VIRGINIA COMMONWEALTH UNIVERSITY

VIRGINIA COMMONWEALTH
BOARD OF VISITORS
1:00 P.M.**
FEBRUARY 28, 2020
JAMES BRANCH CABELL LIBRARY
901 PARK AVENUE – ROOM 303
RICHMOND, VIRGINIA

DRAFT

AGENDA

1. **CALL TO ORDER & OPENING COMMENTS** — **Mr. Keith Parker**, *Rector*

2. **APPROVAL OF THE AGENDA** — **Mr. Keith Parker**, *Rector*

3. **APPROVAL OF MINUTES** — **Mr. Keith Parker**, *Rector*
   December 13, 2019

4. **PRESIDENT'S REPORT** — **Dr. Michael Rao**, *President*

5. **CLOSED SESSION –** *Freedom of Information Act Sections 2.2-3711 (A) (1), (2), (3), (7), (8), (9), (11), (19), (23), and (29) specifically:*

Executive Session:

   a. Closed session report from the Intercollegiate Athletics Committee — **Mr. Ed McLaughlin**, *Vice President and Director of Athletics*

   b. Personnel Matters — **Dr. Michael Rao**, *President*

End Executive Session

   c. President's Report: — **Dr. Michael Rao**, *President*
      i. Faculty Tenure Appointments, Changes in Status and Other Personnel Actions
      ii. Presidential Medallion

   d. Closed session report from the Academic and Health Affairs Committee — **Mr. Edward McCoy**, *Chair*
      i. Board of Visitors Scholarship Recipient

   e. Closed session report from the Audit, Integrity and — **Ms. Pamela El,** *Vice Chair*

Compliance Committee

f. Closed session report from University Resources Committee — **Mr. G. Richard Wagoner, Jr.**, *Chair*
    i. Named Fund and Spaces Report
    ii. Approved Named Funds under $50,000

6. RETURN TO OPEN SESSION AND CERTIFICATION — **Mr. Keith Parker**, *Rector*

Resolution and Certification

Action Items: Approval of items discussed in closed session, if any

7. ACADEMIC AND HEALTH AFFAIRS COMMITTEE REPORT — **Mr. Edward McCoy**, *Chair*

Report to the Board of Visitors

Action Items, recommendation for:

New Degree Program Approvals:

a. Approval to create a Doctor of Nurse Anesthesia Practice - College of Health Professions

b. Approval to create a Bachelor of Science in Human and Organizational Development - School of Education

c. Approval to create a Master of Education in Higher Education – School of Education

New Certificate Approvals:

d. Approval to create a Graduate Certificate in Clinical Genetics – School of Medicine

e. Approval to create a Graduate Certificate in Genomics Data Science – School of Medicine

f. Approval to create a Baccalaureate Certificate in Fundamentals of Computing – College of Engineering

g. Approval to create a Graduate Certificate in Teaching: Elementary Education RTR - School of Education

Modifications to Existing Certificate Programs:

h. Approval to make modifications to the Post-Master's Certificate in Nursing with concentrations in Adult-Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner, and Psychiatric Mental Health Nurse Practitioner - School of Nursing

i. Approval to make modifications (4) to the Post-Baccalaureate Certificate in Real Estate and Urban Land Development – School of Business

Intent to Discontinue Degree Programs or Certificates:

j. Approval to discontinue the Post-Baccalaureate Certificate in Environmental Studies -VCU Life Sciences

k. Approval to discontinue the Post-Baccalaureate Certificate in Human Resource Management - School of Business

l. Approval to discontinue to the Post-Master's Certificate (Educational Specialist or EdS) in Teacher Leadership – School of Education

Technical Changes:

m. Approval of a name change the Doctor of Philosophy in Systems Analysis and Modeling to the Doctor of Philosophy in Mathematical and Data Sciences - College of Humanities and Sciences

8. NOMINATING COMMITTEE REPORT — **Mr. H. Benson Dendy, III**, *Vice Rector*

Report to the Board of Visitors

Action Items, recommendation for:

a. Approval of Rector for FY 2020-2021

9. AUDIT, INTEGRITY AND COMPLIANCE COMMITTEE REPORT — **Ms. Pamela El,** *Vice Chair*

Report to the Board of Visitors

10. FINANCE, BUDGET AND INVESTMENT COMMITTEE REPORT — **Mr. Todd Haymore**, *Vice Chair*

Report to the Board of Visitors

11. GOVERNANCE AND COMPENSATION COMMITTEE REPORT — **Mr. H. Benson Dendy, III**, *Chair*

Report to the Board of Visitors

12. INTERCOLLEGIATE ATHLETICS COMMITTEE REPORT — **Mr. John A. Luke, Jr.**, *Chair*

Report to the Board of Visitors

13. UNIVERSITY RESOURCES COMMITTEE REPORT — **Mr. G. Richard Wagoner, Jr.**, *Chair*

Report to the Board of Visitors

1. RAISING AWARENESS OF VCU'S STUDENT SUCCESS	**Beth Parker**, *Senior Vice President and Partner, VOX Global* **Johnathan Coffin**, *Senior Vice President, VOX Global* **Libbey Castle**, *Sr. Account Executive, VOX Global*
2. THE INCLUSIVE EXCELLENCE PORTFOLIO	**Dr. Aashir Nasim,** *Vice President of the Office of Institutional Equity, Effectiveness and Success*
3. OTHER BUSINESS	**Mr. Keith Parker**, *Rector*
4. ADJOURNMENT	**Mr. Keith Parker**, *Rector*

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

NOTE: In accordance with the Board's operating procedures and in compliance with the Virginia Freedom of Information Act, there will be no opportunity for public comment at this meeting.

Virginia Commonwealth University
Proposed Program Brief

Proposal to create a Doctor of Nurse Anesthesia Practice Program with a Post-Bachelor's Pathway and a Post-Master's Pathway

Overview

Virginia Commonwealth University (VCU) requests approval to establish a Doctor of Nurse Anesthesia Practice (DNAP) degree program with two entry pathways. The existing DNAP program includes a post-master's pathway. The proposed program will add post-bachelor's pathway to the degree. The proposed program will be administered by the Department of Nurse Anesthesia in the College of Health Professions and will be initiated in the fall of 2020.

The Council on Accreditation of Nurse Anesthesia Programs[3] (COA) Standards for Accreditation of Nurse Anesthesia Educational Programs, revised January 2018, mandate all nurse anesthesia programs in the US move to enroll students into only doctoral programs by the end of the year 2021 to allow for the graduation of only doctorally-prepared practitioners in and after 2025. The COA will not consider any new master's degree programs for accreditation beyond 2015.[1] Students accepted into an accredited program on January 1, 2022 and thereafter must graduate with doctoral degrees.

The purpose of the proposed DNAP program is to educate students seeking to enter the field of nurse anesthesia as Certified Registered Nurse Anesthetists (CRNAs). The program will prepare students to deliver anesthesia and manage pain in a multitude of health care settings. Students will be prepared to provide optimal anesthesia conditions for surgical and other procedures, including managing epidurals for laboring patients, managing perioperative pain, and optimizing patient safety during surgery. Students will be prepared to work in a multitude of health care settings, including traditional hospital surgical suites and obstetrical delivery rooms, critical access hospitals, ambulatory surgical centers, the offices of dentists, podiatrists, ophthalmologists, plastic surgeons, and pain management specialists, and U.S. military, Public Health Services, and Department of Veterans Affairs healthcare facilities. With ever-increasing health care needs from an aging population, increased survival rates from traumatic injuries, and the need for ongoing surgical treatment of acute and chronic morbidities, the nurse anesthesia profession remains among the fastest growing fields in the nation.

Method of Delivery

The courses in the proposed program will be offered by a hybrid format utilizing 50% face-to-face and 50% online/electronic content. The proposed DNAP program will be delivered in Richmond and three additional distance sites; Abingdon at the Southwest Virginia Higher Education Center in Abingdon; the Roanoke Higher Education Center in Roanoke, Nurse Anesthesia Classroom at 6295 Edsall Road, Plaza 500, Suite 103 in Alexandria since 2010.

Target Implementation Date

Fall 2020

Demand and Workforce Development

The Bureau of Labor Statistics estimates that the projected job growth for CRNAs between 2018 and 2028 will be 26%, much faster than the 16% expected job growth for RNs alone.[2]

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[1] COA Position Statements. https://www.coacrna.org/about/Pages/COA-Position-Statements.aspx, accessed November 20, 2019.
[2] Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Nurse Anesthetists, Nurse Midwives, and Nurse Practitioners. Retrieved from https://www.bls.gov/ooh/healthcare/nurse-anesthetists-nurse-midwives-and-nurse-practitioners.htm#tab-6 on Aug 2, 2019

External Competition

Old Dominion University (ODU) is the only public institution in the Commonwealth of Virginia that offers a similar degree program. ODU offers a Doctor of Nursing Practice (D.N.P.) with a concentration in nurse anesthesia program that begins in May each year. The program is a hybrid of traditional classroom and online classes.

Target Population

VCU will target graduates of bachelor's degree programs in nursing or related sciences and those with the prescribed experience as registered nurses in critical care settings. VCU will also target second career seekers with bachelor's or master's degrees who have been in the workforce for at least one year.

Impact on Existing Programs/Policies

No degree programs will be compromised as a result of the initiation and operation of the proposed degree program. The existing entry-level Master of Science in Nurse Anesthesia (MSNA) Program will be discontinued.

Impact on Faculty

The Department of Nurse Anesthesia has nine (9) full time faculty members who will teach core and required courses in the proposed degree program. The department employs, on average, seven adjunct faculty each year to teach and assist in teaching intervention, clinical and didactic courses. Ninety-five (95) part-time clinical instructors from fifty-four (54) clinical sites will be retained each year to supplement instructional resources.

Funding

The Department of Nurse Anesthesia has the faculty, classified support staff, equipment, library and other resources needed to initiate and sustain the proposed DNAP program. The proposed program will have a total of 27.40 FTE of instructional effort in 2020-2021 to initiate and will remain constant through the target year of 2024-25. There is no anticipated impact from the reallocation of funds within the Department of Nurse Anesthesia due to the closure of the existing entry-level Master of Science in Nurse Anesthesia (MSNA) Program. The design plan is to make the transition from the MSNA to the proposed degree and the plan for any potential growth in class size will remain the same.

See the full proposal for the estimated resources needed to initiate and operate the proposed program.

