will consider the interest of an individual victim of arson, assault, battery, or endangering health or safety and may notify them of the outcome of the respondent's student conduct process.



Faculty Senate

Bylaws of the Faculty Revision

February 2018

Revision of the *Bylaws of the Faculty* was undertaken this academic year in order to update language related to the new Human Resources (HR) redesign (definitions of faculty). In addition, content related to roles of members of the Faculty Senate has been moved to the *Standing Rules of the Faculty Senate* and the *Faculty Senate Leadership Guidelines*. Information on faculty governance and transparency as well as alignment of Board, Administration, and Faculty responsibilities was added. Grammatical and stylistic edits were also accomplished.

Specific changes in alignment of faculty descriptions necessitated the removal of terms “teaching and research faculty” from the Preamble (Article I). Content relating to shared governance was added to the Purpose section (Article II). In Article III, in accordance with the new HR redesign terminology, a new definition of Voting Membership states

“Faculty shall consist of the professors, associate professors, assistant professors, and instructors, who are full-time employees of the University and who hold continuing appointments for the Board of Visitors as faculty members.”

Comments on definition of naming “schools” within the document were removed, and reference to the term “school” within the document has been changed to “Unit” as this term covers the distinction of individual academic entities described in the *Bylaws of the Faculty*. “Schools,” “Colleges,” “Libraries,” and “Units” now carry the designation “Unit.”

In Article IV, language has been moved to *Standing Rules of the Faculty Senate* where it relates more appropriately to specific roles and guidelines for Faculty Senate leadership, nomination and election of officers, and standing committees of the Faculty Senate.

In Article V, information for meetings of the General Faculty was clarified, as was a statement on parliamentary authority governing those meetings (formerly Article VII). Article VI on Unit Governance remained essentially the same. Article VIII on Review and Revision of the Bylaws became Article VII and incorporates some clarifications and stylistic changes.

This revision of the *Bylaws of the Faculty* has come before the Faculty Senate twice, with the latest resulting in a unanimous approval of the Voting Senators on February 27, 2018. Please access <https://goo.gl/zsgNPW> to view the current (2004) version of the *Bylaws of the Faculty*.

Respectfully submitted,

Joan M. Pellegrini, PhD, RDH

Chair, Credentials and Rules Committee of VCU Faculty Senate



VCU

Planning and Decision Support

Faculty Bylaws Ballot Total Responses and Comments

Approve: 202
Do not approve: 9

Q2. Please provide additional comments below (optional):

- Document is silent on parliamentary authority of the faculty senate itself. Does Roberts Rules of Order apply to a meeting of the faculty senate, as it does for a meeting of the general faculty? (see Article IV.3) I checked the standing rules of the faculty senate and they too are silent on parliamentary authority.
- Good job tightening the verbage. Further attempts at efficiency & clarity should be applauded. (Shorter Bylaws are more likely to be read in full, and therefore, comprehended.)
- Well thought-out; revisions/updates made with due consideration of the history of the Senate and its Bylaws and their function within the university, adjusted to accommodate new processes but maintaining fundamental university faculty prerogatives.
- I strongly oppose the exclusion of adjuncts from the definition of "faculty."
- Looks good. Nice job!
- Why waste our time with paper pushing, and not do anything actually important? VCU has unsubstantive (fake) shared governance
- Thank you so much for your work!
- Many thanks for renewed commitment to shared governance!

Please note all responses are actual no spell check nor words/statements has been adjusted.

Faculty Senate responses to above comments:

- This has been addressed in the Standing Rules of the Faculty Senate revision by stating that Roberts Rules of Order will be our guide on parliamentary procedure.
- Thank you.
- Thank you.
- Adjunct Faculty are excluded from the definition of "voting membership of the Faculty" (there is no definition of "faculty" in this document); however, the role of Adjunct Faculty is recognized as an important role by the University. Faculty Senate has an adjunct faculty member as an Honorary Senator and is working with the University to create a communications pathway for adjunct faculty (likely a listserv).
- Thank you.
- — — —
- You're welcome.
- You're welcome.

BYLAWS OF THE FACULTY

ARTICLE I: PREAMBLE

We, the Faculty of Virginia Commonwealth University, having been duly appointed by the Board of Visitors, and believing the purposes and objectives of any university can best be met through the combined effort and cooperative deliberation of its governing board, its administrators, and its faculty, do hereby establish these *Bylaws* to set forth the governing principles and procedures which will guide the Faculty of Virginia Commonwealth University in all its deliberations.

ARTICLE II: PURPOSE

The purpose of the Faculty shall be the furtherance and dissemination of knowledge and professional skills through teaching, study, research, creativity, exhibition, performance, and provision of community engagement. An additional objective will be to help ensure through investigation, examination, comment, and recommendation the educational goals of the University are being realized by the policies and procedures employed in the University. The Faculty should have appropriate representation on University committees impacting faculty functions. The Faculty value collaboration, representative voice, transparency, accountability, and the alignment of Board, Administration, and Faculty responsibilities in pursuit of the University's mission. The Faculty affirm their commitment to shared governance and seek to act in accordance with the ideals of shared governance set out by the VCU University Council and the President of the University.

ARTICLE III: VOTING MEMBERSHIP

The voting membership of the Faculty shall consist of the professors, associate professors, assistant professors, and instructors who are full-time employees of the University and who hold continuing appointments from the Board of Visitors as faculty members.

ARTICLE IV: FACULTY SENATE

Section 1. Purpose of the Faculty Senate

The Faculty Senate shall represent the Faculty in areas of its responsibilities and concerns:

- a. to help create, maintain, and protect a university-wide environment conducive to growth of scholarship, creativity, learning, teaching, research, service, and respect for human dignity and rights;
- b. to accept and share responsibility with administration and students in an effort to improve the stature and effectiveness of the University;
- c. to consider such policies, programs, and other matters as the administration, unit faculties, student organizations, and individual members of the Faculty may propose;

- d. to develop and propose academic or educational policies which affect the University, the Faculty, or students;
- e. to express opinions on University affairs as the Faculty Senate deems appropriate and necessary.

Section 2. Composition of the Faculty Senate

- a. Members of the Faculty, as defined in Article III, who are not serving in administrative positions at or above the level of Department Chair are eligible to be members of the Faculty Senate.
- b. There are four categories of Senator:
 - (i) Elected Senators: are elected as specified below in Section 5, and have full debating and voting privileges.
 - (ii) Senators at Large: in those instances when it is necessary for their continued membership in the Faculty Senate, the officers and the outgoing President of the Faculty Senate shall be Senators at Large with full rights of membership and shall occupy specially created seats for one year.
 - (iii) Honorary Senators: in addition to the membership identified above, the President of the Faculty Senate will, as specified in the Standing Rules, appoint Honorary Senators with rights of discussion in Faculty Senate proceedings, but they do not have voting rights.
 - (iv) Alternate Senators: are elected as specified below in Section 5. They serve as substitutes, with full debating and voting privileges, for Elected Senators from their Unit when the latter are unable to attend a meeting. When not serving as substitutes, they have rights of discussion in Faculty Senate proceedings but do not have voting rights.
- c. The term "Voting Senator" shall refer to Elected Senators, Senators at Large, and Alternate Senators actively serving as substitutes.

Section 3. Terms of Office of Faculty Senators

- a. Elected Senators shall serve three-year terms beginning on August 16th following their election. Elected Senators who served a full three-year term shall not be eligible to serve again as Elected Senators for one year following the expiration of their term; however, such Senators are eligible for election as Alternate Senators. Alternate Senators who fill vacated Senate seats as directed in Section 5.b shall be eligible for immediate re-election at the end of the completed term.
- b. Honorary Senators are appointed annually and are eligible for reappointment without restriction.
- c. Alternate Senators shall serve one-year terms beginning on August 16th following their election. They are eligible to serve again as Alternate Senators or as Elected Senators following the completion of their term.

Section 4. Timing of Elections

- a. Unit elections of Elected Senators and Alternate Senators shall take place during the spring semester according to the procedures stated in Article IV, Section 5. The election process should be completed during the spring semester, but certainly no later than August 1st.
- b. The Faculty Senate is responsible for notifying in writing by March 15th the leadership of each Unit's faculty governance organization or Dean's Office of their responsibility for scheduling, conducting, and overseeing the election of Elected Senators and Alternate Senators from that Unit.

Section 5. Method of Elections

- a. Elected Senators: Elected Senators must be voting members of the Faculty as defined in Article IV, Section 2.a. The number of Alternate Senators to be elected by each Unit shall be in accordance with the *Standing Rules of the Faculty Senate*.
- b. Alternate Senators: Alternate Senators must be voting members of the Faculty as defined in Article IV, Section 2.a. The number of Alternate Senators to be elected by each Unit shall be in accordance with the *Standing Rules of the Faculty Senate*.
 - (i) Alternate Senators will be designated by the Unit as First Alternate, Second Alternate, Third Alternate, etc. based upon election results with the First Alternate receiving the most votes, the Second Alternate receiving the second most votes, and so forth.
 - (ii) If an Elected Senator's seat becomes vacant before the expiration of his/her term, the seat shall be filled for the remainder of the term by the highest designated Alternate Senator elected by that Elected Senator's Unit. The designated Alternate Senator will complete the full term of the replaced Elected Senator.
 - (iii) Upon notification by the Faculty Senate that a Unit's pool of Alternate Senators is diminished, the Dean of that Unit shall expeditiously direct the selection of replacement Alternate Senators in accordance with the procedures of that Unit.
- c. Nominations and Elections: Nominations of faculty to serve as Elected Senators and as Alternate Senators shall be made following the Unit's nominating procedures and in accordance with the following:
 - (i) The Unit Nominating Committee shall be composed of faculty eligible to vote as defined in Article III.
 - (ii) The Unit Nominating Committee shall solicit nominations throughout its Unit or from an open meeting of the Unit to which all members of a Unit's faculty have been invited at least two weeks in advance and at which nominations have been indicated to be an agenda item. The Nominating Committee itself may add nominations.

- (iii) The Unit Nominating Committee should notify potential nominees of the usual day and time of the Faculty Senate meetings and that Elected Senators are expected to represent their Unit at these monthly meetings from September through May.
- (iv) In accordance to the Unit's procedure for conducting elections, a secret ballot with the names of all the nominees who have accepted their nominations shall be distributed to all faculty eligible to vote as defined in Article III. Nominees are elected to open positions in descending order of votes received.
- (v) Units may have an election for Alternate Senators separately from the election for Elected Senators, or they may combine the election of Elected Senators and Alternate Senators. If the latter, after all open Elected Senator positions have been filled, nominees are elected to open Alternate Senator positions in descending order of votes received.
- (vi) The election results should be conveyed to the Faculty Senate within two weeks of the election, but certainly by August 15th.

Section 6. Meetings of the Faculty Senate

- a. Regular meetings shall be held monthly during the academic year (September through May), except that either the December or the January meeting may be omitted. The President of the Faculty Senate may call special meetings as needed.
- b. A quorum exists whenever more than 50% of the Voting Senators are present, and once in existence, continues to exist as long as at least 25% of the Voting Senators are present. Voting Senators are defined in Article IV. Section 2.c.
- c. Faculty members who are eligible for election to the Faculty Senate may attend its regular and special meetings without vote. Such members may participate in Faculty Senate discussion on a given agenda item only if they have received advance permission from the President of the Faculty Senate to speak on that item or if the President of the Faculty Senate requests that they provide information to the Faculty Senate on a specific issue.
- d. Faculty Senate meetings may be called at the discretion of the President of the Faculty Senate or upon written request of ten Voting Senators to the President of the Faculty Senate.

Section 7. Standing Rules of the Faculty Senate

- a. The Faculty Senate shall operate in accordance with the *Standing Rules of the Faculty Senate*.
- b. These rules may be amended or rescinded by a majority vote of the Faculty Senate if advance notice is given at the previous Faculty Senate meeting. If no such advance notice has been given, the *Standing Rules of the Faculty Senate* may be amended or rescinded by a two-thirds vote.

ARTICLE V: MEETINGS OF THE GENERAL FACULTY

Section 1. The President of Faculty Senate shall formally request that the President of the University convene the Faculty for a General Faculty Meeting annually for the purpose of reporting on the state of the University and receiving questions from the Faculty. This request shall be conveyed each year by the President of the Faculty Senate by October 1st.

Section 2. The President of the Faculty Senate shall convene a meeting of the General Faculty upon the written petition of 25 or more members of the Faculty.

Section 3. Parliamentary authority: *Robert's Rules of Order, Revised*, shall be the authority on all questions of parliamentary procedure not covered by the *Bylaws of the Faculty*.

ARTICLE VI: UNIT GOVERNANCE

The Faculty of each Unit of the University shall organize and establish in assembly, rules, and procedures for faculty participation in the governance of the Unit.

ARTICLE VII: REVIEW AND REVISION OF THE BYLAWS

Section 1. The Faculty Senate shall review and, if appropriate, propose revisions to these *Bylaws* every five years or as deemed appropriate by the Faculty Senate.

Section 2. On approval by its members, the Faculty Senate shall provide the proposed revised *Bylaws of the Faculty* to the Faculty for approval. Two weeks' notice of proposed revisions to the *Bylaws of the Faculty* must be provided to the Faculty before the votes are tallied.

Section 3. Revisions to these *Bylaws* shall be approved by two-thirds of those voting. Voting membership is defined in Article III.

Section 4. History

- a. The original *Bylaws of the Faculty* were ratified by a vote of the entire VCU Faculty in February 1970.
- b. The original *Bylaws of the Faculty* were approved by the University Assembly and were transmitted to the Board of Visitors by the incumbent president, Dr. Warren E. Brandt.
- c. The original *Bylaws of the Faculty* were approved unanimously by the Board of Visitors on July 23, 1970 including "that the Faculty Senate be established and recognized to represent the faculty in the areas of (its) responsibilities and concerns."
- d. Revised *Bylaws of the Faculty* were approved by the Faculty on March 12, 2004, and by the Board of Visitors on May 21, 2004.
- e. These revised *Bylaws of the Faculty* were last approved by the Faculty on April 2, 2018, and by the Board of Visitors on May ____, 2018.

ATTACHMENT I

VIRGINIA COMMONWEALTH UNIVERSITY BOARD OF VISITORS

AUDIT, INTEGRITY, AND COMPLIANCE COMMITTEE CHARTER

I. PURPOSE

The primary purpose of the Audit, Integrity, and Compliance Committee is to assist the Board of Visitors in fulfilling its fiduciary responsibilities related to oversight of:

- Soundness of the university's system of internal controls
- Integrity of the university's financial accounting and reporting practices
- Independence and performance of the internal and external audit functions
- Integrity of information technology infrastructure and data governance
- Effectiveness of the university's ethics and compliance program
- University's enterprise risk management program
- Legal matters

The function of the Audit, Integrity, and Compliance Committee is oversight. University management is responsible for the preparation, presentation, and integrity of the university's financial statements. University management is also responsible for maintaining appropriate financial accounting and reporting policies, procedures, and controls designed to assure compliance with generally accepted accounting principles and applicable laws and regulations. University management is also responsible for effective design, implementation, and operation of information technology infrastructure as well as data management and data governance policies and procedures.

Audit and Management Services, within Audit and Compliance Services, examines and evaluates the adequacy and effectiveness of the university's system of internal controls; examines whether university operations and employee actions are conducted in compliance with relevant policies, procedures, standards, and applicable laws and regulations; and performs management services activities, including advisory services for critical systems development projects, performance of special projects requested by the Board and senior management, and investigation of allegations of fraud or improprieties. The university's external auditor, the state Auditor of Public Accounts, is responsible for planning and conducting the financial statement examination in accordance with generally accepted government auditing standards.

The Integrity and Compliance Office, within Audit and Compliance Services, promotes a culture of ethics and compliance through training, support and guidance; evaluates the adequacy and effectiveness of existing policies, procedures, and compliance programs; administers the University Helpline and maintains other reporting mechanisms available to all employees, and reports information related to the Ethics and Compliance Program effectiveness throughout the year. University management is responsible for establishing and enforcing policies and procedures and for maintaining appropriate programs to comply with

all applicable laws and regulations. The Integrity and Compliance Office is a resource available to all areas of the university.

II. COMPOSITION AND INDEPENDENCE

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

III. MEETINGS

The Audit, Integrity, and Compliance Committee will meet at least four times annually. Additional meetings may occur more frequently as circumstances warrant. The Committee chairman should meet with the Executive Director of Audit and Compliance Services as necessary and at least prior to each Committee meeting to finalize the meeting agenda and review the issues to be discussed.

IV. RESPONSIBILITIES

In performing its oversight responsibilities, the Audit, Integrity, and Compliance Committee shall:

A. General:

1. Adopt a formal written charter that specifies the Committee's scope of responsibility. The charter should be reviewed annually and updated as necessary.
2. Maintain minutes of meetings.
3. Authorize investigations into any matters within the Audit, Integrity, and Compliance Committee's scope of responsibilities.
4. Report Committee actions to the Board of Visitors with such recommendations as the Committee may deem appropriate.
5. Consistent with state law, the Committee may meet in closed session (without members of senior management present) with the external auditors and/or the Executive Director of Audit and Compliance Services to discuss matters that the Committee or any of these groups believe should be discussed privately.
6. Review and approve the Audit and Compliance Services budget and resource plan.
7. Approve the Audit and Compliance Services charter. The charter should be reviewed annually and updated as necessary.

B. Internal Controls/Financial Statements:

1. Review and evaluate the university's processes for assessing significant risks and exposures.
2. Make inquiries of management and the external auditors concerning the effectiveness of the university's system of internal controls.

3. Determine whether the external auditors are satisfied with the disclosure and content of the financial statements, including the nature and extent of any significant changes in accounting principles.
4. Review management's written responses to significant findings and recommendations of the auditors, including the timetable to correct the weaknesses in the internal control system.
5. Advise management and the external auditors that they are expected to provide a timely analysis of significant financial reporting issues and practices.
6. Require Audit and Compliance Services to perform annual reviews of the President's discretionary accounts and to issue a report thereon to the Committee.

C. External Auditors:

1. Meet with the external auditors and university management to review the scope of the external audit for the current year. The auditors should inform the Audit, Integrity, and Compliance Committee of any significant changes in the original audit plan.
2. Discuss with the external auditors their processes for identifying and responding to key audit and internal control risks.
3. Review the coordination of internal and external audit procedures to promote an effective use of resources and ensure complete and efficient coverage of the university's risks.
4. Meet with the external auditors at the completion of the audit. A portion of the meeting may be conducted in Executive Session without members of university management present.

D. Internal Auditors:

1. Review and approve the annual audit and management services work plan and any significant changes to the plan.
2. Review annually the qualifications of the audit and management services staff and the level of staffing.
3. Assess the effectiveness of the internal audit function, including its independence and reporting relationships **and conformance with The Institute of Internal Auditors' (IIA) Definition of Internal Auditing, Core Principles, the IIA Code of Ethics and the International Standards for Professional Practice of Internal Auditing by inquiring and reviewing the assessment results of the internal and external Quality Assurance and Improvement Program.**
4. Review completed audit reports and progress reports on executing the approved work plan **and inquire of any other matters that require audit resources.**
5. Review annually the status of previously issued internal audit findings.
6. Inquire of the Executive Director of Audit and Compliance Services regarding any difficulties encountered in the course of his audits, including any restrictions on the scope of work or access to required information.

7. Review the performance of the Executive Director in consultation with the President and approve the Executive Director's annual salary compensation and bonus, if any.
8. Review and approve the appointment, replacement, reassignment, or dismissal of the Executive Director of Audit and Compliance Services.

E. Data Integrity:

1. Review the adequacy of the university's IT management methodology with regards to internal controls, including applications, systems, and infrastructure. This includes but is not limited to:
 - Physical and virtual security with regards to university servers and storage
 - Network security architecture and operations
 - Reliability and robustness of data center (servers and storage) and network infrastructure environments
 - Disaster recovery and business continuity infrastructure and associated processes and procedures.
2. Review the adequacy of the university's data management policies and procedures to ensure data security and data integrity in institutional reporting. This includes but is not limited to:
 - Authentication and authorization mechanisms in accessing university data
 - Data Governance structure and policies
 - Data security policies including data access roles and responsibilities

F. University Ethics and Compliance Program:

1. Review the annual compliance planned initiatives and any significant changes to the plan.
2. Review the qualifications of the compliance staff and the level of staffing.
3. Assess the effectiveness of the compliance program, including its independence and reporting relationships.
4. Review completed compliance reports and progress reports on the status of compliance and integrity related initiatives including process and plans in place to assess conflict of interest management (inclusive of institutional and individual conflicts).
5. Require the Integrity and Compliance Office to report on management's processes and procedures that provide assurance that the university's mission, values, ~~and~~ codes of conduct, and universitywide policies are properly communicated to all employees.
6. Review results of compliance reviews to ensure system and controls are designed to reasonably ensure compliance with laws and regulations, university policies and the code of conduct.

7. Inquire of the Executive Director of Audit and Compliance Services whether there have been any restrictions on the scope of work or access to required information in conducting compliance and ethics reviews.

G. Enterprise Risk Management

1. Provide oversight of the university's Enterprise Risk Management program.
2. Review the university's risk appetite.
3. Require periodic reporting on the overall program's design and effectiveness, including newly identified risks
4. Monitor progress of Risk Mitigation Plans and review policy and resource improvements as necessary.

H. Legal:

1. Consult as necessary with University Counsel regarding legal issues concerning the university.

**Virginia Commonwealth University
Board of Visitors**

Audit, Integrity and Compliance Committee Meeting Planner

A = Annually; Q = Quarterly; AN = As Necessary	Frequency			Planned Timing			
Q1, Q2, Q3, Q4 based on Fiscal Year (July – June)	A	Q	AN	Q1	Q2	Q3	Q4
				Sep	Dec	Mar	May
A. General							
1. Review and update Audit, Integrity, and Compliance Committee charter and meeting planner	X						X
2a. Approve minutes of previous meeting		X		X	X	X	X
2b. Maintain minutes of meetings		X		X	X	X	X
3. Authorize investigations into any matters within the Committee's scope of responsibilities			X				
4. Report Committee actions to the Board of Visitors with recommendations deemed appropriate		X		X	X	X	X
5. Meet in executive session, with external auditors and/or Executive Director of Audit and Compliance Services		X		X	X	X	X
6. Review and approve the Audit and Compliance Services budget and resource plan.	X			X			
7. Review and approve Audit and Compliance Services charter	X			X			
B. Internal Controls/Financial Statements							
1. Review and evaluate university's process for assessing significant risks and exposures	X			X			
2. Make inquiries of management and external auditors concerning the effectiveness of the university's system of internal controls			X	X			X
3. Determine whether the external auditors are satisfied with the disclosure and content of the financial statements, including the nature and extent of any significant changes in accounting principles	X			X			
4. Review management's written responses to significant findings and recommendations of the auditors, including the timetable to correct the weaknesses in the internal control system			X				
5. Advise management and the external auditor that they are expected to provide a timely analysis of significant current financial reporting issues and practices			X	X			X

A = Annually; Q = Quarterly; AN = As Necessary	Frequency			Planned Timing			
Q1, Q2, Q3, Q4 based on Fiscal Year (July – June)	A	Q	AN	Q1	Q2	Q3	Q4
				Sep	Dec	Mar	May
6. Require Audit and Compliance Services to perform annual reviews of the president's discretionary accounts and to issue a report thereon to the Committee			X		X		
C. External Auditors							
1. Meet with external auditors and university management to review the scope of the external audit for the current year	X						X
2. Discuss with the external auditors their processes for identifying and responding to key audit and internal control risks	X						X
3. Review the coordination of internal and external audit procedures to promote an effective use of resources and ensure complete and efficient coverage of the university's risks			X				X
4. Meet with the external auditors at the completion of the audit	X				X		
D. Internal Auditors							
1. Review and approve the annual audit and management services work plan and any significant changes to the plan	X						X
2. Review the qualifications of the audit and management services staff, the adequacy of the staffing level	X			X			
3. Assess the effectiveness of the internal audit function, including its independence and reporting relationships and conformance with the Definition of Internal Auditing, Core Principles, the IIA Code of Ethics and the International Standards for Professional Practice of Internal Auditing by inquiring and reviewing the assessment results of the internal and external Quality Assurance and Improvement Program	X				X		
4. Review completed audit reports and progress reports on executing the approved work plan and inquire of any other matters that require audit resources		X		X	X	X	X
5. Review annually the status of previously issued internal audit findings	X			X			
6. Inquire of the Executive Director of Audit and Compliance Services regarding any difficulties encountered in the course of his audits, including any restrictions on the scope of work or access to required information		X		X	X	X	X

A = Annually; Q = Quarterly; AN = As Necessary				Frequency			Planned Timing			
Q1, Q2, Q3, Q4 based on Fiscal Year (July – June)				A	Q	AN	Q1	Q2	Q3	Q4
							Sep	Dec	Mar	May
7. Review the performance of the Executive Director in consultation with the President and approve the Executive Director's annual salary compensation and bonus, if any.				X			X			
8. Review and approve the appointment, replacement, reassignment, or dismissal of the Executive Director of Audit and Compliance Services						X				
E. Data Integrity										
1. Review the adequacy of the university's IT management methodology with regards to internal controls, including applications, systems, and infrastructure. This includes but is not limited to:										
<ul style="list-style-type: none"> Physical and virtual security with regards to university servers and storage Network security architecture and operations Reliability and robustness of data center (servers and storage) and network infrastructure environments Disaster recovery and business continuity infrastructure and associated processes and procedures 						X	X		X	
2. Review the adequacy of the university's data management policies and procedures to ensure data security and data integrity in institutional reporting. This includes but is not limited to:										
<ul style="list-style-type: none"> Authentication and authorization mechanisms in accessing university data Data Governance structure and policies Data security policies including data access roles and responsibilities 						X	X		X	
F. University Ethics and Compliance Program										
1. Review the annual compliance planned initiatives and any significant changes to the plan				X						X
2. Review the qualifications of the compliance staff and the level of staffing (utilization and effort focus)				X			X			
3. Assess the effectiveness of the compliance program, including its independence and reporting relationships				X			X			
4. Review completed compliance reports and progress reports on the status of compliance and integrity related activities initiatives including process and plans in place to assess conflict of interest management (inclusive of institutional and individual conflicts)					X		X	X	X	X

A = Annually; Q = Quarterly; AN = As Necessary				Frequency			Planned Timing			
				A	Q	AN	Q1	Q2	Q3	Q4
							Sep	Dec	Mar	May
5.	Require the Integrity and Compliance Office to report on management’s processes and procedures that provide assurance that the university’s mission, values, and codes of conduct and universitywide policies are properly communicated to all employees			X			X			X
6.	Review results of compliance reviews to ensure system and controls are designed to reasonably ensure compliance with laws and regulations, university policies and the code of conduct					X	X	X	X	X
7.	Inquire of the Executive Director of Audit and Compliance Services whether there have been any restrictions on the scope of work or access to required information in conducting compliance and ethics reviews				X		X	X	X	X
G. Enterprise Risk Management										
1.	Provide oversight of the university’s Enterprise Risk Management program				X		X	X	X	X
2.	Review the university’s risk appetite					X				
3.	Require periodic reporting on the overall program’s design and effectiveness, including newly identified risks				X		X	X	X	X
4.	Monitor progress of Risk Mitigation Plans and review policy and resource improvements as necessary				X		X	X	X	X
H. Legal										
1.	Consult as necessary with University Counsel regarding legal issues concerning the university				X		X	X	X	x

ATTACHMENT J

Virginia Commonwealth University University Audit and Management Services Proposed Audit Plan July 1, 2018 - June 30, 2019

RISK-BASED AUDITS:

Office of Sponsored Programs	365	
Payroll	400	
Human Resources - Terminations	275	
School of Medicine - Cardiology**	365	
Enterprise Centers and Institutes (Carryover from FY2018)	400	
Student Fees and Expenditures	365	
Equity and Access Services	400	
Development and Alumni Relations	400	
Safety and Risk Management (OEHS)	365	
Residential Life and Housing	365	
School of the Arts*	650	
Global Education	400	
Web Services and Application Security	390	
IT Network Management and Security	370	
IT VCU Jobs/Cornerstone Application Systems	370	
IT Asset Management and Security	370	
	<hr/>	
Subtotal		6,250

ANNUAL AUDITS/PROJECTS:

Athletics-Year 3-NCAA Compliance Review	250	
Follow-Ups on Audit Recommendations Outstanding	350	
President's Office Review	250	
Data Analytics/Continuous Monitoring	350	
Prior Year Audit Carryover	500	
Risk Assessment	180	
	<hr/>	
Subtotal		1,880

OTHER PROJECTS:

Investigations and Management Requests	1,100	
Other Management Services	750	
Workpaper System Administration	200	
	<hr/>	
		2,050
		<hr/>
TOTAL		10,180
		<hr/>

FY 2019 Ethics and Compliance Program Risk Based Initiatives

Maintenance of VCU's Ethics and Compliance Program is substantively driven by the Federal Sentencing Commission's Sentencing Guidelines, Chapter 8, which provide the basic and necessary minimum elements of an effective Ethics and Compliance Program; it is also driven by our own mission and values reflected in our Code of Conduct and university policies; excellent business sense; and the needs of the organization. Continually playing an integral role in setting and upholding accountability within VCU's culture and overall risk mitigation processes, the Compliance and Ethics Program provides advisory resources to all departments; reporting mechanisms to all employees, students and visitors; and regularly solicits interactions from a cross section of stakeholders helping progression and monitoring of ethics and compliance based activities. Based on providing these services throughout FY 2018, the initiatives for FY 2019 reflect a balance of capacity, prioritization and where a devotion of additional resources is necessary to address, or continue, assurance of compliance requirements; ethical behaviors; and overall institutional integrity. Most of the topics below traverse multiple years due to the scope and size of the efforts. Year over year progress is made and any obstacles to these plans are shared with the Audit, Integrity and Compliance Committee of the Board of Visitors as the university's governing authority.

Each year, initiatives are selected, or mature, in order to reduce wrongdoing, increase the likelihood that when wrongdoing does occur it will be made known to management and increase the likelihood that VCU will responsibly handle suspected and substantiated wrongdoing, thus preserving the public's trust and the integrity and reputation of a responsible university.

Note: These activities involve a collaborative approach with appropriate Ethics and Compliance Partners and other key stakeholders.

FY 2019 Initiatives:

Continue providing the BOV and Senior Leadership (as applicable) timely reports of successes; efficiencies; challenges; obstacles; and violations of ethics and compliance matters. Consider formal resolutions for program requirements and organizational need.

Effectiveness Review of Ethics and Compliance Program

- Conduct internal assessment and prepare for formal review
- Undergo RFP or BVA process; select appropriate 3rd party vendor
 - Explore option to add a peer review to the process
- Undergo Effectiveness Review
- Report Findings to BOV, Cabinet, Compliance Advisory Committee, Enterprise Risk Management Committee, internal ACS, ICO staff and other key stakeholders

Integrity and Compliance Annual Report to BOV Audit and Compliance Committee – September Meeting

- Bolster Annual Issues and Events reporting results – to continue benchmarking internally; look to enhance with external data for appropriate comparisons

Code of Conduct Enhancements

- Complete review of document with interdisciplinary taskforce; Compliance Advisory Committee; other key stakeholders; and universitywide community – includes upgrading content delivery from text only to interactive and embedded video messaging items
- Complete governance track for *Ethical Standards* (basis of the Code of Conduct) policy draft approval

Conflicts of Interest and Commitment – Individual and Institutional: Enhancements are needed regarding proactive risk identification and management; in particular, compliance with more than 10 federal regulations, accreditation standards, and best practices in organizational governance and ethics and compliance industries. Utilization of an enhanced process of interest reporting contributes to both the Board and the departmental charter compliance by providing required assurances to the Audit, Integrity & Compliance Committee of the BOV.

- Obtain final stakeholder feedback and complete governance track for policy draft approval
- Fully implement policy and software solution for reporting and managing conflicts
 - To include set expectations; required reporting; compliance with required committee review process; and managing of identified conflicts
- Creation of formal Interest Disclosure Review Committee – to include training on expectations outlined in policy's requirements
- Continued service as liaison to Commonwealth for mandated state disclosure
- Continued support in responding to inquiries related to proactive avoidance regarding institutional conflicts and conflicts of commitment

Employee Ethics and Compliance Education

- Execution of Annual Employee Compliance Education – includes reflexive content based on initial assessment of knowledge base accompanied by role and duration of employment
- Execution of high profile events during National Ethics & Compliance Week scheduled for November 2018 offered to employees and students
- Continued participation in New Employee Orientations and New Chair Training / Development and other custom requests to individual units

Gap and Risk Assessment Activities

- Continue quarterly oversight monitoring for timely compliance reporting through responsible parties outlined in Compliance Calendar: Federal Regulatory Reporting Requirements
- Compliance and Ethics Assessment results (risk based reports) of respective Cabinet Member areas (to include federal regulatory compliance; policy compliance and accuracy; reported concerns outcomes and trends – with focus on civility and professionalism; offer of customized training to areas based on needs/desires
- Create plan and establish priorities to assess state of compliance with state code requirements

Government Relations Non-Routine Visits: Continued independent oversight and support to university community in preparation for, and in response to, regulator inquiries, reviews and investigations

Policy Program – for all universitywide policies

- Continue providing seminal policy reminders and tips for compliance to broader university community
- Continued gap assessment based on size, scope and complexity of university, and industry trends and standards
- Continue creation of universitywide term glossary for clarity and consistency
 - Continue implementing consistent term use from finalized glossary
- Continued support in policy creation, revision and formal approval processes
 - Topics identified as needing additional assistance in the coming fiscal year: Information Technology; Privacy and Data Governance; Procurement; Human Resources; and SACS based required policies for Accreditation
 - To include: annual Policy Writers' Workshop and other training sessions as needed

Continued Participation and Resource Support and Assistance to various ethics and compliance-oriented groups and committees.

- Participation and leadership provided to over 15 universitywide committees and taskforces
- Active memberships and participation with external groups – Society of Corporate Compliance and Ethics – Higher Education Section and General Section; Ethics and Compliance Initiative; Association of College and University Policy Administrators
- The commitment to internal staff development remains as well as support for maintaining current industry certifications.
- Internal Workplace Investigations
 - Oversight of Alleged Misconduct Reports / Non-compliance Issues
 - Conduct investigations when suspected patterns or practices of misconduct, non-compliance, or unduly sensitive issues arise
- State Regulatory Coordinator (liaison to Commonwealth for VCU)
- Agency Coordinator for Conflict of Interest Disclosures to the Commonwealth
- Continued tracking of Office of Inspector General's Annual Work Plan and the Summary of Audits Settlements and Investigations related to Federal Programs for topics affecting the university

As a reminder, this committee will be receiving the Integrity and Compliance Annual Report at the September 2018 Meeting.

The anticipated effect of providing the fiscal year Program Initiatives at the May Meeting, and the Annual Report at the September Meeting, is to assure existing mechanisms keep this committee abreast of efforts demonstrating effectiveness of the Ethics and Compliance Program.

This committee is the appropriate authority to oversee the Ethics and Compliance Program's effectiveness efforts. If there are suggestions or recommendations from the committee, please contact the Executive Director of Audit and Compliance Services or the University Integrity and Compliance Officer.

ATTACHMENT L

RESOLUTION OF THE BOARD OF VISITORS OF VIRGINIA COMMONWEALTH UNIVERSITY

AUTHORIZATION FOR PRESIDENT TO RETIRE and REMOVE DEMONSTRATIONS REGULATION in VIRGINIA CODE

WHEREAS, the Board of Visitors of Virginia Commonwealth University (the “BOV”) or its designee possess authority to “[m]ake regulations and policies concerning the institution” under §23.1-1301 of the Code of Virginia;

WHEREAS, the BOV promulgated 8 VAC 90-30 *Guidelines for Demonstrations on the Campuses of Virginia Commonwealth University* in 1995;

WHEREAS, the BOV takes formal action to repeal a regulation under the Virginia Register Act, §§2.2-4100, *et seq.*; and

WHEREAS, the BOV desires to repeal 8 VAC 90-30 because it is significantly outdated and ineffectual, and has been rendered obsolete with the recently approved universitywide policy *Reservation and Use of Space*.

NOW, THEREFORE, be it resolved by the Board of Visitors of Virginia Commonwealth University as follows:

1. 8 VAC 90-30 *Guidelines for Demonstrations on the Campuses of Virginia Commonwealth University* is hereby repealed.
2. The President or his designee may proceed with the removal of the 8 VAC 90-30 *Guidelines for Demonstrations on the Campuses of Virginia Commonwealth* from the university’s policy library.
3. The repeal will be effective upon receipt by the Virginia Registrar of Regulations.



**BOARD OF VISITORS
ORIENTATION AND RETREAT
AUGUST 16-17, 2018**

**MINUTES
AUGUST 16, 2018
JAMES BRANCH CABELL LIBRARY
ROOM – 303, 901 PARK AVENUE, RICHMOND, VA**

DRAFT

BOARD MEMBERS PRESENT

Ms. Phoebe P. Hall, Rector
Mr. John A. Luke Jr., Rector,
Mr. H. Benson Dendy III
Mr. Todd Haymore
Dr. Robert Holsworth (*arrived at 1:18 p.m.*)
Dr. Gopinath Jadhav
Mr. Edward L. McCoy
Mr. Ronald McFarlane
Mr. Keith Parker
Mr. Stuart Siegel
Ms. Jacquelyn Stone
Dr. Shantaram Talegaonkar
Mr. G. Richard Wagoner, Jr.

BOARD MEMBERS ABSENT

Ms. Colette W. McEachin, Secretary
Reverend Tyrone E. Nelson
Dr. Carol Shapiro

OTHERS PRESENT

President Michael Rao
Mr. Jacob Belue, Esq., *Interim University Counsel*
Mr. William Cole, *Executive Director of Audit and Compliance Services*
Ms. Karol Kain Gray, *Sr. Vice President and Chief Financial Officer*
Ms. Pamela Lepley, *Vice President for University Relations and Chief Communications Officer*
Mr. Mike Melis, Esq., *Associate University Counsel, (effective 8/25/2017 University Counsel)*
Ms. Michele N. Schumacher, J.D., *Assistant Secretary and Board Liaison*

CALL TO ORDER AND INTRODUCTIONS

Ms. Phoebe P. Hall, Rector called the meeting to order at 8:30 a.m. in the James Branch Cabell Library, Room 303, 901 Park Avenue, Richmond, Virginia.

Ms. Hall welcomed the Board and thanked them for their willingness to serve on the Board of Visitors of Virginia Commonwealth University. Ms. Hall continued that Virginia Commonwealth University (VCU) under the leadership of President Michael Rao is a mission driven university, whose students and faculty want to make a difference and who do make a difference. She noted that the Board also wants to make a difference and that is why each one of the Board members had agreed to serve on this Board. Ms. Hall concluded by stating that each member brings different talents and skills set to VCU, and over the next two days the Board will hear how it can use those talents to become more effective and engaged in assisting the President in transforming VCU.