Alignment with the VCU Mission

The proposed DNAP program will support the mission of the university by "fostering commitment to scientific inquiry, discovery, and innovation," encouraging professional competence, promoting dedication to lifelong learning and service, "building sustainable community partnerships," advancing clinical education, and proactively endorsing the evolution of the profession.

Next Steps

January 30 – University Committee on Academic Affairs and University Policies (UCAAUP) Meeting, Samuel Putney House Board Room, 1:00 - 2:30 p.m.
February 6 - University Council Meeting, University Student Commons, Virginia Rooms, 3:00 - 5:00 p.m.
February 10 - President's Cabinet
February 28 - Board of Visitor's Meeting, Cabell Library, Rooms 303 and 311

Link to full proposal.

Virginia Commonwealth University
Proposed Program Brief

Proposal to create a Bachelor of Arts degree program in Human and Organizational Development

Overview

Virginia Commonwealth University seeks approval for a Bachelor of Arts (B.A.) degree program in Human and Organizational Development at the Monroe Park Campus in Richmond, VA. The proposed program will be administered by the Department of Teaching and Learning in the School of Education. The target date of the program's initiation is the fall semester of 2020.

The purpose of the proposed B.A. degree program in Human and Organizational Development is to prepare students to enter the field of learning and development as Human Resources Development (HRD) professionals. The proposed program will focus on providing students with the knowledge and skills to plan and develop learning programs for adult learners in a variety of organizational settings including for-profit and non-profit organizations. Students will also be able to assess and evaluate adult learning in those settings. Through comprehensive learning and development experiences, students will have the opportunity to learn skills in developing programs for adult learning and practice them in a professional setting. Students will be exposed to the differences in teaching and learning with adults, as well gain an understanding of working with diverse groups of learners and adapting instructional programs based on the needs of the learners as well as the organization. Graduates will be prepared to work as HRD professionals, providing training and employee development, instructional design, both for face-to-face environments as well as on-line learning environments. The proposed program will prepare graduates to serve as HRD professionals assisting organizations in Performance Management, as well as Organizational Development (OD) initiatives.

Method of Delivery

Courses included in the proposed program will be offered in a hybrid format, some courses will be offered in traditional classroom format and other courses will be offered online.

Target Implementation Date

Fall 2020

Demand and Workforce Development

The Bureau of Labor Statistics report states there were 341,200 jobs in Learning and Development in 2018. The report also anticipates an additional 32,000 jobs by 2028. This is an average of an 8.5% increase, which is higher than the 5% increase in occupations overall.[1]

External Competition

There are no undergraduate programs within public institutions in Virginia focusing on Human and Organizational Development. James Madison University offers a minor in Human Resource Development (HRD), but not a major.

Target Population

All interested undergraduate students will be encouraged to consider the major and no specific targeted population will be recruited.

[1] Bureau of Labor Statistics, U.S. Department of Labor, Occupational Handbook, on the Internet at https://www.bls.gov (Last Modified Date: September 4, 2019).

Impact on Existing Programs/Policies
No degree programs will be compromised or closed as a result of the initiation and operation of the proposed degree program.

Impact on Faculty
Two (2) of the twenty-two (22) full-time faculty in the Department of Teaching and Learning will teach in the proposed program. Other faculty from the Department of Teaching and Learning will teach in the program, as needed.

Funding
This proposed program will require a total of .75 faculty FTE instructional effort in 2020-2021, rising to 4.38 faculty FTE instructional effort in the target enrollment year, 2024-2025. The Department of Teaching and Learning within the School of Education will be the primary funding source to initiate and sustain the proposed degree program. Departmental funding includes reallocation of funds to hire adjunct faculty and new faculty to assist in sustaining the proposed program by the target enrollment year. The reallocation of these funds will not negatively impact any other academic program in the department or the School.

See the full proposal for the estimated resources needed to initiate and operate the proposed program.

Alignment with the VCU Mission
The proposed program aligns with the University's mission to provide an "engaged, learner-centered environment" where students will have the opportunity to openly discuss topics and issues in class, as well as their experiences through study abroad and internships. Since HRD and OD are interdisciplinary in nature and many of the required courses in the proposed program will be taken in collaboration with other schools and within the University, the B.A. in Human and Organizational Development furthers the "interdisciplinary collaboration" goals within VCU's mission.

Next Steps
January 30 – University Committee on Academic Affairs and University Policies (UCAAUP) Meeting, Samuel Putney House Board Room, 1:00 - 2:30 p.m.
February 6 - University Council Meeting, University Student Commons, Virginia Rooms, 3:00 - 5:00 p.m.
February 10 - President's Cabinet
February 28 - Board of Visitor's Meeting, Cabell Library, Rooms 303 and 311

Link to full proposal.

Virginia Commonwealth University
Proposed Program Brief

Proposal to create a Master of Education in Higher Education

Overview

Virginia Commonwealth University (VCU) requests approval to create a Master of Education (M.Ed.) degree program in Higher Education at the Monroe Park campus in Richmond, VA. The proposed program will be administered by the Department of Educational Leadership within the School of Education. The target date of the program's initiation is the fall semester of 2020.

The purpose of the proposed M.Ed. degree program in Higher Education is to prepare knowledgeable, competent professionals to make meaningful contributions in postsecondary settings, with a distinct emphasis on urban institutions.[1] Graduates of the program will receive master's-level preparation to succeed in academic- and student-centric roles, including but not limited to: central operations, academic affairs, admissions, athletics, and advising. By exposing students to the best available theory, research, and practice in urban higher education, the program will cultivate essential skills. These skills include the ability to describe a problem, evaluate and select a methodology for framing the problem, analyze data, assess outcomes, and arrive at solutions that build on historical and modern theory and practice[2] (i.e., what has or has not worked; what is or is not working elsewhere), sound ethical frameworks, team-based leadership, and core values (e.g., community, equity).

The proposed M.Ed. in Higher Education will enable practitioners to respond to trends in urban higher education. In addition, graduates will be equipped to set new trends that promote the achievement of current and future student populations. Set within a premier urban institution known for community engagement, the M.Ed. will be poised to become a destination program for aspiring and current higher education professionals.

Method of Delivery

Traditional face-to-face classroom format.

Target Implementation Date

Fall 2020

Demand and Workforce Development

The U.S. Department of Labor Bureau of Labor Statistics (2019) [3] projects a seven percent (7%) growth rate for postsecondary education/higher education administrators between 2018-2028.

External Competition

Three public institutions in the Commonwealth of Virginia offer master's level degree programs with a similar of Classification of Instructional Program (CIP) codes; however, the programs focus is on student affairs. George Mason University offers a Master of Arts in Higher Education & Student Development, the University of Virginia offers a Master of Education in Student Affairs Practice in Higher Education, and Virginia Tech offers a Master of Arts in Education in Higher Education and Student Affairs. The proposed program from

1 Zerquera, D. (2016). Urban-Serving Research Universities: Institutions for the Public Good. Higher Learning Research Communications, 5(2), n2.

[2] McCormick, A. C., Kinzie, J., & Gonyea, R. M. (2013). Student engagement: Bridging research and practice to improve the quality of undergraduate education. In Paulsen, M. (Ed.), *Higher Education: Handbook of Theory and Research*, (47-92). New York: Springer.

[3] Bureau of Labor Statistics, U.S. Department of Labor. (2019). Occupational outlook handbook: Postsecondary education administrators. Retrieved from: https://www.bls.gov/ooh/management/postsecondary-education-administrators.htm#tab-1

VCU prepares students to succeed in academic- and student-centric roles, including but not limited to: central operations, academic affairs, admissions, athletics, and advising with a distinct emphasis on urban institutions.

Target Population

The target population for the proposed program is students who have completed an undergraduate degree and are seeking to attain a graduate degree in higher education. The program is also intended for individuals who currently work in higher education and are seeking to expand their knowledge of in this area.

Impact on Existing Programs/Policies

No degree programs will be compromised or closed as a result of the initiation and operation of the proposed degree program.

Impact on Faculty

The Department of Educational Leadership has nine (9) full-time faculty members. Faculty appointments in the graduate degree program are established by the chair of the Department of Educational Leadership. Two full-time faculty in the Department will teach required courses in the proposed program.

Funding

The Department of Educational Leadership have all of the resources needed to initiate and sustain the proposed M.Ed. degree program in Higher Education. The department will have the faculty classified support, equipment, space, and library resources to launch and maintain the proposed degree program. The department will have two (2) full-time faculty members committed to the program. The proposed program will require a total of 1.0 FTE instructional effort in 2020-2021 remaining constant through the target year, 2024-25.

See the full proposal for the estimated resources needed to initiate and operate the proposed program.

Alignment with the VCU Mission

The proposed M.Ed. in Higher Education program aligns naturally with several components of the university's mission. This alignment is facilitated by VCU's status as an urban institution of higher education and the focus of the M.Ed. curriculum on topics required to operate such institutions and to work with the student populations and communities they serve. Specific mission-program alignments include a learner-centered environment, creativity and innovation to address complex problems, diversity, and university-community partnerships.

Moreover, the proposed program aligns with the mission of the VCU School of Education by providing opportunities for graduates to contribute to lifelong learning. Graduates of the program will be positioned to contribute to their respective organizations, as well as have an understanding of sound leadership and an awareness of multicultural/diverse environments. Like the university, the School of Education highlights the importance of an urban focus within curriculum, which is embedded within this program.

Next Steps

January 30 – University Committee on Academic Affairs and University Policies (UCAAUP) Meeting, Samuel Putney House Board Room, 1:00 - 2:30 p.m.
February 6 - University Council Meeting, University Student Commons, Virginia Rooms, 3:00 - 5:00 p.m.
February 10 - President's Cabinet
February 28 - Board of Visitor's Meeting, Cabell Library, Rooms 303 and 311

Link to full proposal.

Virginia Commonwealth University
Proposed Program Brief

Proposal to create a Graduate Certificate in Clinical Genetics

Overview

The School of Medicine requests approval to create a Graduate Certificate in Clinical Genetics. The purpose of the Graduate Certificate in Clinical Genetics is to train students on the principles of inheritance, the basis of inheritance, how inheritance influences risk in human disease, and the technology and methods involved in testing for genetic disorders. Graduates will be able to apply this knowledge to understand genetic conditions, calculate risk for genetic disorders and understand the role of genetic professionals in the clinical setting. Graduates will be competitive for jobs such as genetic counseling assistants or promotions within their field such as nursing or technicians working in genetic diagnostic laboratories. Graduates will also be more competitive to apply for professional training such as genetic counseling MS programs or clinical diagnostic fellowship programs.

Method of Delivery

Traditional face-to-face classroom format.

Target Implementation Date

Fall 2020

Demand and Workforce Development

Employment of genetic counselors is projected to grow 27 percent from 2018 to 2028.

External Competition

There are no Graduate Certificates in Clinical Genetics offered by public institutions in the Commonwealth of Virginia.

Target Population

The certificate will target individuals who are interested in the genetic counseling profession and those with Ph.D. degrees who have had training in other scientific disciplines but are now interested in clinical diagnostic fellowships. The certificate will also target nurse practitioners who are interested in clinical genetics.

Impact on Existing Programs

The proposed program will not impact other programs offered by Virginia Commonwealth University. All of the required and elective courses for this program, with the exception of HGEN 606: Clinical Genomics, are existing courses.

Impact on Faculty

Faculty appointments in the certificate program are established by recommendation of the chair of the Department of Human and Molecular Genetics in consultation with the Graduate Program Director for the certificate. All courses will be taught by faculty in the department as well as faculty from the Departments of Pathology and Psychiatry.

Funding

Faculty in the Department of Human and Molecular Genetics, Psychiatry and Pathology will be the primary instructors in the proposed program and one of the faculty in the Department of Human and Molecular Genetics will serve as Program Director. No new positions will be created to initiate and sustain this certificate program. The university has adequate resources to offer and sustain this certificate program.

Next Steps

January 30 – University Committee on Academic Affairs and University Policies (UCAAUP) Meeting, Samuel Putney House Board Room, 1:00 - 2:30 p.m.

February 6 - University Council Meeting, University Student Commons, Virginia Rooms, 3:00 - 5:00 p.m.

February 10 - President's Cabinet

February 28 - Board of Visitor's Meeting, Cabell Library, Rooms 303 and 311

Link to full proposal.

Virginia Commonwealth University
Proposed Program Brief

Proposal to create a Graduate Certificate in Genomics Data Science

Overview

The School of Medicine requests approval to create a Graduate Certificate in Genomics Data Science. The purpose of the Graduate Certificate in Genomics Data Science is to train students on the biological, DNA sequencing, bioinformatics and data analysis principles and procedures associated with applied genomics research and prepare them to apply those procedures to real data. Graduates will utilize the basic principles and methodologies of molecular biology and genetics, focusing on gene structure and function, epigenetics, gene expression, biochemical genetics, and inborn errors of metabolism for therapeutic diagnostic decision-making. Graduates will receive training in the use of genomic technologies and software tools for data processing widely used in bioinformatics, and using the R programming language will learn computational methods and data manipulation principles, clustering, data visualization and machine learning algorithms. Graduates will be able to apply the knowledge and skills acquired in many high demand areas, including genomic medicine, health care, pharmaceutical and medical manufacturing, colleges and universities, and government.

Method of Delivery

Traditional face-to-face classroom format.

Target Implementation Date

Fall 2020

Demand and Workforce Development

Employment outlook for genomic data scientists and similar positions (bioinformatics scientists) is expected to grow 6% nationally between 2018 and 2028. However, the employment outlook for Virginia is expected to grow 12% between 2016 and 2026.

External Competition

There are no Graduate Certificates in Genomics Data Science offered by public institutions in the Commonwealth of Virginia.

Target Population

The certificate is intended for recent undergraduates and working professionals who are seeking to advance their careers by acquiring knowledge and skills in statistics and data science related to the genome.

Impact on Existing Programs

The proposed program will not impact other programs offered by Virginia Commonwealth University. All of the required and elective courses for this program, with the exception of HGEN 606: Clinical Genomics, are existing courses.

Impact on Faculty

Faculty appointments in the graduate certificate program are established by recommendation of the chair of the Department of Biostatistics in consultation with the certificate's Program Director. The Program Director is a full-time faculty member in the department.

Funding

Full-time faculty in the Department of Biostatistics will teach courses in the proposed program. No new positions will be created to initiate and sustain this certificate program. The School of Medicine has adequate resources to offer and sustain this certificate program.

Next Steps

January 30 – University Committee on Academic Affairs and University Policies (UCAAUP) Meeting, Samuel Putney House Board Room, 1:00 - 2:30 p.m.
February 6 - University Council Meeting, University Student Commons, Virginia Rooms, 3:00 - 5:00 p.m.
February 10 - President's Cabinet
February 28 - Board of Visitor's Meeting, Cabell Library, Rooms 303 and 311

Link to full proposal.

Virginia Commonwealth University
Proposed Program Brief

Proposal to create a Baccalaureate Certificate in Fundamentals of Computing

Overview

The College of Engineering requests approval to create a Baccalaureate Certificate in Fundamentals of Computing. The purpose of the Baccalaureate Certificate in Fundamentals of Computing is to prepare non-computer science students for employment that requires a solid understanding of computing, including data analysis, data visualization as well as data security. The proposed certificate program requires 12 credit hours. The proposed certificate program will consist of four courses that include a prerequisite course titled "Computers and Programming" and three additional courses titled "Web development and software engineering", "Data science skills", and "Cybersecurity skills". Graduates will be able to demonstrate logical problem-solving skills to create software solutions; discuss current networks and cybersecurity issues and identify appropriate solutions; apply knowledge of database systems to create and use data; perform data analysis and visualization; and apply knowledge of the software engineering process to build and test web applications.

Method of Delivery

This program will be offered fully online.

Target Implementation Date

Fall 2020

Demand and Workforce Development

The certificate program was developed in responses to The Capital CoLab of the Greater Washington Partnership, which is an action-oriented, nonprofit alliance comprised of academic institutions, employers, and entrepreneurs spanning from Baltimore to Richmond. Working in collaboration with leaders from businesses and academic institutions in the Capital Region, the Capital CoLab connects and leverages the assets in Capital Region communities to advance inclusive, actionable solutions that strengthen the area as a leading global center for commerce and innovation. One of Capital CoLab's three broad areas of focus is "Developing the talent and workforce the region needs now and in the future." The proposed program is designed to meet this demand.

External Competition

There are no Baccalaureate Certificates in Fundamentals of Computing offered at four-year public institutions in the Commonwealth of Virginia.

Target Population

The target audience is full-time undergraduate students from a broad range of disciplines across Virginia Commonwealth University who do not intend to major in computer science, but would like to learn the essential computing topics of programming, cybersecurity, data science, and software engineering needed to work in industry, government, and non-profit settings.

Impact on Existing Programs

No degree programs will be compromised or closed as a result of the initiation and operation of the proposed degree program.

Impact on Faculty

Faculty appointments in the proposed certificate program are established by recommendation of the chair of the Department of Computer Science in consultation with the certificate's Program Director. All courses will be taught by existing full-time, faculty in the department.

Funding

Full-time faculty in the Department of Computer Science will teach requires courses in the proposed program and one of the faculty will serve as Program Director. No new positions will be created to initiate and sustain this certificate program. The university and the Department of Computer Science has adequate resources to offer and sustain this certificate program.

Next Steps

January 30 – University Committee on Academic Affairs and University Policies (UCAAUP) Meeting, Samuel Putney House Board Room, 1:00 - 2:30 p.m.
February 6 - University Council Meeting, University Student Commons, Virginia Rooms, 3:00 - 5:00 p.m.
February 10 - President's Cabinet
February 28 - Board of Visitor's Meeting, Cabell Library, Rooms 303 and 311

Link to full proposal.

Virginia Commonwealth University
Proposed Program Brief

Proposal to create a Graduate Certificate in Teaching: Elementary Education RTR

Overview

The School of Education requests approval to create a Graduate Certificate in Teaching: Elementary Education RTR. The purpose of the proposed program is to prepare graduates to be reflective educators who demonstrate an in-depth understanding of science, social studies, and mathematics pedagogy and content as well as a commitment to balanced literacy approaches. The program provides professional coursework and field experiences during a one-year residency for teacher candidates seeking licensure through their local school divisions. Students will be prepared to teach in diverse classroom settings and develop skills to advocate for equitable learning opportunities for all children.

This proposal has been prepared according to specialized State Council of Higher Education for Virginia (SCHEV) guidance in response to the General Assembly's 2018 enablement of education degree programs for teacher preparation. The proposed certificate is aligned to the VCU and School of Education mission as an urban serving, community-engaged institution committed to tackling our community's most vexing problems, specifically the long-standing teacher shortages in high-needs schools. This certificate helps mitigate a critical shortage in Virginia's teacher workforce.

Method of Delivery

Courses in the proposed program will be taught in the traditional face-to-face classroom format.

Target Implementation Date

Fall 2020

Demand and Workforce Development

The Virginia State Department of Education has identified Elementary Education (PreK – 6) as being those positions for which school divisions face the largest difficulty in filling with qualified educators. In order to see positions that are available in these critical shortage areas

External Competition

None

Target Population

The Graduate Certificate in Teaching: Elementary Education RTR is specifically designed for students with bachelor's degrees in fields other than education that wish to become teachers in high-needs/hard-to-staff elementary schools. We anticipate recruiting students who have majored in the arts, business, humanities and sciences, and social work. These students do not qualify to enter the VCU Master of Teaching program at the time of application because their undergraduate degree did not include the content coursework required for a master's degree, which is significantly higher than the content coursework state certification requirements.

Impact on Existing Programs

No degree programs will be compromised or closed as a result of the initiation and operation of the proposed degree program.

Impact on Faculty

Five of the 15 faculty from the Department of Teaching and Learning will teach courses in the proposed certificate program.

Funding

Virginia Commonwealth University, Department of Teaching and Learning, and the Center for Teacher Leadership have faculty, classified support staff, equipment, telecommunications, library and other resources necessary to launch and sustain the proposed program. Current resources from the RTR and M.T. in Early/Elementary Education program are available to initiate the proposed program, but a full-time term elementary generalist (4/4/2 load) would be needed in the second year. Funding for the position will come from the department budget and available grant funding in years 1 and 2. In following years, the position will be funded through the department budget. New courses created for this program will be developed and taught by current faculty.

See the full proposal for the estimated resources needed to initiate and operate the proposed program.

Next Steps

January 30 – University Committee on Academic Affairs and University Policies (UCAAUP) Meeting, Samuel Putney House Board Room, 1:00 - 2:30 p.m.
February 6 - University Council Meeting, University Student Commons, Virginia Rooms, 3:00 - 5:00 p.m.
February 10 - President's Cabinet
February 28 - Board of Visitor's Meeting, Cabell Library, Rooms 303 and 311

Link to full proposal.