President Rao then welcomed the new Board members, and thanked all the members of the Board for their service to VCU and in helping shape the priorities of the university. He noted that their job as board members is integral to the success of the VCU enterprise, and reiterated a statement from the Association of Governing Boards of Universities and Colleges, “A university cannot be better than its board. Effective boards take their work seriously.” He stated that the members of the Board continue to be effective leaders and strategic partners as VCU transforms to a preeminent national urban public university. President Rao reminded the Board of the global challenges faced by VCU and higher education, namely the growing skepticism about the value of higher education, the cost of higher education, and a rapidly changing society. He concluded by stating he looks forward to working with the Board as strategic partners in transforming VCU, and in addressing the global and local challenges faced by higher education.

ONE VCU – TWO BOARDS

Mr. Mike Melis, Associate University Counsel, provided an overview of the relationship between VCU and the VCU Health System Authority (VCUHS), specifically noting that VCUHS was established by the Virginia General Assembly as a separate legal entity to provide healthcare, including indigent care, as well as to serve as the principal teaching and training hospital for VCU Health Sciences. He then reviewed the powers of VCUHS as well as the shared governance of VCUHS and VCU.

Ms. Hall thanked Mr. Melis for his presentation.

CALL OF DUTY

Ms. Michele N. Schumacher, J.D., Assistant Secretary and Board Liaison, Mr. Jacob Belue, Esq., Interim University Counsel, and Mr. William Cole, Executive Director of Audit and Compliance Services gave a presentation on the duties and responsibilities of the members of the Board of Visitors. The presentation covered the fiduciary responsibilities of board members; the statutory requirements found in the Code of Virginia, including a review of the Virginia Freedom of Information Act; and an overview of the Division of Audit and Compliance Services, including a review of the ethics and compliance program and the enterprise risk management program at VCU.

Ms. Hall thanked Mr. Belue, Mr. Cole, and Ms. Schumacher for their presentations.

TAKING THE BOARD TO THE NEXT LEVEL OF EFFECTIVENESS

Dr. Peter Eckel, Senior Fellow and Director of Leadership Programs, Penn AHEAD, GSE, University of Pennsylvania, led the Board through a substantive discussion on Board effectiveness. The discussion included a review of the three types of work that a board performs:

(i) oversight/accountability, which is analytic in nature; (ii) stewardship/problem-solving, which is inquisitive in nature; and (iii) strategists/problem-seeking, which is exploratory in nature. In addition, the importance of asking the right questions and the relationship between questions asked and how an issue is framed were also discussed.

Ms. Hall thanked Mr. Eckel for his presentation and facilitating the discussions.

ALIGNING THE WORK OF THE BOARD AND ADMINISTRATION

Mr. John Luke, Jr., Vice Rector provided a brief presentation on how boards can align the work of the board with the administration. He noted that a board generally has three roles or responsibilities: (i) to bring external views but not to manage, (ii) fiduciary responsibilities, and (iii) strategic responsibilities. He continued that that a board needs to stay focused on priority issues of the institution and to do so requires board members to listen and be active learners. Mr. Luke concluded that thinking strategically requires a board to ask questions such as:

- What is the current status? Where are we today?
- What is the vision objective / goal? What result do we want?
- Are the strategies aligned with the institution's mission?
- Are the goals achievable? What is the timeframe to achieve the objective?
- What resources are needed to achieve the objectives? Are the resources budgeted? If not what else is needed?
- How can we measure and track the achievements to know we are succeeding?

Ms. Hall thanked Mr. Luke for this excellent discussion.

ADVANCING VCU - PART 1

The President's vision for taking VCU's distinction to the next level

President Rao began his presentation by providing a brief history of VCU noting it was 50 years ago that the Medical College of Virginia and the Richmond Professional Institute merged to create VCU. He continued that in those 50 years VCU has transformed into a national urban public research university and has become a destination research university and academic health center. He went on to describe the VCU community noting that VCU is an accessible university and has one of the most diverse student bodies in the Commonwealth. He explained that VCU students are deeply engaged, they are entrepreneurial, they are shaping the innovation environment both on and off campus, and one-third of the student body are first-generation college students. He informed the Board that 4600 freshman entered VCU for the fall semester 2018, the largest entering class in VCU history. President Rao continued that the VCU community also includes the faculty and noted that VCU faculty are deeply committed, they are student-centered, and support a culture of

innovation and cooperation. President Rao concluded that VCU's transformation to preeminence would be driven by our passion to deliver the highest quality experience and outcomes to our students and patients. President Rao then reviewed his four priorities for academic year 2018-2019, specifically strengthen student access and excellence, strengthen teaching and research faculty compensation, integrated institution-wide commitment to the research mission, and the Make It Real Campaign.

Ms. Hall thanked President Rao for his presentation.

ADVANCING VCU – PART 2

What does success look like, how will we measure it and how will we work as strategic partners to take VCU to the next level?

Using the priorities as set forth by the president, the board then had a substantive discussion as to what it needed and what it could do to be a strategic partner with the president and the institution to transform VCU to preeminence.

Mr. Keith Parker provided a summary of the afternoon session noting that the board is much more focused on strategy, and highlighted the importance for both the Board and the administration to prioritize the President's vision. He concluded that VCU has a great story to tell and we need to do a better job of telling that story.

RECESS

With no further business to come before the Board, Ms. Phoebe Hall, Rector recessed the meeting at 3:30 p.m., noting that the meeting would continue tomorrow morning, August 17, 2018, at VCU's Rice Rivers Center in Charles City, Virginia.

**AUGUST 17, 2018
VCU RICE RIVERS CENTER
3701 JOHN TYLER MEMORIAL HIGHWAY, CHARLES CITY, VA**

BOARD MEMBERS PRESENT

Ms. Phoebe P. Hall, Rector
Mr. John A. Luke Jr., Rector,
Ms. Colette W. McEachin, Secretary
Mr. Todd Haymore
Dr. Gopinath Jadhav
Mr. Edward L. McCoy
Mr. Ronald McFarlane
Mr. Keith Parker
Dr. Carol Shapiro
Mr. Stuart Siegel
Ms. Jacquelyn Stone

Dr. Shantaram Talegaonkar
Mr. G. Richard Wagoner, Jr.

BOARD MEMBERS ABSENT

Mr. H. Benson Dendy, III
Dr. Robert Holsworth
Reverend Tyrone E. Nelson

OTHERS PRESENT

President Michael Rao
Mr. Jacob Belue, Esq., *Interim University Counsel*
Mr. William Cole, *Executive Director of Audit and Compliance Services*
Mr. Matthew Conrad, *Executive Director of Government Relations*
Mr. Jay Davenport, *Vice President for Development and Alumni Affairs*
Ms. Karol Kain Gray, *Sr. Vice President and Chief Financial Officer*
Dr. Gail Hackett, *Sr. Vice President and Provost*
Ms. Pamela Lepley, *Vice President for University Relations and Chief Communications Officer*
Mr. Mike Melis, Esq., *Associate University Counsel, (effective 8/25/2017 University Counsel)*
Ms. Michele N. Schumacher, J.D., *Assistant Secretary and Board Liaison*
Dr. Meredith Weiss, *Vice President for Administration*

CALL TO ORDER AND INTRODUCTIONS

Ms. Phoebe P. Hall, Rector called the meeting to order at 9:00 a.m. in the conference room at VCU's Rice Rivers Center, 3701 John Tyler Memorial Highway, Charles City, Virginia.

Ms. Hall thanked the board for their participation yesterday and recapped the discussions that took place. She explained the agenda for today includes a presentation from Dr. Eckel on the challenges facing higher education, the Board "rolling up its sleeves" to work on strategy and to support the President in moving VCU to the next level.

President Rao stated that Ms. Hall did an excellent job of recapping yesterday's meeting and that he wanted to thank the board for the work that was done yesterday. He noted the Board is essential in helping the university respond to the changes in higher education and helping set the overall strategic direction of the university. He concluded by stating he looks forward to working with this board as it leads VCU's transformation in partnership with the administration and the rest of the university.

TRENDS IN HIGHER EDUCATION

Dr. Eckel engaged the Board in a substantive discussion about higher education trends and issues, the implications of those trends for VCU, and how it all affects the work of the Board. It was noted that a common theme emerged from these discussion, specifically, the importance of technology and how it is changing the environment of higher education, whether it be through on-line learning,

data analytics, or the use of artificial intelligence. It was also observed that technology has also changed the way students today learn, and that universities must be proactive to ensure they are meeting the needs of all students.

INSIGHTS FROM SERVING ON HIGHER EDUCATION BOARDS

Ms. Hall introduced Mr. G. Richard Wagoner, Jr., noting that while Mr. Wagoner is currently serving on VCU's Board of Visitors, he is a Trustee Emeritus of Duke University and has served on various community boards in the Detroit area as well as the Detroit Country Day School Board of Trustees. She indicated that Mr. Wagoner has graciously agreed to speak about his board service.

Mr. Wagoner stated that good boards all have some common elements, specifically, members who are capable, informed, engaged, prepared for meetings; and an administration that appreciates board input. He continued that a board ensures that the administration develops a good strategic plan which is vetted and agreed upon by the board; ensures that there is strong leadership in the administration to execute the strategic plan; and that the university has adequate resources to execute the plan.

Mr. Wagoner also shared his observations on what does not work on a board, namely, a lack of diversity and no term limits.

He then provided examples of effective boards noting that one size does not fit all. He emphasized the importance of having all Board members voice their opinions. Mr. Wagoner concluded it is extremely important to have a good board process, effective time management, and a responsive management team, especially when meetings are held once a quarter.

Ms. Hall thanked Mr. Wagoner for his insights.

QUEST 2025 STRATEGIC PLAN FOCUS AND UPDATES

Ms. Pamela Lepley, *Vice President for University Relations and Chief Communications Officer*, provided an overview on the strategic plan and the communication focus: Make the Strategic Plan Real.

Dr. Gail Hackett, *Sr. Vice President and Provost*, reviewed strategies to decrease costs to students such as growing enrollment while maintaining standards; increasing summer and intersession enrollment; increasing retention and student success; growing online enrollment; course redesign; affordable course content; and decentralized budget decisions.

Mr. Jay Davenport, *Vice President for Development and Alumni Affairs*, provided an update on the FY 2018 Make It Real Campaign noting that 2018 was the best fundraising year in VCU history with a total of \$125 million raised. He reviewed the new alumni effort, the top 10 gifts in 2018, campaign projections and the campaign fiscal year averages. Mr. Davenport also reviewed the FY 2019 and FY2020 goals.

Dr. Meredith Weiss, *Vice President for Administration*, discussed the facilities related revenue, generation and cost savings initiatives, specifically, public private partnerships, performance contracts and energy conservation; operational efficiencies; and facility maintenance.

Mr. Matthew Conrad, *Executive Director of Government Relations*, reviewed the legislative priorities for VCU.

Ms. Karol Kain Gray, *Sr. Vice President and Chief Financial Officer*, reported on the new budget model implementation.

Ms. Hall thanked Ms. Lepley, Dr. Hackett, Mr. Davenport, Dr. Weiss, Mr. Conrad and Ms. Gray for their reports.

BOARD STRUCTURE TO ADVANCE THE STRATEGIC PLAN

Ms. Hall recapped the items that the Board reviewed and discussed over the two days of the orientation and retreat and noted that it was clear that the Board wants to do more strategic work. Dr. Eckel facilitated the Board's reexamination of the trends in higher education that are affecting the university and reviewed the various types of information the Board needs in its advisory and oversight role.

ADJOURNMENT

With no further business to come before the Board, Ms. Phoebe Hall, Rector adjourned the meeting at 2:51 p.m.



VCU

**BOARD OF VISITORS
EXECUTIVE COMMITTEE**

11:00 A.M.

OCTOBER 8, 2018

910 WEST FRANKLIN STREET, RICHMOND, VIRGINIA

MINUTES

DRAFT

COMMITTEE MEMBERS PRESENT

Ms. Phoebe Hall, Rector
Mr. John A. Luke, Jr., Vice-Rector
Mr. H. Benson Dendy III
Dr. Carol Shapiro
Ms. Jacquelyn Stone
Dr. Shantaram Talegaonkar

COMMITTEE MEMBER PARTICIPATING VIA TELEPHONE

Mr. Keith Parker

COMMITTEE MEMBERS ABSENT

Ms. Colette W. McEachin, Secretary
Mr. G. Richard Wagoner, Jr.

OTHERS PRESENT

President Michael Rao
Mr. William Cole, Executive Director for Audit and Compliance Services
Mr. Jay Davenport, Vice President for Development and Alumni Relations
Mr. Tim Graff, Treasurer
Dr. Gail Hackett, Provost and Senior Vice President for Academic Affairs
Ms. Pamela D. Lepley, Vice President for University Relations
Mr. Mike Melis, Esq., University Counsel
Ms. Michele N. Schumacher, J.D., Assistant Secretary and Board Liaison
Dr. Meredith Weiss, Vice President for Administration
VCU faculty and staff

CALL TO ORDER

Ms. Phoebe P. Hall, Rector called the meeting to order at 11:07 a.m. at 910 West Franklin Street, Richmond, VA. Ms. Hall noted that because this meeting was not on the Board calendar, Committee member, Mr. Keith Parker, had prior commitments in Georgia and will be unable to attend the meeting in person. He is participating via telephone from 2200 Buford Highway,

Buford, GA 30518.

APPROVAL OF THE AGENDA

Ms. Hall asked for a motion to approve the Agenda as published. After a motion duly made a seconded, the Agenda as published was approved by a roll call vote as follows:

<u>Vote</u>	<u>Ayes</u>	<u>Nays</u>
Ms. Phoebe P. Hall, Rector	X	
Mr. John A. Luke, Jr., Vice-Rector	X	
Mr. H. Benson Dendy III	X	
Mr. Keith Parker	X	
Dr. Carol S. Shapiro	X	
Ms. Jacquelyn E. Stone	X	
Dr. Shantaram Talegaonkar	X	

PRESIDENT'S REPORT

President Michael Rao provided a brief update to the Committee on various items the administration is working on including enrollment strategies, budget strategies, strategies to enhance student learning; and the Make it Real campaign.

He also informed the Board of adjustments for the May 2019 Commencement ceremony, noting that there will be no central ceremony in May 2019; however, the schools and colleges would have individual ceremonies. The December 2018 commencement, as well as, the December 2019 Commencement will be conducted as usual.

ACTION ITEMS

Ms. Hall explained that there were a number of action items under consideration and that any votes taken would need to be roll call votes, and asked that all presentations and discussions take place prior to a vote.

Modification to Ph.D. in Biomedical Engineering

Dr. Gail Hackett, Provost and Sr. Vice President for Academic Affairs, noted that the material for this action item was included in their board books. She informed the Committee that the university was seeking approval to modify the Ph.D. in Biomedical Engineering. Dr. Hackett stated that this program was established in 1992 and that the program had not been substantially revised since its inception. She continued that the modification has two major components (1) to reduce the number of credits in the core curriculum from 16 to 12 credit hours, and (2) to create an entry point for students with an M.S. degree. Dr. Hackett explained these changes would bring the core curriculum into alignment with the current paradigm for

research in the field of biomedical engineering and to meet the demands of students already holding a M.S. who seek admission into this degree program.

Military-Affiliated Students Policy

Dr. Hackett stated that the new policy can be found in the board materials, and that the university was seeking approval of this new policy. She continued that this new policy consolidates three existing VCU policies relating to military-affiliated students into the new policy and adds new provisions as required by U.S. federal legislation known as the Veterans Choice Act. She continued that this new policy was developed to improve veteran support at VCU by clarifying and consolidating all military affiliated policies.

VCU's Six-Year Plan

Dr. Hackett referred the Committee to the board material in their board books, and noted the university is seeking approval of VCU's 2018 Six-Year Plan and specifically the resolution entitled Approval of VCU's 2018 Six-Year Plan. She explained that the Virginia Higher Education Opportunity Act of 2011 requires institutions of higher education to submit plans to the State Council of Higher Education for Virginia (SCHEV) that highlight enrollment projections, academic strategies, and financial revenue projections. In addition, these plans are to be updated and refiled on a yearly basis. Dr. Hackett then reviewed the changes to VCU's Six-Year Plan as submitted to SCHEV stating that the changes were very minor.

General Revenue Pledge Bonds

Dr. Meredith Weiss referred the Committee to the material in their board books. She explained that the university is seeking approval to issue a general revenue pledge bond and specifically called attention to the Resolution "Issuance of General Revenue Pledge Bonds". She noted that as set forth in the board materials, the university has developed a plan of finance in an amount not to exceed \$125 million, which includes the College of Engineering Research Expansion Project, the Engineering East Hall and Snead Hall Series 2012A and 2012B refinancing, and the Basket Ball Development Center Project.

Scott House Renovation

Dr. Weiss referred the Committee to the project plans for the Scott House Renovation in their board materials and stated that the university is requesting approval of these plans. She noted that the project consists of exterior work to repair the roof, masonry, windows and doors as well as interior work including new restrooms, a new HVAC system, electrical upgrades and restoration of the elevator.

West Hospital Transplant Surgery Renovation

Dr. Weiss again referred the Committee to the project plans for the West Hospital Transplant Surgery Renovation found in their board books and stated that the university is requesting approval of these plans. She explained that this project consists of renovations to (i) the north and south wings and the elevator lobby of the fifteenth floor, totaling approximately 7,300 square feet; and (ii) the east wing of the eighth floor totaling approximately 3,200 square feet. She

continued that the fifteenth floor work includes all new mechanical systems, lighting, and electrical systems, new ceilings, lights, and finishes. Dr. Weiss stated that renovated offices would be arranged to improve staff working conditions; a large conference room will serve the department. She also indicated that the eighth floor would receive minor partition changes, new flooring and wall finishes to provide improved educational spaces for the Trauma Education group.

Ms. Hall then asked for a motion to approve the following items:

1. The Modification to the Ph.D in Biomedical Engineering, and authorizing the President and/or his designee to file the appropriate documentation with SCHEV and/or SACS as may be required;
2. The new Military-Affiliated Policy;
3. The Resolution entitled Approval of VCU's 2018 Six-Year Plan;
4. The resolution entitled Issuance of General Revenue Pledge Bonds; and
5. The project plans for the Scott House Renovation and the West Hospital Transplant Surgery Renovation.

After motion duly made and seconded, the motion was unanimously approved by a roll call vote as follows:

<u>Vote</u>	<u>Ayes</u>	<u>Nays</u>
Ms. Phoebe P. Hall, Rector	X	
Mr. John A. Luke, Jr., Vice-Rector	X	
Mr. H. Benson Dendy III	X	
Mr. Keith Parker	X	
Dr. Carol S. Shapiro	X	
Ms. Jacquelyn E. Stone	X	
Dr. Shantaram Talegaonkar	X	

A copy of the Resolution entitled Approval of VCU's 2018 Six-Year Plan is attached hereto as **Attachment A** and is made a part hereof. A copy of the Resolution entitled Issuance of General Revenue Pledge Bonds is attached hereto as **Attachment B** and is made a part hereof.

CLOSED SESSION

Ms. Hall then asked for a motion that the Virginia Commonwealth University Executive Committee convene into closed session pursuant to Sections 2.2-3711 (A) (1), (7), (8), (9) and (11) specifically, of the Virginia Freedom of Information Act for the for the discussion of personnel matters, more specifically relating to faculty appointments and changes in status, tenure recommendations, and other personnel actions; for the discussion of gifts, bequests, and fund-raising activities of Virginia Commonwealth University, namely the Named Funds and Spaces Report, and the Approved Named Funds under \$50,000 Report; litigation update by

University and legal advice regarding potential litigation; and honorary degrees and special awards for the December 2018 Commencement.

After motion duly made and seconded the motion was unanimously adopted by a roll call vote as follows:

<u>Vote</u>	<u>Ayes</u>	<u>Nays</u>
Ms. Phoebe P. Hall, Rector	X	
Mr. John A. Luke, Jr., Vice-Rector	X	
Mr. H. Benson Dendy III	X	
Mr. Keith Parker	X	
Dr. Carol S. Shapiro	X	
Ms. Jacquelyn E. Stone	X	
Dr. Shantaram Talegaonkar	X	

In addition to the Board the following individuals remained in the closed session, President Rao, Mr. Cole, Mr. Davenport, Ms. Lepley, Mr. Melis, and Ms. Schumacher, all others were excused.

RECONVENED SESSION

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

Resolution of Certification

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

<u>Vote</u>	<u>Ayes</u>	<u>Nays</u>
Ms. Phoebe P. Hall, Rector	X	
Mr. John A. Luke, Jr., Vice-Rector	X	
Mr. H. Benson Dendy III	X	
Mr. Keith Parker	X	
Dr. Carol S. Shapiro	X	
Ms. Jacquelyn E. Stone	X	
Dr. Shantaram Talegaonkar	X	

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

After the closed session, Ms. Hall asked for a motion to approve the following items:

1. The title change for Dr. Marsha Rappley from Vice President for Health Sciences to Senior Vice President for Health Sciences (VCU only title change);
2. Ratification of the title changes for Dr. Gail Hackett from Provost and Vice President for Academic Affairs to Provost and Senior Vice President for Academic Affairs and for Ms. Karol Gray from Vice President for Finance and Budget to Senior Vice President and Chief Financial Officer;
3. All other personnel actions, including the awarding of tenure, the faculty appointments and changes in status, as discussed in closed session;
4. The Named Funds and Spaces Report as discussed in closed session;
5. The recipient of the honorary degree and the commencement speaker as discussed in closed session; and
6. The approval of the Edward A. Wayne Medal recipients as discussed in closed session.

After motion duly made and seconded the motion was unanimously approved by a roll call vote as follows:

<u>Vote</u>	<u>Ayes</u>	<u>Nays</u>
Ms. Phoebe P. Hall, Rector	X	
Mr. John A. Luke, Jr., Vice-Rector	X	
Mr. H. Benson Dendy III	X	
Mr. Keith Parker	X	
Dr. Carol S. Shapiro	X	
Ms. Jacquelyn E. Stone	X	
Dr. Shantaram Talegaonkar	X	

ADJOURNMENT

With no further business to come before the Board, Ms. Phoebe P. Hall, Rector adjourned the meeting at 11:46 a.m.

**VIRGINIA COMMONWEALTH UNIVERSITY
BOARD OF VISITORS**

**Action Item
Approval of Virginia Commonwealth University's
2018 Six-Year Plan**

Item:

Board of Visitors approval of Virginia Commonwealth University's 2018 Six-Year Plan as required by § 23.1-306 of the The Higher Education Opportunity Act.

Background:

In response to the requirements as outlined in § 23.1-300 et seq. of the "*Preparing for the Top Jobs of the 21st Century: The Virginia Higher Education Opportunity Act of 2011*" (TJ21) legislation, attached is a copy of Virginia Commonwealth University's 2018 amended Six-Year Plan submitted to the State Council of Higher Education for Virginia (SCHEV) by the stated deadline of July 1, 2018.

TJ21 established a mandate that the governing board of each public institution of higher education develop and adopt biennially and amend or affirm annually a six-year plan for their institution. The act requires the plans to be submitted to the State Council for Higher Education of Virginia (SCHEV) by July 1 of each odd-numbered year and also requires any amendments or affirmations to existing plans to be submitted by July 1 of each even-numbered year.

The instructions and template to complete the six-year plan, or the plan update, are usually provided by SCHEV in May, typically at the time of the May Board meeting. Due to this timeline and in accordance with SCHEV instructions, the University has historically submitted the plan, or update, to SCHEV by the July 1st deadline and then has presented it to the Board for approval at the next scheduled meeting which is usually held in September. Over the July and August months, State representatives review the plans submitted by each institution and then provide comments in early September for each institution to respond. The responses to the comments is then due to SCHEV by October 1st, with the final plan to be filed no later than December 1st. This process was once again followed for the 2018 Six Year Plan submission.

The strategies identified in the University's 2018 Six-Year Plan were developed collaboratively with each division through the annual budget development cycle. Building upon the strategic multi-year budget developed in the previous cycle, divisions reviewed their respective submissions and updated strategies to align with current priorities and objectives. The academic strategies related to programmatic growth were developed by the Provost through the respective academic unit.

The presented tuition and fee increases assume a proportionate share of general fund support for modeling purposes only. The funding of the proposed strategies are subject to change unless incremental general fund support is received. Additionally, approval of tuition and fees is the responsibility of the Board of Visitors and may be adjusted based upon factors such as incremental general fund support, legislative requirements, projected enrollment growth, and prioritization of strategies to implement.

Virginia Commonwealth University's 2018 Six-Year Plan was updated to reflect the status of existing strategies based on institutional priorities and legislative action during the 2018 General Assembly Session. Comments regarding the University's 2018 Six-Year Plan update are anticipated to be received by September 1, 2018. Once received the institution will need to respond to any questions to SCHEV by October 1, 2018, and submit the final plan by December 1st.

Action:

Virginia Commonwealth University Board of Visitors approval of the Virginia Commonwealth University 2018 Six-Year Plan.

Resolution

Approval of Virginia Commonwealth University's 2018 Six-Year Plan October 8, 2018

WHEREAS, the Virginia Higher Education Opportunity Act of 2011 requires each public institution of higher education in Virginia to develop and submit an institutional six-year plan,; and

WHEREAS, § 23-1-306 of the Act requires, “*The governing board of each public institution of higher education shall (i) develop and adopt biennially and amend or affirm annually a six-year plan for the institution; (ii) submit such plan to the Council, the General Assembly, the Governor, and the Chairmen of the House Committee on Appropriations, the House Committee on Education, the Senate Committee on Education and Health, and the Senate Committee on Finance no later than July 1 of each odd-numbered year; and (iii) submit amendments to or an affirmation of that plan no later than July 1 of each even-numbered year or at any other time permitted by the Governor or General Assembly to the Council, the General Assembly, the Governor, and the Chairmen of the House Committee on Appropriations, the House Committee on Education, the Senate Committee on Education and Health, and the Senate Committee on Finance.*”; and

WHEREAS, Virginia Commonwealth University prepared a six-year plan in accordance with the requirements of the Virginia Higher Education Opportunity Act of 2011 and guidelines provided by the State Council of Higher Education for Virginia; and

WHEREAS, the University submitted the six-year plan to the State Council of Higher Education for Virginia by the stated deadline of July 1, 2018 for the 2018 submission; and

WHEREAS, the 2018 Six-Year Plan must be approved by the Board of Visitors prior to the final submission;

THEREFORE, BE IT RESOLVED the Virginia Commonwealth University Board of Visitors approves the Virginia Commonwealth University 2018 Six-Year Plan as presented in the format provided by the State Council of Higher Education for Virginia; and

BE IT FURTHER RESOLVED, that the University is authorized to revise the 2018 Six-Year Plan as required by State officials for final submission by the stated deadline.

GUIDE FOR SUBMITTING 2018 INSTITUTIONAL SIX-YEAR PLAN

Due Date: July 12, 2018

PLEASE READ INSTRUCTIONS CAREFULLY

Six-Year Plan Requirement

The Higher Education Opportunity Act of 2011 (TJ21) requires Virginia's public institutions of higher education to prepare and submit six-year plans. (See below for complete code reference.) During the 2015 General Assembly session, joint resolutions approved by the House (HJ 555) and Senate (SJ 228) also require that the mission, vision, goals, and strategies expressed in the statewide strategic plan framework guide the development of the strategic plan and six-year plan at each public institution of higher education, as well as the agency plan for SCHEV, and that SCHEV report annually on the Commonwealth's progress toward achieving these goals and targets to the Governor, General Assembly, institutions of higher education and the public.

2018 Six-Year Plan

The 2018 Six-Year Plans are due July 12, 2018. The Op Six, the review group as outlined in § 23.1 - 306 (B) below, will meet later in August to review the plans and provide comments. Comments will be sent to the institutions by September 1 with responses and final plans due to SCHEV by October 1 (or as soon as the fall board meeting is held). Final plans will be due no later than December 1 to DLAS.

2018 Six-Year Plan Instructions

1. Update FY18 with actual revenue. Adjust FY19 in light of actual T&F and General Fund resources and FY20 with estimated T&F and known General Fund resources.
2. Re-assess strategies/initiatives (including making changes to reflect legislative action) in the Academic-Financial Worksheet. Deletions, additions or revisions to strategies/initiatives should be indicated by using codes in the Priority Ranking column. For deletions, change the PR number to a 'D'; for additions, add an 'A' before the PR number; and for revisions, add an 'R' before the PR number. Provide specifics about deletions, additions or revisions to strategies/initiatives in the corresponding Narrative fields on the worksheet (columns I and J) and modify cost information as appropriate. Strategies/initiatives that the institution considers important, but were not funded, can be included, but there is an assumption that these items do not have General Fund support. While a narrative (Part II) update has not been required in the affirm/amend year unless major changes were made to the plan, updated narratives provide helpful background information, especially with regard to strategies/initiatives.
3. If your institution had higher Tuition and E&G Fees and/or Non-E&G Fees rate increase(s) for 2018-19 for in-state undergraduate students than was/were projected in its 2017 plan (as noted in your response to #1), please provide an explanation in a separate document or in the Narrative (Part II), if it is being updated, regarding the need for the increase(s) and the specific use(s) of the additional revenue.
4. The Economic Development (ED) Worksheet is an annual report. This reporting requirement contains a narrative which should be submitted as a separate document or within the updated Narrative (Part II), if one is provided. Please note that the Intellectual Property (IP) Worksheet information is now included within the Economic Development Worksheet.
5. Board approval of the updated Six-Year Plan should be done at the earliest possible fall meeting. HB 897 (2018) specified that initial plans do not get posted on the General Assembly's website and that final plans should be submitted to DLAS no later than December 1. However, we are requesting that institutions submit final plans with their responses to Op Six Comments on October 1 (or as soon as fall board meetings are held) as has been done in the past. We post the responses and final plans for review by the Op Six for a period of time prior to posting to SCHEV's website.
6. All files need to be checked for accessibility prior to submitting them. Information on accessibility is provided at this link: <http://schev.edu/index/accessibility/creating-accessible-content> . The first link, "How to Make Your MS Office Documents Accessible" can be

Academic-Financial Component

The academic component should address academic (including faculty), finance, and support service strategies the institution intends to employ in meeting the stated objective. In the column labeled "VP Goal," identify the goal of the Virginia Plan (VP) that applies to each institutional strategy using the appropriate number (i.e., 1, 2, 3, or 4). The four VP goals are listed below. An institution must still submit strategies for TJ21 Objectives A through D (now 23.1-306 D3, D5, D6, and D8 - please see code reference below) as per the Code of Virginia, but the corresponding VP goal is identified, not the TJ21 objective (please see the special note below). Institutional mission, scope, and focus should determine which goals are addressed. **Please be sure to include R&D priorities/strategies for which your institution may request funding through the Virginia Research Investment Fund (VRIF). The explanation of any new priorities should be included in the Narrative (Part II) along with the information for the other institutional strategies.**

The Virginia Plan has four major goals:

1. Provide affordable access for all.
2. Optimize student success for work and life.
3. Drive change and improvement through innovation and investment.
4. Advance the economic and cultural prosperity of the Commonwealth and its regions.

Additional Objectives (D3, D5, D6, and D8)

D3. Plans for providing financial aid to help mitigate the impact of tuition and fee increases on low-income and middle-income students and their families as described in subdivision 9, including the projected mix of grants and loans.

D5. Plans for optimal year-round use of the institution's facilities and instructional resources.

D6. Plans for the development of an instructional resource-sharing program with other public institutions of higher education and private institutions of higher education.

D8. The identification of (i) new programs or initiatives including quality improvements and (ii) institution-specific funding based on particular state policies or institution-specific programs, or both, as provided in subsection C of § 23.1-307.

Special Note: We recommend that any strategy related to D3 be coded as Goal 1 of the VP and strategies related to D5, D6 and D8 be coded as Goal 3 of the VP.

If a strategy has an impact on funding for the 2018-20 biennium, please identify the amount as either incremental, savings, or reallocation - more than one category may be used. **Institutions are strongly encouraged to reallocate funds to support proposed strategies.** The worksheet includes totals for these values. If you add rows for additional strategies, please update the total cost formulas. **Strategies should assume no full general fund (GF) support. In the rare case where full GF support may be appropriate, the strategy should be placed at the bottom of the list of strategies in the Academic Plan and the funding information should be placed in the Strategies narrative columns I and/or J, as applicable. More extensive information should be provided in the Narrative (Part II) of the plan, including an explanation of why the strategy should only proceed if general fund support is available.** If a strategy is fully funded by tuition revenues, then the dollars in the **Total Amount** and **Amount From Tuition Revenue** columns should match. However, if a strategy is partially funded by tuition revenues, then that amount should be reflected in the **Amount From Tuition Revenue** Column. The assumption should be that the difference between the Total Amount and Amount From Tuition Revenue funding equals the required partial general fund support. Furthermore, the institution should use the **Strategies** narrative columns (I and J) to explain to what extent it would be willing to implement the proposed strategy should no general fund be received. Funding amounts in the first year should be incremental. However, if the costs continue into the second year, they should be reflected cumulatively. Institutions that submit strategies that reflect incremental amounts in both years will have their plans returned for revision.

Fringe/Health Benefits Increase/VRS Increase should be included in the Financial Plan. Please refer to DPB's FY2019 start-up instructions for new fringe rates. If an institution plans on providing any salary increases to faculty or university staff in FY19, it should reflect that strategy in its plan, along with an explanation in the corresponding Narrative columns (I and J), of the percent increase and whether the increase will be across-the-board or merit-based. Please provide the same type of information for FY20, if your institution plans on providing salary increases in addition to state increases.

Finance-T&F Component

The Finance-T&F worksheet is used for estimating non-general fund revenues by program. This template replaces the SCHEV NGF survey. For E&G programs, continue the SCHEV NGF survey practice of including annual revenue by student category. For other programs, continue the DPB NGF survey practice of providing only total annual revenue. All NGF revenue entered here must be net of tuition waivers and uncollectible revenue. Student charges are for information only. Provide regular session tuition and mandatory fees (E&G and non-E&G fees) for general students as listed.

Financial Aid Component

The Financial Aid worksheet is similar to previous versions. It is understood that many institutions do not include a separate charge identified as financial aid, but it is important for the review group to get a sense of how much is expected to be collected by student category. It is important to make an estimate by student category. If an estimate is not made, a distribution might be developed for the institution.

Economic Development Contributions and Intellectual Property Component (See below for complete code references.)

This worksheet contains a menu of items. Each institution is asked to provide information as it can and when applicable. There is also a separate narrative portion. The combination of the metrics and narrative portion captures report information as required by § 23.1-102 subdivision 2 and § 23.1-306 (A) of the Code of Virginia. In 2018 the Intellectual Property (IP) Worksheet data elements are being integrated within the Economic Development Contributions Worksheet. Assignment of intellectual property interests to persons and nongovernmental entities and the value of funds from persons or nongovernmental entities to support intellectual property research, for the most recently ended fiscal year, are captured in the worksheet. The worksheet is structured to capture separate aggregate data on entities that have a principal place of business in Virginia and those with a principal place of business outside of Virginia. The IP information is required by § 23.1-102 subdivision 2 of the Code of Virginia.

Enrollment/Degree Projections Component

Detailed six-year enrollment/degree projections are being collected through a separate process. These projections will be incorporated in the Six-Year Plan as part of the August review. This review replaces the enrollment projection meetings that were held in the past.

Please address any questions to the following individuals:

General Questions - Jean Mottley (jeanmottley@schev.edu)
Academic - Beverly Covington (beverlycovington@schev.edu)
Finance - Yan Zheng (yanzheng@schev.edu)
Enrollment/Degree Projections - Tod Massa (todmassa@schev.edu)
Economic Development - Lynn Seuffert (lynnseuffert@schev.edu)

§ 23.1 - 306. Institutional Six-Year Plans.

A. The governing board of each public institution of higher education shall (i) develop and adopt biennially in odd-numbered years and amend or affirm biennially in even-numbered years a six-year plan for the institution; (ii) submit a preliminary version of such plan to the Council, the General Assembly, the Governor, and the Chairmen of the House Committee on Appropriations, the House Committee on Education, the Senate Committee on Education and Health, and the Senate Committee on Finance no later than July 1 of each odd-numbered year; and (iii) submit preliminary amendments to or a preliminary affirmation of each such plan to the Council, the General Assembly, the Governor, and the Chairmen of the House Committee on Appropriations, the House Committee on Education, the Senate Committee on Education and Health, and the Senate Committee on Finance no later than July 1 of each even-numbered year. Each such preliminary plan and preliminary amendment to or preliminary affirmation of such plan shall include a report of the institution's active contributions to efforts to stimulate the economic development of the Commonwealth, the area in which the institution is located, and, for those institutions subject to a management agreement set forth in Article 4 (§ 23.1-1004 et seq.) of Chapter 10, the areas that lag behind the Commonwealth in terms of income, employment, and other factors. Each such preliminary plan and preliminary amendment to or preliminary affirmation of such plan shall be submitted as a report document as provided in the procedures of the Division of Legislative Automated Systems for the processing of legislative documents and reports. No such preliminary plan, amendments, or affirmation shall be posted on the General Assembly's website.

B. The Secretary of Finance, the Secretary of Education, the Director of the Department of Planning and Budget, the Director of the Council, the Staff Director of the House Committee on Appropriations, and the Staff Director of the Senate Committee on Finance, or their designees, shall review each institution's preliminary plan, amendments, or affirmation and provide comments to the institution on such plan, amendments, or affirmation by September 1 of the relevant year. Each institution shall respond to any such comments by October 1 of that year and submit a finalized version of such plan, amendments, or affirmation to the Council, the General Assembly, the Governor, and the Chairmen of the House Committee on Appropriations, the House Committee on Education, the Senate Committee on Education and Health, and the Senate Committee on Finance no later than December 1 of that year. Each such finalized version shall be submitted as a report document as provided in the procedures of the Division of Legislative Automated Systems for the processing of legislative documents and reports and shall be posted on the General Assembly's website.

C. Each plan shall be structured in accordance with, and be consistent with, the objective and purposes of this chapter set forth in § 23.1-301 and the criteria developed pursuant to § 23.1-309 and shall be in a form and manner prescribed by the Council, in consultation with the Secretary of Finance, the Secretary of Education, the Director of the Department of Planning and Budget, the Director of the Council, the Staff Director of the House Committee on Appropriations, and the Staff Director of the Senate Committee on Finance, or their designees.

D. Each six-year plan shall (i) address the institution's academic, financial, and enrollment plans, including the number of Virginia and non-Virginia students, for the six-year period; (ii) indicate the planned use of any projected increase in general fund, tuition, or other nongeneral fund revenues; (iii) be based upon any assumptions provided by the Council, following consultation with the Department of Planning and Budget and the staffs of the House Committee on Appropriations and the Senate Committee on Finance, for funding relating to state general fund support pursuant to §§ 23.1-303, 23.1-304, and 23.1-305 and subdivision 9; (iv) be aligned with the institution's six-year enrollment projections; and (v) include:

- 1. Financial planning reflecting the institution's anticipated level of general fund, tuition, and other nongeneral fund support for each year of the next biennium;*
- 2. The institution's anticipated annual tuition and educational and general fee charges required by (i) degree level and (ii) domiciliary status, as provided in § 23.1-307;*
- 3. Plans for providing financial aid to help mitigate the impact of tuition and fee increases on low-income and middle-income students and their families as described in subdivision 9, including the projected mix of grants and loans;*
- 4. Degree conferral targets for undergraduate Virginia students;*

5. *Plans for optimal year-round use of the institution's facilities and instructional resources;*
 6. *Plans for the development of an instructional resource-sharing program with other public institutions of higher education and private institutions of higher education;*
 7. *Plans with regard to any other incentives set forth in § 23.1-305 or any other matters the institution deems appropriate;*
 8. *The identification of (i) new programs or initiatives including quality improvements and (ii) institution-specific funding based on particular state policies or institution-specific programs, or both, as provided in subsection C of § 23.1-307;and*
 9. *An institutional student financial aid commitment that, in conjunction with general funds appropriated for that purpose, provides assistance to students from both low-income and middle-income families and takes into account the information and recommendations resulting from the review of federal and state financial aid programs and institutional practices conducted pursuant to subdivisions B 2 and C 1 of § 23.1-309.*
- E. In developing such plans, each public institution of higher education shall consider potential future impacts of tuition increases on the Virginia College Savings Plan and ABLE Savings Trust Accounts (§ 23.1-700 et seq.) and shall discuss such potential impacts with the Virginia College Savings Plan. The chief executive officer of the Virginia College Savings Plan shall provide to each institution the Plan's assumptions underlying the contract pricing of the program.*

§ 23.1-102 (2). Intellectual Property and Externally Sponsored Research

2. *Include in its six-year plan adopted pursuant to § 23.1-306 the following for the most recently ended fiscal year: (i) the assignment during the year of any intellectual property interests to a person or nongovernmental entity by the institution, any foundation supporting the intellectual property research performed by the institution, or any entity affiliated with the institution; (ii) the value of externally sponsored research funds received during the year from a person or nongovernmental entity by the institution, any foundation supporting the intellectual property research performed by the institution, or any entity affiliated with the institution; and (iii) the number and types of patents awarded during the year to the institution, any foundation supporting the intellectual property research funded by the institution, or any entity affiliated with the institution that were developed in whole or part from externally sponsored research provided by a person or nongovernmental entity. The plan shall report separate aggregate data on (a) those persons or nongovernmental entities that have a principal place of business in the Commonwealth as reflected in the assignment agreement or awarding documents and (b) those persons or nongovernmental entities that do not have a principal place of business in the Commonwealth as reflected in the assignment agreement or awarding documents.*

Six-Year Plans - Part I (2018): 2018-20 through 2022-24

Due: July 12, 2018

Institution:

Institution UNITID:

Individual responsible for plan

Name:

Email address:

Telephone number:

Instructions: In the column entitled "Academic and Support Service Strategies for Six-Year Period (2018-2024)," please provide titles to identify strategies (for the three biennia of this six-year period) associated with goals in the Virginia Plan. Please use this title to identify a more detailed description of the strategy in the separate Word document (Part II - Narrative).

ACADEMIC AND SUPPORT SERVICE STRATEGIES FOR SIX-YEAR PERIOD (2018-2024)															
Priority Ranking	Biennium 2018-2020 (7/1/18-6/30/20)								Narrative		Narrative				
	Strategies (Short Title)	VP Goal	Cost: Incremental, Savings, Reallocation												
			2019-2020				2018-2019 (revised)		2019-2020 (revised)						
			Total Amount	Amount From Tuition Revenue	Total Amount	Amount From Tuition Revenue	Total Amount	Amount From Tuition Revenue	Total Amount	Amount From Tuition Revenue	Information for 2018-19 and/or for Biennium 2020-2022 (7/1/20-6/30/22)	Information for 2019-20 and/or for Biennium 2022-2024 (7/1/22-6/30/24)			
A 1	Transform the Undergraduate Curriculum to Ensure We Offer a 21st Century Learning Experience	1.2	Incremental:	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	New strategic priority established as part of VCU's latest strategic plan, Quest 2025: Together We Transform. Incremental costs associated with selected course redesign working with the National Center for Academic Transformation (NCAT).	New strategic priority established as part of VCU's latest strategic plan, Quest 2025: Together We Transform. Incremental costs associated with selected course redesign working with the National Center for Academic Transformation (NCAT).		
			Savings:	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0				
			Reallocation:	\$0	\$0	\$0	\$0	\$100,000	\$0	\$200,000	\$0			\$0	
R 2	Decrease Student Debt through Targeted Initiatives [formerly appeared as "Increase Student Financial Aid with Additional Need-based Aid, Availability of Scholarships and Expanded Graduate Student Assistantships & Stipends"]	1.2	Incremental:	\$5,610,719	\$5,610,719	\$9,641,615	\$9,641,615	\$6,056,000	\$6,056,000	\$9,056,000	\$9,056,000	Strategic focus broadened from addressing only financial aid to addressing student debt and multiple factors contributing to rising UG debt levels, including growth in out-of-state and international enrollment, expanded online enrollment, increases in philanthropic scholarships, and continued increase in funds available to UG need-based students, fund 4th cohort of Virginia Merit Award scholarship and increase GSA stipend amount.	Strategic focus broadened from addressing only financial aid to addressing student debt and multiple factors contributing to rising UG debt levels, including growth in out-of-state and international enrollment, expanded online enrollment, increases in philanthropic scholarships, and continued increase in funds available to UG need-based students, fund 4th cohort of Virginia Merit Award scholarship and increase GSA stipend amount.		
			Savings:	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0				
			Reallocation:	\$0	\$0	\$0	\$0	\$2,500,000	\$0	\$4,000,000	\$0			\$0	
4	Implement REAL Activities and Measure Impact	1.2.4	Incremental:	\$0	\$0	\$0	\$0	\$0	\$0	\$183,460	\$183,460	Support implementation of Relevant Experiential and Applied Learning (REAL) activities and begin to measure impact on student progression and completion arising from their participation	Support implementation of Relevant Experiential and Applied Learning (REAL) activities and begin to measure impact on student progression and completion arising from their participation		
			Savings:	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0				
			Reallocation:	\$250,000	\$0	\$500,000	\$0	\$183,460	\$0	\$500,000	\$0			\$0	
R 5	Enhance the University Culture Supporting Student Success, Including Improved Retention and Graduation Rates [formerly appeared as "Strengthen Timely Degree Completion through Enhanced Student Advising and Student Support Technologies"]	2.3	Incremental:	\$1,886,105	\$1,886,105	\$1,939,363	\$1,939,363	\$630,192	\$630,192	\$904,672	\$904,672	Implement final phase of Academic Advising Initiative to expand # of professional advising staff, and continue to enhance student support technologies, including EAB Campus platform	Implement final phase of Academic Advising Initiative to expand # of professional advising staff, and continue to enhance student support technologies, including EAB Campus platform		
			Savings:	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0				
			Reallocation:	\$0	\$0	\$0	\$0	\$1,296,171	\$0	\$1,296,171	\$0			\$0	
R 6	Build and Sustain Infrastructure to Enhance Diversity, Inclusion and Equity [formerly identified as "Continue Implementation and Expand iCubed"]	2.3.4	Incremental:	\$3,711,221	\$3,711,221	\$3,185,947	\$3,185,947	\$2,887,087	\$2,887,087	\$2,955,947	\$2,955,947	Formerly appeared as priority #1. Support diverse faculty recruitment and retention, visiting scholars program, postdoc fellows and research and outreach programs. One-time reallocated funds represent relocation and start-up packages for new faculty hires.	Formerly appeared as priority #1. Support diverse faculty recruitment and retention, visiting scholars program, postdoc fellows and research and outreach programs. One-time reallocated funds represent relocation and start-up packages for new faculty hires.		
			Savings:	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0				
			Reallocation:	\$0	\$0	\$0	\$0	\$824,134	\$0	\$230,000	\$0			\$0	
R 7	Increase Maintenance Reserve (note: new O&M appears as separate priority in spreadsheet below)	3	Incremental:	\$1,000,000	\$1,000,000	\$2,000,000	\$2,000,000	\$1,000,000	\$1,000,000	\$2,000,000	\$2,000,000	Formerly appeared as priority #6. Continue strategy to steadily increase funds assigned to maintenance reserve to address backlog demands	Formerly appeared as priority #6. Continue strategy to steadily increase funds assigned to maintenance reserve to address backlog demands		
			Savings:	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0				
			Reallocation:	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0				
9	Strengthen Support for Massey Cancer Center	3.4	Incremental:	\$1,950,000	\$0	\$1,950,000	\$0	\$0	\$0	\$1,950,000	\$1,950,000	Formerly appeared as priority #8. Massey has received generous and continual support from the State General Assembly as Virginia's only NCI-designated cancer center and has received periodic incremental adjustments to this support. We assume a level of continuing State support that may grow over time.	Formerly appeared as priority #8. Massey has received generous and continual support from the State General Assembly as Virginia's only NCI-designated cancer center and has received periodic incremental adjustments to this support. We assume a level of continuing State support that may grow over time.		
			Savings:	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0				
			Reallocation:	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0				
R 8	Expand Online@VCU	1.2	Incremental:	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	Incorporated into revised priority #2 as one of the strategic components addressed to decrease student debt. Priority ranking #8 reassigned.	Incorporated into revised priority #2 as one of the strategic components addressed to decrease student debt. Priority ranking #8 reassigned.		
			Savings:	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0				
			Reallocation:	\$2,500,000	\$0	\$5,000,000	\$0	\$0	\$0	\$0	\$0				
R 8	Continue to Address Inequities to Strengthen the Health and Well-being of Greater Richmond Residents [formerly "Implement Health Equity Plan" and "Expand, Enhance and Coordinate Opioid Abuse Education, Training and Interventional Programs"]	3.4	Incremental:	\$100,000	\$0	\$200,000	\$0	\$170,000	\$170,000	\$1,170,000	\$170,000	Formerly listed as priority #9 and #13. Both strategies, i.e., health equity plan and opioid addiction training, interventions and programs are subsumed as elements of a broader strategy focused on health inequities and well-being. Given opioid health crisis within Virginia, incremental funds in FY20 reflect new state support. Initiative will proceed at current operational level w/o new funding.	Formerly listed as priority #9 and #13. Both strategies, i.e., health equity plan and opioid addiction training, interventions and programs are subsumed as elements of a broader strategy focused on health inequities and well-being. Given opioid health crisis within Virginia, incremental funds in FY20 reflect new state support. Initiative will proceed at current operational level w/o new funding.		
			Savings:	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0				
			Reallocation:	\$0	\$0	\$0	\$0	\$70,000	\$0	\$580,000	\$0			\$0	
D 11	Advance Strategic Research Opportunities (VRIF)	3	Incremental:	\$350,000	\$0	\$350,000	\$0	\$0	\$0	\$0	\$0	Represented incremental funding from State General Funds assigned to VRIF awards in 2018. VCU did not receive this award so the \$s have been reassigned and the priority eliminated for the remainder of this biennium.	Represented incremental funding from State General Funds assigned to VRIF awards in 2018. VCU did not receive this award so the \$s have been reassigned and the priority eliminated for the remainder of this biennium.		
			Savings:	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0				
			Reallocation:	\$400,000	\$0	\$400,000	\$0	\$0	\$0	\$0	\$0				
R 13	Expand, enhance and coordinate opioid abuse education, training and interventional programs	3	Incremental:	\$1,000,000	\$0	\$1,000,000	\$0	\$0	\$0	\$0	\$0	Combined with Health Equity Plan into priority #8. Result is to eliminate #13 spot in strategic priority listing.	Combined with Health Equity Plan into priority #8. Result is to eliminate #13 spot in strategic priority listing.		
			Savings:	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0				
			Reallocation:	\$500,000	\$0	\$500,000	\$0	\$0	\$0	\$0	\$0				
			Total 2018-2020 Costs												
			Incremental (included in Financial Plan line #11)	\$15,608,045	\$12,208,045	\$20,266,925	\$16,766,925	\$10,743,279	\$10,743,279	\$18,220,079	\$15,270,079				
			Savings	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			
			Reallocation	\$3,650,000	\$0	\$6,400,000	\$0	\$4,973,765	\$0	\$6,806,171	\$0	\$0			

Six-Year Plans - Part I (2018): 2018-20 through 2022-24
Virginia Commonwealth University

ACADEMIC AND FINANCIAL PLAN

Instructions: In the column entitled "Academic and Support Service Strategies for Six-Year Period (2018-2024)," please provide titles to identify strategies (for the three biennia of this six-year period) associated with goals in the Virginia Plan. Please use this title to identify a more detailed description of the strategy in the separate Word document (Part II - Narrative).

Priority Ranking	ACADEMIC AND SUPPORT SERVICE STRATEGIES FOR SIX-YEAR PERIOD (2018-2024)											Narrative		Narrative		
	Biennium 2018-2020 (7/1/18-6/30/20)				Cost: Incremental, Savings, Reallocation								Information for 2018-19 and/or for Biennium 2020-2022 (7/1/20-6/30/22)		Information for 2019-20 and/or for Biennium 2022-2024 (7/1/22-6/30/24)	
	Strategies (Short Title)		VP Goal		2018-2019		2019-2020		2018-2019 (revised)		2019-2020 (revised)					
					Total Amount	Amount From Tuition Revenue	Total Amount	Amount From Tuition Revenue	Total Amount	Amount From Tuition Revenue	Total Amount	Amount From Tuition Revenue				
	Six-Year Financial Plan for Educational and General Programs, Incremental Operating Budget Need 2018-2020 Biennium (Assuming No Additional General Fund)															
	Items	2018-2019		2019-2020		2018-2019 (revised)		2019-2020 (revised)								
		Total Amount	Amount From Tuition Revenue	Total Amount	Amount From Tuition Revenue	Total Amount	Amount From Tuition Revenue	Total Amount	Amount From Tuition Revenue	Total Amount	Amount From Tuition Revenue					
	Total Incremental Cost from Academic Plan ¹	\$15,608,045	\$12,208,045	\$20,266,925	\$16,766,925	\$10,743,279	\$10,743,279	\$18,220,079	\$15,270,079							
3	Increase T&R Faculty Salaries ^{2(a)}	\$5,316,109	\$2,171,296	\$9,658,702	\$5,507,732	\$5,117,178	\$5,117,178	\$13,391,351	\$11,071,702							
	T&R Faculty Salary Increase Rate ^{3(a)}	3.0%	1.5%	3.0%	1.5%	3.0%	3.0%	3.0%	3.0%							
D 3	Increase Admin. Faculty Salaries ^{2(b)}	\$1,534,714	\$790,378	\$3,115,469	\$1,604,467	\$0	\$0	\$0	\$0							
	Admin. Faculty Salary Increase Rate	3.0%	1.5%	3.0%	1.5%											
3	Increase Classified Staff Salaries ^{2(c)}	\$2,796,272	\$1,440,080	\$5,676,432	\$2,923,362	\$0	\$0	\$1,889,066	\$969,757							
	Classified Salary Increase Rate	3.0%	1.5%	3.0%	1.5%			2.0%	2.0%							
3	Increase University Staff Salaries ^{2(b)}	\$0	\$0	\$0	\$0	\$1,037,040	\$1,037,040	\$3,456,910	\$2,283,273							
	University Staff Salary Increase Rate	0.0%	0.0%	0.0%	0.0%	1.5%	1.5%	2.0%	2.0%							
10	Increase Number of Full-Time T&R Faculty ⁴ (\$)	\$896,780	\$896,780	\$3,298,868	\$3,298,868	\$279,970	\$279,970	\$1,599,795	\$1,599,795							
	Increase Number of Full-Time T&R Faculty ⁴ (FTE)	7	0	25	0	4		18								
	Increase Number of Full-Time Admin. Faculty ⁴ (\$)	\$0	\$0	\$0	\$0											
	Increase Number of Full-Time Admin. Faculty ⁴ (FTE)	0	0	0	0											
3	Increase Number of Part-Time Faculty ⁴ (\$) ^(d)	\$1,019,726	\$0	\$1,512,153	\$1,512,153	\$900,000	\$900,000	\$900,000	\$900,000							
	Increase Number of Part-Time Faculty ⁴ (FTE) ^(d)	0	0	0	0	0		0								
	Increase Number of Classified Staff ⁴ (\$)	\$0	\$0	\$0	\$0											
	Increase Number of Classified Staff ⁴ (FTE)	0	0	0	0											
	Increase Number of University Staff ⁴ (\$)	\$0	\$0	\$0	\$0											
	Increase Number of University Staff ⁴ (FTE)	0	0	0	0											
	Library Enhancement ⁴ (\$)	\$0	\$0	\$0	\$0	\$413,044	\$206,522	\$826,088	\$413,044							
	Library Enhancement ⁴ (FTE)	0	0	0	0											
	Technology Enhancement ⁴ (\$)	\$0	\$0	\$0	\$0											
	Technology Enhancement ⁴ (FTE)	0	0	0	0											
R 11	O&M for New Facilities ⁴ (\$)	\$73,900	\$73,900	\$503,343	\$503,343	\$107,217	\$107,217	\$428,868	\$428,868							
	O&M for New Facilities ⁴ (FTE)	\$0	\$0	\$0	\$0											
	Utility Cost Increase	\$0	\$0	\$0	\$0	\$224,229	\$224,229	\$448,458	\$448,458							
	NGF share of state authorized salary increase/bonus	\$0	\$0	\$0	\$0											
	Fringe/health insurance benefits increase	\$0	\$0	\$0	\$0	\$3,675,656	\$3,675,656	\$7,351,312	\$7,351,312							
	VRS increase ⁵			\$0	\$0	\$1,300,000	\$1,300,000	\$1,300,000	\$1,300,000							
	Additional In-State Student Financial Aid From Tuition Revenue	\$0	\$0	\$0	\$0											
	Others (Specify, insert lines below)	\$0	\$0	\$0	\$0											
	Safety and Security Enhancement	\$0	\$0	\$0	\$0	\$675,000	\$491,100	\$1,350,000	\$982,200							
	Total Additional Funding Need	\$27,245,546	\$17,580,479	\$44,031,893	\$32,116,851	\$24,472,613	\$22,782,191	\$51,161,927	\$43,018,488							

SCHV Notes:
(1) Please ensure that these items are not double counted if they are already included in the incremental cost of the academic plan.
(2) If planned, enter the cost of any institution-wide increase.
(3) Enter planned annual faculty salary increase rate. Any salary increase entered here will be counted when calculating the gap to reach the 60th percentile in the future.
(4) Enter number of FTE change over the FY2018 level in appropriate columns.

VCU Footnotes:
(a) Includes funding to support not only annual merit-based increases for T&R faculty but also incremental dollars needed to cover 10% increase to base salary upon promotion.
Percent of salary increase reflected on line 54 represents only the merit-based portion of these increases.
(b) VCU employees formerly identified as "administrative" were moved to a new "university staff" classification as of 7/1/2018.
(c) 42% of VCU classified staff elected to join the new "university staff" category effective 7/1/2018, thereby reducing the number of staff in this category.
(d) Incremental funds to increase the average per credit hour salary for adjunct faculty to \$1,000 in FY 2019 and \$1,100 in FY 2020. No additional FTEs associated with these funds (funded from tuition revenue).
(e) Estimated based on recent VRS webinar; future year impact is approximate

Six-Year Plans - Part I (2018): 2018-20 through 2022-24
Virginia Commonwealth University

Six-Year Financial Plan for Tuition and Fee Increases and Nongeneral Fund Revenue Estimates

Six-Year Financial Plan for Tuition and Fee Increases and Nongeneral Fund Revenue Estimates												Revised						
Items	2016-2017 (Estimated)		2017-2018 (Estimated)			2018-2019 (Planned)			2019-2020 (Planned)			2017-18 (Est.)	2018-2019 (Estimated)			2019-2020 (Planned)		
	Student Charge	Total Revenue	Student Charge	Rate Increase	Total Revenue	Student Charge	Rate Increase	Total Revenue	Student Charge	Rate Increase	Total Revenue	Total Revenue	Student Charge	Rate Increase	Total Revenue	Student Charge	Rate Increase	Total Revenue
E&G Programs ^a																		
Undergraduate, In-State	\$10,989	\$202,352,924	\$11,483	4.5%	\$223,411,382	\$11,941	4.0%	\$234,060,147	\$12,417	4.0%	\$243,422,553	\$223,228,148	\$12,247	6.7%	\$239,918,429	\$12,737	4.0%	\$247,284,664
Undergraduate, Out-of-State	\$30,146	\$59,931,851	\$31,515	4.5%	\$56,017,208	\$32,768	4.0%	\$56,028,418	\$34,070	4.0%	\$58,269,555	\$53,514,395	\$33,555	6.5%	\$56,573,834	\$34,897	4.0%	\$58,310,825
Graduate, In-State	\$11,036	\$29,740,498	\$11,526	4.4%	\$39,077,883	\$11,986	4.0%	\$41,616,087	\$12,464	4.0%	\$43,280,731	\$41,269,986	\$12,287	6.6%	\$43,238,395	\$12,778	4.0%	\$44,565,947
Graduate, Out-of-State	\$23,164	\$28,741,168	\$24,207	4.5%	\$29,370,661	\$25,167	4.0%	\$29,710,531	\$26,166	4.0%	\$30,898,952	\$28,603,698	\$25,762	6.4%	\$30,165,961	\$26,792	4.0%	\$31,092,149
Law, In-State	\$0	\$0	\$0	%		\$0	%		\$0	%	\$0		%		\$0	%		\$0
Law, Out-of-State	\$0	\$0	\$0	%		\$0	%		\$0	%	\$0		%		\$0	%		\$0
Medicine, In-State	\$29,936	\$13,575,526	\$30,442	1.7%	\$14,486,199	\$31,658	4.0%	\$14,690,198	\$32,923	4.0%	\$15,277,806	\$14,680,764	\$31,361	3.0%	\$14,820,846	\$32,615	4.0%	\$15,275,892
Medicine, Out-of-State	\$47,761	\$17,891,109	\$49,676	4.0%	\$17,625,539	\$51,655	4.0%	\$18,028,879	\$53,713	4.0%	\$18,750,035	\$18,017,301	\$52,130	4.9%	\$18,723,228	\$54,215	4.0%	\$19,298,089
Dentistry, In-State	\$35,098	\$8,539,593	\$37,544	7.0%	\$9,767,245	\$39,044	4.0%	\$9,348,308	\$40,605	4.0%	\$9,722,240	\$9,342,304	\$40,168	7.0%	\$10,294,468	\$41,775	4.0%	\$10,610,540
Dentistry, Out-of-State	\$62,362	\$8,552,442	\$66,708	7.0%	\$10,073,700	\$69,368	4.0%	\$10,016,044	\$72,135	4.0%	\$10,416,686	\$10,009,612	\$71,323	6.9%	\$10,644,904	\$74,176	4.0%	\$10,971,735
PharmD, In-State	\$25,975	\$11,447,422	\$26,621	2.5%	\$11,627,899	\$27,684	4.0%	\$12,019,253	\$28,790	4.0%	\$12,500,023	\$12,011,534	\$27,425	3.0%	\$11,658,095	\$28,522	4.0%	\$12,016,034
PharmD, Out-of-State	\$37,994	\$3,191,646	\$38,960	2.5%	\$2,583,682	\$40,510	4.0%	\$2,670,945	\$42,123	4.0%	\$2,777,783	\$2,669,230	\$40,114	3.0%	\$3,321,752	\$41,719	4.0%	\$3,423,740
Veterinary Medicine, In-State	\$0	\$0	\$0	%		\$0	%		\$0	%	\$0		%			%		\$0
Veterinary Medicine, Out-of-State	\$0	\$0	\$0	%		\$0	%		\$0	%	\$0		%			%		\$0
Other NGF ^a																		
		\$43,109,888			\$27,176,941			\$28,520,819			\$29,186,819	\$28,600,000			\$29,288,000			\$29,288,000
Total E&G Revenue - Gross		\$427,074,068			\$441,218,340			\$456,709,629			\$474,503,181	\$441,946,973			\$468,647,912			\$482,137,615
Total E&G Revenue - Net of Financial Aid		\$407,417,548			\$418,070,757			\$430,687,046			\$445,130,598	\$418,303,769			\$442,625,329			\$452,765,032
E&G Revenue Used for Faculty Salary Increases		\$0			\$3,484,215			\$2,961,674			\$4,150,525	\$ 4,874,630			\$5,117,178			\$8,274,173
Average T&R Faculty Salary Increase Rate		0.00%			3.00%			3.00%			3.00%	3.00%			3.00%			3.00%
Auxiliary Program																		
Mandatory Non-E&G Fees ^(b)																		
Undergraduate	\$2,141		\$2,141	0.0%		\$2,239	4.6%		\$2,342	4.6%			\$2,243	4.8%		\$2,310	3.0%	
Graduate	\$2,107		\$2,107	0.0%		\$2,205	4.7%		\$2,308	4.7%			\$2,209	4.8%		\$2,275	3.0%	
Law	\$0		\$0	%		\$0	%		\$0	%			\$0	%		\$0	%	
Medicine	\$2,492		\$2,492	0.0%		\$2,590	3.9%		\$2,693	4.0%			\$2,594	4.1%		\$2,672	3.0%	
Dentistry	\$2,977		\$2,987	0.3%		\$3,075	2.9%		\$3,178	3.3%			\$4,984	66.9%		\$5,134	3.0%	
PharmD	\$2,137		\$2,137	0.0%		\$2,235	4.6%		\$2,338	4.6%			\$2,239	4.8%		\$2,306	3.0%	
Veterinary Medicine	\$0		\$0	%		\$0	%		\$0	%			\$0	%			%	
Total Auxiliary Revenue (ALL including room and board)		\$151,822,000			\$156,600,000			\$161,562,000			\$166,716,000	\$164,222,000			\$168,057,000			\$172,000,000
Total Tuition and Fees																		
Undergraduate, In-State	\$13,130		\$13,624	3.8%		\$14,180	4.1%		\$14,759	4.1%			\$14,490	6.4%		\$15,047	3.8%	
Undergraduate, Out-of-State	\$32,287		\$33,656	4.2%		\$35,007	4.0%		\$36,412	4.0%			\$35,798	6.4%		\$37,207	3.9%	
Graduate, In-State	\$13,143		\$13,633	3.7%		\$14,191	4.1%		\$14,772	4.1%			\$14,496	6.3%		\$15,054	3.8%	
Graduate, Out-of-State	\$25,271		\$26,314	4.1%		\$27,372	4.0%		\$28,474	4.0%			\$27,971	6.3%		\$29,068	3.9%	
Law, In-State	\$0		\$0	%		\$0	%		\$0	%			\$0	%		\$0	%	
Law, Out-of-State	\$0		\$0	%		\$0	%		\$0	%			\$0	%		\$0	%	
Medicine, In-State	\$32,428		\$32,934	1.6%		\$34,248	4.0%		\$35,616	4.0%			\$33,955	3.1%		\$35,287	3.9%	
Medicine, Out-of-State	\$50,253		\$52,168	3.8%		\$54,245	4.0%		\$56,406	4.0%			\$54,724	4.9%		\$56,887	4.0%	
Dentistry, In-State	\$38,075		\$40,531	6.5%		\$42,119	3.9%		\$43,783	4.0%			\$45,152	11.4%		\$46,908	3.9%	
Dentistry, Out-of-State	\$65,339		\$69,695	6.7%		\$72,443	3.9%		\$75,313	4.0%			\$76,307	9.5%		\$79,309	3.9%	
PharmD, In-State	\$28,112		\$28,758	2.3%		\$29,919	4.0%		\$31,128	4.0%			\$29,664	3.2%		\$30,828	3.9%	
PharmD, Out-of-State	\$40,131		\$41,097	2.4%		\$42,745	4.0%		\$44,461	4.0%			\$42,353	3.1%		\$44,025	3.9%	
Veterinary Medicine, In-State	\$0		\$0	%		\$0	%		\$0	%			\$0	%		\$0	%	
Veterinary Medicine, Out-of-State	\$0		\$0	%		\$0	%		\$0	%			\$0	%		\$0	%	
Student Financial Aid (Program 108)																		
		\$19,656,520			\$23,147,583			\$26,022,583			\$29,372,583	\$23,643,204			\$26,022,583			\$29,372,583
Sponsored Programs (Program 110)																		
		\$273,000,000			\$276,000,000			\$279,000,000			\$282,000,000	\$276,000,000			\$276,000,000			\$276,000,000
Unique Military Activities																		
		\$0			\$0			\$0			\$0	\$0			\$0			\$0
Workforce Development																		
		\$0			\$0			\$0			\$0	\$0			\$0			\$0
State Health Service (Progeam 430)																		
		\$26,575,000			\$27,327,000			\$28,147,000			\$28,991,410	\$27,327,000			\$24,368,000			\$25,099,000

(a) tuition rates exclude E&G fees; revenue from E&G fees and tuition waivers in NGF revenues

(b) - estimated increases excluding changes related to debt service or salary increases

Six-Year Plans - Part I (2017): 2018-20 through 2022-24 Virginia Commonwealth University

FINANCIAL AID PLAN ¹

Note: If you do not have actual amounts for *Tuition Revenue for Financial Aid* by student category, please provide an estimate. If values are not distributed for *Tuition Revenue for Financial Aid*, a distribution may be calculated for your institution.

Allocation of Tuition Revenue Used for Student Financial Aid

***2016-17 (Actual) Please see footnote below**

T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid
Undergraduate, In-State	\$202,353,000	\$13,195,202	6.5%	\$13,195,202
Undergraduate, Out-of-State	\$59,932,000	\$3,801,253	6.3%	\$3,801,253
Graduate, In-State	\$29,740,000	\$1,426,797	4.8%	\$1,426,797
Graduate, Out-of-State	\$28,741,000	\$1,233,268	4.3%	\$1,233,268
First Professional, In-State	\$33,563,000	\$0	%	\$0
First Professional, Out-of-State	\$29,635,000	\$0	%	\$0
Total	\$383,964,000	\$19,656,520	5.1%	\$19,656,520
Total from Finance-T&F worksheet	\$383,964,000	\$0	%	
In-State Sub-Total	\$265,656,000	\$14,621,999	5.5%	\$14,621,999

2017-18 (Planned)

T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid
Undergraduate, In-State	\$223,411,382	\$15,217,423	6.8%	\$15,217,423
Undergraduate, Out-of-State	\$56,017,208	\$4,780,160	8.0%	\$4,780,160
Graduate, In-State ²	\$39,077,883	\$1,500,000	3.8%	\$1,500,000
Graduate, Out-of-State	\$29,370,661	\$1,650,000	5.6%	\$1,650,000
First Professional, In-State	\$35,881,344	\$0	%	\$0
First Professional, Out-of-State	\$30,282,922	\$0	%	\$0
Total	\$414,041,399	\$23,147,583	5.6%	\$23,147,583
Total from Finance-T&F worksheet	\$394,082,000	\$0	%	
In-State Sub-Total	\$298,370,609	\$16,717,423	5.6%	\$16,717,423
Additional In-State	\$32,714,609	\$2,095,424	6.4%	\$2,095,424

2018-19 (Planned)

T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid
Undergraduate, In-State	\$234,060,147	\$17,698,623	7.6%	\$17,698,623
Undergraduate, Out-of-State	\$56,028,418	\$5,048,960	8.0%	\$5,048,960
Graduate, In-State	\$41,616,087	\$1,550,000	3.7%	\$1,550,000
Graduate, Out-of-State	\$29,710,531	\$1,725,000	5.8%	\$1,725,000
First Professional, In-State	\$36,057,759	\$0	%	\$0
First Professional, Out-of-State	\$30,715,869	\$0	%	\$0
Total	\$428,188,810	\$26,022,583	6.1%	\$26,022,583
Total from Finance-T&F worksheet	\$412,403,000	\$0	%	
In-State Sub-Total	\$311,733,993	\$19,248,623	6.2%	\$19,248,623
Additional In-State	\$13,363,384	\$2,531,200	18.9%	\$2,531,200
Additional In-State from Financial Plan		\$4,596,000	#DIV/0!	

2019-20 (Planned)

T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid
Undergraduate, In-State	\$243,422,553	\$20,714,783	8.5%	\$20,714,783
Undergraduate, Out-of-State	\$58,269,555	\$5,282,800	8.0%	\$5,282,800
Graduate, In-State	\$43,280,731	\$1,600,000	3.7%	\$1,600,000
Graduate, Out-of-State	\$30,898,952	\$1,775,000	5.7%	\$1,775,000
First Professional, In-State	\$37,500,069	\$0	%	\$0
First Professional, Out-of-State	\$31,944,503	\$0	%	\$0
Total	\$445,316,362	\$29,372,583	6.6%	\$29,372,583
Total from Finance-T&F worksheet	\$430,730,000	\$0	%	
In-State Sub-Total	\$324,203,353	\$22,314,783	6.9%	\$22,314,783
Additional In-State	\$12,469,360	\$3,066,160	24.6%	\$3,066,160
Additional In-State from Financial Plan		\$7,596,000	#DIV/0!	

¹ Additional in-state aid identified in the Financial Plan is included in Strategy #2, and reflects a combination of \$3 million in additional need-based aid each year along with funding for the 4th cohort of the Virginia Merit Award for freshmen entering Fall 2018

² Applied the percentage ratio that matches our 2016-17 SCHEV S1/S2 Report for in-state and out-of-state graduate student populations.

** Please note that the totals reported here will be compared with those reported by the financial aid office on the institution's annual S1/S2 report. Since the six-year plan is estimated and the S1/S2 is "actual," the numbers do not have to match perfectly but these totals should reconcile to within a reasonable tolerance level. Please be sure that all institutional offices reporting tuition/fee revenue used for aid have the same understanding of what is to be reported for this category of aid.*

Six-Year Plans - Part I (2018): FY2017-2018
Virginia Commonwealth University
ECONOMIC DEVELOPMENT: CONTRIBUTIONS (HB515)

Requirement: As per § 23.1-306 (A) of the Code of Virginia each such plan and amendment to or affirmation of such plan shall include a report of the institution's active contributions to efforts to stimulate the economic development of the Commonwealth, the area in which the institution is located, and, for those institutions subject to a management agreement set forth in Article 4 (§ 23.1-1004 et seq.) of Chapter 10, the areas that lag behind the Commonwealth in terms of income, employment, and other factors.

Special Notes: The reporting period is FY18. The metrics serve as a menu of items that institutions should respond to as applicable and when information is available to them. Leave fields blank, if information is unavailable. Please note the narrative question at the bottom of the page. The response should be provided in a separate WORD or PDF document, as an attachment, if the Part II (Narrative) is not being updated.

Section A: Provide information for research and development (R&D) expenditures by source of fund with a breakdown by Science and Engineering (S&E) specific and non-S&E.

VA PLAN Strategy Reference	Section A: Research and Development (R&D) Expenditures by Source of Fund			
	Source of Funds	*S&E	Non S&E	Total
	Federal Government	\$113,276,265	\$27,459,529	\$140,735,794
	State and Local Government	\$6,322,496	\$1,220,375	\$7,542,871
	Institution Funds	\$57,360,406	\$921,624	\$58,282,031
	Business	\$8,270,035	\$43,846	\$8,313,880
	Nonprofit Organizations	\$11,915,583	\$1,211,278	\$13,126,862
	All Other Sources	\$0	\$0	\$0
	Total	\$197,144,786	\$30,856,652	\$228,001,437
	* S&E - Science and Engineering			

Section B: Provide number and dollar value of grants, contracts and sub-agreements by discipline. If your institution prefers to report by industry, please contact Jean Mottley (jeanmottley@schev.edu) to assist with changes.

VA PLAN Strategy Reference	Section B: Grants, Contracts and Sub-Agreements by Discipline						
	Discipline	Grants		Category		Sub-agreements	
		Contracts					
		No.	\$ Value	No.	\$ Value	No.	\$ Value
4.3	Engineering	51	\$32,496,786	8	\$693,359	28	\$2,953,782
	Physical Science	20	\$1,916,558	1	\$60,000	2	\$323,501
	Environmental Science	4	\$486,753	0	\$0	1	\$155,489
	Computer Science	11	\$1,324,205	0	\$0	8	\$546,855
	Life Sciences	418	\$91,080,275	179	\$27,572,842	219	\$21,345,384
	Psych/Social	52	\$9,882,645	7	\$603,596	20	\$1,921,012
	Other Science	5	\$108,854	0	\$0	4	\$98,421
	Non-Science and Engineering (non-S&E)	48	\$47,236,915	8	\$5,223,078	64	\$12,781,599
	Total	609	\$184,532,991	203	\$34,152,875	346	\$40,126,043

Section C: For the following items, provide responses in appropriate fields. Insert an X for yes/no responses. Use Number/Amount field for other information. A Comments field has been provided for any special information your institution may want to provide.

VA PLAN Strategy Reference	Section C: General Questions	Yes	No	Number/Amount	Comments
4.1	1. Does your institution offer an innovation/ entrepreneurship/career-themed student living-learning community?	X			VCU offers 4 living-learning communities: ASPIRE (students working with community partners to address community needs); Globe (preparing students to navigate within and between global communities); LEAD (developing leadership skills); and INNOVATE (focused on entrepreneurship and product development).
4.1	2. Does your institution offer startup incubation/accelerator programs? If yes, please comment if people/companies external to the institution can access them and, if so, how.	X			VCU offers startup incubation/accelerator programs to both students and faculty. The da Vinci Center serves as a source of student startup support, while VCU Ventures provides programs to
4.2	3. Does your institution offer maker-space? If yes, please comment if people/companies external to the institution can access it and, if so, how.	X			Student maker-space is provided in the basement of Cabell Library and within the daVinci Center, both located on VCU's Monroe Park Campus. The Cabell Library space is also available to VCU faculty
4.2	4. Does your institution have an entrepreneurship center? If yes, please comment if people/companies external to the institution can access it and, if so, how.	X			VCU has two entrepreneurship centers: daVinci Center providing student entrepreneurship programs, and Innovation Gateway (IG), which facilitates commercialization of university (essentially faculty-developed) inventions and discoveries. Both come under the umbrella of VCU's Venture Creation University, housed within the Office of the Vice President for Research and Innovation. Companies and people (including VCU alumni) external to the university can access the Venture Creation University to discover opportunities to participate and support entrepreneurial activities. See https://entrepreneurship.vcu.edu/alumni-community-nav
4.2	5. Does your institution have Entrepreneur Executive(s)-in-Residence?	X			VCU's daVinci Center has both an entrepreneur and an innovator in resident on 1 year appointments. In addition, VCU Ventures, which focuses on faculty entrepreneurial support, has an Entrepreneur-in-Residence program focused on commercialization of faculty inventions.
4.1	6. Number of students paid through externally funded research grants or contracts.			642	339 graduate students and 303 undergraduate students were paid through externally funded research grants or contracts during FY 2018
4.1	7. Number of entrepreneurship degrees/ courses/programs (credit and noncredit) offered?			60	2 degrees (BS in Business Administration & Management with an Entrepreneurship concentration and a Master's in Product Innovation); 2 UG certificates (Product Innovation and Venture Creation); 57 courses; 1 living-learning program (INNOVATE)
4.1	8. Number of academic units that have courses/programs requiring a capstone project, experiential learning activities, or internships.			13	All VCU schools and colleges have these requirements
4.1	9. Does your institution's tenure policy support commercialization? If yes, please provide brief explanation in comments section.	X			Patents, licensing and commercialization activities are included in consideration for tenure and promotion for all full-time Teaching & Research (T&R) faculty
4.2	10. Does your institution offer a seed fund that awards money to start-ups? If yes, please comment on whether it awards funding only to university-based start-ups or to the general public as well?	X			VCU Ventures is currently collaborating with regional partners to develop a small seed fund for VCU and VCUH innovations. The hope is that a portion of this fund would always focus on VCU innovations.
4.2	11. Does your institution offer translational research and/or proof of concept funding? If yes, please provide dollar amount available in FY18 in the number/amount field.	X		10 / \$300,000	10 Proof of Concept awards in FY18 from VCU's Commercialization Fund
4.1	12. Does your institution offer continuing education programs to industry? If yes, please provide dollar value or headcount for such programs in the number/amount field.	X		3,272 headcount / \$511,185 in revenues	

Section D: Provide information for research and commercialization grants by type, number, and dollar value with a breakdown by college and department. If additional rows are needed, please contact Jean Mottley (jeanmottley@schev.edu) to assist with changes.