Virginia Commonwealth University
Proposed Program Brief

Proposal to Modify the Post-Master's Certificate in Nursing

Overview

Virginia Commonwealth University (VCU) requests approval of the following modifications to the existing Post-Master's Certificate in Nursing Program:

- Change the type of certificate from a Post-Master's Certificate in Nursing to a Post-Professional Certificate in Nursing and
- Reduce the required total credit hours from 27 to 21.

Due to regulations by the accrediting agency, the Commission on Collegiate Nursing Education (CCNE)[1] and the Board of Nursing licensure requirements, the post-professional certificate in nursing curriculum must align with the curriculum for the associated concentration. The School of Nursing is requesting a credit hour reduction to the proposed Post-Professional Certificate in Nursing. The existing post-master's certificate requires a minimum of 23 credits hours to a maximum of 27 credit hours, the proposed modification requires a total of 21 credit hours for each concentration. A reduction in credit hours for the certificate was needed to improve program and to increase the marketability and competitiveness of the program for prospective students. The requested modification does not impact the program's purpose, focus or intent. The decision to reduce the total credit hours for the post-baccalaureate certificate program was made as part of the School of Nursing's programmatic assessment process. Furthermore, the current certificate program does not comply with the State Council of Higher Education for Virginia (SCHEV) definition of a post-professional certificate or graduate certificate program, which requires a minimum of nine credit hours and a maximum of 24 credit hours. The credit hour reduction will bring the program into compliance with SCHEV standards.

Upon completion of the certificate program, graduates will be able to sit for the certification exam that corresponds to their chosen area of study. The American Nurses Credentialing Center (ANCC) is the primary certification agency for FNP, AGACNP and PMHNP. In addition, FNP students can choose to take the American Academy of Nurse Practitioners (AANP) examination, and the AGACNP students can choose to take the American Association of Critical Care Nurses Certification exam (AACN). Graduates must take the exam before they can apply for state licensure as a nurse practitioner.

Method of Delivery

Traditional face-to-face classroom format.

Target Implementation Date

Fall 2020

Demand and Workforce Development

Demand for healthcare services will increase because of the aging population, given that older people typically have more medical problems than younger people. Nurses also will be needed to educate and care for patients with various chronic conditions, such as arthritis, dementia, diabetes, and obesity. The shortage of faculty creates a bottleneck for producing professional registered nurses (RNs). According to the AACN, the U.S. is projected to experience a shortage of RNs that is expected to intensify as Baby Boomers age and the need for health care grows.[2] The Bureau of Labor Statistics forecasts that between 2018 and 2028 "job opportunities for registered nurses are expected to be good because of employment growth and the need to replace workers who

[1] Standards for Accreditation of Baccalaureate and Graduate Nursing Programs, Commission on Collegiate Nursing Education, https://www.aacnnursing.org/Portals/42/CCNE/PDF/Standards-Final-2018.pdf, accessed November 12, 2019.

2 Fact Sheet: Nursing Shortage. American Association of Colleges of Nursing. May 2017. Pg. 1. http://www.aacnnursing.org/Portals/42/News/Factsheets/Nursing-Shortage-Factsheet-2017.pdf

retire over the coming the decade."[3] Employment of registered nurses is projected to grow 12 percent from 2018 to 2028, much faster than the average for all occupations. Moreover, the occupation of the Nurse Practitioner, [4] which has the RN as a prerequisite, is one of the fastest growing occupations for 2018-28, with a projected growth of 26%.

External Competition

George Mason University (Fairfax, VA) and the University of Virginia (Charlottesville, VA) are the two public institutions in the Commonwealth of Virginia that offer a Post-Master's Certificate (PMC) in Nursing. George Washington University in Washington, DC and Shenandoah University in Winchester, VA are nearby private institutions that offer a PMC in Nursing.

Target Population

The target audience consists of master's or Doctor of Nursing Practice (D.N.P.) prepared licensed registered nurses who wish to gain new skills and knowledge for board certification to provide advanced practice care in their chosen certificate area.

Impact on Existing Programs/Policies

No degree programs will be compromised or closed as a result of the initiation and operation of the proposed degree program.

Impact on Faculty

Full-time faculty in the School of Nursing will be the primary instructors in the proposed program and one of the faculty will serve as Program Director. No new positions will be created to initiate and sustain this certificate program.

Funding

Resources required to support the certificate program are met by existing resources to support current programs. These include student support services (enrollment, help desk, and library), faculty support services, and general administration (budgeting, forecasting, and enrollment management). The School of Nursing has adequate resources to initiate and sustain this certificate program.

Alignment with the VCU Mission

VCU School of Nursing's mission is to shape the future of nursing through the power of education, discovery and collaboration and our goal is to be the destination for those committed to transforming health care. Our core values, integrity, compassion, diversity, innovation and collaboration, demonstrate our commitment to training a diverse community of nurses to provide high quality care to all people across the lifespan. Offering a PMC program for advanced practice registered nurses helps to address the NP workforce needs for the Commonwealth of Virginia.

Next Steps

January 30 – University Committee on Academic Affairs and University Policies (UCAAUP) Meeting, Samuel Putney House Board Room, 1:00 - 2:30 p.m.
February 6 - University Council Meeting, University Student Commons, Virginia Rooms, 3:00 - 5:00 p.m.
February 10 - President's Cabinet
February 28 - Board of Visitor's Meeting, Cabell Library, Rooms 303 and 311

Link to full proposal.

3 "Registered Nurses." Occupational Outlook Handbook. Bureau of Labor Statistics. https://www.bls.gov/ooh/healthcare/registered-nurses.htm

4 "What's an NP?" American Association of Nurse Practitioners. Visited April 30, 2018. https://www.aanp.org/all-about-nps/what-is-an-np#education-and-training

Virginia Commonwealth University
Proposed Program Brief

Proposal requesting Modifications to the
Post-Baccalaureate Certificate in Real Estate and Urban Land Development

Overview

Virginia Commonwealth University requests approval for the following modifications to the existing Post-Baccalaureate Certificate in Real Estate and Urban Land Development:

1. change the type of certificate to align with the State Council of Higher Education for Virginia (SCHEV) definitions for certificate programs,
2. change program name to Graduate Certificate in Real Estate,
3. decrease the required number of credit hours from 18 to 12, and
4. add an online modality.

The purpose of the program was to prepare students, especially those with undergraduate degrees in areas other than business, for a career in real estate. In the spring 2019 semester, faculty in the Department of Finance, Insurance, and Real Estate discussed opportunities to improve the certificate program by reducing the credit hours, changing the name of the certificate program, and making courses available in online and traditional classroom formats to make the program more attractive to prospective students and to help increase student enrollment. In the fall 2019 semester, the faculty officially approved the proposed changes.

Rationale for Modification

Name Change

The existing certificate program was created prior to the creation of the State Council of Higher Education for Virginia (SCHEV) certificate program definitions were created in June 2014.[1] The proposed name change aligns with the SCHEV definitions for a graduate certificate program. The proposed name of Graduate Certificate in Real Estate, removing the words "and Urban Land Development" more accurately describes the certificate curriculum. The learning outcomes of the certificate focus on the use of qualitative and quantitative data in the dimensions of real estate valuation. Although the course, Real Estate Development, will remain in the curriculum, the focus of this course is market analysis and strategic planning for real estate project management. There is no longer an emphasis specifically in urban land development.

Reduction in Credit Hours

The reduction in required credit hours will allow students to complete the program in one year. The six credit hours being removed from the program are elective offerings and not needed for students looking move into a new career or move up within their current real estate career path. In addition, the reduction in credit hours will make the program more attractive to students seeking to gain skills in real estate valuation.

Adding Online Delivery Option

By adding the online delivery option to the proposed Graduate Certificate in Real Estate, VCU can respond to the need of its target student population – full-time and part-time working professionals for increased flexibility in course delivery and consumption. Full-time and part-time working professionals are more likely to have life styles and schedules that are compatible with online courses and programs. The program's problem-oriented pedagogy and curriculum can be implemented in an online environment using a blend of asynchronous and

[1] Adapted from SCHEV Policy dated June 6, 2014 (https://www.schev.edu/docs/default-source/institution-section/GuidancePolicy/academic-program-forms/certificateprogramdefinitions-1.pdf)

synchronous tools that enable discussion, collaboration, and reflective activities comparable to face-to-face classroom environment.

Method of Delivery
Courses in the certificate program will be offered via online delivery and in a traditional face-to-face classroom format.

Target Implementation Date
Fall 2020

Demand and Workforce Development
According to the United States Bureau of Labor Statistics Occupational Outlook Handbook, employment of real estate brokers and sales agents is projected to grow 7 percent from 2018 to 2028.

External Competition
George Mason University offers a Master of Science degree in Real Estate Development. No other public institutions in the Commonwealth of Virginia offer a baccalaureate, post-baccalaureate certificate, or graduate certificate in real estate.

Target Population
The certificate will target working professionals in real estate who want to advance their careers by acquiring new skills and learning new topics in real estate.

Impact on Existing Programs/Policies
No degree programs will be compromised or closed as a result of the initiation and operation of the proposed degree program.

Impact on Faculty
Faculty appointments in the graduate certificate program are established by the program director in collaboration with the chair of the Department of Finance, Insurance and Real Estate. One full-time faculty member of the Department of Finance, Insurance and Real Estate teaches courses in the certificate program. The program also utilizes two to three adjunct faculty to teach courses in the certificate program.

Funding
No additional faculty positions are needed to support the modified program. Virginia Commonwealth University has sufficient resources to initiate and sustain the modified certificate program.

Next Steps
January 30 – University Committee on Academic Affairs and University Policies (UCAAUP) Meeting, Samuel Putney House Board Room, 1:00 - 2:30 p.m.
February 6 - University Council Meeting, University Student Commons, Virginia Rooms, 3:00 - 5:00 p.m.
February 10 - President's Cabinet
February 28 - Board of Visitor's Meeting, Cabell Library, Rooms 303 and 311

Link to full proposal.

Proposal to discontinue
the Post-Baccalaureate Certificate in Environmental Studies
VCU Life Sciences

Table of Contents

Proposed Intent to Discontinue 1

Background 1

Rationale for Intent to Discontinue 1

Critical Shortage Area 1

Teach-Out Plan 1

Stopped-Out Plan 1

Proposed Intent to Discontinue
Virginia Commonwealth University (VCU) requests approval to discontinue the Post-Baccalaureate Certificate (PBC) in Environmental Studies program (CIP code: 3.0103). The program is located in VCU Life Sciences.