VA PLAN Strategy Reference	Section D: Research and Commercialization Grants	No.	\$ Value	College	Department
4.3	SBIR - Small Business Innovation Research	3	\$477,648	Various	Various
	STTR - Small Technology Transfer Research	4	\$276,814	Various	Various
	CRCF - Commonwealth Research Commercialization Fund	3	\$300,000	Various	Various
	*VBHRC - The Catalyst	5	\$523,920	Various	Various
	Commonwealth Health Research Board	5	\$500,000	Various	Various
	VRIF - Virginia Research Investment Fund	0	\$0		
*University must pay to be a member and collaborate with at least one other member university					

Section E. The Intellectual Property (IP) section captures information on disclosure, patent, and licensing activities. It is divided into two tables. Table 1 captures information regardless of source of funds or nature of entity to whom IP is transferred. Table 2 is required by § 23.1-102 subdivision 2 of the Code of Virginia. It details assignment of IP interests to persons or nongovernmental entities and the value of externally sponsored research funds received during the year from a person or nongovernmental entity by the institution, any foundation supporting the IP research performed by the institution, or any entity affiliated with the institution. Information is sought on research that yields IP regardless of the project's intent. Information is sought about IP transferred as a result of either basic or applied research. The table captures separate aggregate data on entities that have a principal place of business in Virginia and those with a principal place of business outside of Virginia.

VA PLAN Strategy Reference	Section E: Part 1 - All Patent Activity for FY 2017-18	No.
4.2	1. Number of Intellectual Property disclosures received	134
	2. Number of Provisional Patent Applications filed during the year	102
	3. Number of Patent Applications filed during the year (by type)	
	Design	0
	Plant	0
	Utility	46
	Total	46
	4. Total number of Patent Applications pending (by type)	
	Design	
	Plant	
	Utility	~150
	Total	#VALUE!
	5. Number of Patents awarded during the year (by type)	
	Design	1
	Plant	0
	Utility	30
	Total	31

VA PLAN Strategy Reference	Section E: Part 2 - Other Information	Principal Place of Business in VA	Principal Place of Business outside VA
4.2	1. Value of funds from persons or nongovernmental entities to support intellectual property research	\$0	\$646,500
	2. Number of patents awarded during the year (by type) developed in whole or part from external projects funded by persons or nongovernmental entities:		
	a. Design Patent	0	0
	b. Plant Patent	0	0
	c. Utility Patent	0	3
	d. Total	0	3
	3. Number of assignments of intellectual property interests to persons or nongovernmental entities	0	0
	4. Total number of intellectual property licenses executed in FY 17-18	3	15
	5. Number of start-ups created through IP licensing in FY17-18	1	3
	6. Amount of licensing revenue in FY17-18 resulting from all intellectual property licenses	\$32,680	\$2,674,791
	7. Number of jobs created as a result of university start-ups.	30	21

Section F: These items are VCCS specific. Please provide responses in appropriate fields. A Comments field has been provided for any special information the VCCS may want to provide.

VA PLAN Strategy Reference	Section F: General Questions - VCCS Specific	Number	Value	Comments
4.1	1. Number and value of federal, state or private grant resources to support development of, or access to, training programs leading to workforce credentials, certifications and licensures.			
	2. Number of training programs leading to workforce certifications and licensures.			
	3. Number of students who earned industry recognized credentials stemming from training programs.			
	4. Number of industry-recognized credentials obtained, including certifications and licenses.			
	5. Number of Career/Technical Education certificates, diplomas and degrees awarded that meets regional workforce needs.			

NARRATIVE REQUIREMENT:

Contributions to Economic Development – Describe the institution's contributions to stimulate the economic development of the Commonwealth and/or area in which the institution is located. *If applicable*, the information should include:

- a. University-led or public-private partnerships in real estate and/or community redevelopment.
- b. State industries to which the institution's research efforts have direct relevance.
- c. High-impact programs designed to meet the needs of local families, community partners, and businesses.
- d. Business management/consulting assistance.

**RESOLUTION OF THE EXECUTIVE COMMITTEE OF THE BOARD OF VISITORS
OF VIRGINIA COMMONWEALTH UNIVERSITY**

ADOPTED OCTOBER 8, 2018

Issuance of General Revenue Pledge Bonds

WHEREAS, Chapter 23, Title 23.1 of the Code of Virginia of 1950, as amended (the "Virginia Code"), establishes a public corporation under the name and style of Virginia Commonwealth University (the "University") which is governed by a Board of Visitors (the "Board"); and

WHEREAS, Title 23.1 of the Virginia Code classifies the University as an educational institution of the Commonwealth of Virginia; and

WHEREAS, by Chapter 10, Title 23.1 of the Virginia Code (as amended, the "Act"), the University entered into a management agreement with the Commonwealth of Virginia which was enacted as Chapter 594 of the 2008 Virginia Acts of Assembly, which, as amended, classifies the University as a public institution of higher education and empowers the University with the authority to undertake and implement the acquisition of any interest in land, including improvements on the acquired land at the time of acquisition, new construction, improvements or renovations and to borrow money and make, issue and sell bonds of the University for such purposes, including the refinancing of any such facilities; and

WHEREAS, the Act further authorizes the University to provide for the payment of the principal of and the interest on any bonds from any one or more of the following sources: (i) its revenues generally; (ii) income and revenues derived from the operation, sale, or lease of a particular project or projects, whether or not they are financed or refinanced from the proceeds of such bonds, notes, or other obligations; (iii) funds realized from the enforcement of security interests or other liens or obligations securing such bonds, notes, or other obligations; (iv) proceeds from the sale of bonds, notes, or other obligations; (v) payments under letters of credit, policies of municipal bond insurance, guarantees, or other credit enhancements; (vi) any reserve or sinking funds created to secure such payment; (vii) accounts receivable of the University; or (viii) other available funds of the University; and

WHEREAS, the University has developed plans to finance or refinance a series of projects, including some or all of the following:

(i) financing the acquisition, construction and equipping of one or more engineering research facilities;

(ii) refunding the University's note evidencing the University's obligations related to an existing line of credit, which financed the acquisition, construction, expansion, renovation and equipping of certain of the University's basketball practice facilities;

(iii) subject to approval by the affected University-related foundations, refunding all or a portion of the University's (a) General Revenue Pledge Refunding Bonds, Series 2012A, the

proceeds of which were used to refinance the costs associated with East Hall of the University's Engineering School and (b) General Revenue Pledge Refunding Bonds, Series 2012B, the proceeds of which were used to refinance the costs associated with Snead Hall of the University's School of Business;

(iv) financing all or a portion of the termination payments due from the University to Deutsche Bank AG or an affiliate in connection with the termination of two interest rate swaps associated with the Series 2012A and B Bonds (the "Swaps"); and

(v) financing, if and as needed, capitalized interest on the Bonds (as defined below), a debt service reserve fund for the Bonds, costs of issuance related to the issuance of the Bonds, working capital, routine capital expenditures for any of the foregoing described projects and other related costs (collectively (i) – (v), the "Plan of Finance").

WHEREAS, the Executive Committee of the Board has determined it desirable to authorize the University to terminate the Swaps and to issue its general revenue pledge bonds (the "Bonds") in a maximum principal amount not to exceed \$125,000,000 for purposes of undertaking the Plan of Finance, of which approximately \$60,000,000 is expected to be issued to refinance existing indebtedness and \$65,000,000 is expected to be issued for new projects; and

WHEREAS, the Executive Committee of the Board desires to provide for the reimbursement to the University of previously incurred costs associated with the Plan of Finance; and

WHEREAS, the Executive Committee of the Board desires to authorize certain officers of the University to approve the final forms and details of the Bonds, as set forth below; and

WHEREAS, the Executive Committee of the Board anticipates that the Bonds will be secured by a general revenue pledge of the University and not be in any way a debt of the Commonwealth of Virginia (the "Commonwealth") and shall not create or constitute any indebtedness or obligation of the Commonwealth, either legal, moral, or otherwise; and

WHEREAS, pursuant to Section 23.1-2304 of the Virginia Code and the University's bylaws, the Executive Committee of the Board is authorized to convene and exercise the full power and authority of the Board between meetings of the Board.

NOW, THEREFORE BE IT RESOLVED BY THE BOARD OF VISITORS OF VIRGINIA COMMONWEALTH UNIVERSITY:

RESOLVED, that the Board hereby authorizes and approves of the Plan of Finance and hereby authorizes the implementation of the Plan of Finance by authorizing the issuance of one or more series of Bonds to undertake the Plan of Finance and providing for the terms thereof, through the delivery of one or more bond resolutions in substantially the form utilized in previous issuances of general revenue pledge bonds by the University (each, a "Bond Resolution") with such changes and additions as may be approved by the Authorized Officers designated below consistent with prior practice of the University so that each Bond Resolution may reflect the final terms and conditions of the Bonds; and

RESOLVED FURTHER, that the President of the University, the Senior Vice President and Chief Financial Officer of the University and the Treasurer of the University (collectively, the "Authorized Officers") are authorized and directed to approve the final terms of each series of Bonds, including, without limitation, their original principal amounts and series, their maturity dates and amounts, redemption provisions, prices and interest rates and tax status of interest on each series of bonds, provided that (i) the maximum aggregate par amount of all Bonds to be issued hereunder shall not exceed an aggregate amount of \$125,000,000; (ii) the average true interest cost of all series bearing interest at a tax-exempt fixed rate shall not exceed 5.5% per annum; (iii) the average true interest cost of all series bearing interest at a taxable fixed rate shall not exceed 6.0% per annum; and (iv) the final maturity of all bonds shall not exceed 40 years beyond issuance date; and

RESOLVED FURTHER, the Authorized Officers are each hereby authorized and directed to approve, negotiate, execute and deliver each Bond Resolution on behalf of the University; and

RESOLVED FURTHER, the officers and staff of the University are hereby authorized and directed to prepare an official statement (the "Official Statement") in preliminary and final forms, and the Authorized Officers are hereby authorized and directed to execute the Official Statement in final form; and

RESOLVED FURTHER, the Authorized Officers are each hereby authorized to take any and all actions necessary to terminate the Swaps, to execute any and all documents evidencing such termination, and to make any termination payments associated therewith; and

RESOLVED FURTHER, the Authorized Officers are each hereby authorized to negotiate, execute and deliver such other documents as such officer deems necessary or desirable to facilitate the issuance of the Bonds, including without limitation a continuing disclosure undertaking; and

RESOLVED FURTHER, that all officers of the University are authorized and directed to take all such further actions, including without limitation the designation of underwriters, paying agents, remarketing agents, solicitation agents, trustees, and liquidity providers for the bonds, and to execute all such instruments, agreements, documents, and certificates as they shall deem necessary or desirable to carry out the terms of the financing plans presented to this meeting, including without limitation any liquidity facilities, swap, swap terminations or other interest rate management agreements associated with the Bonds, and any agreements or modifications to existing agreements with the VCU School of Business Foundation or the VCU School of Engineering Foundation relating to the Bonds; and

RESOLVED FURTHER, pursuant to the Section 147(f) of the Internal Revenue Code of 1986, as amended, and applicable regulations thereunder, the University designates each of the Authorized Officers as a public hearing officer to hold any public hearings required in order to ensure the tax-exempt status of interest on all or a portion of any bonds of the University; and

RESOLVED FURTHER that all acts of all officers of the University which are in conformity with the purposes and intent of this Resolution and in carrying out the financing plans presented to this meeting are ratified, approved and affirmed; and

RESOLVED FURTHER that, upon approval, this action shall take effect immediately.



VCU

Quest 2025: Together We Transform Excellence and Access

Executive Summary

Virginia Commonwealth University is a rare place of both access and excellence. The new strategic plan, Quest 2025: Together we Transform, charts the course over the next six years for VCU's rise a preeminent urban public research university committed to equitable access to social, economic and health success.

The plan addresses significant issues faced by all institutions of higher education as well as those specific to VCU. The issues include:

- Growing cynicism that public higher education serves the public good and may not be worth the expense to individuals
- The significant challenge of the rising cost of education and providing affordable access and support for timely degree completion regardless of students' particular demographic or group
- Increased competition in public higher education for students, faculty, government and philanthropic support and national prominence
- Dependence on urban universities to lead in solving vexing societal issues including health and economic vitality
- A recognition that resourcing the plan's strategic priorities will require an integrated, pan-university approach and will call for hard choices around resource allocation

Quest 2025 includes a high-level implementation plan for the first three years of the plan, acknowledging the need for flexibility to adapt to changing circumstances that undoubtedly will occur during the next six years. Detailed implementation plans will be developed annually to reflect the university's highest priorities and their associated strategies, tactics, resources and metrics – ensuring accountability for results.

The first of the detailed implementation plans, the 2018-2019 Quest Implementation Presidential Priorities, includes the specifics on the following strategies to advance delivery of the highest quality experience and outcomes for our students and patients:

- Refocus the undergraduate experience through interdisciplinary learning and the R.E.A.L. initiative
- Enrollment strategies: decreasing student debt; launch VCU Online; increase in-state, domestic and international out-of-state student enrollments
- Strengthen T & R faculty compensation
- Increase national research prominence
- Make it Real capital campaign
- Significantly strengthen the patient experience

Virginia Commonwealth University

Quest 2025: Together We Transform

Excellence and Access

2019-2025

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I. Letter from the president

Dear VCU Community:

For six years, our strategic plan, Quest for Distinction, served us well. It helped elevate us as a nationally premier research university; led to records in student and faculty success, innovation and creativity, philanthropy, and campus development; and unified us more than ever as one VCU.

It lived up to its name: Like never before, we are a university of distinction.

As we close Quest for Distinction and launch the strategic plan that will guide us into a new era, we recognize that we are not changing direction or the spirit of who we are as a university. In fact, we are investing in that distinctive spirit to build what makes us exceptional even stronger.

This new strategic plan, called Quest 2025: Together We Transform, is the next phase in Virginia Commonwealth University's rise as a preeminent urban public research university distinguished by and committed to advancing equitable access to social, economic, and health success. We will take this distinction to the next level by:

- Ensuring a 21st-century, real-world learning experience for our students by redesigning the undergraduate curriculum and driving innovation, access and excellence for students at every level.
- Raising our institutional profile by building on our proven interdisciplinary and collaborative research strengths to meet public need. These include neurosciences and addiction studies, cancer, children's and women's health, pharmaceutical engineering and cardiovascular health.
- Leveraging expertise from across the university and health system to provide patients access to robust, high-quality health care in a competitive environment, resulting in an unparalleled patient experience.

What we are going to do is important. So is how we are going to do it. As we move from distinction to preeminence, we will boldly pursue social and health equity; our efforts will positively affect the people of Virginia and beyond. We will innovate to change better, faster and with greater focus than our peers around the nation. And we will stay true to our roots of discovery in science, scholarship and creative expression to unfailingly serve the public good.

This is Quest 2025: Together We Transform. This is VCU.

I am grateful to every member of our community who have and will continue to dedicate themselves to the important work with will do together for these next six years. Together we make a difference. Together we move forward. Together we transform.

Sincerely,

Michael Rao, Ph.D.
President, VCU and VCU Health System

II. The planning process

This report represents the culmination of an institution-wide planning process, one that sought input from a broad range of university stakeholders, including alumni as well as representatives from the community. It reflects *One VCU* — our commitment to a common vision and alignment of values and goals that transcends our parts to enhance our community’s well-being and advance the VCU enterprise. It speaks to VCU’s revised vision as “*a preeminent national urban public research university and academic health center*”, and describes a strategic framework for leveraging our strengths, optimizing our capacity and capitalizing on opportunities to drive transformative education, research and scholarly activity, excellence through diversity, and local and regional impact.

In August, 2016, VCU President Michael Rao appointed Dr. Gail Hackett, provost and vice president of Academic Affairs, and Dr. Marsha Rappley, vice president for Health Sciences and CEO, VCU Health System, to co-chair the development of VCU’s next strategic plan, *Quest 2025: Together We Transform*. The name of the plan builds upon the significant brand equity and success realized by VCU’s most recent strategic plan, *Quest for Distinction*. **Together** emphasizes one university and our collaborative efforts; **we** means each of us has a role in working together; and **transform** is our call to action.

Members of the strategic plan project team hosted 260 participants at twelve listening sessions in November 2016. These sessions were designed to collect broad ideas to contribute to the strategic plan steering committee’s charge to set the planning direction and to establish initial thematic priorities. [See Appendix A.] Faculty, staff and students shared their vision for VCU.

Strategic priorities	Operational priorities
Community engagement: “We are a campus without walls”	Student financial support: “Keep VCU affordable”
Diversity: “Diversity is who we are and [whom] we serve”	Resource the priorities: “We want leadership to prioritize and provide resources for those priorities”
Student support: “Financial, academic and social supports for students [are key]”	Take care of our people: “We need to find ways to take care of our faculty and staff in the face of budget reductions”
Branding/prominence: “We need to be seen as Richmond’s university...[while having] a national and international reach”	Build on our progress: “Take what we built from Quest and grow from there”

In January, 2017, co-chairs Drs. Hackett and Rappley charged the 47-member Strategic Plan Steering Committee [Appendix B], with representation from senior leadership, faculty, students, staff, alumni, and community-at-large, as follows:

- Lead a transparent and inclusive process
- Serve with an institutional focus and a commitment to the overall success of the university
- Affirm VCU’s mission, vision and values

- Build upon the success of the current strategic plan to set a direction for even greater success
- Integrate themes, goals and university initiatives already underway, including:
 - Diversity and inclusion
 - Resource allocation aligned with strategic priorities, e.g., HR Redesign and Facilities Master Plan
 - Efficient and effective practices and operations
- Charge Work Groups with proposing theme-related goals, strategies and implementation plans to achieve the goals

Drs. Hackett and Rappley formed and charged five work groups on behalf of the Steering Committee in late spring 2017. [See Appendix C for membership for the work groups along with their subsidiary task groups.] Each was co-chaired by VCU faculty and included members of the VCU community who were knowledgeable about and actively involved in the respective thematic area. Nearly 100 VCU faculty, staff, students and community members were active participants in the work and task group planning efforts.

- Student success
- National prominence
- Urban and regional transformation
- Culture of appreciation
- Leveraging diversity

Each work group was tasked with describing the scope of each theme as well as identifying related goals. In addition, four of the five work groups formed subsidiary task groups to explore specific sub-theme areas. Members of the Leveraging Diversity work group aligned themselves with the other four work groups to ensure close integration of efforts and strategies along the diversity, inclusion and equity continuum. The work groups and their respective task groups met numerous times between April 2017 and January 2018, conducting background research, considering VCU's current position, and exploring new ideas and opportunities. The Steering Committee received initial recommendations from the work groups in December 2017 for review and feedback. These continued to be refined throughout the following spring term.

The university community was actively engaged in the strategic planning process. Town halls were held on the Monroe Park and MCV campuses in April and October 2017 and again in March 2018 to seek broad input regarding the direction and proposed elements of the strategic plan. Town halls were streamed via Facebook for live viewing. More than 400 VCU faculty, staff and students attended the town halls while over 13,000 clicked in to view the live streams. Members of the Strategic Plan Project Management Office (PMO) met with numerous VCU leadership groups, including the Faculty Senate, Council of Deans, the Associates Forum, VCU Community Liaisons, and staff from several divisions, including Administration, Student Affairs and Strategic Enrollment Management to provide updates on the plan's progress and to solicit additional feedback. Community members participated as co-leaders and members of the task groups under the Collective Urban and Regional Transformation work group, providing input and seeking alignment with community-identified priorities and goals. Additionally, the Quest website [<https://quest.vcu.edu>] deployed a number of short surveys to the VCU community-at-

large to seek input on the plan and its progress from faculty, staff and students throughout the 2017-2018 academic year.

In January 2018, Drs. Hackett and Rappley charged a Writing Group, comprised of a member from each of the five work groups and the strategic plan PMO, to draft the strategic plan. The following iterative writing process incorporated feedback from the various stakeholder outreach efforts, as well as high-level input from Cabinet and Board of Visitors. This process included:

- Refining institutional strategies to achieve the individual goals
- Identifying a range of possible metrics to measure progress and impact
- Drafting preliminary implementation plans for each goal, inclusive of primary responsibility, magnitude of resources required, targeted source of resource needs, priority level, initial timeline, and major milestones

As a result of this work, VCU will continue to refine and strengthen its distinction as the premier example of a 21st century university and to maintain its position as the nation's only public, urban university that can claim Carnegie recognition as highest research and community engaged, with a nationally ranked academic medical center, 5 health professions schools, status as a National Cancer Institute-designated Cancer Center, and recipient of a Clinical Translational Science Award from the National Institutes of Health.

III. Mission, vision and values

Our mission

Virginia Commonwealth University and its academic health sciences center serve as one national urban public research institution dedicated to the success and well-being of our students, patients, faculty, staff and community through:

- Real-world learning that furthers civic engagement, inquiry, discovery and innovation
- Research that expands the boundaries of new knowledge and creative expression and promotes translational applications to improve the quality of human life
- Interdisciplinary collaborations and community partnerships that advance innovation, enhance cultural and economic vitality, and solve society's most complex challenges
- Health sciences that preserve and restore health for all people, seek the cause and cure of diseases through groundbreaking research and educate those who serve humanity
- Deeply engrained core values of diversity, inclusion and equity that provides a safe, trusting and supportive environment to explore, create, learn and serve

Our vision

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

Our core values

- Accountability: Committing to the efficient and transparent stewardship of our resources to achieve institutional excellence
- Achievement: Ensuring distinction in learning, research and scholarly pursuits, service, and patient care
- Collaboration: Fostering collegiality and cooperation to advance learning, entrepreneurship and inquiry
- Freedom: Striving for intellectual truth with responsibility and civility, respecting the dignity of all individuals
- Innovation: Cultivating discovery, creativity, originality, inventiveness, and talent
- Service: Engaging in the application of learning and discovery to improve the human condition and support the public good at home and abroad
- Diversity and inclusion: Ensuring a climate of mutual trust and respect where individuals of differing cultural backgrounds, identities, abilities and life experiences are embraced, engaged and empowered to drive excellence and success
- Integrity: Adhering to the highest standards of honesty, respect and professional and scholarly ethics

IV. Impact on the Richmond region

Virginia Commonwealth University began 180 years ago with a deep commitment to the social good. When, under the recommendations of the Wayne Commission, the Medical College of Virginia and the Richmond Professional Institute came together 50 years ago under the VCU name, our founding charter asked us “to confront on an intellectual and practical level the social environment which surrounds [us]. To relate [ourselves] to the community...and participate in the solution of existing problems.” VCU’s mission remains unchanged today, embodying our commitment as a positive force for progress to improve lives, save lives and to give life meaning. As such, VCU serves as the consummate catalyst for the Commonwealth, with the greatest economic impact of any university in Virginia at \$6 billion. Our impact across the region and the commonwealth extends far beyond what is captured in the numbers, identifying contributions in key areas that shape economic impact and the overall quality of life.

- *Talent*: VCU produces graduates whose skills meet the needs of area businesses and other organizations. A local business leader stated it this way. “VCU is the leader in the region’s talent pipeline.”
- *Innovation and the entrepreneurial ecosystem*: VCU is a leader in innovation and creativity, with a profound impact on the economy that reverberates across the region, the state, the nation, and the globe. “The thought leaders in their field are at VCU”, stated a regional CEO. The report describes an example of this impact: “Venture Creation University is a university-wide initiative focused on nurturing and guiding the entrepreneurial and innovative mindset in students...the result of programs like these is that 51 percent of VCU students are interested in entrepreneurship and 30 percent want to start a company.”
- *Regional stewardship*: “VCU shows that it cares about the Richmond region by exercising leadership to address challenges and move forward. Its regional stewardship takes many forms, most of which can be grouped under the headings of community developer, convener, thought leader, and moral leader.”
- *Local culture*: “VCU influences the local culture, the milieu of Richmond, creating both businesses that supply products and services, and a market that purchases distinctive products and services...VCU students, alumni and staff create a market that supports creative art, music, food, artisan products, and sports.”

VCU’s spending on operations, maintenance and capital investment, and the spending of its employees, students and visitors generates 47,000 jobs and an economic impact of \$4 billion. When extended across the commonwealth of Virginia, the numbers expand to reflect 63,000 jobs and \$6 billion in economic impact. Other report findings include:

- While enrolled at VCU, students are strongly encouraged to engage in community service and gain hands-on experience serving the community. Nearly 4,100 students enrolled in student-learning courses during the 2016-2017 academic year, contributing over 1.5 million hours in community service.
- In 2015, the Education Trust recognized VCU for its work in boosting graduation rates for traditionally underrepresented minority groups. VCU ranked among the top 26 universities nationwide for increasing the six-year graduation rate for all students and narrowing the gap between the graduation rate of underrepresented and white students.

- Some 65 percent of current VCU alumni live in the commonwealth, with more than 45,000 undergraduate alumni and over 22,000 graduate alumni located in the Richmond MSA. VCU alumni contribute nearly 6 percent, or \$218 million of the commonwealth's annual state income tax. Based on estimates of how the education and skills levels of the region's workforce would differ in the university's absence, the report calculated \$511 million loss in potential annual earnings.
- Over the last 20 years, VCU capital projects have sustained neighborhoods through economically difficult eras. Between 1996 and 2013 — beginning near the peak of a violent crime epidemic and extending through the nadir of Richmond's population loss and the Great Recessions — VCU invested over \$1.6 billion in its Monroe Park and MCV campuses. The two campuses are connected by the Broad Street corridor. The city designated the corridor an arts and cultural district in 2012 as part of an effort to encourage redevelopment. Research suggests that markets with fine arts and other quality-of-life amenities are able to attract a "creative class" that, in turn, becomes a principal driver of economic opportunity. Two highly visible VCU capital projects bookend the district, with the Institute for Contemporary Art at the district's western terminus and the Children's Pavilion at its eastern terminus.
- VCU's Innovation Gateway partners with the Virginia BioTechnology Research Park and its Innovation Council to increase entrepreneurial activities and support economic growth throughout the region. In FY 2017, VCU received \$6.8 million in licensing revenues. A VCU start-up company, Sanyal Biotechnology, was selected as one of the Best University Start-ups in the nation. Launched as a result of VCU's Entrepreneur-in-Residence program, it was incubated in and graduated from the research park, and represents a telling example of VCU's focus on building strategic industry collaborations and regional partnerships, and supporting entrepreneurship and new venture creation.
- VCU has been ranked as a top 100 research university based on federal research expenditures by the National Science Foundation for six consecutive years. It is currently ranked 81st in federal R&D expenditures and received over \$275 million in total sponsored awards and research-directed gifts in FY 2017.
- A \$25 million award from the Bill and Melinda Gates Foundation in FY 2018 supported the launch of VCU's Medicines for All project, which conducts research aimed at lowering the cost of lifesaving drugs, making it less expensive to fight AIDS, tuberculosis, malaria, and sleeping sickness.
- VCU's School of Pharmacy Pharmacist Collaborative Care and Outreach in the Community conducts seven outreach programs in inner-city and remote, rural areas that have limited access to care, with more than 200 students and faculty members from various health care disciplines caring for 6,700 patients annually.
- VCU Health treats the most medically, socially and financially vulnerable citizens and is committed to creating a better state of health for Virginia. One of its initiatives, the Richmond Health & Wellness program, helps 500 older adults in five senior housing facilities age in place well. Its Bridging the Gap youth violence intervention program enrolls at-risk inner-city youth with intensive case management services that connect them and their families with community resources to assist with housing, educational, vocational, social, and mental health needs.

V. Resourcing the strategic plan

VCU realizes that funding strategic priorities identified under this plan will require an integrated, pan-university approach and will call for hard choices around resource allocation during what we anticipate to be challenging economic times. Growing affordability pressures among our students and their families will limit our ability to grow tuition rates. State support for higher education has rebounded somewhat from the 2008-2009 recession, yet it is likely never to return to pre-recession spending levels for institutions of higher education and our students.

A fundamental principle for the strategic plan is VCU's commitment to use its full range of financial resources wisely, balancing investment decisions, whether sourced from new or reallocated funds, with the magnitude of the initiative's impact on our mission, particularly in advancing student success. This calls for working diligently to expand current revenue sources by efforts such as growing domestic non-resident and international enrollment, developing new sources of revenue and gaining efficiencies. New sources include competing effectively for new grants and contracts, increasing philanthropy, maximizing underperforming assets, seeking efficiencies throughout the institution to reduce or hold constant the cost of services, and pricing tuition and associated services competitively and with our students' ability to pay in mind. VCU will continue to make the case to the governor and state legislature that we warrant additional state funds, yet we recognize we cannot depend upon the availability of new funds to support our priorities.

The high-level implementation plan (details appearing in Appendix D) addresses a three-year time frame, bringing the university to the midpoint of the new strategic plan. The FY 2019 budget includes funds targeting the highest priority initiatives identified in the plan, predominantly in support of enhanced and new student success initiatives. Beyond the plan's initial year, incremental or new investments in support of strategic priorities must come from increased and diversified sources of revenue and/or reallocating existing funds.

VI. Quest 2025: Together We Transform - Themes, goals, strategies and metrics

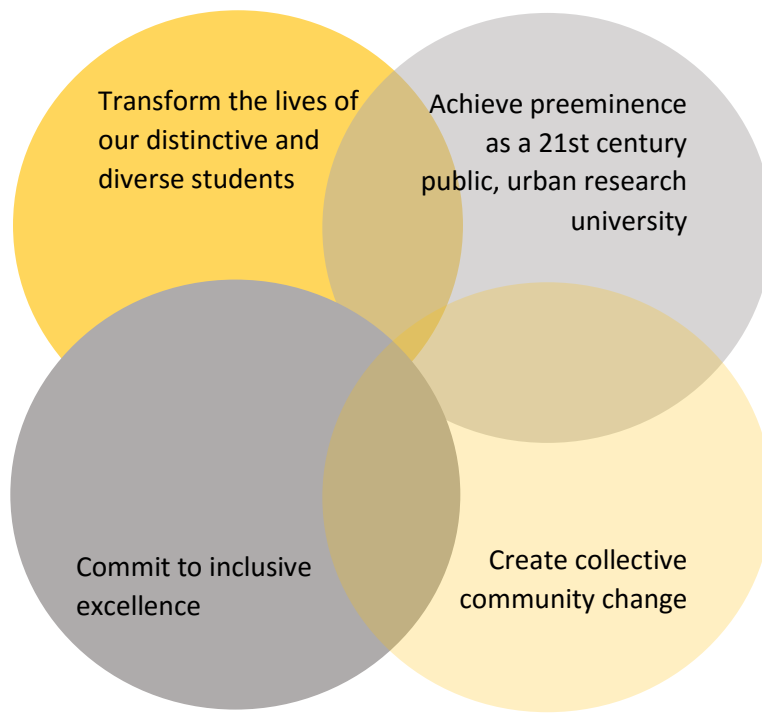
In its 1965 recommendation to merge the Medical College of Virginia with the Richmond Professional Institute to form Virginia Commonwealth University, the Wayne Commission Report described “an urban-oriented university as unique in that its basic philosophy concentrates on meeting the needs of an urban population living and working in an urban environment [with] the city... .” This set VCU apart from all other higher education institutions throughout the commonwealth, with a unique purpose to “[successfully] address...the pressing problems of rapid urbanization,” a distinction that remains to this day. Since its formation, VCU has thrived as a diverse, engaged and ambitious institution that has placed access and excellence at the heart of all it does. It continues to make the most of what makes it distinctive, serving as a public university committed to the public good

Today, higher education across the commonwealth faces ever-growing challenges, ones that will call for it to play an increasingly important role. Too many people today view public education as a private benefit, a pathway only to personal gain. The belief that public universities serve the public good is disappearing. A recent Consumer Reports survey found almost half of college graduates say their education was not worth the expense. Under its newest strategic plan, Quest 2025: Together We Transform, VCU will lead the charge in reversing this trend by changing better, faster and with greater intentionality and focus than its peers. The educational experience we will provide will help our students graduate with more opportunities than they had when they arrived on campus, while the research, creative activity and community engagement we pursue will help society by solving its most vexing problems.

The 2014 Virginia Plan for Higher Education (plan) speaks to this role. “Virginians will need deeper and broader knowledge and skills to be engaged, productive participants in our evolving Commonwealth and its economy. At the same time, the demographics of the emerging generation are changing, as an increasing share of our youth come from populations that historically have been underrepresented in both higher education and the highly educated sectors of our workforce.”

- Provide affordable access for all
- Optimize student success for work and life
- Drive change and improvement through innovation and investment
- Advance the economic and cultural prosperity of the commonwealth and its regions

The plan's goals reflect a significant overlap with VCU's mission, vision and goals as outlined in this report. Virginia Commonwealth University will pursue four overarching, integrated themes in support of its mission and vision and in its continued drive for distinction and impact.



VCU's many constituencies may recognize that these strategic themes have been foundational elements driving our growth and success since first opening our doors. The difference between our most recent strategic plan, Quest for Distinction, and this new plan speaks to the level of focus, intentionality, energy, and resources to be committed to each.

Quest 2025 – Theme I: Student Success

Our goal is to create a university culture that transforms the lives of our distinctive and diverse student population; one that supports students through inquiry, discovery, innovation, and creative expression. One that engages faculty, staff and administrators to create resources that help students navigate university experiences focused on increasing student success. One that addresses the rising cost of higher education and continually seeks to provide affordable access and support on-time completion.

VCU strives to put our students at the center of all we do. While student-centered learning traditionally speaks to reflecting individual student's needs and abilities in determining what and how students learn, and how their learning is assessed, our commitment to students moves beyond the learning environment. Our educational experience is a social ladder for our students, transforming their lives and dedicated to providing the skills they need to reach their dreams. With this in mind, student success speaks to achieving the intersection between a student's own goals, those established by the institution and expectations of employers as graduates enter and advance in the workplace. It goes beyond the time spent within the university experience; ensuring students have the tools they need to advance beyond graduation and make a difference in an increasingly diverse and connected world. One priority among this longitudinal approach to learning and transformation is to ensure VCU's offers its students a 21st century learning experience, beginning with the redesign of the undergraduate curriculum while also driving innovation and widespread engagement around excellence and change throughout the graduate and professional programs. Such renovation and transformation will encompass the following principles:

- Create collaborative partnerships that cross departments and campuses and create cross-disciplinary university-wide learning outcomes
- Support excellence and innovation in teaching
- Engage faculty in the design and implementation of transformative curricula
- Empower student voices to be engaged learners and to contribute to curricular design
- Link diversity, inclusion and equity to how students are taught
- Integrate diversity into disciplinary content and teaching practices

Another priority is to support affordable access to higher education. VCU educates students unlike those found at most other research universities. We are more diverse, both in our race and ethnicity composition and in the socio-economic profile of our students. Many of our students come from fewer family resources than their peers have across the commonwealth. VCU educates - and graduates - more low-income students than our Tier III peers combined, the University of Virginia, Virginia Tech and William & Mary. Approximately 17 percent of VCU students move up two or more income quartiles after they graduate, among the highest of any university in the mid-Atlantic. Yet, VCU students also graduate with higher levels of debt than those from peer institutions. We are committed to lowering student debt and enhancing the overall return students gain on their investment in their degree.

Our plan establishes three goals to address continued efforts to drive student success. These are accompanied by a number of high-level strategies and wide range of metrics to track performance and measure progress over time.

Theme I: Student Success – *Transform the lives of our distinctive and diverse student population through a university culture that supports every student’s success through inquiry, discovery, innovation, civic engagement, and creative expression.*

	Goals	Key strategies	Possible metrics
I.1	Transform the undergraduate curriculum to ensure we offer a 21st century learning experience	<ul style="list-style-type: none"> ● Establish task group to advise on implementation of evidence-based, innovative strategies and best practices in innovative pedagogy ● Promote interdisciplinary collaboration with the engagement of multiple knowledge communities in the development of academic programs ● Facilitate development of instructors in inclusive and transformative teaching practices 	<ul style="list-style-type: none"> ● Process milestones ● # and academic distribution of faculty involved in curricular redesign ● # of courses undergoing transformation/transformed ● % of students enrolled in transformed classes and/or programs
I.2	Prepare our students to be creative innovators and entrepreneurs who make a difference in an increasingly diverse and connected world	<ul style="list-style-type: none"> ● Strengthen student academic and career planning, readiness and employer engagement ● Create interprofessional or interdisciplinary learning opportunities for graduate and health professions students ● Continue program implementation, expand the R.E.A.L. (relevant, experiential and applied learning) initiative to all students and assess impact ● Increase our international student population and internationalization of VCU to enhance cross-cultural student experiences 	<ul style="list-style-type: none"> ● Demographics and % of students participating in R.E.A.L. initiatives ● Results from first destination and 5-10 year post-graduation surveys ● Change in # of international students

	Goals	Key strategies	Possible metrics
I.3	Enhance the university culture supporting student success, including improved retention and graduation rates	<ul style="list-style-type: none"> ● Advance a universitywide culture focused on the success of our students ● Expand student success campaigns for targeted populations ● Decrease student debt through targeted initiatives, for example: increased out-of-state and international enrollment; expanded online enrollment; expanded summer session; philanthropic scholarships ● Mobilize faculty, UAP and staff in implementing best practices in support of student success ● Empower students to define and support student success 	<ul style="list-style-type: none"> ● Graduation rates – overall and by demographic categories ● Average UG student debt at graduation ● Retention rates ● Student Satisfaction Index (NSSE, Noel-Levitz, HERI DLE) ● # of T&R faculty ● Tenured/tenure track faculty as % of total FT faculty ● Philanthropic \$\$ supporting scholarships and/or # of student scholarships awarded ● % satisfaction on Advising Student Satisfaction Survey ● Performance on 30/60/90 student assessments

Quest 2025 –Theme II: National Prominence

In setting a vision to be recognized as *a* preeminent national urban public research university and academic health center, we will leverage the many strengths and opportunities available through the achievement of “one VCU”. Our public university is a public good because our research and creative activity positively impact society. VCU serves as a “social lab”, engaging in research with a social conscience; research that advances society and helps people live longer, better lives. Examples of VCU’s research as a public good include expanding our Medicines for All initiative, which makes life-saving prescriptions more affordable and is supported by a \$25 million Gates Foundation grant, and our national leadership in funded research tackling opioid addiction, with over 30 projects across VCU’s campuses. These initiatives and others reflect VCU’s commitment to bring together colleagues from across disciplines to solve public crises from all angles.

Theme II of the new strategic plan speaks to unleashing VCU’s potential and focusing our efforts across the boundaries of research, faculty achievement, our connection to the urban community, and student success to achieve prominence both nationally and globally. Since we recognize that resources will continue to be a limiting factor for the near future, it is imperative that VCU sets priorities and allocates investments around initiatives that build upon current strengths and raise our institutional profile. These include neuroscience and addiction studies, cancer, children’s and women’s health, cardiovascular health and pharmaceutical engineering.

The new plan will focus on removing barriers to successful collaboration and identifying opportunities to expand our interdisciplinary research and scholarship portfolio, enabling VCU to leverage its resources more efficiently and effectively across multiple units and programs. It builds upon our commitment to the public good by strengthening areas where our expertise meets public need. We will boldly advance social and health equity.

One of VCU’s greatest attributes is our diverse and distinctive student body. Our urban location, research portfolio and commitment to community engagement serve as a powerful springboard for enhanced efforts to engage our students in scholarship and research. We are committed to actively engaging our students in research efforts, further motivating them and enhancing their educational experience. This provides yet another way for VCU to move ahead in terms of national prominence by promoting the quality and nature of our students and their achievements.

This plan sets out five goals to advance our preeminence as a public, urban research university with an academic health center, along with high-level strategies and potential metrics to track our progress towards achieving these goals.

Theme II: National Prominence – *Distinguish VCU as a preeminent urban public research university by growing areas of strength as researchers, innovators and educators.*

	Goals	Key strategies	Possible metrics
II.1	Create a university culture that supports and promotes VCU's interdisciplinary research strengths, scholarship and creative expression	<ul style="list-style-type: none"> ● Invest in current areas of interdisciplinary strength: neurosciences; addiction studies; women's and children's health; cancer; pharmaceutical engineering; cardiovascular health ● Identify and invest in a select number of other interdisciplinary areas to diversify and strengthen VCU's research portfolio, including the support and expansion of iCubed focus areas ● Fully implement the University Research Strategic Plan ● Invest in faculty and graduate student teams to facilitate research and scholarly activity that is nationally competitive with peer and aspirational institutions in strategic programmatic areas ● Remove administrative and research infrastructure barriers that limit interdisciplinary research 	<ul style="list-style-type: none"> ● Total federal research awards ● Total federal R&D awards ● # of interdisciplinary awards ● # of interdisciplinary graduate student funding opportunities ● # of policies reviewed and mitigated
II.2	Achieve academic distinction internationally, starting with national distinction for at least one program within each school/college	<ul style="list-style-type: none"> ● Identify programs to be raised to national distinction within each academic unit and develop plans to achieve goal ● Increase the university's recognition and investment in the creation and dissemination of research, scholarship and creative work, and national recognition of the same ● Strengthen existing and build new PhD programs in areas of prominence or potential strength in order to compete more effectively on a national level with our peers 	<ul style="list-style-type: none"> ● National rankings of graduate programs ● # of PhD students enrolled ● # of Master's student enrolled ● Academic Analytics-type program measures, e.g., publications, citations

	Goals	Key strategies	Possible metrics
II.3	Achieve national distinction through our successful engagement with and graduation of diverse student populations	<ul style="list-style-type: none"> ● Develop a pipeline of highly diverse (SES, URM and national origin) students with relevant and applied learning experiences for graduate and first health professions programs ● Expose students to interdisciplinary research and scholarship to prepare them to contribute to the new knowledge economy 	<ul style="list-style-type: none"> ● Growth in # of diverse students enrolling in post-baccalaureate programs ● # of students engaged in Undergraduate Research Opportunity Program (UROP)
II.4	Launch a multiyear comprehensive, institution-wide communications plan to support the Quest 2025 strategic plan and achieve national prominence	Develop the communications plan through a collaborative process between central and unit communicators	<ul style="list-style-type: none"> ● VCU reputational score (based on awareness survey) ● Communication infrastructure and resource benchmarks against peer institutions ● Communications plan in place

Quest 2025 – Theme III: Collective Urban and Regional Transformation

As a major research university with an academic medical center in an urban environment, VCU is emerging as a model of the 21st century research university, characterized by its urban advantage, integration of research, diversity and commitment to inclusion, experiential learning and community engagement. We are a public good because of our commitment to the health and wellbeing of people everywhere, beginning with our Richmond region. The university in collaboration with VCU Health System is a social lever for human health.

VCU seeks to learn from and use its role as an urban institution of higher education as an asset to serve as a full partner in supporting community progress and well-being. The university serves as an anchor institution, contributing to the health and economic, social and cultural vitality of the Richmond region. We are committed to using our vast intellectual resources to move society forward together. This requires an active, engaged model of university and community working as partners for mutual benefit. Our obligation as a public research university and as an anchor institution in our city is to work with our community partners to dive deep into critical issues and help find solutions.

One example of VCU's commitment to the community is the East End Health Education and Wellness Center. Developed in partnership with VCU Health, the center is part of a larger redevelopment initiative designed to provide new resources in an area of the East End identified as a food desert and where a majority of residents live in poverty and have poor health outcomes. It will provide assessments and screenings, nutrition outreach, behavioral health support, chronic disease prevention and management, health education, care coordination, referrals to community providers and organizations, and research and evaluation. Most services will be provided at no charge by interdisciplinary teams of VCU faculty and students who are working either as a community service activity or as part of their academic program.

The three goals for Theme III were developed in collaboration with community members and reflect community identified priorities. As part of this collaborative planning effort, our goals are aligned with priorities established and efforts underway by the Capital Region Collaborative. VCU is committed to engaging in partnership with local and regional entities to leverage and elevate synergies of VCU's community-oriented internal and external assets.

Theme III: Urban & Regional Transformation – *Mobilize VCU's human capital and economic resources, collaborating with the community to address social and health inequities.*

	Goals	Key strategies	Possible metrics
III.1	Advance innovations for high quality education and workforce development	<ul style="list-style-type: none"> ● Produce new, highly trained and high-quality teachers and school administrators prepared to work with diverse student populations and more representative of the racial and ethnic diversity of their communities ● Use evidence-based practices to evaluate out-of-school-time programming and collaborate with regional schools and community partners to enhance the quality and bring new, innovative out-of-school -time programs to the region ● Partner with the Richmond region school districts to increase the quality and effectiveness of programs that promote student engagement and reduce disciplinary actions ● Prepare students to be career-ready for innovative and emerging industry sectors 	<ul style="list-style-type: none"> ● # of VCU SoEd graduates taking teaching positions in Richmond region PK-12, particularly in Richmond and Petersburg public school systems ● # of events hosted by or partnered with VCU related to PK-12 out-of-school activities ● Anchor Dashboard metrics addressing workforce development and education
	Goals	Key strategies	Possible metrics
III.2	Continue to address inequities to strengthen the health and well-being of Greater Richmond residents	<ul style="list-style-type: none"> ● Strategically align university activities and resources with regional priorities and key initiatives to reduce poverty and enhance social stability, e.g., East End Health Education and Wellness Center, housing ● Align with community partners to implement the VCU/VCUH Health Equity Plan (HEP) to address social determinants of health 	<ul style="list-style-type: none"> ● # of students and faculty or VCU units participating in East End initiative ● # of East End clients/community residents served with identified health-related (physical and behavioral) needs

			<ul style="list-style-type: none"> ● # of referrals to community partners via East End initiative ● Improvement in health-related community indicators based on baseline data
III.3	Elevate VCU's contributions to the region's economic and cultural vitality	<ul style="list-style-type: none"> ● Coordinate with regional leadership and advance efforts to enhance the integration of the arts into community development and to expand arts funding, e.g., new grants or collaborations ● Serve as an innovation and entrepreneurship engine providing new sources of talent and attracting industry and new businesses to the region ● Improve access for the region to VCU's facilities, intellectual services and civic engagement to address community-identified needs and contribute to community problem-solving 	<ul style="list-style-type: none"> ● Richmond region employer satisfaction survey with VCU graduates (form of first destination) ● # of cultural events sponsored by VCU or offered in VCU facilities and level of participation ● # business start-ups, job creation and revenues from VCU faculty and students ● # U-I collaborations ● # inventions ● # IP licenses ● Follow-on funding

Quest 2025 – Theme IV: Diversity Driving Excellence

VCU is a rare place of both access and excellence. According to *Diverse: Issues in Higher Education's* 2017 “Top 100 Degree Producers” rankings, approximately sixty percent of our academic programs rank in the top 10 nationally for graduating underrepresented students. Very few universities can tell the story of increasing graduation rates, diversity and academic standards – all at the same time. As VCU’s unparalleled diversity has increased, so has its graduation rate. We appreciate this achievement is not limited to a particular demographic or group; rather the growth in diversity and success of all students have occurred hand in hand.

VCU strives to ensure a climate of mutual respect and trust where individuals of differing cultural backgrounds, identities, abilities and life experiences are embraced, engaged and empowered to drive excellence and achieve success. We are committed to, reflect upon and pursue inclusive excellence in all that we are, do, and aspire to be. We acknowledge individuals come to VCU with various ideas, experiences, and strengths, all of which we recognize as assets to the university. To that end, VCU will intentionally integrate its efforts to achieve, sustain and grow inclusive excellence into the core aspects of our institution – our 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 and responsibility for VCU’s continual achievement of inclusive excellence. Every member of the university community should know VCU is a place where they can come and achieve their goals, and that VCU is invested in their success, health, and wellbeing.

We seek to take full advantage of the unique character and quality of our institution to make our whole greater than the sum of our individual parts. Our individually powerful autonomous units strengthen collective capacity. We are filled with optimism about who we are and who we can be as a model and beacon for other institutions. VCU will model inclusive practices and will assign, measure and assess accountability for these practices. This theme identifies three goals to enable us to utilize our most valuable asset - the diversity of our people - to drive excellence.

Theme IV: Diversity Driving Excellence – *Translate our value philosophy of diversity and inclusion into practices related to excellence and success.*

	Goals	Key strategies	Possible metrics
IV.1	Advance institutional excellence through a commitment to diversity, inclusion and equity fostered through a culture of appreciation and respect	<ul style="list-style-type: none"> ● Foster inclusive practices and difference in ways that build cohesive communities and a positive climate ● Develop a university-wide culture of appreciation that is reflected in day-to-day behaviors, activities and campus life and is expected of all academic and administrative units. ● Work in innovative ways to inspire change and promote dialogue and action on diversity, inclusion and equity within and across units 	<ul style="list-style-type: none"> ● D&I annual report ● Biannual climate satisfaction survey results
IV.2	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	<ul style="list-style-type: none"> ● Fully implement the university Diversity and Inclusion Strategic Action Plan as an integral component in achieving institution priorities ● Expand iCubed program ● Use diversity, inclusion and equity-related assessment data to inform investments of resources in alignment with university priorities 	<ul style="list-style-type: none"> ● D&I annual report ● New T&R faculty URM hires ● URM employees as % of T&R faculty, T/TT faculty, UAP and classified staff ● Progress at unit level against AAP (affirmative action plans) ● D&I dashboards
IV.3	Establish diversity as an imperative in the development and implementation of strategies and policies and in decisions regarding resource allocation	<ul style="list-style-type: none"> ● Integrate inclusive excellence goals, targets and benchmarks into the performance evaluation of leadership, and reward success. ● Factor in the implications on diversity, inclusion and equity in financial and operational decision-making processes 	<ul style="list-style-type: none"> ● Achievement of performance goals ● Evaluation framework

VII. Implementation and accountability for results – Highest priority

The strategies presented below represent VCU's highest priorities described within the strategic plan. They reflect efforts launching in summer 2018 and continuing, at a minimum, through the plan's 3-year midpoint, or initiatives already underway that will be scaled for greater impact, expanded or otherwise enhanced. They also represent those areas towards which will require additional resources at the earliest point. VCU is committed to moving forward on all goals and strategies laid forth in this plan, yet recognizes that those with lower priorities will need to advance using current funds or by identifying and directing new resources. Funds for associated underlying initiatives for highest priority goals have been included in the university's proposed FY 2018-2019 budget and have initial placeholders identified for the following budget year. Resource needs reflect range estimates, with FY 2020 as the earliest potential investment year, and FY 2021 as most likely. All new investments are to be sourced through reallocation or availability of new funding sources.

- High – over \$750,000
- Moderate - \$250,000 to \$750,000
- Low – under \$250,000

More details around timelines, university-level metrics and resource requirements for all goals and their supporting strategies can be viewed in Quest 2025: Implementation FY2019-FY2021.

Theme I: Student Success				
Goal	Strategy	Responsible	Resource needs	Comments
Transform UG curriculum	Establish task group to advise on innovative strategies & pedagogical best practices	Provost & VP for Academic Affairs; SVP for Academic Affairs; SVP for Faculty Affairs	Low	Minimal investment during design and planning phases (years 1-2 and year 3 pilot) to compensate for faculty time
Prepare students to make a difference	Strengthen student academic & career planning, readiness & employer engagement	SAVP for Student Success; SVP for Student Affairs	Moderate	Investments made to date to fund new Student Success office, expand technology and add advisors; further resource expansion dependent upon new revenues or reallocation
	Continue implementation of R.E.A.L. initiative and assess impact	SVP for Academic Affairs	Moderate	Funding for new AVP for R.E.A.L. Initiatives and other needs included in FY 2019 budget; expansion with availability of new revenues
Enhance university culture supporting student success	Decrease student debt through targeted initiatives	Provost and VP for Academic Affairs; Vice Presidents for Health Sciences and Budget & Finance	High	Initiatives underway across targeted divisions and resources included in FY19 budget forward; further resource requirements to be funded through new revenues, e.g., philanthropy, new programs, or reallocation

Theme II: National Prominence				
Goal	Strategy	Responsible	Resource needs	Comments
Create university culture supporting interdisciplinary research strengths, scholarship and creative expression	Invest in current areas of interdisciplinary strength (<i>hiring; space; technology</i>)	Provost and VP, Academic Affairs; VP for Health Sciences; VP, Research and Innovation; deans	High	Budgeted in years 1-2; looking to Innovation ROI, strategic VCUH contributions, new peer-reviewed funds, and donor contributions
Achieve academic distinction internationally, starting with national distinction for at least one program within each school or college	Identify programs to be raised to national distinction	Deans; Provost and VP for Academic Affairs; VP for Health Sciences	Moderate	No new investment until Year 3; dependent upon new revenue to fund hires or other needs
Achieve national distinction through successful engagement with and graduation of diverse student populations	Develop pipeline of highly diverse students for entry into graduate and 1 st professional programs	VP, Strategic Enrollment Management; SAVP, Student Success; AVP for R.E.A.L. Initiatives	Low	Resource needs being funded under Student Success; differentiation will come by targeting special populations, e.g., URM, lowest SES, international
Launch comprehensive communications plan to support Quest 2025	Develop plan through collaborative process between central and unit communicators	VP, University Relations	Moderate	Plan development budgeted in Year 1; implementation may require investment, funding source(s) to be identified in plan
Theme III: Collective Urban and Regional Transformation				
Goal	Strategy	Responsible	Resource needs	Comments
Advance innovations for high quality education and workforce development	Produce new, highly trained teachers and school administrators to reflect racial and ethnic diversity of their communities	Dean, School of Education and director, Richmond Teacher Residency program	Moderate	Budgeted in years 1-2; funding now provided through grants; program expansion could require additional investment, yet will look to increased external resources to support
	Prepare students to be career-ready for innovative and emerging industry sectors	SVP, Academic Affairs; executive director, da Vinci Center; executive director, Innovation Gateway	Moderate	Expansion of university-wide UG innovation certificate programs; launch of new master's degree(s) in innovation will require new program support

Theme III: Collective Urban and Regional Transformation				
Goal	Strategy	Responsible	Resource needs	Comments
Continue to address inequities to strengthen health and well-being of Greater Richmond residents	Align with community partners to implement the VCU/VCUH Health Equity Plan (HEP)	VP for Health Sciences; Health Equity Plan Steering Committee	Moderate	HEP funding for launch initiatives included in FY 2019 budget; continued expansion will require additional resources, aligned with funding availability
Elevate VCU's contributions to the region's economic and cultural vitality	Serve as an innovation and entrepreneurship engine	Executive director, da Vinci Center; executive director, Innovation Gateway	Moderate	Expansion of Quest Commercialization Fund into Phase II will require added staff; da Vinci Center seeking matching funds to host regional innovation and entrepreneurship competitions
Theme IV: Diversity Driving Excellence				
Goal	Strategy	Responsible	Resource needs	Comments
Advance institutional excellence through a commitment to diversity, inclusion & equity	Foster inclusive practices and engage difference in ways that build cohesive communities and a positive climate	Vice Presidents	Moderate	Embedded within current Division of Inclusive Excellence budget for FY 2019; may require additional investments for full implementation moving forward
	Develop a university wide culture of appreciation and respect	VP for Inclusive Excellence and other vice presidents	Low	Aligned with HR Redesign and full implementation of new Performance Management System; investment in technology and HR support staff already made
Build and sustain the infrastructure to enhance diversity, inclusion and equity at all levels of the university	Fully implement the university Diversity and Inclusion Strategic Action Plan	VP for Inclusive Excellence and other vice presidents	High	Embedded within Division of Inclusive Excellence FY 2019 budget; additional investments required for ongoing full implementation
Establish diversity as an imperative in development and implementation of strategies & policies and in decisions regarding resource allocation	Integrate inclusive excellence goals, targets and benchmarks into leadership evaluations; reward success	Vice Presidents	Low	Included as part of VPs' FY 2019 goals

VIII. Strategic plan dependence upon subordinate plans

The strategic plan, Quest 2025: Together We Transform, sets the projected course for VCU for the years 2019 - 2025. Its successful implementation depends upon articulation, integration and implementation of numerous other administrative, operational and academic unit plans, some of which are already underway while others remain to be launched.

- Diversity and Inclusion Strategic Action Plan
- VCU/VCUH Health Equity Plan
- HR Redesign
- “Make It Real” Development Campaign
- University Budget Redesign
- VCU Master Facilities Plan
- VCU Research Strategic Plan
- VCU Health “Vision by Design”

- Academic unit plans underway or to be launched fall 2018
 - School of Nursing
 - College of Humanities & Sciences
 - School of Education
 - School of the Arts

2018-2019 Quest Implementation Priorities

Strategic Goal: Deliver the highest quality experience and outcomes for our students and patients

Strengthen Student Access and Excellence Quest 2025 Theme 1: Student Success				
Strategies	Issues & Challenges	Tactics	Metrics FY 19/5 Yrs	Resources
Quality and Outcomes Strategy: Refocus the undergraduate experience through interdisciplinary learning, R.E.A.L. initiative BOV Committee: AHAC Responsible: Provost	<p>At both state and university level -- academic change process lengthy and bureaucratic; resistance to change. e.g. SCHEV approvals</p> <p>Student success across all groups, e.g. graduation for underrepresented male minorities</p>	<p>-Develop 6-year strategic enrollment management (SEM) plan</p> <p>-Identify and improve barriers to continuing student persistence</p> <p>-Launch R.E.A.L. initiative</p> <p>-Support Gen Ed Curriculum Committee and Curriculum Revision Task Force work to launch redesign and populate Gen Ed and UG curriculum with innovative and interdisciplinary courses</p> <p>- Continue technology-based programs to assist students to graduation</p>	<p>-UG YR 1 retention: 87%/90% (2025)</p> <p>-UG YR 2 retention: 77%/84% (2025)</p> <p>-UG graduation rate: 68%/78% (2025)</p> <p>-6-year student success metrics will be established in the SEM plan</p>	<p>FY19 Budget: \$1.9M funded for advising and student success inclusive of technology;</p> <p>FY19 Budget: \$.2M for REAL.</p> <p>Budget model will incentivize enrollment growth as it relates to Gen Ed curriculum and course innovation.</p>
Enrollment strategy: Decrease student debt trend toward statewide average by FY 2023 BOV Committees: FBI, UR Responsible: CFO, CDO, Gov't Relations, Provost	<p>- Low state appropriation and financial aid</p> <p>-No indication state support will increase</p> <p>- Pressure to keep tuition low</p> <p>- Neediest number of students among VA Tier 3 universities</p>	<p>- Hold tuition increases to no more than 4%/yr. increase (adjusted for state support)</p> <p>- Increase scholarships thru fundraising and internal sources</p> <p>- Secure increased state financial aid</p> <p>- Pursue "stop out prevention" grants to increase retention and graduation rates</p>	<p>- FY 20 tuition rate \leq 4%</p> <p>- \$10 million in scholarships raised through fundraising FY 19</p> <p>- Protect additional \$4.7M financial aid allocated in state biennial budget</p> <p>-secure \$3M increase internal financial aid FY 19</p> <p>- Student debt average held steady in FY 19; statewide average by 2023</p> <p>- improved retention and graduation rates</p>	<p>FY19 Budget: \$8.5M funded from tuition, reallocation funds, and state appropriations.</p> <p>3 Year Budget Model includes annual increase of \$3M for need based aid.</p>
Enrollment strategy: Launch VCU online programs and build long-term infrastructure (over 5 years) BOV Committees: AHAC, FBI Responsible: Provost	<p>-Cultural challenges in building infrastructure, service capacity</p> <p>-Academic unit buy-in for new models of instruction</p> <p>-Keeping up with pace of change in the market</p> <p>-Lower division enrollment</p>	<p>Launch 2 programs 2019-2020: Master of Social Work, Bachelor's in Homeland Security & Emergency Preparedness</p> <p>-Implement incentives for online courses and programs</p>	<p>-Double the number of graduate level online enrollments over 5 years from 359 to 700</p> <p>-Grow the number of duplicated online enrollments at an annual rate between 10% to 15%</p>	<p>FY19: \$4 million committed to initiate on-line program.</p> <p>Business plan developed to ensure program will move to a positive condition by 2023.</p>

2018-2019 Quest Implementation Priorities
Strategic Goal: Deliver the highest quality experience and outcomes for our students and patients

Strengthen Student Access and Excellence. Quest 2025 Theme 1: Student Success				
Strategies	Issues & Challenges	Tactics	Metrics FY 19/3 Yrs	Resources
Enrollment strategy: Increase domestic out-of-state UG enrollment and net revenues BOV Committees: AHAC, FBI, UR Responsible: Provost, CFO, CCO	-Highly competitive environment -ROI in succeeding years	Pilot 5-year domestic OOS marketing and recruitment campaign in FY 19	-Increase OOS students to 10% in FY 20 -Increase of 342 OOS students and net revenues \$4.7M by FY 2023	FY19 Budget: \$1.8 million (scholarships, recruitment and marketing)
Enrollment strategy: Increase international enrollment and net revenues BOV Committees: AHAC, FBI Responsible: Provost, CFO	- Highly competitive - US policy discourages foreign students - Requires service infrastructure that VCU does not yet have	- Navitas contract - Internal recruitment programs (e.g. China)	-Maintain international enrollment of 1,450 in FY 20 -Increase international enrollment by 490 and net revenues of \$7.3M by FY 23	Revenue share contract covers costs
Enrollment strategy: Increase in-state enrollment and net revenues BOV Committees: AHAC, FBI, UR Responsible: Provost, CFO, CCO	-Declining transfer population -Decreased number of continuing students -Declining number of high school grads (although increasing number of under-represented minority H.S. graduates in south)	-Expand recruitment to transfer students in Greater Richmond area and Northern Virginia -Expand marketing to nontraditional age students with majors such as Interdisciplinary Studies, etc. -Continue outreach to diverse prospective students -Develop Schools' plans to increase master's enrollment -FY 19 Make it Real student recruitment campaign	-UG enrollment: approx.. 31,000 -Freshmen enrollment: 4,500 -Transfer enrollment: 1,700 -Graduate degree seeking: 15% of total enrollment -First Professional enrollment: 1,750	FY19 Budget: includes \$1.5 million reallocation of funds to support program. 3 Year Budget Model includes growth of 150 resident students/year

2018-2019 Quest Implementation Priorities

Strategic Goal: Deliver the highest quality experience and outcomes for our students and patients

Strengthen T & R Faculty Compensation. Quest 2025 Themes 1 and II: Student Success and National Prominence				
Strategies	Issues & Challenges	Tactics	Metrics FY 19/5 Yrs	
Strengthen faculty strategy: - Recruit and retain nationally prominent talent - Address competitive compensation BOV Committees: AHAC, FBI, UR Responsible: Provost, CFO, Gov't Relations	Significant historical gap \$36.7M to fill to be competitive with VA Tier 3 and peer universities	- Work with GA to increase faculty salaries - Reallocate for VCU internal raises	-Secure internal and government funding for 4% merit raise in FY20 -Ensure compensation increases are merit-based in all areas	FY19 Budget: includes 3% increase 3 Year Budget Model includes faculty salary increases of 4%, 3%, 3% respectively.
Integrated Institution-wide Commitment to the Research Mission. Quest 2025 Theme II: National Prominence				
Increase national research prominence strategies: -Focus on neuroscience & addiction, cancer, cardiovascular, children's and women's health, pharmaceutical engineering; IT/CS, social justice - Establish research engagement for faculty and students at all levels - Increase total sponsored awards in FY 2019 - Implement One-VCU Clinical Trials Initiative BOV Committees: AHAC, FBI, UR Responsible: VPRI, VPHS, Provost, VPIE, CCO	- Historical research patterns and faculty hires that do not align with stated priorities - Lack of incentives to promote interdisciplinary and transdisciplinary research - Needed focus on planning and management of flexible, multi-purpose research space - High cost of recruiting and retaining top talent	- Comprehensive research strategic plan developed by VPRI and stakeholders - Implement One-VCU Clinical Trials Management Initiative - Increase diversity of federal funding by source (beyond NIH) and mechanism (inter-programmatic grants) - Implement plan to achieve NCI-Designated Comprehensive Cancer Center status	- \$275 million in total sponsored awards in FY19 - \$286 million in total sponsored awards in FY23 - Federal research revenue by source -Develop multi-year business plan to support research focus areas	FY19: \$1.5M of one-time funds to support a One-VCU Clinical Trials Management Initiative, to be allocated over three years. \$12M incentive plan in support of new initiatives has been established; jointly funded by University and Health System to be allocated over 5 years.
Make it Real Campaign. Quest 2025 Themes 1 and II: Student Success and National Prominence				
Cultivate significant increase in fundraising BOV Committees: UR, FBI Responsible: CDO, CCOFO	-Securing large, transformational gift -Young alumni base -Need to build culture of giving	Execute DAR campaign plan	\$95 million in FY 19 \$750 million by 6/30/2020	FY19: \$2.3million funding increase

2018-2019 Quest Implementation Priorities

Strategic Goal: Deliver the highest quality experience and outcomes for our students and patients



Division of Strategic Enrollment Management Board of Visitors Report Census II

Tomikia P. LeGrande, Ed.D.

Vice Provost
Division of Strategic Enrollment Management

ADMISSIONS AND ENROLLMENT HIGHLIGHTS

FALL 2018

CENSUS II

New Students

- The size of VCU's fall 2018 freshman class was 4,600, with an acceptance rate of 77%. This is VCU's largest freshman class ever.
- The fall 2018 freshman class has a slightly higher middle 50% range of high school GPAs (3.34-3.98), as compared to fall 2017 (3.30-3.95). The SAT middle 50% range for 2018 (1070-1250) is identical to 2017.
- Based on current enrollments, some freshman class statistics are:
 - 55% minority students, up from 53% last year
 - Top 5 feeder counties, comprising 49% of the freshman class:
 - Fairfax County
 - Loudoun County
 - Henrico County
 - Chesterfield County
 - Prince William County
 - 9% out-of-state
 - 2% international students
 - 33% first-generation students
- VCU enrolled 1,708 transfer students, with 71% coming from the Virginia Community College System.

Student Success

- VCU saw positive increases in one year retention rates, and six year graduation rates compared to 2017.

Overall Enrollment

- Fall 2018 degree-seeking graduate enrollments were 4,705, or 15% of the total enrollment. First professional enrollments were 1,709.
- Overall, VCU's total headcount enrollment for fall 2018 was 31,076 compared to 31,036 for fall 2017.

I. UNIVERSITY ENROLLMENT

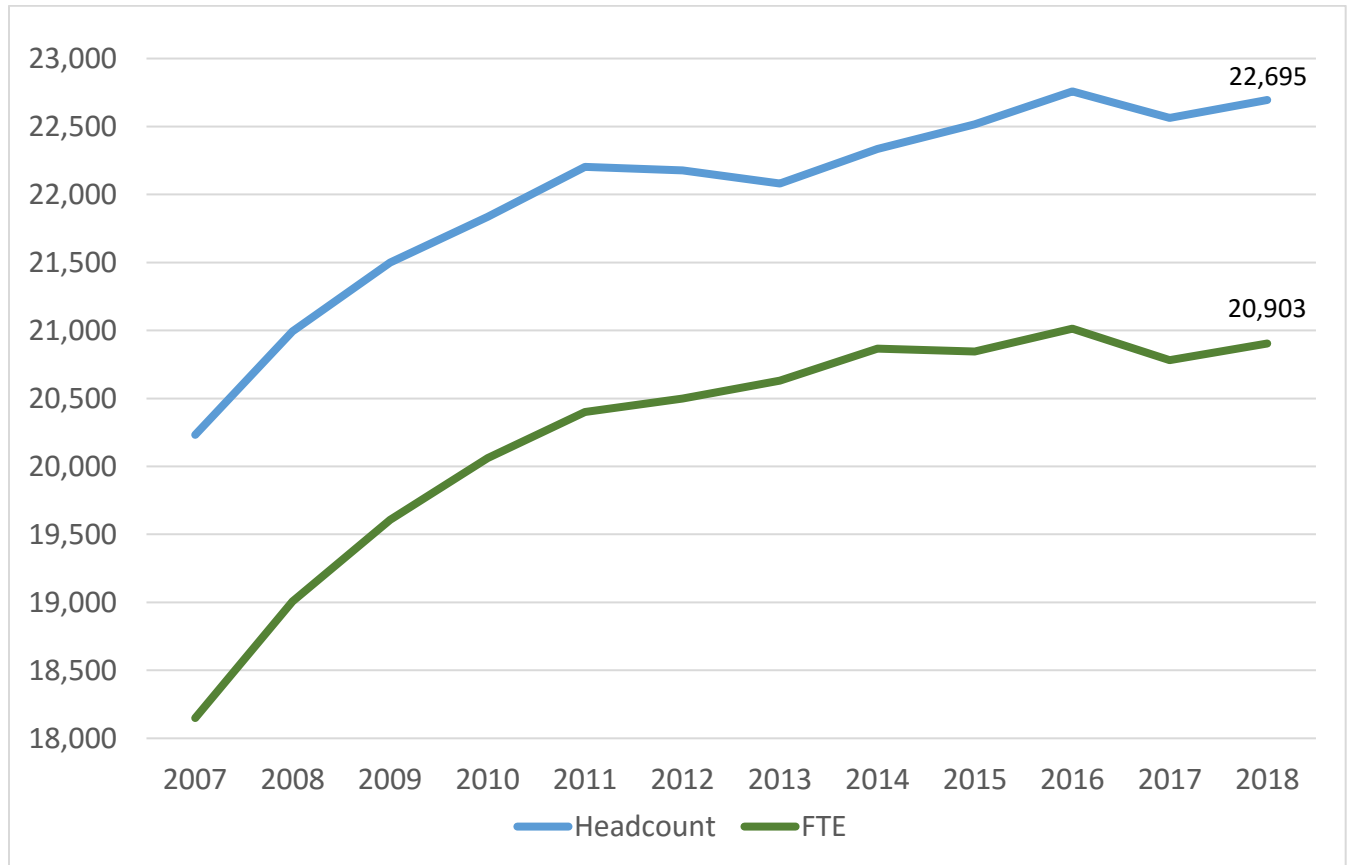
Figure 1: Fall 2017 and Fall 2018 Enrollments

	Headcount		FTE ^a	
	Fall 2017	Fall 2018	Fall 2017	Fall 2018
On-campus				
Undergraduate	22,383	22,554	20,716	20,854
New	6,072	6,289	5,903	6,123
Continuing	16,311	16,265	14,812	14,732
Non-degree Seeking Undergraduate	650	551	397	308
Graduate				
Master's	2,791	2,704	2,314	2,245
Doctoral	1,477	1,589	1,324	1,423
Post-Master's Certificate	39	40	16	18
Non-degree Seeking Graduate	456	534	237	279
First Professional				
Dentistry	407	405	407	405
Medicine	828	799	828	799
Pharmacy	508	505	703	680
Total On-campus	29,539	29,681	26,941	27,011
Off-campus				
Undergraduate	180	141	66	49
Non-degree Seeking Undergraduate	797	812	142	144
Graduate	405	372	208	203
Non-degree Seeking Graduate	115	70	40	23
Total Off-campus	1,497	1,395	456	420
Total Enrollment	31,036	31,076	27,397	27,431

^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.

II. UNDERGRADUATE ENROLLMENT

Figure 2: Fall 2007 to Fall 2018 Undergraduate Headcount and FTE Enrollments



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

III. GRADUATE ENROLLMENT

Figure 3: Fall 2017 and Fall 2018 Graduate Enrollments By School

	Fall 2017			Fall 2018		
	New	Continuing	Total	New	Continuing	Total
Engineering	107	184	291	59	229	288
Graduate School	0	0	0	1	0	1
Health Professions	116	622	738	114	613	727
Humanities and Sciences	135	402	537	142	415	557
LD Wilder School	60	161	221	52	145	197
Office of the VP for Research	3	26	29	5	25	30
School of Business	297	431	728	353	442	795
School of Dentistry	18	22	40	15	24	39
School of Education	149	507	656	129	510	639
School of Medicine	91	263	354	91	264	355
School of Nursing	105	194	299	123	196	319
School of Pharmacy	16	47	63	17	37	54
School of Social Work	182	295	477	171	267	438
School of the Arts	61	104	165	57	90	147
School of the Arts – Qatar	8	6	14	6	8	14
Schools of Business & Engineering	1	7	8	0	6	6
VCU Life Sciences	20	57	77	25	56	81
da Vinci Center	0	15	15	2	16	18
Total	1,369	3,343	4,712	1,362	3,343	4,705

IV. RACE AND ETHNICITY

Figure 4: Freshman Enrollments by Race/Ethnicity

	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
African American	562	790	838	801	888	15.7%	19.3%	19.8%	19.1%	19.3%
American Indian / Alaskan Native	10	9	10	7	4	0.3%	0.2%	0.2%	0.2%	0.1%
Asian	546	633	598	647	756	15.2%	15.5%	14.1%	15.4%	16.4%
Hawaiian / Pacific Islander	3	3	3	1	4	0.1%	0.1%	0.1%	0.0%	0.1%
Hispanic	292	336	381	433	520	8.1%	8.2%	9.0%	10.3%	11.3%
International	111	119	114	98	110	3.1%	2.9%	2.7%	2.3%	2.4%
Not Reported	80	129	140	114	111	2.2%	3.2%	3.3%	2.7%	2.4%
Two or More Races	238	234	280	353	352	6.6%	5.7%	6.6%	8.4%	7.7%
White	1,744	1,837	1,870	1,747	1,855	48.6%	44.9%	44.2%	41.6%	40.3%
Total	3,586	4,090	4,234	4,201	4,600	100%	100%	100%	100%	100%

Figure 5: University Enrollments by Race/Ethnicity

	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
African American	4,799	4,957	5,101	5,300	5,382	15.4%	15.9%	16.3%	17.1%	17.3%
American Indian / Alaskan Native	84	75	79	70	63	0.3%	0.2%	0.3%	0.2%	0.2%
Asian	3,626	3,769	3,822	3,892	4,032	11.6%	12.1%	12.2%	12.5%	13.0%
Hawaiian/Pacific Islander	51	42	38	37	27	0.2%	0.1%	0.1%	0.1%	0.1%
Hispanic	2,002	2,165	2,246	2,348	2,586	6.4%	6.9%	7.2%	7.6%	8.3%
International	1,677	1,703	1,600	1,452	1,260	5.4%	5.5%	5.1%	4.7%	4.1%
Not Reported	1,541	1,217	1,264	1,232	1,357	4.9%	3.9%	4.0%	4.0%	4.4%
Two or More Races	1,282	1,447	1,556	1,684	1,804	4.1%	4.6%	5.0%	5.4%	5.8%
White	16,101	15,867	15,525	15,021	14,565	51.7%	50.8%	49.7%	48.4%	46.9%
Total	31,163	31,242	31,231	31,036	31,076	100%	100%	100%	100%	100%

V. TRANSFER STUDENTS

Figure 6: Transfers

	2010	2011	2012	2013	2014	2015	2016	2017	2018
Virginia's Community Colleges	1,264	1,430	1,334	1,411	1,573	1,453	1,516	1,310	1,221
Other Virginia Institutions	380	340	306	312	343	268	275	295	252
Non-Virginia Institutions	407	374	381	372	371	301	278	306	235
Total	2,043	2,144	2,021	2,095	2,287	2,022	2,069	1,911	1,708

Figure 7: Top Feeder VCCS Institutions

	2010	2011	2012	2013	2014	2015	2016	2017	2018
Northern Virginia Community Colleges	261	349	356	395	439	445	461	379	361
Reynolds Community College	358	336	368	340	380	323	347	294	241
John Tyler Community College	179	230	177	211	253	235	237	224	203
Germanna Community College	80	94	81	85	96	82	89	67	73
Total from VCCS	1,264	1,430	1,334	1,411	1,573	1,453	1,516	1,310	1,221

VI. FRESHMAN PROFILE

Figure 8: Freshman Class Profile

	2010	2011	2012	2013	2014	2015	2016	2017	2018
Number in Class	3,615	3,803	3,617	3,588	3,586	4,090	4,234	4,201	4,600
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	3.34-3.98
SAT Middle 50%	990-1190	980-1180	1020-1190	1010-1190	1010-1200	1000-1190	990-1190	1070-1250	1070-1250
Out-of-state	449	522	546	516	431	518	477	389	421
Percent Minority	44%	45%	44%	46%	46%	49%	50%	53%	55%
First Generation	N/A	N/A	N/A	N/A	33%	33%	35%	33%	33%
International	79	99	138	125	111	119	114	98	110