Background
VCU has offered the Post-Baccalaureate Certificate (PBC) in Environmental Studies program since 1982. Admission to the post-baccalaureate certificate program was suspended in the fall 2007 because no new applicants had been received since 2000. Upon hiring of a new director of the Center for Environmental Studies, the faculty met in spring 2019 and agreed to focus on the Masters in Environmental Studies and to officially discontinue the PBC program. Termination of the program is supported by the faculty in VCU Life Sciences.

Rationale for Intent to Discontinue
The Post-Baccalaureate Certificate in Environmental Studies has not received any applications since 2000. The last PBC applicant activity was fall 2000, and the last registration activity was fall 2001. The last awarded certificate was spring 2000.

Critical Shortage Area
The Post-Baccalaureate Certificate (PBC) in Environmental Studies is not in a critical shortage area.

Teach-Out Plan
There are currently no students enrolled in the Post-Baccalaureate Certificate (PBC) in Environmental Studies program. No teach-out plan is needed.

Stopped-Out Students
Per the Office of Records and Registration, there are no stopped out students in the Post-Baccalaureate Certificate (PBC) in Environmental Studies program.

Proposal to discontinue
the Post-Baccalaureate Certificate in Human Resource Management
School of Business

Table of Contents

Proposed Intent to Discontinue	1
Background	1
Rationale for Intent to Discontinue	1
Critical Shortage Area	1
Teach-Out Plan	1
Stopped Out Students	1

Proposed Intent to Discontinue
Virginia Commonwealth University (VCU) requests approval to discontinue the Post-Baccalaureate Certificate (PBC) in the Human Resource Management program (CIP code: 52.1001). The program is located in the School of Business.

Background
VCU has offered the Post-Baccalaureate Certificate (PBC) in the Human Resource Management program since 1998 in the School of Business. Interest in this program has declined over time. In 2009-10 and 2015-16, between one and six degrees had been produced each year. In fall 2016, admission to the program was suspended due to low enrollment in the program. In fall 2017, faculty and administration agreed unanimously to discontinue the program.

Rationale for Intent to Discontinue
The decision to discontinue the certificate program came out of the persistent low demand by applicants. The faculty and administration decided it was in the best interest of the institution to discontinue the program. There is evidence to conclude that the program is not a desirable area of interest for students at VCU. The post-baccalaureate certificate program has not received applications since fall 2016. Enrollment and graduation data indicate that the certificate program will not meet SCHEV's productivity and viability standards when reviewed during the next review cycle. Discontinuing the degree program at this time will remove the program from VCU's degree program inventory.

Critical Shortage Area
The Post-Baccalaureate Certificate (PBC) in Human Resource Management is not in a critical shortage area.

Teach-Out Plan
There are currently no students enrolled in the Post-Baccalaureate Certificate (PBC) in the Human Resource Management program.

Stopped Out Students
There is one stopped out student in the Post-Baccalaureate Certificate (PBC) in the Human Resource Management program. The student has been advised of options available for the completion of the certificate program. Should the student re-enroll prior to violating the continuous enrollment policy the student will still be able to take the required and elective courses to complete the program. Note MGMT 433 is not available because it has been renumbered to MGMT 333, which is offered regularly.

Proposal to discontinue
the Post-Master's Certificate (Educational Specialist or EdS)
in Teacher Leadership
School of Education

Table of Contents

Proposed Intent to Discontinue	1
Background	1
Rationale for Intent to Discontinue	1
Critical Shortage Area	1
Teach-Out Plan	1
Stopped Out Students	1

Proposed Intent to Discontinue
Virginia Commonwealth University (VCU) requests approval to discontinue the Post-Master's Certificate (Educational Specialist, or EDS) in Teacher Leadership program (CIP code: 13.0101). The program is located in the School of Education, Department of Teaching and Learning.

Background
The Post-Master's Certificate (EDS) in Teacher Leadership was approved by the VCU Graduate Council in fall 2007 and by the State Council of Higher Education for Virginia on September 10, 2008. The program was designed for advanced graduate students who had experience as classroom teachers and were seeking additional coursework to prepare them for leadership roles in secondary education.

Rationale for Intent to Discontinue
With the budget deficit in 2009, the University functioned with significantly fewer resources than was available when the proposal was submitted and approved. Resources needed to initiate the program were shifted to cover the budget costs of other high need programs within the School of Education.

The program was never initiated and no students ever enrolled in the program. Therefore, there have been zero graduates from this program. Discontinuing the Post-Master's Certificate (EDS) in Teacher Leadership will remove the program from VCU's degree program inventory.

Critical Shortage Area
The Post-Master's Certificate (EDS) in Teacher Leadership program is not in a critical shortage area.

Teach-Out Plan
There are currently no students enrolled, nor have there ever been students enrolled, in the Post-Master's Certificate (EDS) in Teacher Leadership. No teach-out plan is needed.

Stopped Out Students
As this program never opened and never had enrollments, there are no stopped out students in the Post-Master's Certificate (EDS) in Teacher Leadership program.

Virginia Commonwealth University
Proposed Program Brief

Proposal to Change the Name of the Doctor of Philosophy in Systems Analysis and Modeling to the Doctor of Philosophy in Mathematical and Data Sciences

Overview

Virginia Commonwealth University is requesting approval for the following technical change: to rename the Doctor of Philosophy (Ph.D.) in Systems Modeling and Analysis (CIP code: 27.9999) to the Doctor of Philosophy (Ph.D.) in Mathematical and Data Sciences (CIP code: 27.9999). The program is administered by the Department of Statistical Sciences and Operations Research and the Department of Mathematics and Applied Mathematics in the College of Humanities and Sciences.

The Ph.D. in Systems Modeling and Analysis was established in 2009. The name was chosen to reflect the spectrum of research areas and to make it clear that the degree program was not a traditional mathematical sciences degree program. However, since the initiation of the program, the program faculty have encountered difficulty in marketing the program to potential students, registering the program with relevant professional societies, and explaining the nature of the program to prospective VCU faculty. Prospective students and employers of VCU students often confuse the degree name with an engineering discipline based on the design and implementation of systems processes, whereas the degree program is actually a program within the mathematical sciences. Students in this program select from electives offered by the Department of Mathematics and Applied Mathematics and Department of Statistical Sciences and Operations research.

Method of Delivery

Traditional face-to-face classroom format.

Target Implementation Date

Fall 2020

Demand and Workforce Development

According to the United States Bureau of Labor Statistics Occupational Outlook Handbook, overall employment of mathematicians and statisticians is projected to grow 30% from 2018 to 2028.

External Competition

According to the State Council of Higher Education for Virginia (SCHEV) Degree Inventory, three (3) other public institutions in the Commonwealth of Virginia offer doctoral degrees in mathematics, statistics, or statistical sciences. George Mason University offers a Ph.D. in Statistical Sciences, the University of Virginia offers a Ph.D. in Mathematics and a Ph.D. in Statistics, and Virginia Tech offers a Ph.D. in Mathematics and a Ph.D. in Statistics. Please see Appendix A of the proposal for VCU SCHEV Peer Institutions list, with similar degree programs.

Impact on Existing Programs/Policies

No degree programs will be compromised or closed as a result of the initiation and operation of the proposed degree program.

Impact on Faculty

There is no impact on faculty. The request is to change the name of the degree only.

Funding

The resources to change the name of this degree program are minimal. No business cards or other stationary are associated with this degree program. Other resources associated with the renaming are limited to revision of the

departmental web page. There are no additional costs to revise the webpage and the change can be completed with general webpage updates which are within the current assigned work load of existing staff at VCU. No new resources will be requested from the state in order to rename the degree program.

Next Steps

January 30 – University Committee on Academic Affairs and University Policies (UCAAUP) Meeting, Samuel Putney House Board Room, 1:00 - 2:30 p.m.
February 6 - University Council Meeting, University Student Commons, Virginia Rooms, 3:00 - 5:00 p.m.
February 10 - President's Cabinet
February 28 - Board of Visitor's Meeting, Cabell Library, Rooms 303 and 311

Link to full proposal.