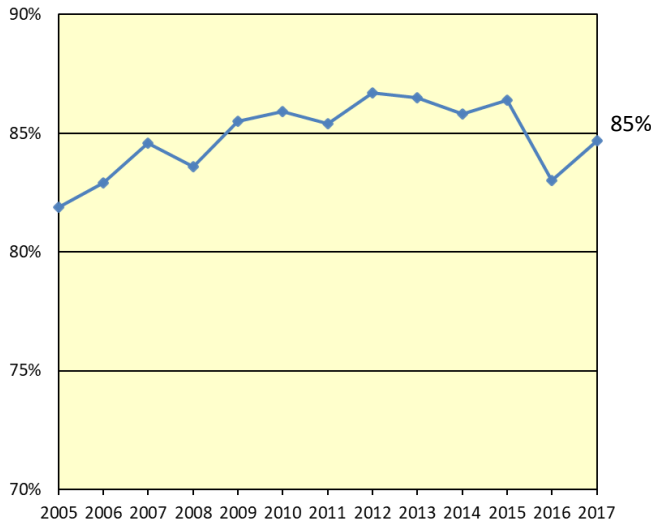
VII. FIRST GENERATION FIRST-TIME FRESHMEN

Figure 9: First Generation Freshmen By Race / Ethnicity

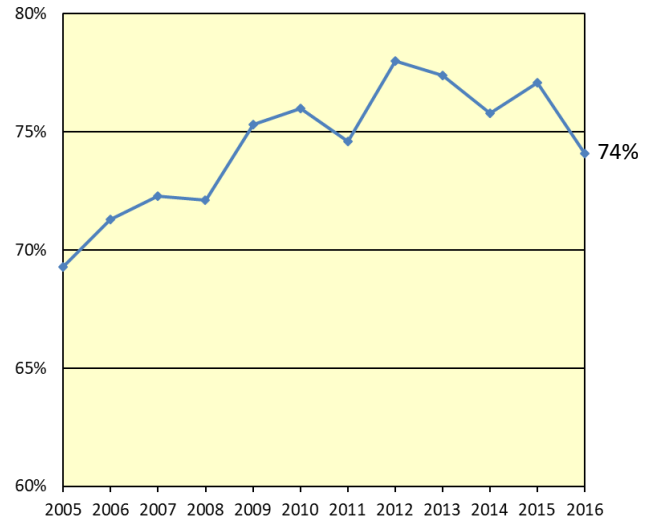
	Fall 2016	Fall 2017	Fall 2018	Fall 2016	Fall 2017	Fall 2018
	Number	Number	Number	Pct. of Total	Pct. of Total	Pct. of Total
African American	396	359	400	47.3%	44.8%	45.0%
American Indian / Alaskan Native	5	4	0	50.0%	57.1%	0.0%
Asian	206	207	245	34.4%	31.9%	32.4%
Hawaiian/Pac Islander	0	1	0	0.0%	100.0%	0.0%
Hispanic	204	230	280	53.5%	53.1%	53.8%
International	30	36	34	26.3%	36.7%	30.9%
Not Reported	8	12	10	5.7%	10.5%	9.0%
Two or More Races	120	146	128	42.9%	41.3%	36.3%
White	506	399	417	27.1%	22.8%	22.4%
Total	1,475	1,394	1,514	34.8%	33.1%	32.9%

VIII. FIRST-TIME FRESHMAN RETENTION AND GRADUATION RATES

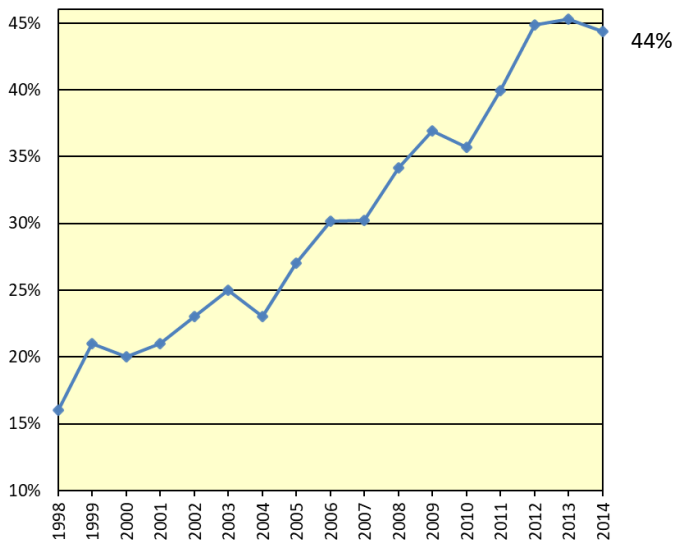
One-year Retention Rate



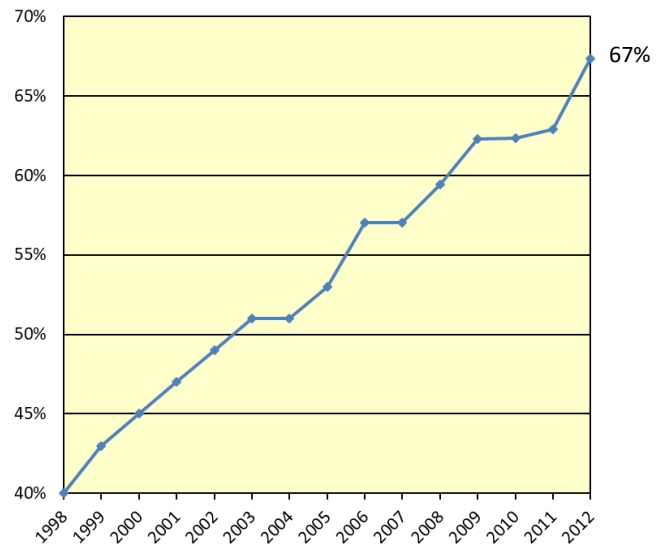
Two-year Retention Rate



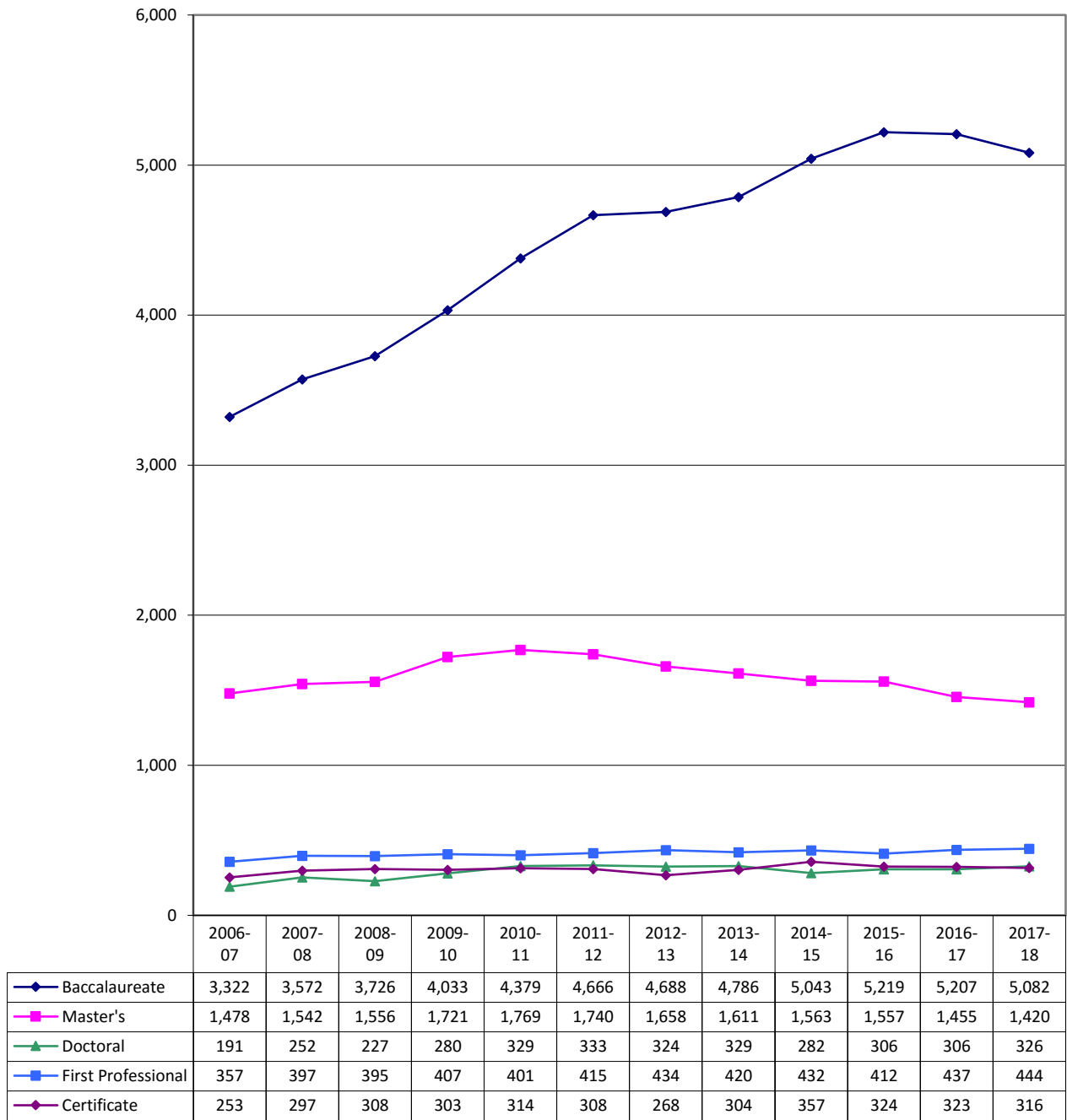
Four-year Graduation Rate



Six-year Graduation Rate



IX. DEGREES AND CERTIFICATES AWARDED



Fall 2018 Enrollment Progress and Future Enrollment Planning

Board of Visitors
Full Board Meeting
December 7, 2018



VCU

Tomikia P. LeGrande, Ed.D.
Vice Provost, Strategic Enrollment Management

Fall 2018 Enrollment Highlights

- Largest freshman class in VCU History: 4600 students
 - Comparable academic quality and diversity as 2017
 - 55% minority students, an increase from 53% in 2017
 - 9% are out of state, an increase in out of state headcount over 2017
 - 33% are Pell Grant eligible
 - 33% are first-generation
- Undergraduate enrollment is flat compared to 2017
 - Approximately 1700 transfers, down 11%
 - Continuing students enrollment is down 0.9%
- Graduate enrollment is consistent with 2017, 15% of the total
- First professional enrollment is down 1.8%
- Fall 2018 headcount is estimated to be 31,076 compared to 31,036 for fall 2017.

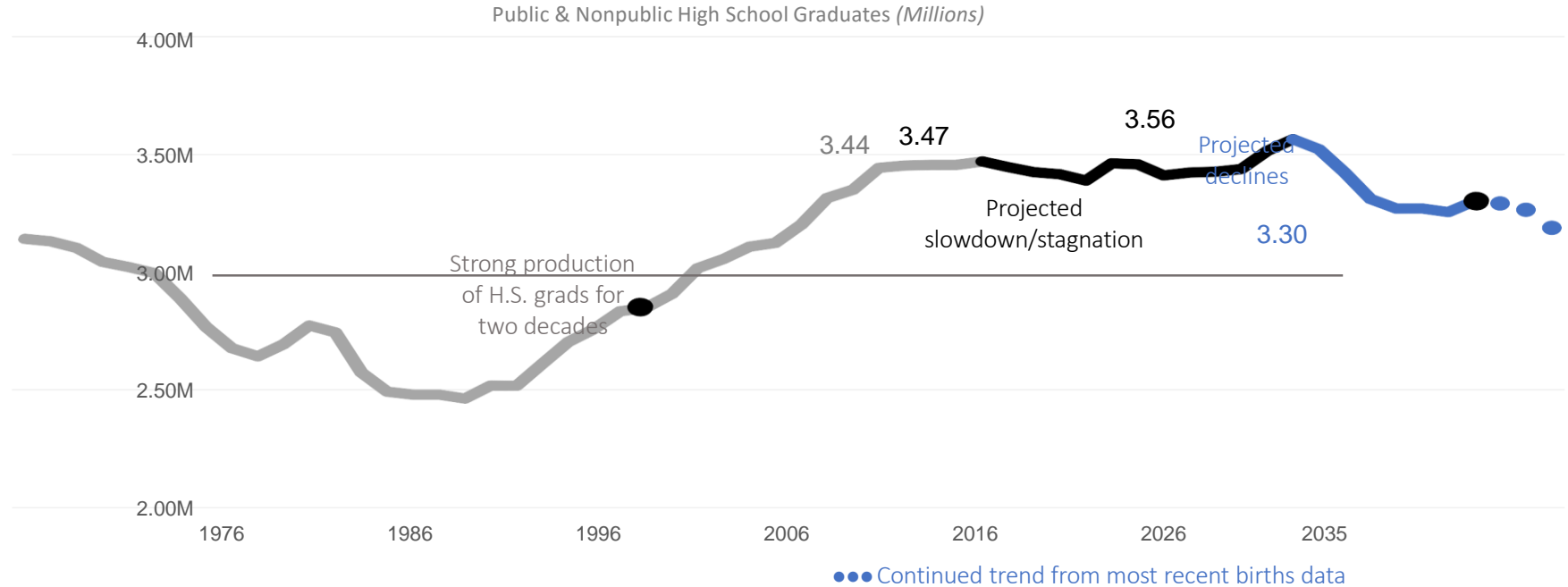
Future Enrollment Considerations



VCU

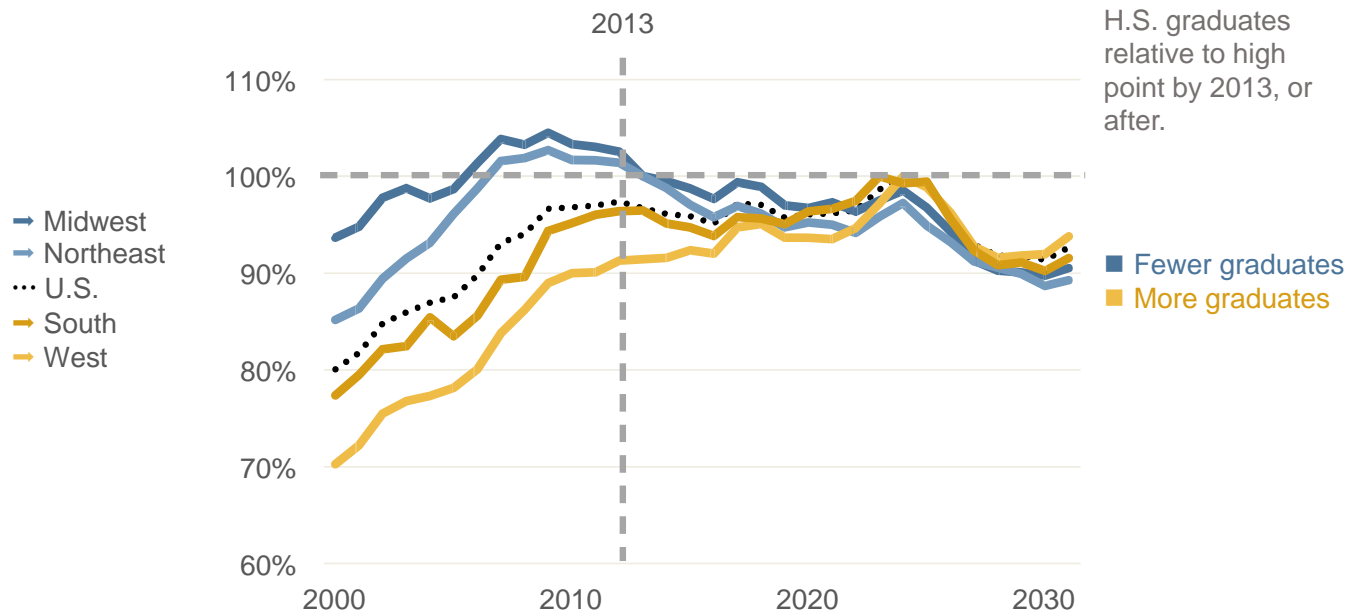
Future Enrollment Considerations: New Freshmen

Slowdown & Decline of Traditional-Age Students



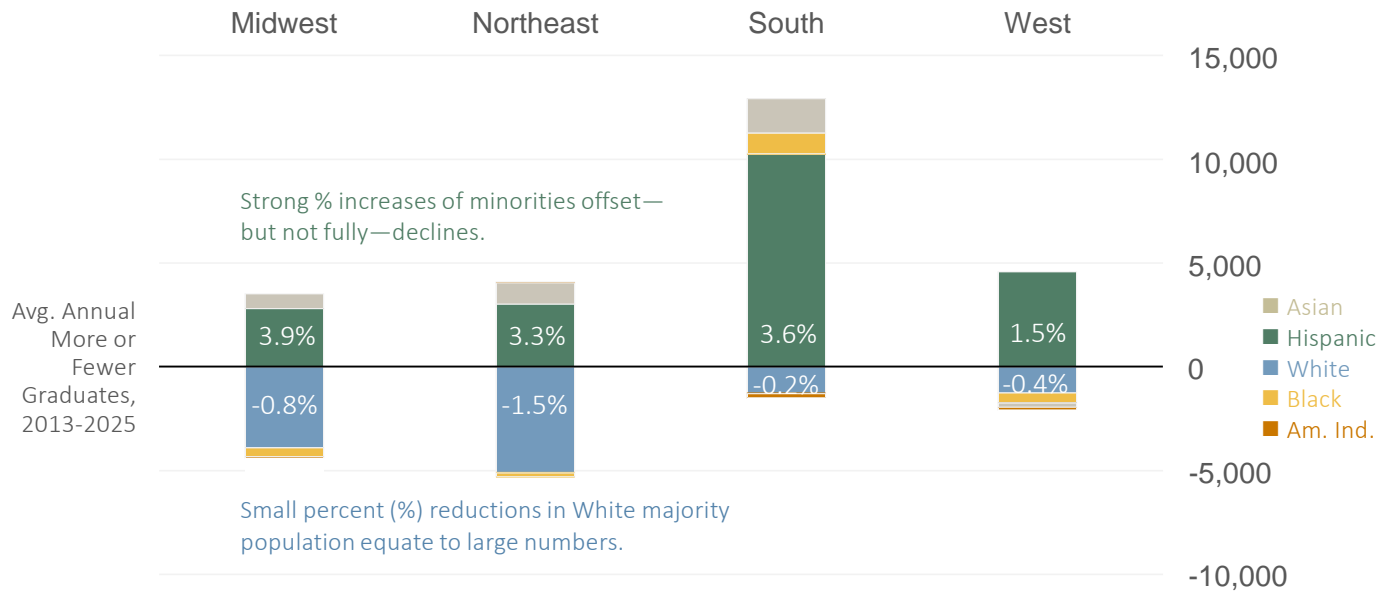
Future Enrollment Considerations: New Freshmen

H.S. Grad Production in Each Region Past 2013



Future Enrollment Considerations: New Freshmen

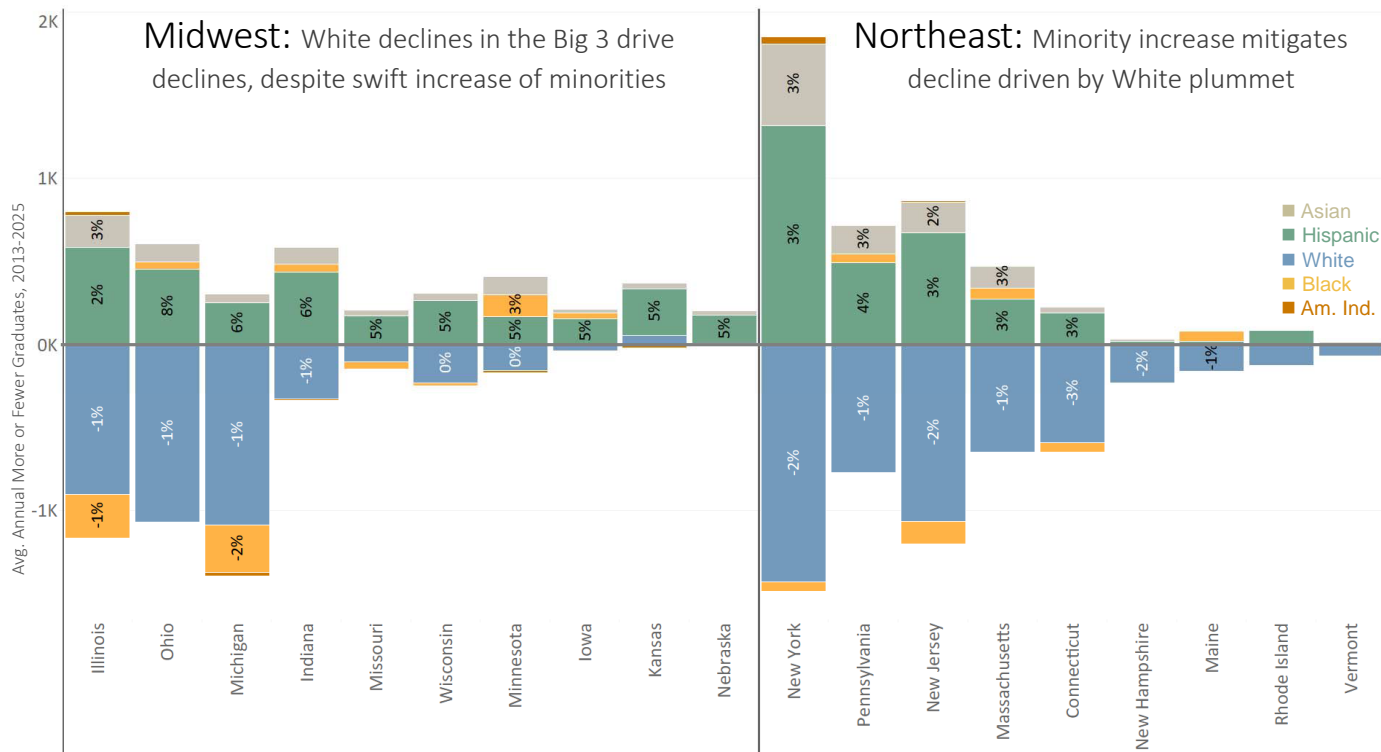
All Increase is Underrepresented Minority H.S. Grads



Race/Ethnicity for Public H.S. Graduates; Race/Ethnicity Not Available for Private Schools

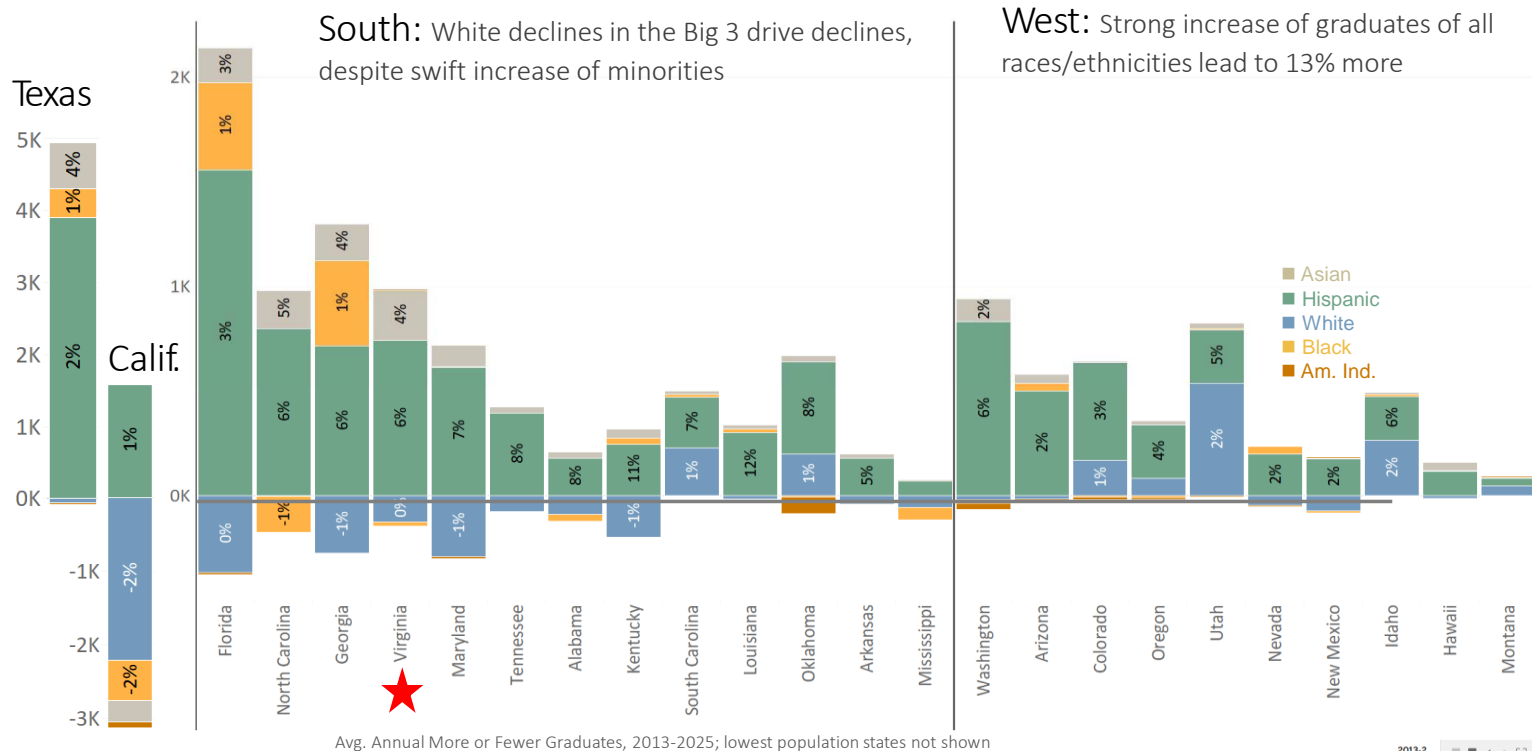
Future Enrollment Considerations: New Freshmen

Underrepresented Minority H.S. Grads By Region

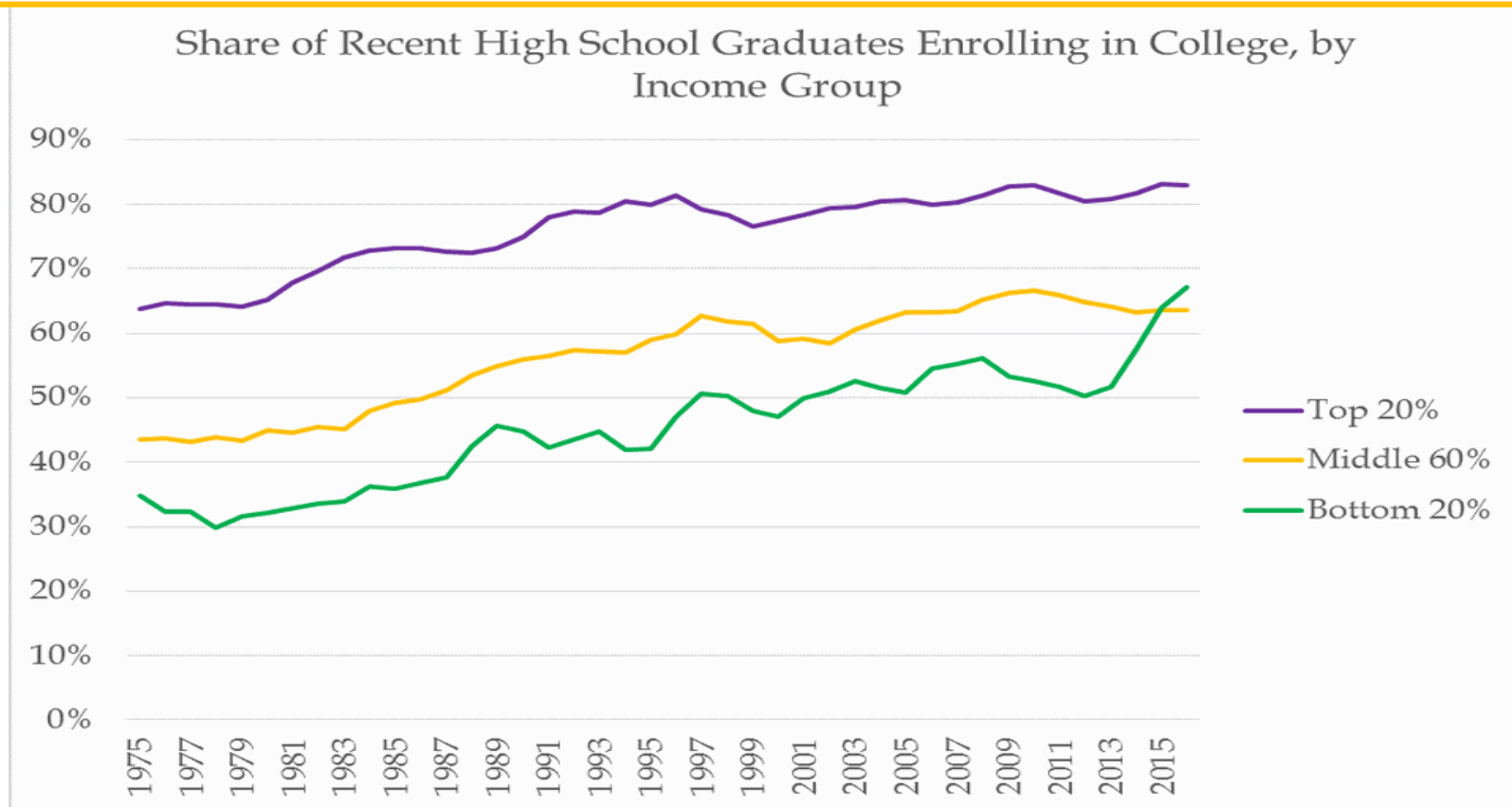


Future Enrollment Considerations: New Freshmen

Underrepresented Minority H.S. Grads By Region



Future Enrollment Considerations: New Freshmen



Source: NCES Digest of Education Statistics, Table 302.30. Lines show three-year moving averages for more precise estimates

Future Enrollment Considerations: Expanding Markets

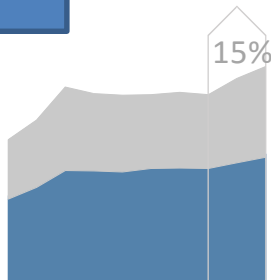
Adults Are the Majority of the Projected Increase for College Students from 2015 to 2025

9.8% of VCU undergraduates are age 25+

-11%

Decline of Adult Students Since 2010

29.9% of undergraduates nationwide are age 25+



24 and Under

18-19 y.o.	.....	16% of increase
20-21	.....	13%
22-24	.....	11%

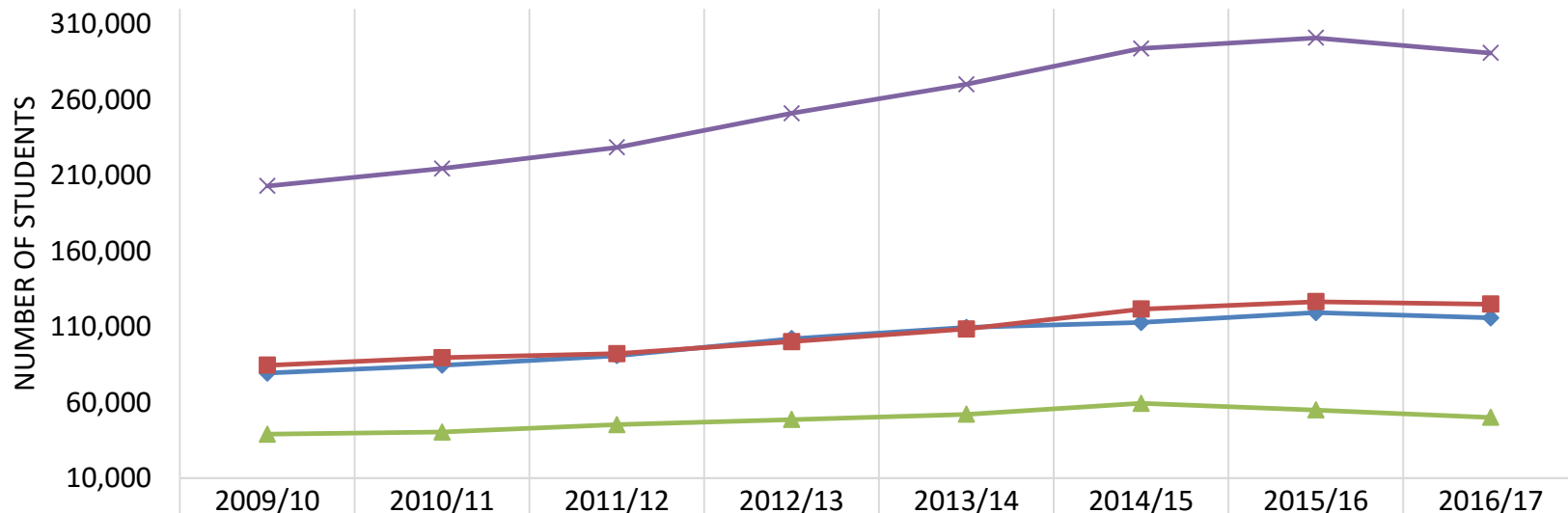
25 and Over

25-29 y.o.	.....	16% of increase
30-34	.....	13%
35 & over	.....	30%

But, lower enrollment intensity, less likely to complete (especially online)

Future Enrollment Considerations: International Students

NATIONAL TRENDS: INTERNATIONAL STUDENT ENROLLMENT



◆ Undergraduate	79,365	84,543	90,903	102,069	109,486	112,765	119,262	115,841
■ Graduate	84,613	89,505	92,211	100,129	108,519	121,637	126,516	124,888
▲ Non-Degree	38,992	40,442	45,353	48,722	52,123	59,364	54,965	50,107
✕ Total	202,970	214,490	228,467	250,920	270,128	293,766	300,743	290,836

Strategic Enrollment Management (SEM) Philosophy, Approach, and Framework



VCU

SEM

Philosophy and Approach

ENGAGEMENT

- Collaborative, integrated across organizational lines
- Faculty, staff, and students

INNOVATION

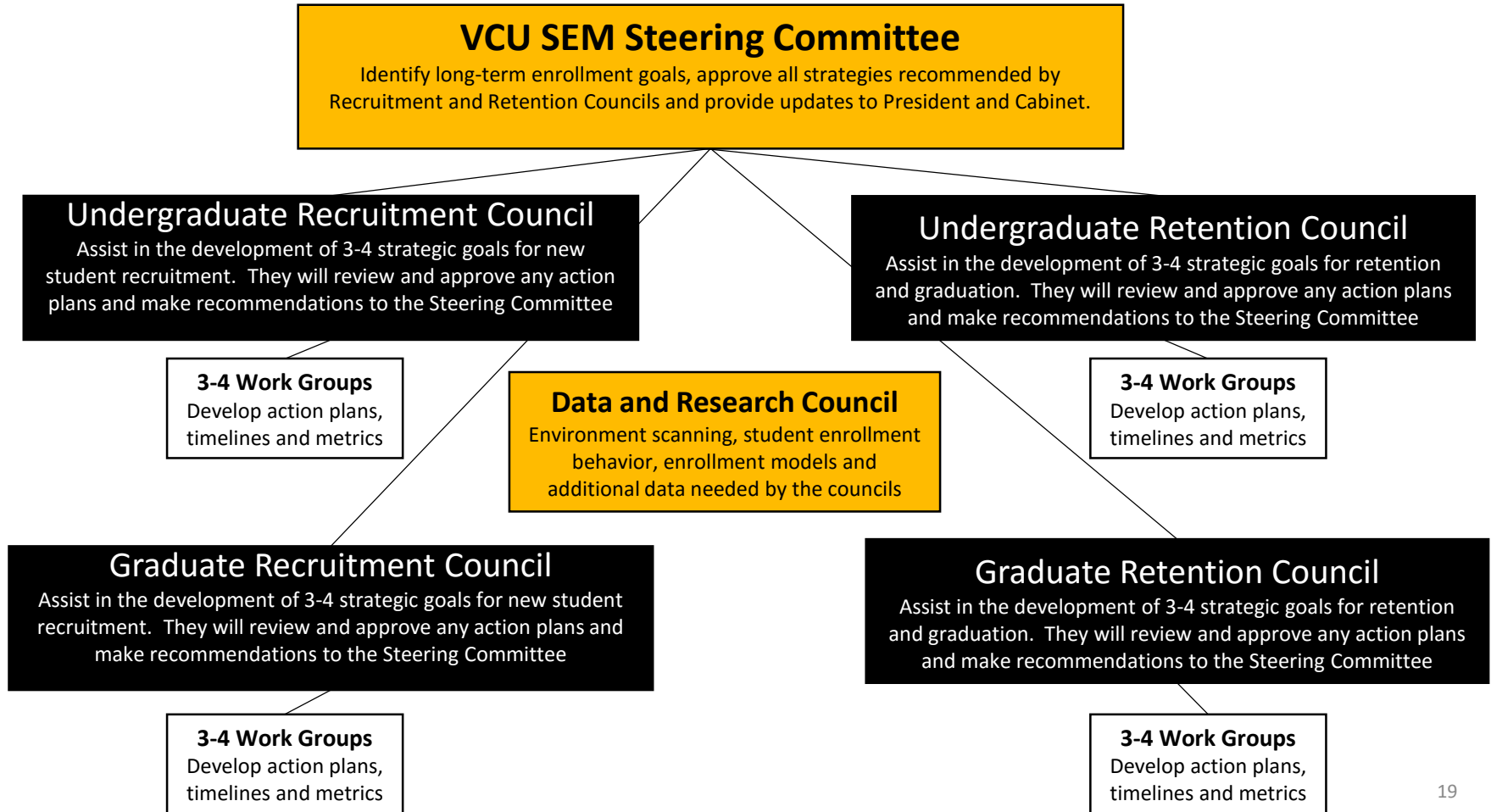
- Respects university values, traditions, and best practices
- Fosters a spirit of empowerment and creativity at multiple levels in the organization

IMPACT

- Key performance indicators
- Dashboards
- Assessment of strategies
- Continuous improvement

LEADERSHIP

VCU Strategic Enrollment Management Planning Framework



VCU Strategic Enrollment Management Planning Timeline

VCU 5 Year SEM Planning Task

SEM Planning Kick Off

Councils Review Data and Develop Goals

Proposed Goals submitted to SEM Steering Committee

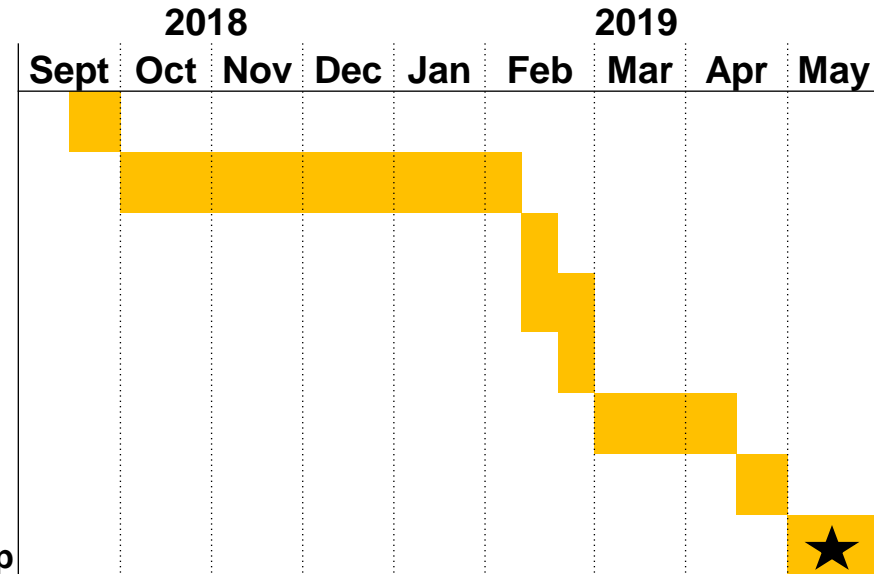
Enrollment Projection Modeling & University Budgeting

SEM Steering Committee Provide Feedback on Goals

Councils Action Plan & Budget Discussions

Proposed Action Plans & Budget to SEM Steering Committee

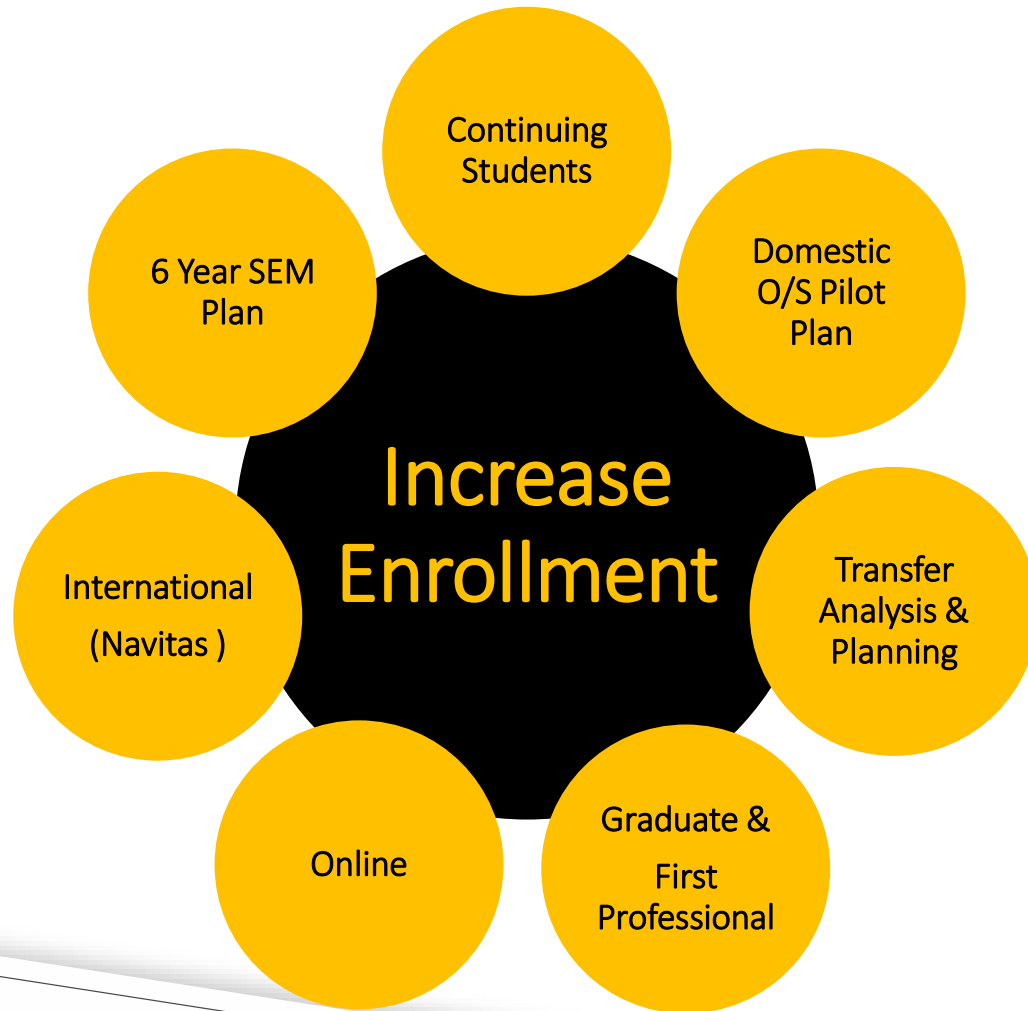
Draft SEM Plan for 2019-2025 Presented to the VCU Leadership

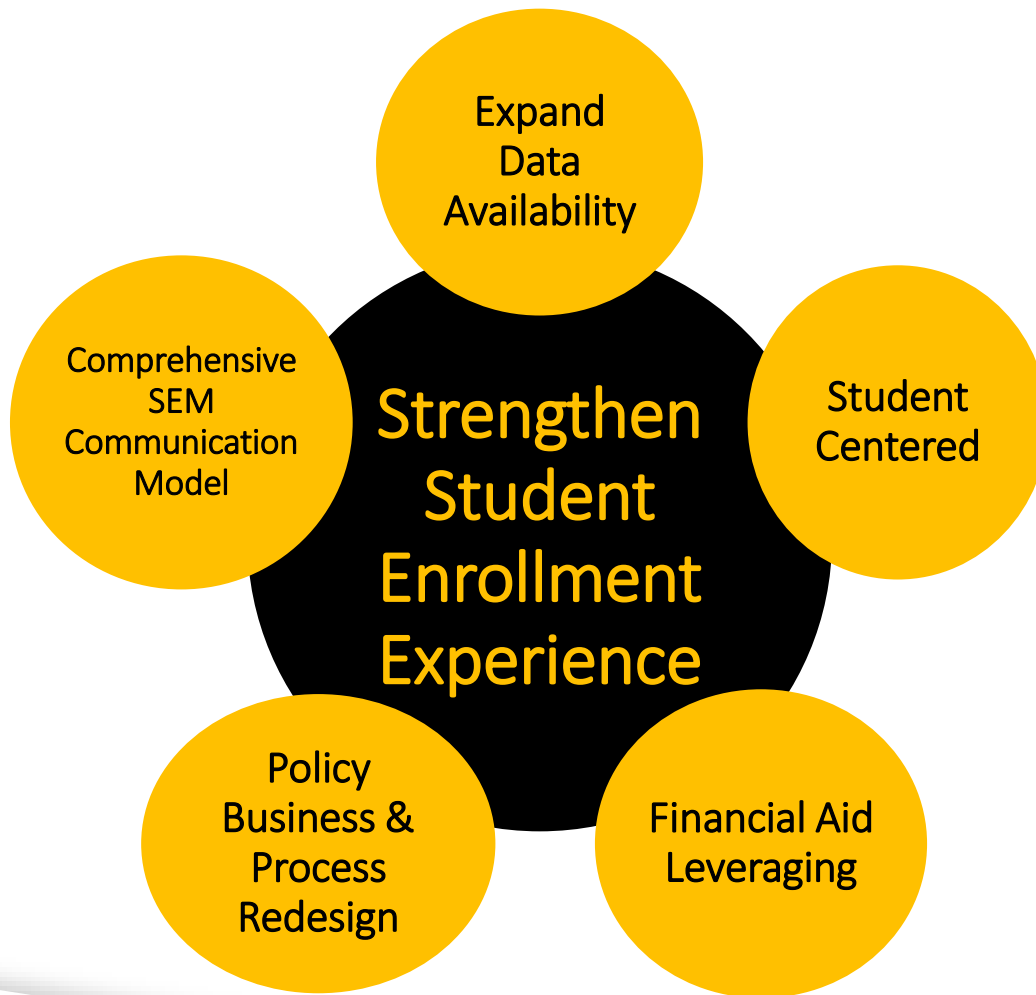


SEM Priorities for 2018-2019



VCU





Questions and Discussion

Online Education

Quick Facts: where are we?

Goal 1:

15% annual
enrollment
growth

Duplicated Headcount

	2015-2016		2016-2017		2017-2018	
	Sections	Enrollment	Sections	Enrollment	Sections	Enrollment
Lower Division Undergraduate	171	14,845	164	15,746	219	16,823
Upper Division Undergraduate	242	5,371	232	5,802	251	6,385
Graduate	239	2,552	300	3,037	355	4,016
Total	652	22,768	696	24,585	825	27,224
* Enrollment is duplicated headcount for the academic year				+8%	+11%	

Assuming 30 students in a course section, it takes:

60 new online course sections to grow from 22,768 to 24,585

90 new online course sections to grow from 24,585 to 27,224

136 new online course sections to grow from 27,224 to 31,307



Quick Facts: where are we?

Goal 2:

3,000 exclusively
online students

Fall 2018 Unduplicated Headcount:

- 8,619 students taking at least one online course
7,437 undergraduates, 1003 graduates, 179 first professional
- 942 students exclusively online students
496 undergraduate, 445 graduate, 1 first professional

Assuming 100 students in an online program, it takes:
20 new online programs to add 2000 students



Quick Facts: where are we?

Goal 3:

3,000 exclusively
online students

Current Approved Online Programs:

- **Masters (14)**

- Addiction Studies
- Gerontology
- Health Administration
- Homeland Security & Emergency Preparedness
- M.Ed. Administration & Supervision
- Business Administration
- Mechanical & Nuclear Engineering
- Reading Specialist
- Rehabilitation & Mental Health Counseling
- Social Work
- Sociology
- Special Education
- Sports Leadership

- **Undergraduate (2)**

- Clinical Laboratory Sciences
- RN to BS

- **Doctoral (5)**

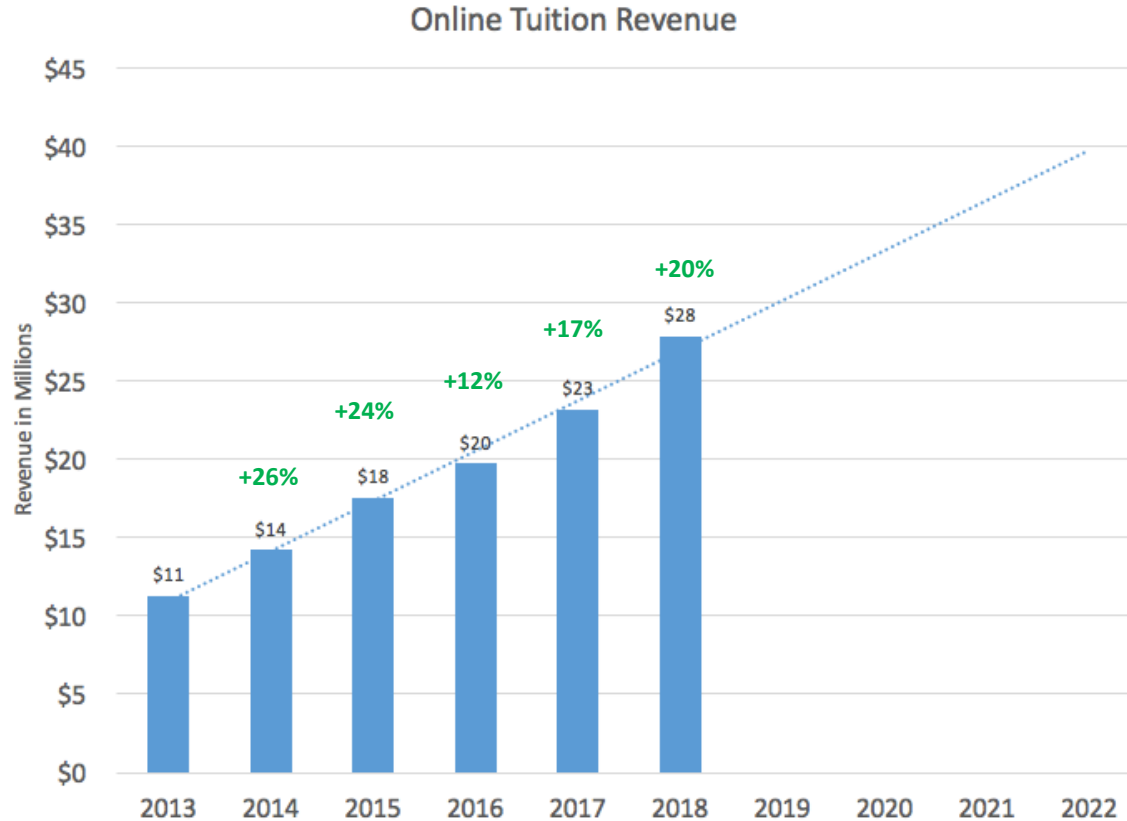
- Ed.D. Leadership
- Health Related Sciences
- Nurse Anesthesia
- Nursing Practice
- Nursing

Current SCHEV Approval Queue:

- Undergraduate (1)
Bachelor Interdisciplinary Studies
- Masters (1)
M.Ed. Teaching & Learning

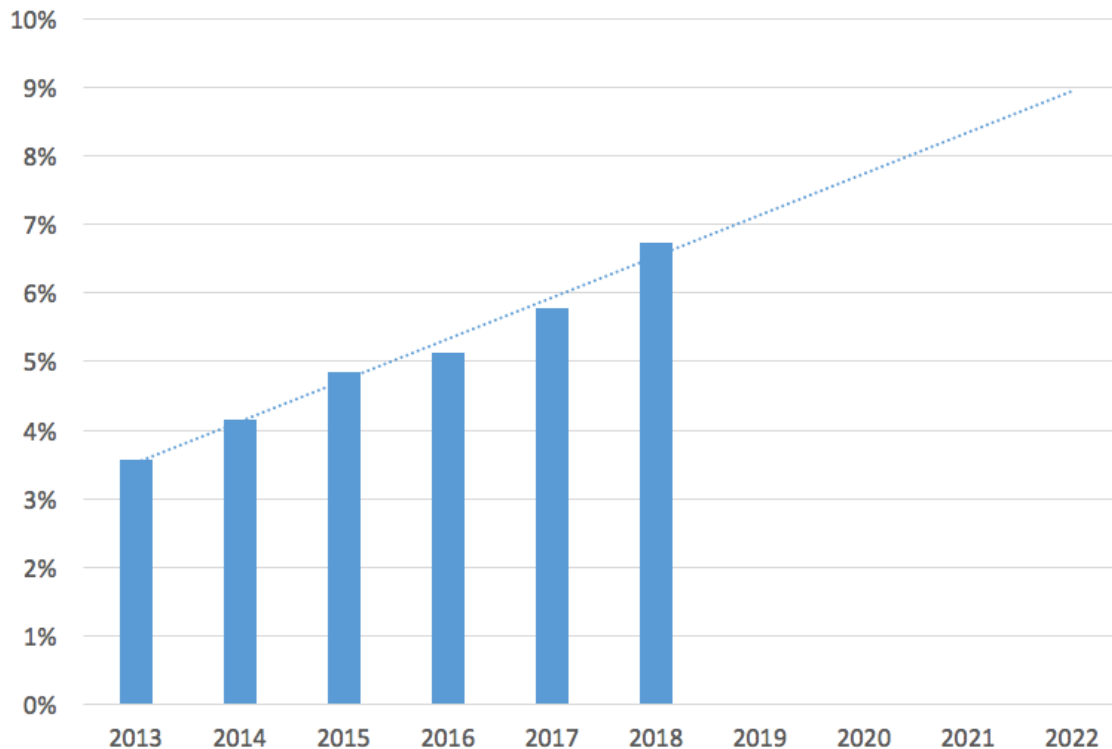


Quick Facts: where are we?



Quick Facts: where are we?

Percentage of Online Contribution to Overall Tuition Revenue



Growth Strategies:

1. External Partnership for Scaling Online Programs

- Strategy allows significant forward progress before internal infrastructure is in place.

2. Build internal infrastructure and service capacity

- Develop capacity to support the variety of campus needs related to teaching with technology including, but not limited to, online program development.

3. Encourage & support exploration of new models of instruction

- Position VCU as a leader in the exploration of new models of instruction in response to the evolving student enrollment and affordability patterns and pressures.

1. In partnership with an external OPM company, quickly transition existing online programs into a format that competes well nationally and elevates the **Online@VCU** brand.
2. Build internal capacity to support quality online course, program, and faculty development across a wide variety in campus readiness and needs.
3. Build internal capacity to support exploration of new instructional business models.

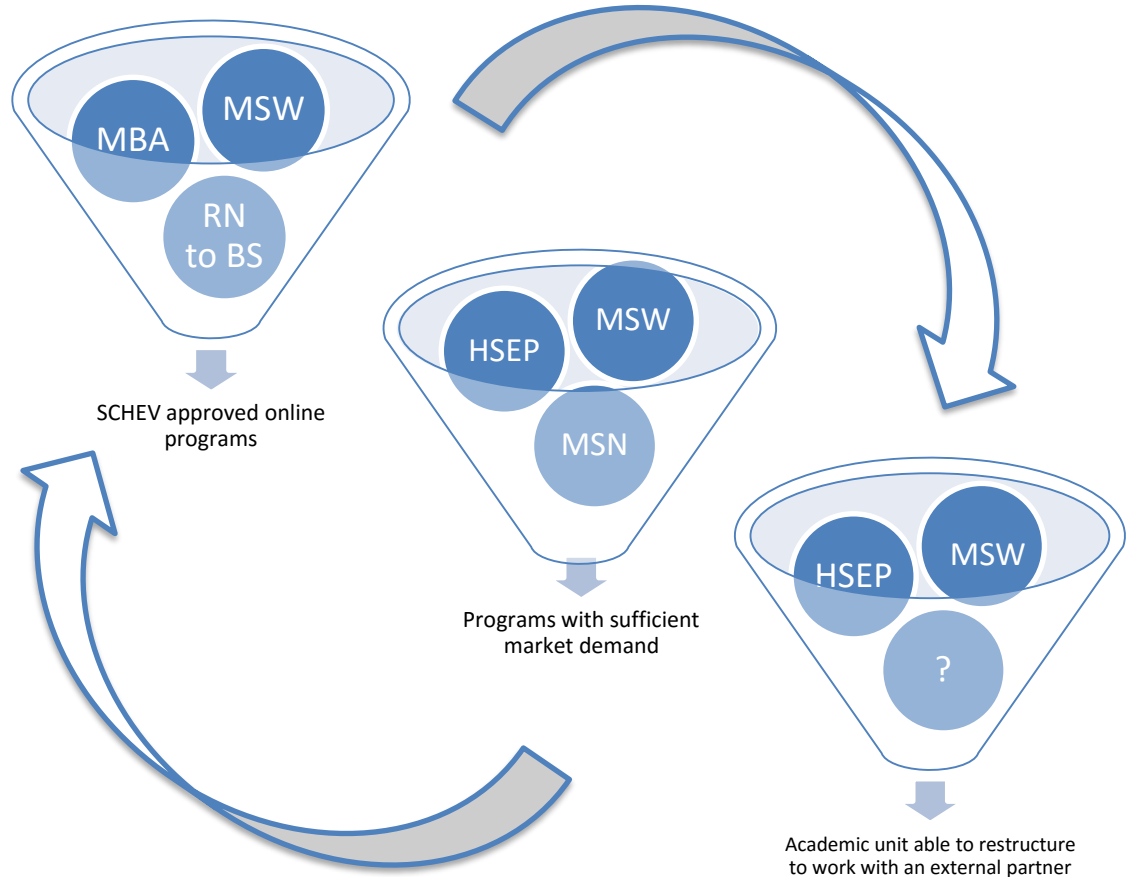


1. External Partnership for scaling Online Programs

Progress to date:

more info in closed session

- ✓ Selected a partner
- ✓ Identified eligible programs
- ✓ Encouraged buy-in from academic units
- ✓ Vetted financial projections and investment strategies

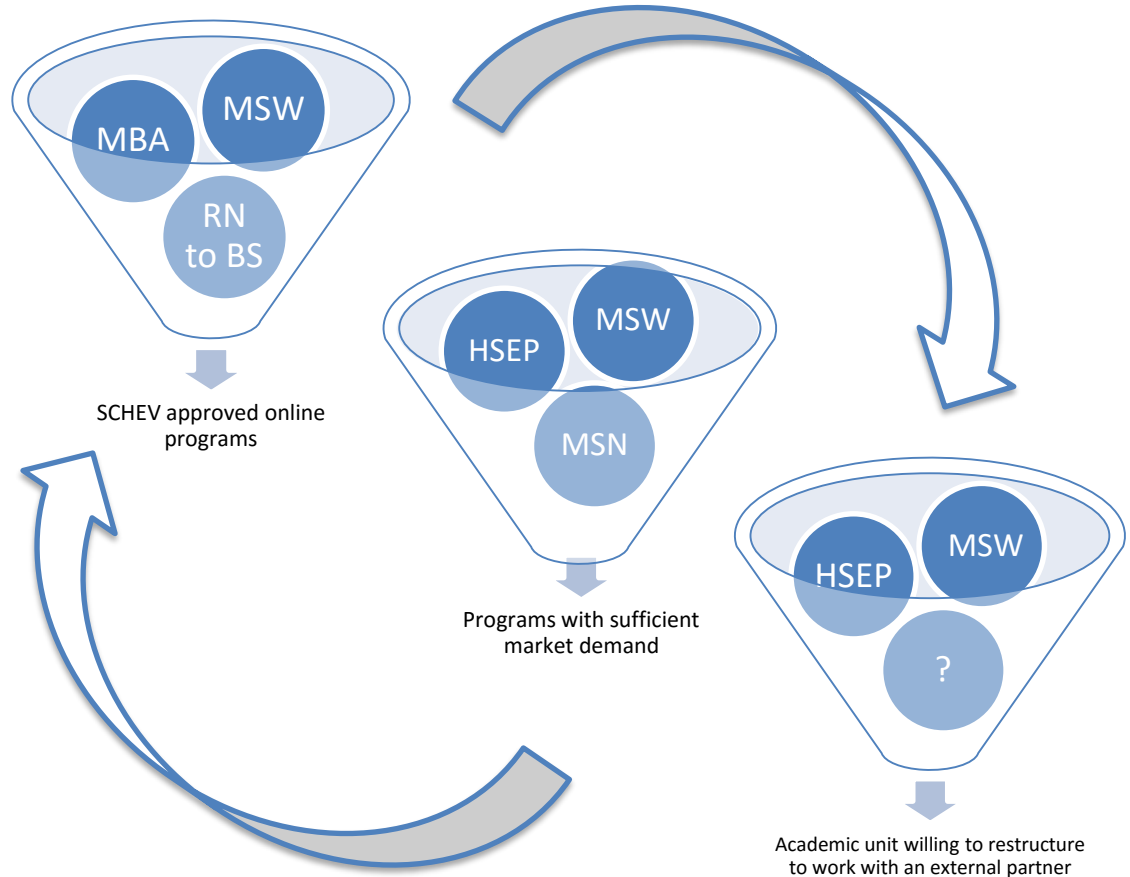


1. External Partnership for scaling Online Programs


Progress to date:

more info in closed session

- ✓ Seeking approval enter a contract with our first two programs to launch Fall 2019
- ✓ MSW projected growth from 40 new students annually to 255 by year 8
- ✓ HSEP projected growth from 30 new students annually to 150 by year 8
- ❑ Cycle will repeat for additional new programs



Program Launch Timeline: initial partnered programs launch Fall19

	Jan-Feb 2019	March 2019	April 2019	May 2019	June-July 2019	August 2019
	Discovery Vision Authorization	Provider Matching	Creating	Testing, Testing, Testing	Final Prep	Launch, Reassess
Marketing & Recruitment	<ul style="list-style-type: none"> • Markets • Differentiators • Branding • Pitch 	<ul style="list-style-type: none"> • Partner Selection • Planning 	<ul style="list-style-type: none"> • Build/Launch microsite, LPs • Begin outbound lead gen 	<ul style="list-style-type: none"> • Refine marketing and funnel management 	<ul style="list-style-type: none"> • Enrollment push 	<ul style="list-style-type: none"> • Optimize
Instructional Design	<ul style="list-style-type: none"> • On-campus programs • Hybrid • Synchronous • Asynchronous • Competency based 	<ul style="list-style-type: none"> • Partner Selection • Faculty assignments • Planning 	<ul style="list-style-type: none"> • Begin course-build process • Engage faculty throughout 	<ul style="list-style-type: none"> • Ongoing course builds • Planning for future terms 	<ul style="list-style-type: none"> • Finalize courses, quality checks, integrate into LMS 	
Tech Infrastructure	<ul style="list-style-type: none"> • LMS • SIS • CRM 	<ul style="list-style-type: none"> • Connect to NoodleBus 				

2. Building internal infrastructure & service capacity

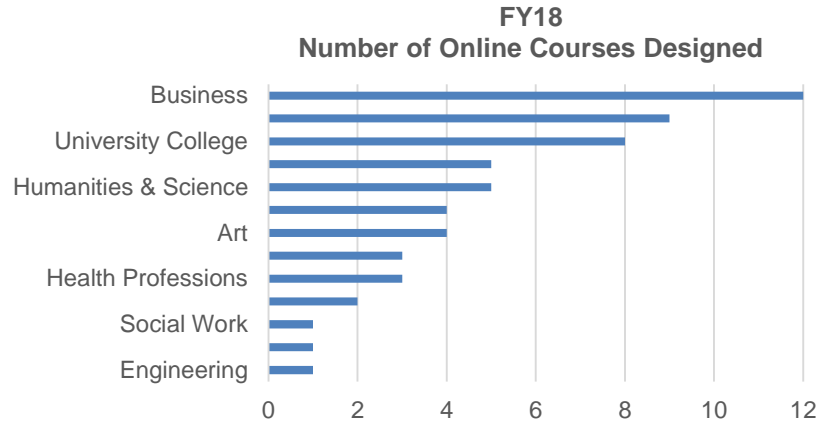
Progress to date:

Staff reorganization and hiring began in Fall 2017:

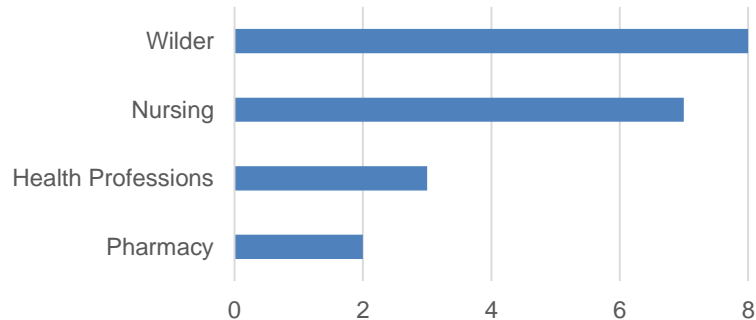
- +1 Director, +4 instructional designers, +1 Compliance Coordinator, +2 Videographers
- Budgeted search underway for 3 additional instructional designers (Spring19 anticipated start date)
- Budgeted searches planned for communications & marketing director, finance director, & program launch manager (Spring19 anticipated start date)

2. Building internal infrastructure & service capacity

Progress
to date:



“Going Online@VCU” Certificate Program Fall18
Number of Faculty Participants



3. Encourage & support exploration of new models of instruction

Online@VCU provided funding for senior leaders' attendance of the "Affordable Degrees@Scale" Symposium hosted by Georgia Tech October 2018

- Over 20 @scale programs now offered by top tier institutions on Coursera and EdX alone
- Top ranked programs at significantly reduced tuition rates
- University partnerships with Starbucks, FedEx, Wal-Mart, Disney



coursera

Request info

SAME DIPLOMA

\$52,000*	VS	\$22,000
ON-CAMPUS DEGREE		ONLINE DEGREE

*Tuition only. Excludes fees, books, and other costs.

BREAKTHROUGH PRICING

Earn a high-stature degree for much less than similar on-campus programs.

We partner with top universities to create affordable learning programs that make degrees more accessible for everyone.

Learn more about degrees on Coursera

TOP QUALITY LEARNING

We partner with leading universities to deliver the world's best online degree programs.

You don't need to quit your job or move to a new city to earn a top university degree. Learn from the same professors and graduate with a high-value credential from the same university.



Online@VCU: a university-wide lift

- Partner with Deans and Strategic Enrollment Management to develop online enrollment growth strategies and implement customer relationship management
- Collaborate with faculty to build high quality online courses and programs
- Collaborate with Technology Services to evaluate and implement learning tools
- Collaborate with Budget & Finance to develop new business models
- Collaborate with Student Support Services to connect online students to services



Challenges:

- ⚠️ Physical space for growing internal team to support course and program development
- ⚠️ Faculty buy-in to build new courses
- ⚠️ Existing online program buy-in to grow with an external partner
- ⚠️ Program buy-in to add online modality
- ⚠️ 90 day approval estimate for SCHEV approval of modality change
- ⚠️ Academic units typically require resources to add new program or modality
- ⚠️ Recurring Online@VCU budget limits hiring beyond those currently budgeted
- ⚠️ Need to transition to future-ready learning platform(s)

**Virginia Commonwealth University
Proposed Degree Program Closure Brief**

**Proposal to Close the Occupational Therapy, MSOT in the
College of Health Professions**

Overview

The College of Health Professions requests approval to close the Master of Science in Occupational Therapy (MSOT) degree program in Occupational Therapy (CIP code: 51.2306). VCU has offered the Master of Science in Occupational Therapy (MSOT) degree program in Occupational Therapy since 1999.

Recently VCU received approval for an entry-level Occupational Therapy doctorate degree program. With the introduction of entry-level doctoral degree programs as mandated by the ACOTE, the accreditation agency for Occupational Therapy education, only entry-level doctoral Occupational Therapy programs will be eligible to receive or maintain the ACOTE accreditation status as of July 1, 2027.

The College of Health Professions Occupational Therapy faculty began discussions in 2015 about the ACOTE position on entry-to-practice. The majority of the faculty voted to discontinue the MSOT, and the College of Health Professions fully supported its closure.

Method of Delivery

N/A

Target Implementation Date

Summer 2019

Demand and Workforce Needs

Future demand will be met by the entry-level doctoral degree program in occupational therapy in the College of Health Professions.

External Competition

N/A

Target Population

Currently, one student is enrolled in the MSOT degree program in Occupational Therapy. This student is expected to graduate no later than spring semester 2019. To ensure that this student can meet the graduation deadline, the discontinuation of the degree program has been extended beyond the expected graduation date to summer 2019.

Impact on Existing Programs

The curriculum will not be offered as a sub area in any other existing master's degree program.

Impact on Faculty

All faculty are reallocated to the entry-level doctoral program in occupational therapy in the College of Health Professions.

Funding

The resources are reallocated to the doctoral program in occupational therapy in the College of Health Professions.

Benefit to University

The university reallocates resources to a viable program that will be accredited and positions itself for the future.

Next Steps

University Council Academic Affairs and University Policy	10/25
University Council	11/1
President's Cabinet	TBD
Board of Visitors	12/7
Submit to SCHEV	12/10

Full Proposal

The full proposal to be filed with the State Council for Higher Education in Virginia is attached.

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Critical Shortage Area.....	1
Teach-Out Plan	1

Virginia Commonwealth University

Proposed Intent to Discontinue

Virginia Commonwealth University (VCU) requests to discontinue the Master of Science in Occupational Therapy (MSOT) degree program in Occupational Therapy (CIP code: 51.2306). The degree program is located in the College of Health Professions.

Background

VCU has offered the Master of Science in Occupational Therapy (MSOT) degree program in Occupational Therapy since 1999 in the School of Allied Health Professions until April, 2018, when the School changed its name to College of Health Professions. Since then, the degree program has been in the College of Health Professions. The MSOT is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE).

Faculty discussed suspending admission to the degree program in summer semester 2015 and the majority of the Occupational Therapy graduate faculty voted to discontinue the MSOT. The College of Health Professions fully supported the closure of the degree program.

Rationale for Intent to Discontinue

The Accreditation Council for Occupational Therapy Education (ACOTE) is the accreditation agency for occupational therapy education in the United States. ACOTE has autonomy in establishing standards for educational programs, developing and implementing policies, rules, and procedures for conducting accreditation reviews, and making accreditation decisions. For over 10 years program directors and department chairpersons, with strategic direction from ACOTE and the Board of Directors of the American Occupational Therapy Association, have discussed and promoted the entry level doctorate as the single point of entry into the profession for occupational therapists.

At its August 2017 meeting, the ACOTE voted to mandate a doctoral degree for entry to practice in occupational therapy, thereby indicating that only entry-level doctoral occupational therapy programs will be eligible to receive or maintain ACOTE accreditation status as of July 1, 2027.

Critical Shortage Area

The Master of Science in Occupational Therapy degree program in Occupational Therapy is not in a critical shortage area. The curriculum will not be offered as a sub area in any other existing master's degree program.

Teach-Out Plan

Currently, one student is enrolled in the MSOT degree program in Occupational Therapy. This student is expected to graduate in spring semester 2019. To ensure that this student can meet the graduation deadline, the discontinuation of the degree program has been extended beyond the expected graduation date. The degree program will be discontinued after the summer semester 2019 graduation.

**Virginia Commonwealth University
Proposed Degree Program Closure Brief**

**Proposal to Close the Occupational Therapy, MS in the
College of Health Professions**

Overview

The College of Health Professions requests approval to close the Master of Science in Occupational Therapy (MS) degree program (CIP code: 51.2306). VCU has offered the Master of Science in Occupational Therapy (MS) degree program in Occupational Therapy since 1963.

With the introduction of post-professional doctoral degree programs, post-professional masters programs became obsolete. There was no continuing market because students could apply directly to the post-professional doctoral programs. Consequently, VCU saw applications to the MS program diminish substantially. Admissions were suspended in spring semester 2014 after the majority of the Occupational Therapy graduate faculty voted to discontinue the MS. The College of Health Professions fully supports the closure of the program.

Method of Delivery

N/A

Target Implementation Date

Summer 2019

Demand and Workforce Needs

There is not a demand for this program and it is not in a critical shortage area.

External Competition

N/A

Target Population

There are no students in this program.

Impact on Existing Programs

The curriculum will not be offered as a sub area in any other existing master's degree program.

Impact on Faculty

All faculty are reallocated to the doctoral program in occupational therapy in the College of Health Professions.

Funding

The resources are reallocated to the doctoral program in occupational therapy in the College of Health Professions.

Benefit to University

The university reallocates resources to a viable program that will be accredited and positions itself for the future.

Next Steps

University Council Academic Affairs and University Policy	10/25
University Council	11/1
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Virginia Commonwealth University

Proposed Intent to Discontinue

Virginia Commonwealth University (VCU) requests to discontinue the Master of Science (MS) in Occupational Therapy degree program (CIP code: 51.2306). The degree program is located in the College of Health Professions.

Background

VCU has offered the Master of Science in Occupational Therapy degree program since 1963 in the School of Allied Health Professions until April, 2018, when the School changed its name to College of Health Professions. Since then, the degree program has been in the College of Health Professions.

Admissions to the MS degree program were suspended in spring semester 2014 after the majority of the Occupational Therapy graduate faculty voted to discontinue the MS. The College of Health Professions fully supports the closure of the program.

Rationale for Intent to Discontinue

With introduction of post-professional doctoral degree programs with separate tracks for occupational therapists with bachelor's and master's degrees throughout the country, post-professional masters programs became obsolete. That is, an occupational therapist seeking advanced training was highly unlikely to apply to an advanced master's program when admission to a post-professional doctoral program was available. Consequently, VCU saw applications to the MS program diminish substantially.

Critical Shortage Area

The Master of Science in Occupational Therapy is not in a critical shortage area. The curriculum will not be offered as a sub area in any other existing master's degree program.

Teach-Out Plan

In spring semester 2016, one remaining student was enrolled in the Master of Science in Occupational Therapy degree program. This student graduated in spring semester 2016.

Students are no longer accepted into the MS degree program, effective spring semester 2014, to ensure students meet the discontinued deadline. Admissions are not accepted for any students. The degree program will be discontinued after the summer semester 2019.

AUDIT AND COMPLIANCE SERVICES CHARTER

VIRGINIA COMMONWEALTH UNIVERSITY and VCU HEALTH SYSTEM

Virginia Commonwealth University (university) and VCU Health System Authority (health system) maintain comprehensive and effective internal audit and compliance programs. The objective of Audit and Compliance Services (“department”) is to assist members of the Board of Visitors, Board of Directors, and management in the effective performance of their responsibilities. The department fulfills this objective by providing independent and impartial examinations, investigations, evaluations, counsel, and recommendations for the areas and activities reviewed.

Scope of Work

The scope of the department’s work is to determine whether the university’s and health system’s risk management, internal control, governance, and compliance processes, as designed and represented by management, are adequate and functioning in a manner to provide reasonable assurance that:

- Risks are appropriately identified and managed
- Control processes are adequate and functioning as intended
- Significant, financial, managerial, and operating information is accurate, reliable, and timely
- An effective university compliance program is maintained to provide guidance and resources, in an oversight role, for all educational, research, and athletic compliance programs to optimize ethical and compliant behavior
- An effective health system compliance program is implemented to further the health system’s mission, vision, and values by promoting a culture of compliance, and preventing, correcting, and investigating issues through education, monitoring, and enforcement
- An effective program of information technology (IT) management and security is maintained by management to ensure health system and university IT and data assets are properly secured, integrity protected, available as needed and kept confidential as required by applicable policies laws and regulations
- Employees’ actions are in compliance with the respective codes of conduct, policies, standards, procedures, and applicable laws and regulations
- Resources are used efficiently and are adequately protected
- Program plans and objectives are achieved
- Significant legislative and regulatory issues impacting the university and health system are recognized and appropriately addressed

Opportunities for improving management controls, accountability, and financial fiscal performance and compliance processes, and for protecting the organizational reputation of the university and health system may be identified, and will be addressed with the appropriate level of management when identified.

Accountability

The Executive Director of Audit and Compliance Services shall be accountable to the Board of Visitors, through the Audit, Integrity, and Compliance Committee, and the Board of Directors, through the Audit and Compliance Committee, to maintain comprehensive and professional internal audit and compliance programs. In fulfilling those responsibilities, the Executive Director will:

- Establish annual goals and objectives for the department, and report periodically on the status of those efforts.
- Execute the annual audit and compliance work plans and initiatives.
- Coordinate efforts with other control and monitoring functions (risk management, financial officers, campus police, university counsel and health system general counsel, external auditors, government reviewers, etc.).
- Report significant issues related to the department's scope of work, including potential improvements, and continue to provide information about those issues through resolution.
- Provide updates to the respective board committees, the university president, and the chief executive officer of the health system on the status of the audit work plans, compliance and initiatives, qualifications of staff, and sufficiency of department resources.

Independence and Objectivity

All work will be conducted in an objective and independent manner. Staff will maintain an impartial attitude in selecting and evaluating evidence information and in reporting results. Independence in fact and appearance enables unbiased judgments that are essential to the proper conduct of the department's scope of work.

To provide an appropriate reporting structure to support independence, the Executive Director shall report to the Audit, Integrity, and Compliance Committee of the Board of Visitors and to the Audit and Compliance Committee of the Board of Directors. The Executive Director shall report administratively to the university's President.

Responsibility

The department will assist the Board of Visitors, Board of Directors, and management by:

- Maintaining a professional staff with sufficient knowledge, skills, and experience to fulfill the requirements of this charter.

- Developing and executing annual and long-range risk-based ~~audit and compliance work~~ plans and initiatives. The plans and initiatives will be submitted to management for review and comment and to the respective board committee for approval. The department recognizes that one of the primary benefits of these programs is the ability to respond to issues that arise during the normal course of business. Accordingly, the annual plans shall include time for management requests and special projects.
- Participating in an advisory capacity in the planning, development, implementation, or change of significant compliance and control processes or systems. The Executive Director shall ensure that the level of participation in these projects does not affect the department's responsibility for future evaluation of evaluating these processes or systems ~~during future reviews~~ nor compromise its independence.
- Conducting or assisting in the investigation of any suspected fraudulent activities, misconduct, or non-compliance issues, and notifying management and the respective board committees of the results.
- Issuing periodic reports to management and the respective board committees summarizing the results of the department's activities.
- Considering the scope of work of the external auditors, as appropriate, to provide optimal audit coverage to the university and health system at a reasonable overall cost.
- Reporting at least annually to the Board of Visitors, Board of Directors, and senior management on the department's purpose, authority, responsibility, and performance relative to its plans and initiatives, and on its conformance to standards and best practices. Reporting should also include significant risk exposures and control issues, corporate governance issues, serious misconduct or non-compliance, and other matters needed or requested by the Board and senior management.

Authority

The department and its staff are authorized to:

- Have unrestricted access to all activities, records, property, and personnel. ~~–Receive cooperation from all university and health system personnel and affiliates is required.~~
- Have full access to the respective board committee.
- Allocate departmental resources, set audit and review frequencies, determine scopes of work, and apply the techniques necessary to accomplish ~~audit~~ objectives.
- Obtain the necessary assistance of personnel in departments when audits performing work plans and initiatives are performed, as well as that of other specialists.