The Inclusive Excellence Portfolio

VCU Board of Visitors Presentation

February 28, 2020

Strategic Planning

Diversity Driving Excellence

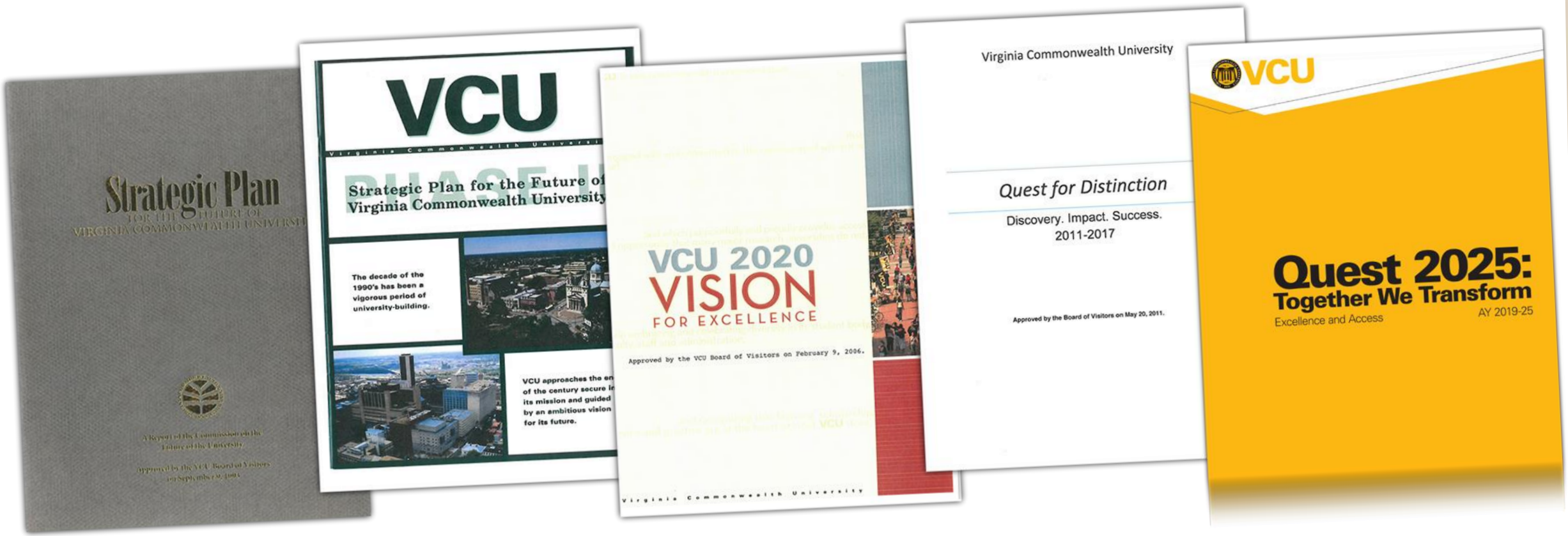
Culture and Climate

Education and Training

Transformative Success

STRATEGIC PLANNING

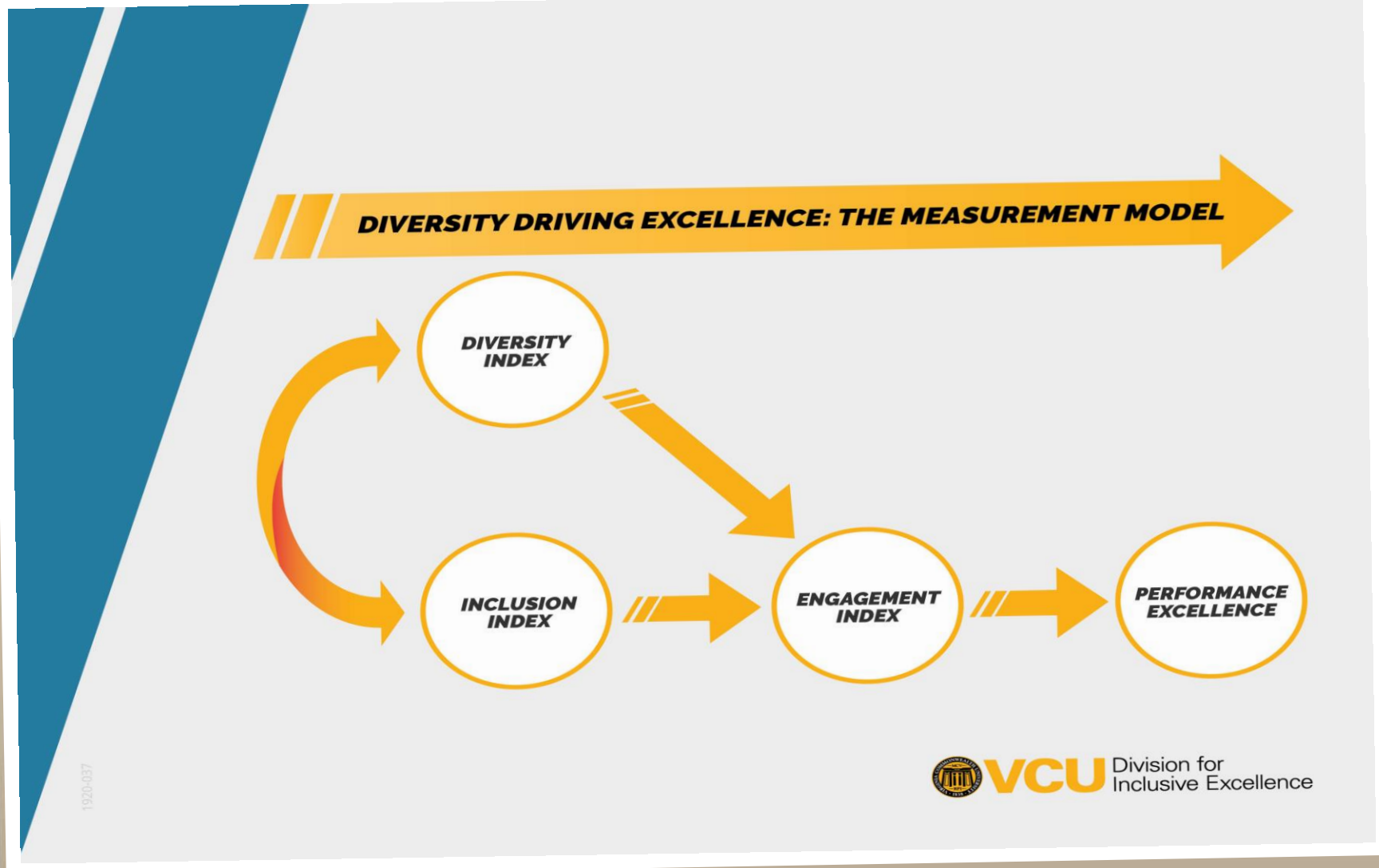
STRATEGIC PLANNING



From words to initiatives to goals to themes →

DIVERSITY DRIVING EXCELLENCE

DIVERSITY DRIVING EXCELLENCE

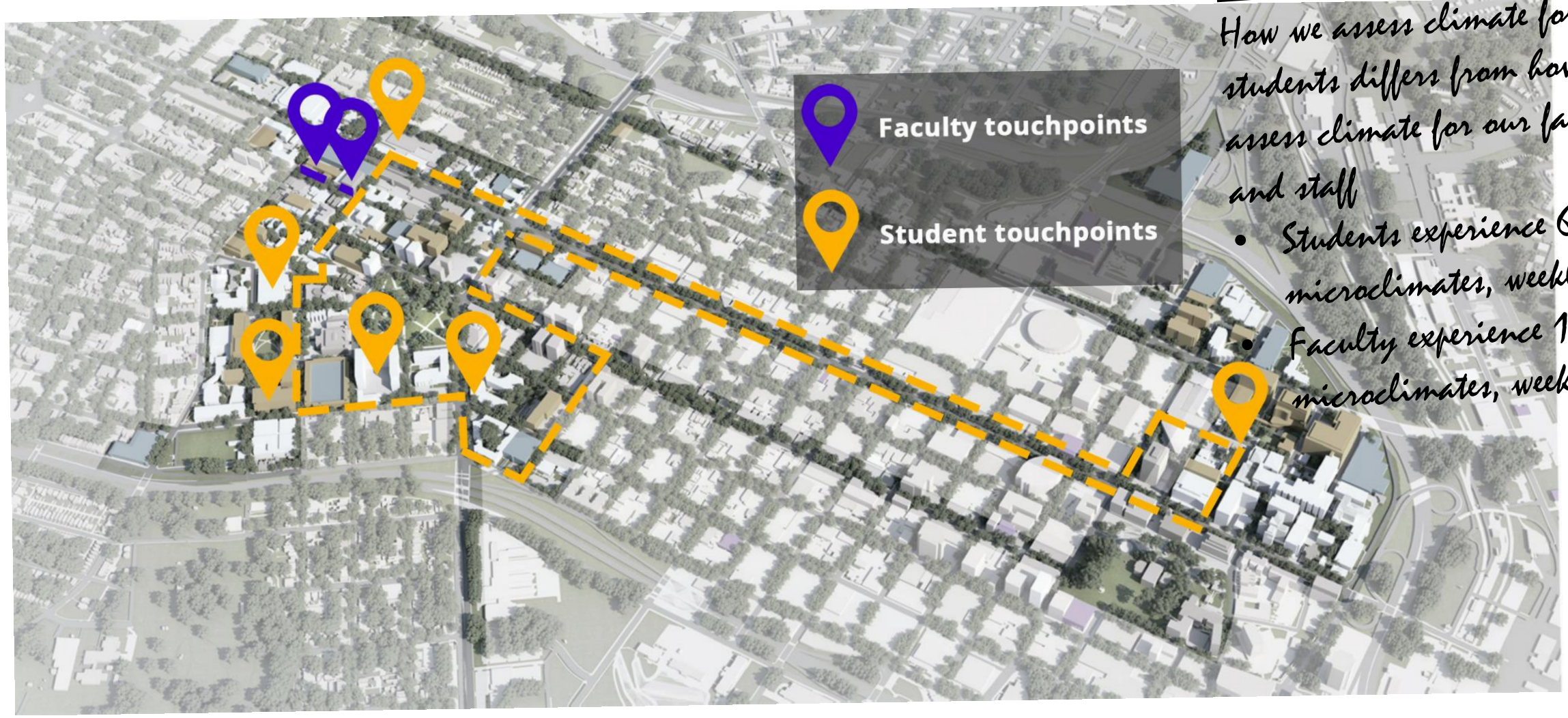


Notes

Diversity drives excellence through its impact on inclusion and engagement

Engagement predicts performance excellence which predicts faculty and staff retention

CULTURE AND CLIMATE

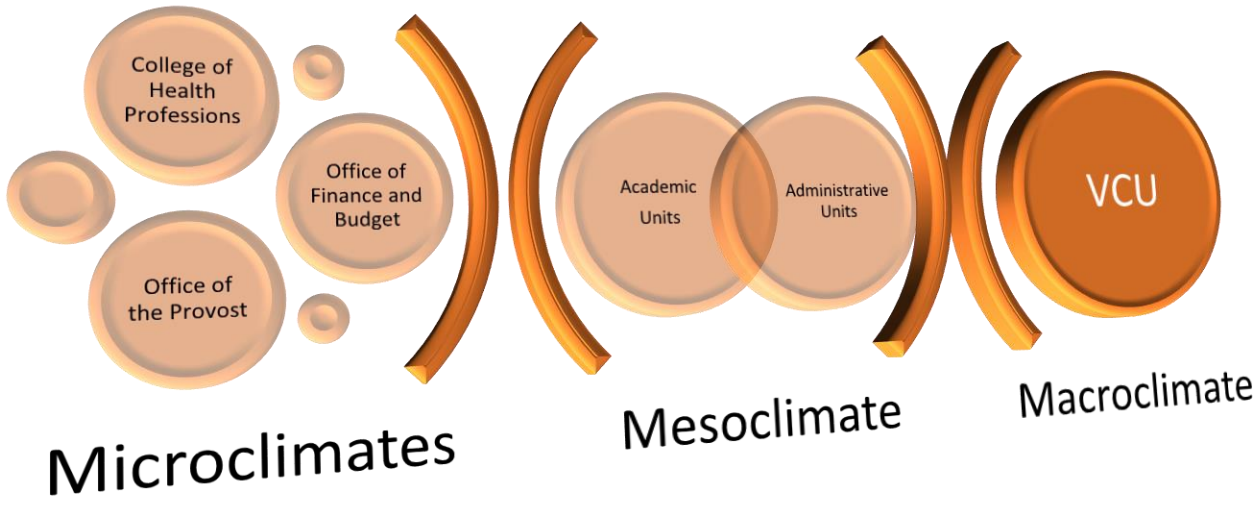


Notes

How we assess climate for students differs from how we assess climate for our faculty and staff

- Students experience 6-8 microclimates, weekly
- Faculty experience 1-2 microclimates, weekly