The department and its staff are not authorized to:

- Perform operational duties in interim status, or otherwise, unless authorized in advance by the respective board committee.
- Initiate or approve accounting transactions external to the department.

Standards of Practice

The department will conduct its scope of work in accordance with requirements and best practices as established by relevant authoritative and objective sources from industry and government.

For internal audit functions, this includes both mandatory and recommended guidance from the Institute of Internal Auditors International Professional Practices Framework. The mandatory guidance requires our department to conform with the Core Principles for the Professional Practice of Internal Auditing, Definition of Internal Auditing, Code of Ethics, and *International Standards for the Professional Practice of Internal Auditing (Standards)*. Internal auditing is an independent, objective assurance, and consulting activity designed to add value and improve an organization's operations. Our department will help the university and health system accomplish its objectives by bringing a systematic, disciplined, and risk-based approach to evaluate and improve the effectiveness of risk management, control, and governance processes.

For maintaining effective compliance programs, standards of practice are driven by the guidance provided in Chapter 8 of the Federal Sentencing Guidelines as promulgated by the US Sentencing Commission. The main focus of an effective program is to prevent and detect misconduct, remedy harm when identified, self-report where applicable, and maintain due diligence in promoting an organizational culture that encourages ethical conduct and a commitment to compliance with the law.

For the health system compliance program, guidance by the Health Care Compliance Association is also included. This organization sets the standard for professional values and ethics in the health care compliance field.

Quality Assurance and Improvement Program

The department will maintain a quality assurance and improvement program that covers all aspects of the internal audit activity. This program will be designed to:

- evaluate internal audit's conformance with the *Standards* and application of the Code of Ethics;
- assess the efficiency and effectiveness of the department; and
- identify opportunities for improvement.

The quality program includes both internal and external assessments. Internal assessments will include ongoing monitoring and periodic assessments of internal audit activity. An external assessment will be performed at least once every five years by qualified individuals who are independent of the internal audit function.

VIRGINIA COMMONWEALTH UNIVERSITY BOARD OF VISITORS

FINANCE, BUDGET, AND INVESTMENT COMMITTEE CHARTER

I. PURPOSE

The primary purpose of the Finance, Budget, and Investment Committee (“Committee”) is to assist the Board of Visitors in fulfilling its objectives and fiduciary responsibilities related to applicable policy/ies and oversight of:

- University finances and investments
- University policies on debt management
- University facilities planning, design, construction and renovation.
- University purchase and divestiture of land, including any easements.

The Committee is responsible for reviewing financial statements, budgets, debt, investments, cash management, six-year financial operating and capital plans, and make corresponding recommendations to the Board of Visitors all for the purpose of maintaining a sound fiscal standing. In addition and contributing to fiscal standing, the Committee is responsible for reviewing the University’s tuition and fee charges for each year. The Committee directly oversees the investment of the cash management pool and reviews the financial activities of any foundation or organization established to benefit the University, including foundations, partnerships, or other affiliated entities.

The Committee also approves selection of engineers and architects for University construction capital projects exceeding \$2 million, approves the renovation or replacement of outdated facilities and equipment, and approves project plans for construction projects exceeding \$2 million, approves the acquisition of all property, and the sale and demolition of property.

University management is responsible for day to day operation of the University within the established authorities, under the governance of the Committee.

II. COMPOSITION AND INDEPENDENCE

The Committee will be comprised of three or more Visitors. In addition to complying with the Commonwealth of Virginia’s Conflict of Interest laws and any University policies, each member must be free from any financial, family or other material personal relationship that, in the opinion of the Board or the Committee members, would impair their independence from management and the University. Committee members should also refrain from activities that a reasonable person would view as unethical or contrary to the institutional mission.

III. **RESPONSIBILITIES**

In performing its oversight responsibilities, the Committee shall:

A. **General:**

1. Adopt a formal written charter that specifies the Committee's scope of responsibility. The charter should be reviewed annually and updated as necessary.
2. Maintain minutes of open session meetings.
3. Report Committee actions to the Board of Visitors with such recommendations as the Committee may deem appropriate.
4. Consistent with state law, the Committee may meet in closed session (with or without members of senior management present) with the external auditors and/or the Vice President for Finance and Administration to discuss matters that the Committee or any of these groups believe should be discussed privately.
5. Become well acquainted with all of the information and pertinent facts under the purview of the Committee.
6. Implement best practices across the institution for financial management.
7. Ensure that the institution is operating efficiently, effectively and appropriately with regard to the use of public and other funds to support its stated mission.

B. **Financial Policy and Investments:**

1. Review recommendations of the Administration concerning new or revised financial policy and make appropriate recommendations to the Board of Visitors.
2. Review financial assumptions upon which budgets are based.
3. Review and recommend approval of the six-year financial plan and operating budget.
4. Review and recommend approval of the six-year capital outlay plan and capital outlay budget, and all amendments to the plan.
5. Review periodically and compare financial operating results with appropriate budgets and benchmarks.
6. Approve major design changes to the VCU Optional Retirement Plan.
7. Review annual financial statements and supporting schedules and report to the Board the results of that review.
8. Serve, with the advice of the Investment Advisory Subcommittee, as an investment committee and oversee University investment policies and activities including direct management of the University's cash investment pool and monitoring of the policies and activities of the University-related private foundations.
9. Review annually the BOV Fund.
10. Review quarterly the University Efficiencies.
11. Review quarterly the F&A Dashboard.

C. **Facilities Planning and Debt Management:**

1. Review and recommend approval of the master site plan.
2. Review and recommend approval of plans for new construction and major renovation projects in accordance with Board-approved procedures.
3. Review and recommend approval of the six year capital outlay program and amendments thereto.
4. Review and recommend to the Board all debt issuance and review debt management policies.
5. Review and recommend approval of property acquisition or disposition of real estate and other interests therein.
6. Consider such other matters relating to the maintenance and security of the University's buildings and grounds and the care and preservation of the University's furnishings and equipment as may warrant its consideration.

D. **Emergency Preparedness:**

1. Review and recommend approval of plans pertaining to emergency preparedness and campus security.

E. **Administration:**

1. Review and approve the Committee charter annually and any significant updates to the charter.
2. Review and approve the annual Committee work plan and any significant changes to the plan.
3. Review the qualifications of the Committee members, staff and the level of staffing by the institution as needed.
4. Review annually the Deficit Disclosure.
5. Annual Investment Conflict of Interest Disclosure Statement.
6. Review annually all Investment Policy Statements – specifically asset allocations.
7. Review reports of the Financial Integrity and Stewardship Committee as needed.
8. Review annually Agency Risk Management and Internal Control Standards (ARMICS)

F. **Tuition and Fees:**

1. Review and recommend tuition and fee charges if needed to provide guidance to the Board.

IV. **MEETINGS**

The Committee will meet at least four times annually. Additional meetings may occur more frequently as circumstances warrant. The Committee Chair should communicate with the Vice President of Finance and Administration prior to each Committee meeting to finalize the meeting agenda and review the matters to be discussed.

**Virginia Commonwealth University
Board of Visitors**

Finance, Budget, and Investment Committee Meeting Planner

A=Annually; Q=Quarterly; AN=As Necessary	Frequency			Planned Timing			
Q1, Q2, Q3, Q4 based on Fiscal Year (July – June)	A	Q	AN	Q1	Q2	Q3	Q4
				Sept	Dec	Feb	May
A. General							
1. Adopt a formal written charter that specifies the Committee's scope of responsibility. The charter should be reviewed and updated as necessary.	X			X			
2. Maintain minutes of open session meetings.		X		X	X	X	X
3. Report Committee actions to the Board of Visitors with such recommendations as the Committee may deem appropriate.		X		X	X	X	X
4. Consistent with state law, the Committee may meet in closed session (with or without members of senior management present) with the external auditors and/or the Vice President for Finance and Administration to discuss matters that the Committee or any of these groups believe should be discussed privately.	X		X				X
5. Become well acquainted with all of the information and pertinent facts under the purview of the Committee.			X				
6. Implement best practices across the institution for financial management.			X				
7. Ensure that the institution is operating efficiently, effectively and appropriately with regard to the use of public and other funds to support its stated mission.			X				
B. Financial Policy and Investments							
1. Review recommendations of the Administration concerning new or revised financial policy and make appropriate recommendations to the Board of Visitors.			X				
2. Review financial assumptions upon which budgets are based.	X						X
3. Review and recommend approval of the six-year financial plan and operating budget.	X			X			
4. Review and recommend approval of the six-year capital outlay plan and capital outlay budget, and all amendments to the plan.	X		X				X
5. Review periodically and compare financial operating results with appropriate budgets and benchmarks.		X		X	X	X	X
6. Approve major design changes to the VCU Optional Retirement Plan			X				
7. Review annual financial statements and supporting schedules and report to the Board the results of that review.	X					X	
8. Serve, with the advice of the Investment Advisory Subcommittee, as an investment committee and oversee University investment policies and activities including direct management of the University's cash investment			X				

A=Annually; Q=Quarterly; AN=As Necessary	Frequency			Planned Timing			
Q1, Q2, Q3, Q4 based on Fiscal Year (July – June)	A	Q	AN	Q1	Q2	Q3	Q4
				Sept	Dec	Feb	May
pool and monitoring of the policies and activities of the University-related private foundations.							
9. Review the BOV Fund	X			X			
10. Review the University Efficiencies		X		X	X	X	X
11. Review the F&A Dashboard		X		X	X	X	X
C. Facilities Planning and Debt Management							
1. Review and recommend approval of the master site plan.			X				
2. Review and recommend approval of plans for new construction and major renovation projects in accordance with Board-approved procedures.		X		X	X	X	X
3. Review and recommend approval of the six year capital outlay program and amendments thereto.	X		X				X
4. Review and recommend to the Board all debt issuance and review debt management policies.	X		X		X		
5. Review and recommend approval of property acquisition or disposition of real estate and other interests therein.			X				
6. Consider such other matters relating to the maintenance and security of the University's buildings and grounds and the care and preservation of the University's furnishings and equipment as may warrant its consideration.			X				
D. Emergency Preparedness							
1. Review and recommend approval of plans pertaining to emergency preparedness and campus security			X				
E. Administration							
1. Review and approve the Committee charter and any significant updates to the charter.	X			X			
2. Review and approve the Committee work plan and any significant changes to the plan.	X			X			
3. Review the qualifications of the Committee members, staff and the level of staffing by the institution.			X				
4. Review the Deficit Disclosure.	X						X
5. Investment Conflict of Interest Disclosure Statement.	X						X
6. Review the Investment Policy Statements – Asset Allocation	X			X			
7. Review reports of the Financial Integrity and Stewardship Committee			X				
8. Review the Agency Risk Management and Internal Control Standards (ARMICS)	X			X			

A=Annually; Q=Quarterly; AN=As Necessary	Frequency			Planned Timing			
Q1, Q2, Q3, Q4 based on Fiscal Year (July – June)	A	Q	AN	Q1	Q2	Q3	Q4
				Sept	Dec	Feb	May
F. Tuition and Fees							
1. Review and recommend tuition and fee charges.	¹						X

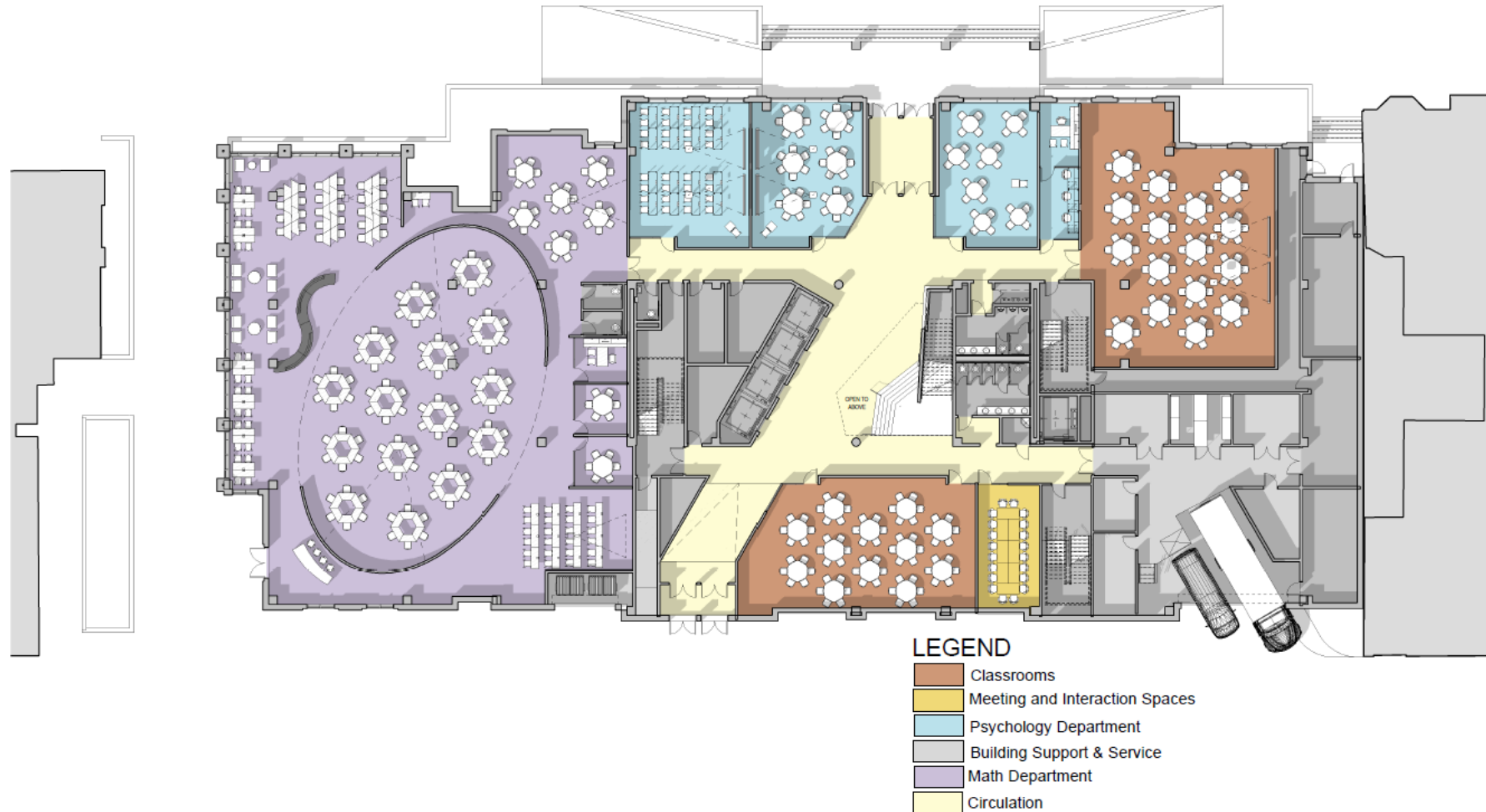
¹ Annually in April a Special Meeting of the BOV may be held to discuss the Budget Plan and Proposed Tuition and Fees.

VIRGINIA COMMONWEALTH UNIVERSITY
Project Plans
Science, Technology, Engineering and Mathematics (STEM)
Teaching Laboratory Building

<u>DESCRIPTION:</u>	This project is to build a single 169,000 GSF facility on state-owned land. This will require demolition of the Franklin Street Gym which is at the end of its useful life. Recreational sports and fitness activities occur at the newer Cary Street Gym and other locations on campus.	
<u>BACKGROUND:</u>	In May 2013 the BOV approved the 2014-2020 Six Year Capital Plan, which included plans for two STEM structures on the site of the Franklin Street Gym. In May 2015 the BOV approved the architect and engineering firm selection, Ballinger. After a thorough cost-benefit analysis, VCU decided to build one STEM structure on the site instead of two. Building only one structure is more cost effective, improves the building's functionality, and decreases construction time and disruption.	
<u>LOCATION:</u>	817 West Franklin Street, Richmond, Virginia (Franklin Street Gymnasium Site)	
<u>PROJECT COSTS:</u>	Construction Budget.....\$89,377,080 Total Budget .....\$120,940,000	
<u>FUND SOURCES:</u>	General Funds (Requested).....\$ 120,940,000	
<u>TIMETABLE:</u>	Complete Planning	February 2020
	Demolition Starts	November 2019
	Construction Starts	May 2020
	Construction Complete	July 2022
<u>PROJECT DESIGN:</u>	This new six story building will be the gateway to foundational science and mathematics instruction for undergraduates at VCU. The need for STEM (Science Technology Engineering and Math) class laboratory space is urgent based on a Space Needs Analysis conducted in 2015.	
<u>RECOMMENDATION:</u>	Approve project plans for the STEM Teaching Laboratory Building.	

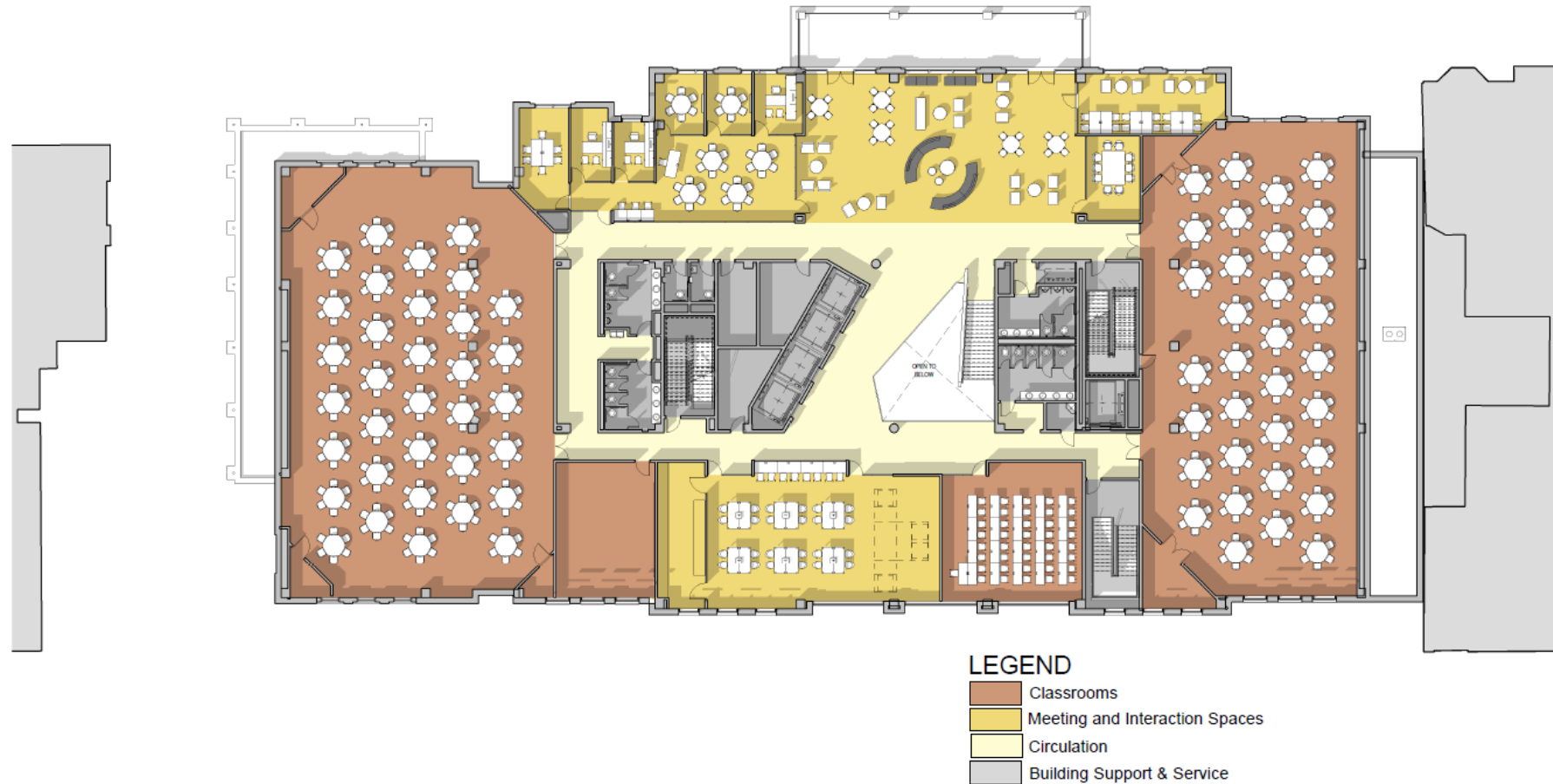
STEM Teaching Laboratory Building

FIRST FLOOR PLAN



STEM Teaching Laboratory Building

SECOND FLOOR PLAN



STEM Teaching Laboratory Building

THIRD FLOOR PLAN



LEGEND

- Classrooms
- Meeting and Interaction Spaces
- Biology Department
- Anthropology and Forensics Department
- Building Support & Service
- Circulation

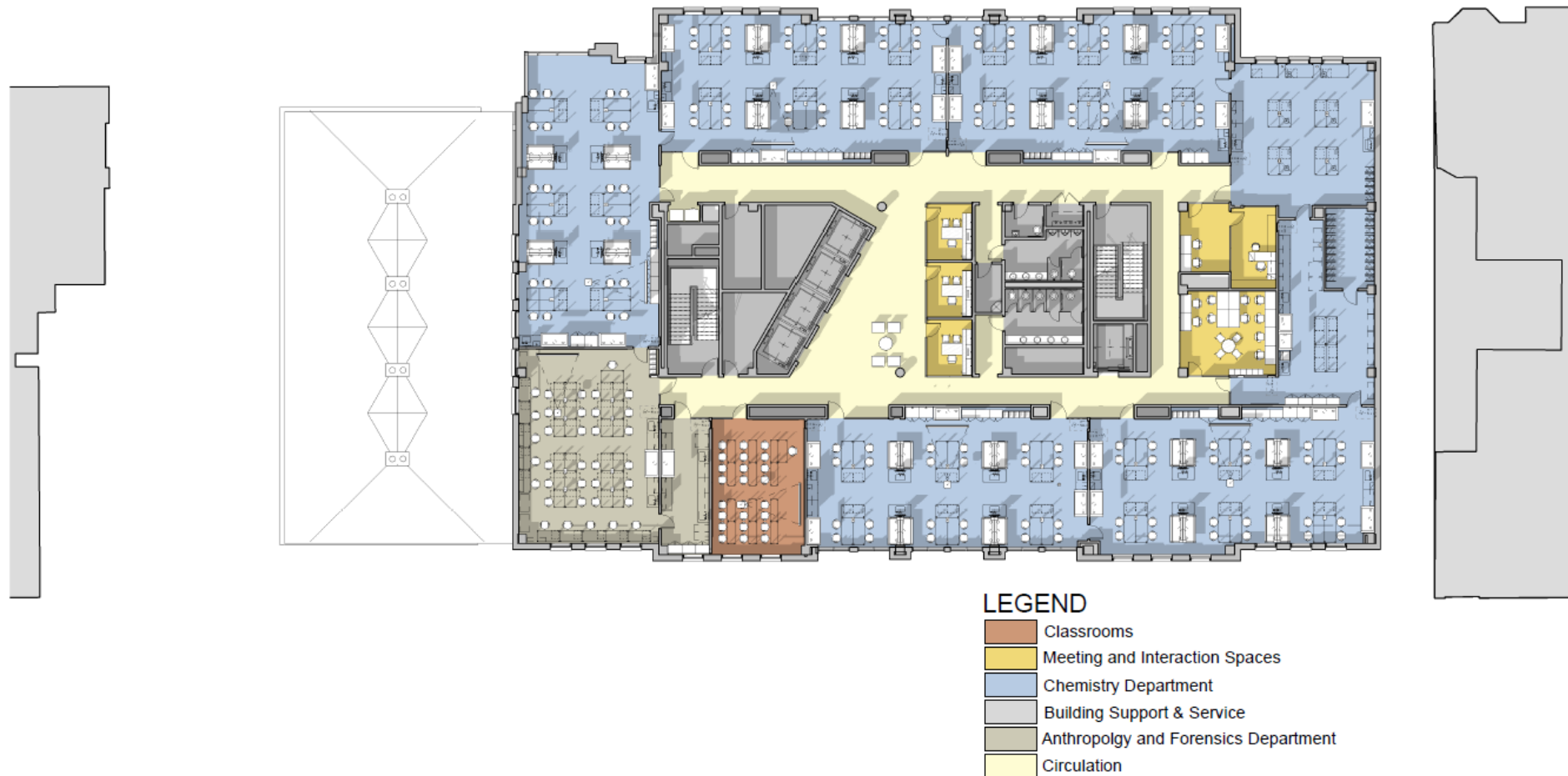
STEM Teaching Laboratory Building

FOURTH FLOOR PLAN



STEM Teaching Laboratory Building

FIFTH FLOOR PLAN



STEM Teaching Laboratory Building

SIXTH FLOOR PLAN



VIRGINIA COMMONWEALTH UNIVERSITY
Amendment to the 2016-2022 Six-Year Capital Plan
Trani Life Sciences Roof and HVAC Replacement

DESCRIPTION

VCU Administration requests a \$2.2 million dollar amendment to the university's 2016-2022 Six Year Capital Plan due to increased costs for replacement of roofing and major mechanical equipment in the Trani Life Sciences building. The Board approved \$6 million in December 2017 for this project, however the architect (DJG, Inc.) increased construction estimates due to a sudden rise in labor costs and mechanical equipment supply, as well as an addition to the scope of the project.

BACKGROUND

In December 2017, the Board of Visitors approved a \$6 million capital project to replace major mechanical equipment and the roof on the Trani Life Sciences Building. The university subsequently received \$6 million in State funds to finance the project. This initial budget was based upon costs of similar projects undertaken by the university in consultation with the project architect.

This project includes roof replacement and replacement of all major rooftop HVAC equipment, serving the main 4-story wing of the building. The HVAC system for the main building is served by six rooftop air handling units, a cooling tower and various rooftop exhaust fans. All of the rooftop units and roofing have reached the end of their serviceable life.

In May of 2018, the project architect provided a construction estimate of \$5.02 million. The estimate has now increased for several reasons. Mechanical equipment suppliers are reporting multiple price increases from manufacturers and labor is becoming progressively more difficult to procure, causing labor costs to increase. In addition, the facility's humidification system was evaluated and found to be inadequate. As a result, a new humidification system was added to the scope of the project.

PURPOSE

Replacement of the rooftop mechanical equipment and roof system to provide an appropriate environment for instructional and research activities and protect the university's investment in plant and equipment in the Trani Life Sciences Building.

OPERATING COST

No incremental increase in operating costs is anticipated.

RECOMMENDATION

Approve a \$2.2 million dollar amendment to the university's 2016-2022 Six Year Capital Plan to cover costs of the roof and mechanical equipment replacement on the Trani Life Sciences building, bringing the total estimated cost of the project to \$8.2 million. The project will be funded with State General Funds supplemented with university maintenance reserve funds.



EXECUTIVE SUMMARY OF PROPOSED POLICY: Expectations of Ethical Conduct

New Policy ☒ or Substantive Revision ☐

Policy Type: Board of Visitors

Responsible Office: Integrity and Compliance Office, Audit and Compliance Services

Draft Date: 09/06/2018

Initial Policy Approved: New Policy

Revision History: None – New Policy

Governance Process Tracking:

If new BOV policy, enter date and name of President (or designee) approving development of policy: 06/12/2018 – Bill Cole

If new Administrative policy, enter date and name of President's Cabinet member approving development of policy: MM/DD/YYYY - Name

Integrity & Compliance Office Review: 10/27/2017; 06/12/2018; 09/04/2018

University Counsel Review: 12/19/2017; 01/30/2018

Public Comment Posting: 09/07/2018

University Council Academic Affairs and University Policy Committee Review: 10/25/2018

University Council Review: 11/01/2018

President's Cabinet Approval: MM/DD/YYYY

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

1. Why is this policy being created <input checked="" type="checkbox"/> <u>or</u> revised <input type="checkbox"/> ?	The purpose of this policy is to emphasize the university's commitment to VCU's ethical standards, as approved by the Board of Visitors in 2005 and outlined in the <i>Code of Conduct</i> and to set forth the basic standards of ethical behavior individuals are expected to follow. The specific behaviors associated with each ethical standard provide clarity about what it means to act ethically in the VCU community.
2. <u>New policy</u> <input checked="" type="checkbox"/> : What are the general points or requirements covered in this policy?	<ul style="list-style-type: none">Each ethical standard is articulated from the VCU <i>Code of Conduct</i>. Associated with each standard are specific behaviors that the university community is expected to

<p style="text-align: center;"><u>or</u></p> <p>Revised policy <input type="checkbox"/>: What are the substantive differences between this draft and the current policy?</p>	<p>display, or refrain from displaying, in order to meet that standard. Behavior that is not in keeping with the ethical standards is considered noncompliance and is subject to disciplinary action.</p> <ul style="list-style-type: none"> • The policy applies to all university employees (including faculty and staff). Managers and supervisors have the additional responsibility to model and foster the ethical standards and behaviors among their supervisees. • The policy requires that suspected or known violations must be reported in accordance with the <i>Duty to Report and Protection from Retaliation</i> policy. • The policy requires individuals to seek guidance on interpreting and applying the standards if they have any concerns or need guidance. It also lists appropriate resources for such individuals to contact.
<p>3. Which stakeholder offices or personnel have provided input into this policy draft?</p>	<p>The Integrity and Compliance Office; Compliance Advisory Committee – representative of universitywide constituency.</p>
<p>4. Which other universities' policies or resources (e.g., laws, regulations, etc.) did you consider when preparing this draft?</p>	<p>University of California System; University of Texas System; Vermont University; University of Minnesota; William & Mary; University of Virginia; James Madison University; Virginia Tech; Boston University's <i>Code of Ethical Conduct</i>; codes of conduct from Altria Group, Inc., BP, Dell Inc., DuPont, Google and Raytheon Co.</p>
<p>5. What is your general assessment of this policy's impact on the university community?</p>	<p>This policy documents VCU's commitment to the values and ethical standards articulated in the <i>Code of Conduct</i>. This commitment helps attract and retain great people, inspire student success, create and innovate in new ways and build a strong and supportive university community that is singularly focused on excellence. The impact is significant – all university employees are required to follow this policy.</p>



VCU

[DRAFT] Expectations of Ethical Conduct

Policy Type: Board of Visitors

Responsible Office: Integrity and Compliance Office, Audit and Compliance Services

Initial Policy Approved: New

Current Revision Approved: mm/dd/yyyy

Policy Statement and Purpose

As members of the university community, the responsibilities to educate, innovate and inform, alongside the expectation of ethical conduct, are taken seriously. Each member of the university community is responsible for developing and educating others in an environment that is supportive, collaborative and safe. To achieve VCU's goals, each member of the university community must foster an environment that celebrates and supports the university community and its members.

The values and ethical principles of Virginia Commonwealth University are outlined in the university's *Code of Conduct*. This framework helps to articulate behaviors expected in an environment in which all individuals have the opportunity to thrive and feel respected, engaged, innovative and productive and are encouraged to lead by example. All individuals must conduct themselves in accordance with the university's ethical standards outlined in this policy and the *Code of Conduct*, which are central to and in support of VCU's mission. These standards serve as a lens for every decision. Employee conduct that falls below these standards may result in VCU taking steps to improve performance through the performance evaluation process. Certain conduct may warrant disciplinary action that accords with the nature and severity of the conduct.

In everything VCU undertakes, it sets its expectations high. VCU's commitment to the highest standards helps attract and retain great people, inspire student success, create and innovate, and build a strong and supportive university community that is singularly focused on excellence.

The purpose of this policy is to emphasize the conduct expected to best uphold the university's commitment to its ethical standards, which were first approved by the Board of Visitors in 2005 as the Code of Ethics and thereafter outlined in the *Code of Conduct* as the ethical standards. This policy is not intended to replace, and may be supplemented by, other more specific university policies that currently exist or that may be adopted in the future.

Recognizing the various and complex ethical questions that may arise while engaged in university activities, this policy can serve only as a general set of rules. When faced with ethically unclear situations, individuals are expected to consider the university's commitment to the highest ethical standards and seek guidance from their managers, supervisors or other appropriate resources to ensure that this commitment to ethical conduct is maintained at all times.

Exceptions:

The VCU Board of Visitors and students (not also employed by VCU) are not covered by this policy. Instead, students follow the [Student Code of Conduct](#) and [Honor System](#) policy and the Board of Visitors follows [BOV Bylaws](#) and a specialized [Board of Visitors' Ethical Leadership](#) policy that sets forth the ethical expectations for executing the member's service role.

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

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Who Should Know This Policy

All employees (referred to herein as "individuals" and includes administrators, faculty and staff) are responsible for knowing this policy, familiarizing themselves with its contents and practicing VCU's ethical standards.

Definitions

Misconduct

Failing to meet VCU expectations (laws, regulations or university policies) whether intentional or inadvertent

University Resources

Include, but are not limited to: equipment; technologies/software; network/electronic systems; records (both paper and electronic); funds (both cash and cash equivalents such as checks, postage and purchasing cards); facilities; and vehicles.

Contacts

The Integrity and Compliance Office officially interprets this policy and is responsible for obtaining approval for any revisions as required by the policy *Creating and Maintaining Policies and Procedures* through the appropriate governance structures. Please direct policy questions to the Integrity and Compliance Office, Audit and Compliance Services.

Policy Specifics and Procedures

VCU's Ethical Standards:

In carrying out VCU's mission to advance knowledge and student success, all individuals are expected to promote and contribute to an organizational culture of respect, honesty, excellence, accountability and responsibility, stewardship and compliance with all applicable laws, regulations and university policies. The *VCU Code of Conduct* outlines the ethical standards discussed in this policy and also provides guidance for making ethical business decisions and supporting the university's commitment to compliance and integrity. All individuals are expected to adhere to VCU's ethical standards, which are the following:

We are committed to an environment of uncompromising integrity and ethical conduct. Our ethical standards are the foundation for our decisions and actions. As members of the faculty, staff and administration of VCU, our actions are guided by these principles:

- ***Respect - We respect individuals, diversity and the rights of others.***
 - Individuals are expected to treat everyone in the VCU community with respect. This means prioritizing professionalism and civility and not engaging in behavior that could be reasonably viewed as harassing, hostile, intimidating or disrespectful and refraining from using offensive or inflammatory or aggressive language. It also means being inclusive and embracing diverse perspectives and treating others fairly and courteously. This fosters an environment where everyone can contribute, innovate, and excel, and demonstrates an appreciation of the value each person brings to the VCU community.
- ***Honesty - We act and communicate honestly and candidly. We do not mislead others.***
 - Individuals are expected to be objective, truthful, forthcoming and accurate when interacting and communicating with members of the VCU community.
- ***Excellence - We strive for excellence in all that we do.***
 - Individuals are expected to strive for the highest quality, seek continuous improvement and follow through on work-related commitments while upholding the *VCU Code of Conduct*, VCU's policies and procedures, and applicable laws and regulations.
- ***Responsibility & Accountability - We are responsible and accountable for our decisions and actions.***
 - Individuals are expected to:
 - Demonstrate VCU's ethical standards in everyday decisions and activities
 - Become familiar and comply with all applicable university policies and procedures and applicable laws and regulations

- Support others, including third parties, in remaining compliant when performing duties and meeting the same expectations placed on a VCU employee
- Ask questions and raise concerns when clarity is needed
- Assist and provide accurate and thorough information related to investigations of misconduct, ethics and compliance reviews, and audits
- Managers and supervisors have the additional responsibilities to:
 - Be a professional role model and support team members by:
 - Facilitating or fostering an environment that is inclusive and respectful
 - Encouraging the raising of concerns and asking of questions
 - Listening to and addressing concerns that are raised in a timely manner
 - Ensuring that retaliation for asking questions, raising concerns or cooperating in an investigation is not tolerated
 - Help others, for whom they are responsible, understand all expectations related to their position
 - Communicate frequently and clearly about responsible business practices and their alignment with VCU's mission and core values
 - Treat all individuals fairly and be consistent when holding individuals accountable for their behavior at work
 - Appropriately address any reported concern
 - Seek appropriate assistance when faced with a question or concern the manager or supervisor finds difficult to resolve
- ***Stewardship - We are good stewards of the resources entrusted to the university.***
 - Individuals must always obtain, use and dispose of university resources in accordance with the legitimate and intended business or academic purpose demonstrating that VCU is in support of the public's trust as custodian of its resources. Individuals are expected to protect university resources from fraud, waste, theft, loss, abuse and damage.
- ***Compliance - We understand and comply with the codes, laws, regulations, policies and procedures that govern our university activities.***
 - Individuals must comply with all applicable policies and procedures, laws and regulations. Any act that violates university policy or procedure, or any law or regulation, or any effort to conceal violations, is also a violation of VCU's ethical standards and of this policy.
 - Individuals have a duty to know the requirements of their position and to ask questions and raise concerns if they:
 - Are unsure about a decision or course of action
 - Believe that misconduct has occurred or is about to occur
 - Believe they may have committed misconduct
 - Managers and supervisors are responsible for educating, training, answering questions and motivating individuals to understand and comply with all requirements.

We recognize that our decisions and actions reflect not only upon our individual reputations but also upon the reputation of the university. Our actions will be guided by these ethical principles even when confronted by personal, professional, social or economic pressures.

Reporting Suspected or Known Violations:

Raise concerns in accordance with VCU's [Duty to Report and Protection from Retaliation](#) policy.

Upholding the Ethical Standards:

When an individual has a concern or needs guidance regarding these ethical standards, they are expected to consult with any of the following entities for guidance:

- a. Their immediate supervisor or department management
- b. The responsible individual for the related [area of compliance](#)
- c. The [VCU Ombudsperson](#)
- d. The [Integrity and Compliance Office](#)
- e. The [VCU Helpline](#)

Forms

There are no forms associated with this policy.

Related Documents

1. [VCU Code of Conduct](#)
2. VCU Board of Visitors Policy: [Board of Visitors' Ethical Leadership](#)
3. [Student Code of Conduct](#)
4. VCU Policy: [Honor System](#)
5. VCU Policy: [Duty to Report and Protection from Retaliation](#)

Revision History

This policy supersedes the following archived policies: VCU Code of Ethics – reclassified as Ethical Standards in 2013 and incorporated, unadulterated, into the VCU Code of Conduct (initial version).

NOTE: This policy is considered New as it is significantly different than the original Code of Ethics approved by the Board, August 25, 2005 and incorporated into the VCU Code of Conduct in 2013. In time, it was determined more elaboration was needed on the basic ethical standards and illustrated expected behaviors, hence this policy.

FAQ

1. If I have knowledge of or suspect misconduct, am I expected to report it?

Yes. In accordance with the [Duty to Report and Protection from Retaliation](#) policy, all individuals are expected to report any known or suspected misconduct as soon as possible. Remaining silent and not reporting concerns or issues is not in concert with VCU's expectations and permits misconduct to occur.

2. Who determines discipline of employees once misconduct has been determined?

It depends. Misconduct is defined as violations of laws, regulations or our own policies. Overall, the appropriate management function in the area determines final disciplinary actions. This policy does not supersede any other existing policies addressing employee discipline or due process afforded to employees. VCU's established procedures related to management's authority and discipline remain intact and apply.