CULTURE AND CLIMATE

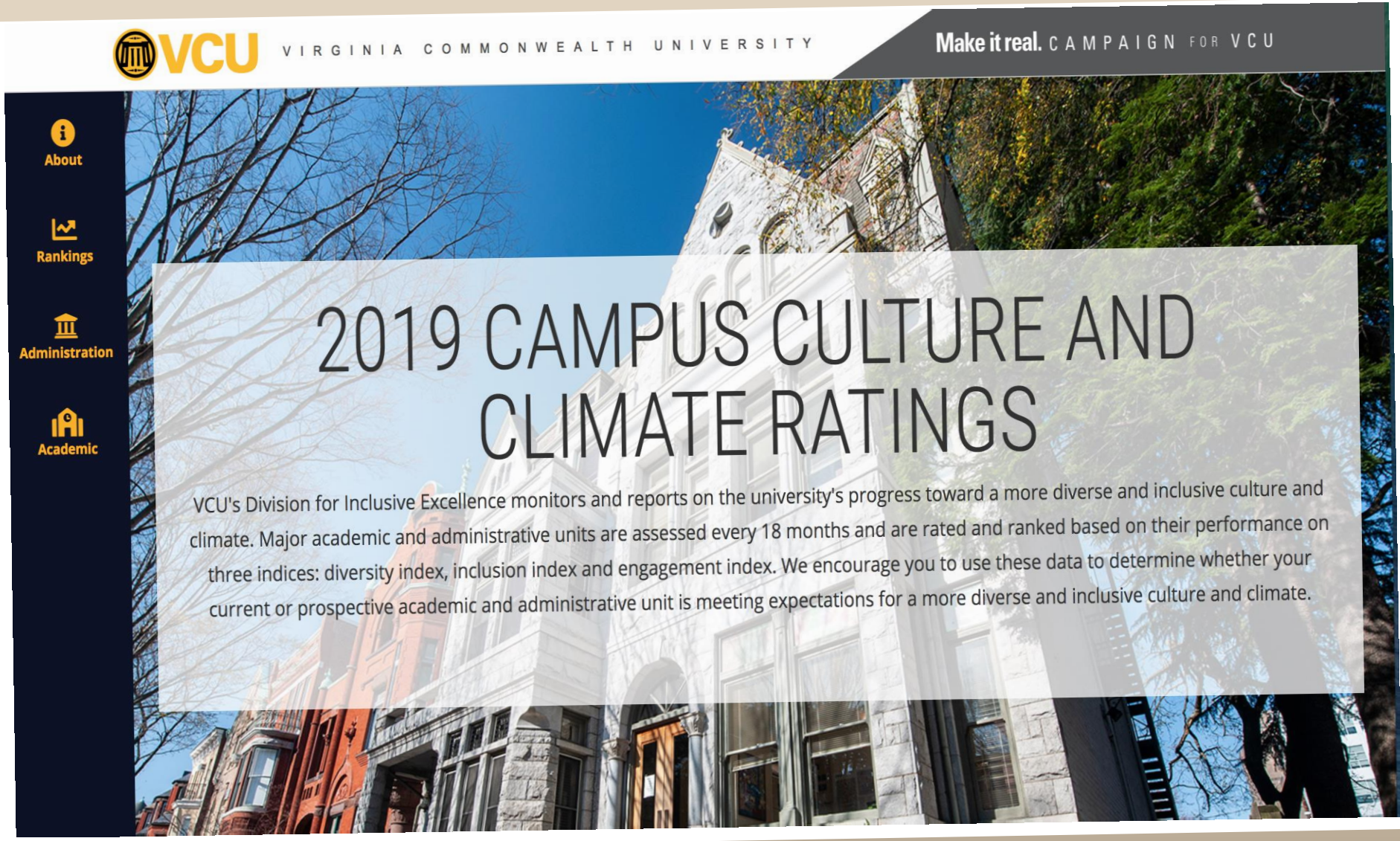


How this is conceptualized for faculty and staff

- Up to 25 separate, yet interdependent microclimates
- Meso- represents the linkage among microclimates
- Collectively, they form the VCU macroclimate
  - There's little value in focusing on the macroclimate for faculty and staff

CULTURE AND CLIMATE

https://inclusive.vcu.edu/dashboard/



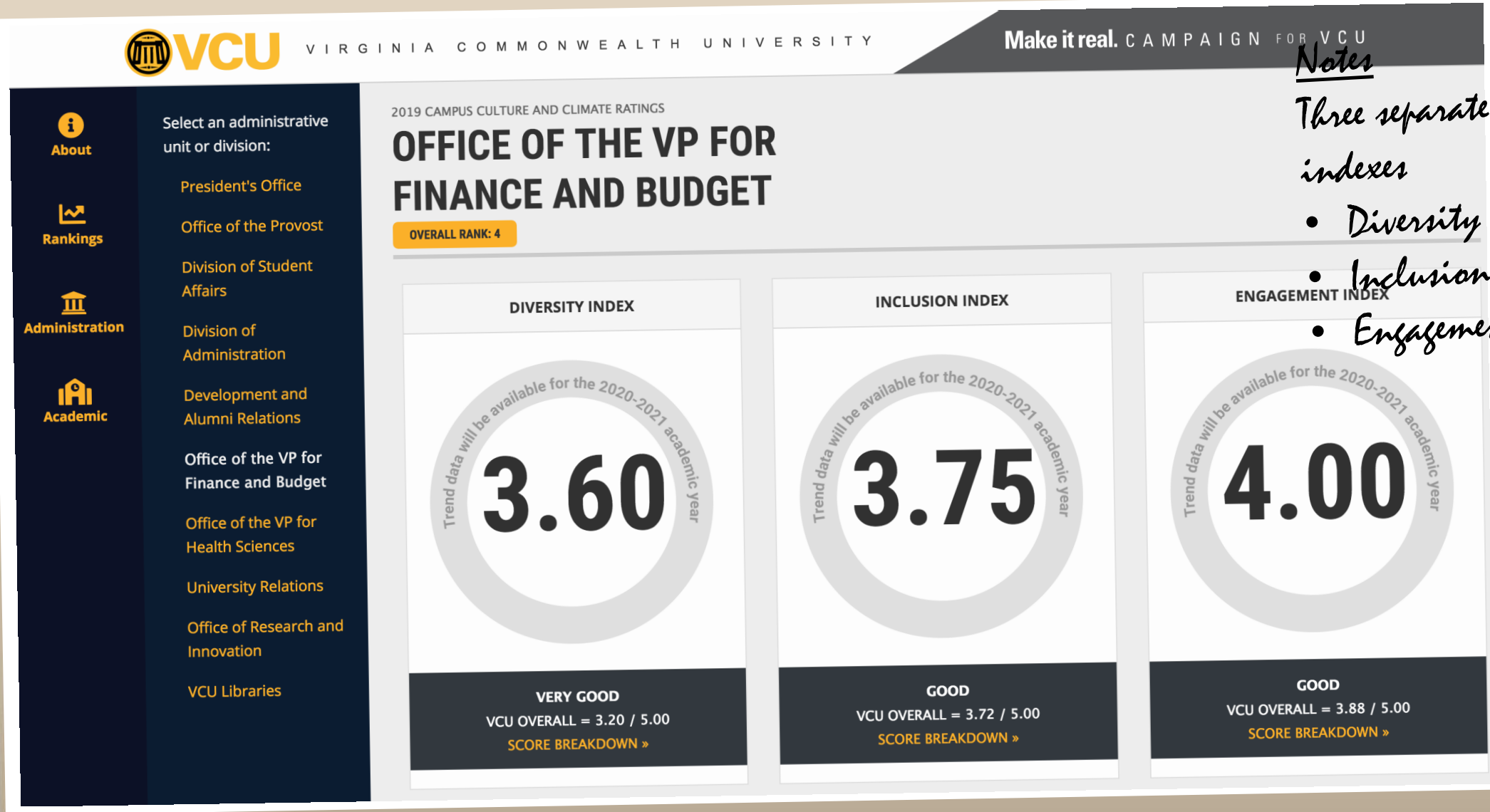
Faculty and staff

Notes

Allowed us to set benchmarks for academic and administrative units re: culture and climate

CULTURE AND CLIMATE

https://inclusive.vcu.edu/dashboard/



Notes

Three separate but interrelated indexes

- Diversity Index
- Inclusion Index
- Engagement Index

CULTURE AND CLIMATE

https://inclusive.vcu.edu/dashboard/

VCU VIRGINIA COMMONWEALTH UNIVERSITY

Make it real. CAMPAIGN FOR VCU

About

Rankings

Administration

Academic

Select an administrative unit or division:

- President's Office
- Office of the Provost
- Division of Student Affairs
- Division of Administration
- Development and Alumni Relations
- Office of the VP for Finance and Budget
- Office of the VP for Health Sciences
- University Relations
- Office of Research and Innovation
- VCU Libraries

2019 CAMPUS CULTURE AND CLIMATE RATINGS

OFFICE OF THE VP FOR FINANCE AND BUDGET

OVERALL RANK: 4

The Diversity Index is consists of three main factors:

Compositional Diversity: Faculty and / or staff reflect our overall student population.
(2.00 / 2.0)

Representational Equity: Leadership is representative of gender / gender identity diversity.
(1.00 / 1.0)

Systems Diversity: Policies, practices, priorities and procedures reflect a commitment to diversity and inclusion.
(0.60 / 2.0)

Back to index score »

The Inclusion Index consists of four main factors:

Cooperative Environment: Leadership encourages communication and collaboration.
(3.60 / 5)

Empowering Environment: Faculty and / or staff have the resources and support to excel.
(3.79 / 5)

Fair Environment: Faculty and / or staff are treated equitably and fair.
(3.73 / 5)

Open Environment: Leadership supports diversity in all ways.
(3.85 / 5)

Back to index score »

The Engagement Index is consists of three main factors:

Intrinsic Work Experience: Faculty and / or staff share feelings of motivation and competency regarding roles in the workplace.
(3.94 / 5)

Leaders Lead: Faculty and / or staff perceive integrity among leadership.
(3.84 / 5)

Supervisor's Support: Faculty and / or staff's interpersonal relationships with supervisor includes trust, respect and support.
(4.18 / 5)

Back to index score »

Notes

Breakdown of culture and climate scores (on back of card)

- Diversity Index
- Inclusion Index
- Engagement Index

CULTURE AND CLIMATE

https://inclusive.vcu.edu/dashboard/

VCU VIRGINIA COMMONWEALTH UNIVERSITY

Make it real. CAMPAIGN FOR VCU

Notes

Academic and administrative units were ranked based in index scores

- About
- Rankings
- Administration
- Academic

2019 CAMPUS CULTURE AND CLIMATE RATINGS

RANKINGS

KEY | DIVERSITY INDEX RANKING | INCLUSION INDEX RANKING | ENGAGEMENT INDEX RANKING

OVERALL RANKING

Development and Alumni Relations	1
School of Pharmacy	2
Office of Research and Innovation	3
Office of the Vice President for Finance and Budget	4*
Office of the President	4*
Division of Student Affairs	6*

ACADEMIC RANKING

School of Pharmacy	3.05	4.04	4.20
School of Nursing	3.55	3.77	3.93
L. Douglas Wilder School of Government and Public Affairs	3.25	3.80	4.03
University College	2.25	3.99	4.08
School of Education	2.15	3.81	3.98

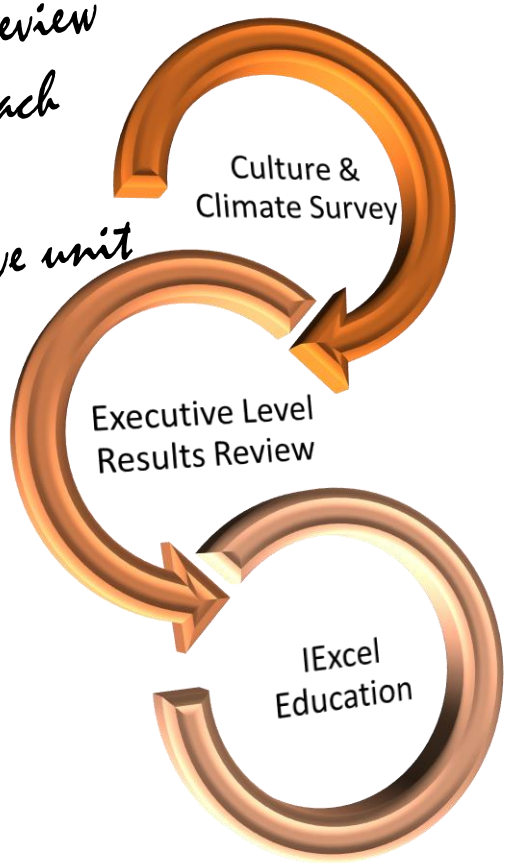
ADMINISTRATIVE RANKING

Development and Alumni Relations	3.45	4.05	4.23
Office of Research and Innovation	3.5	3.81	4.02
Office of the Vice President for Finance and Budget	3.60	3.75	4.00
Office of the President	3.00	3.97	4.08
Division of Student Affairs	4.00	3.71	3.81

CULTURE AND CLIMATE

Notes

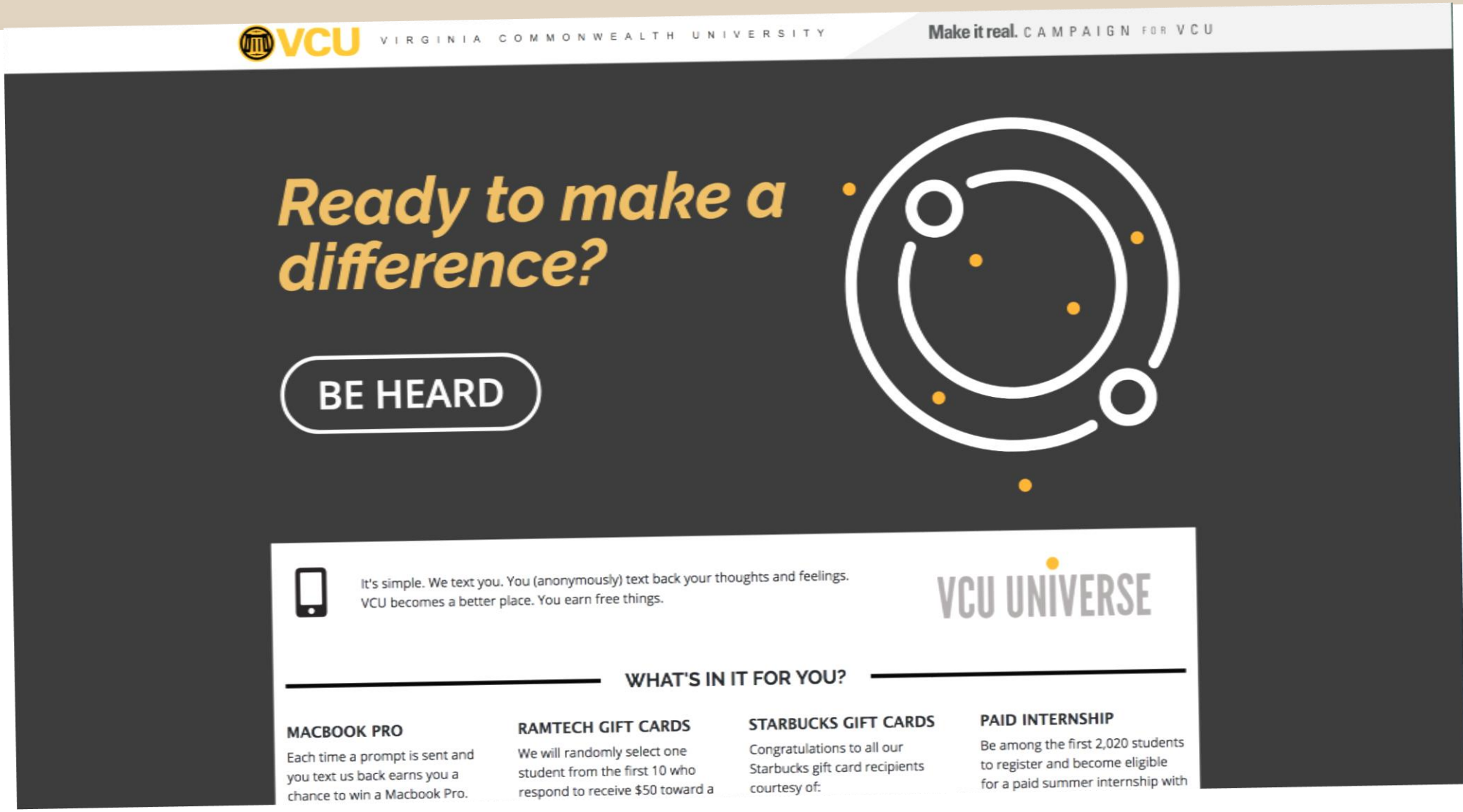
We provide a timely executive level review of results for each academic and administrative unit



*Thus far, we have provide reviews for 7 of 25 meta-units

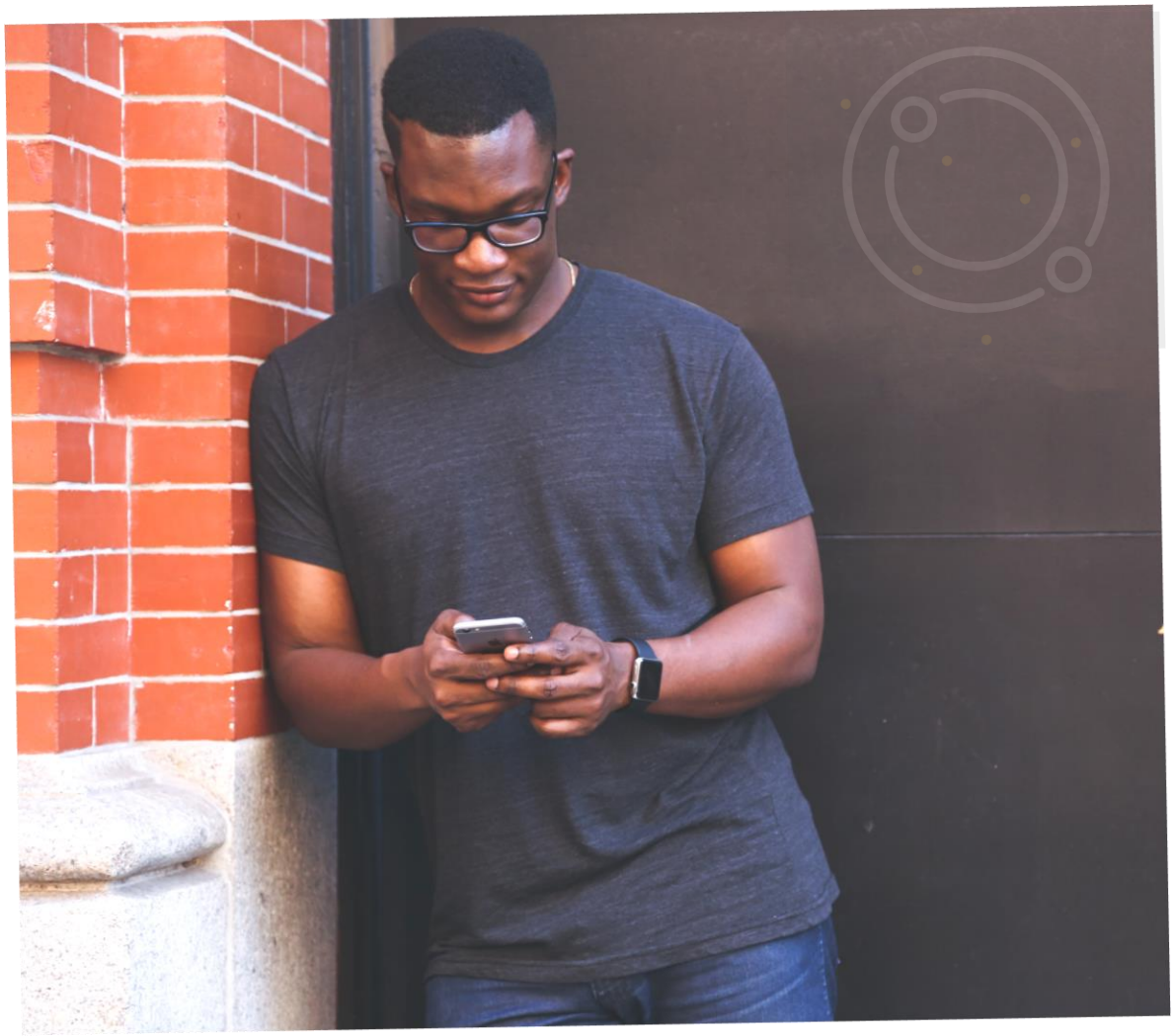
- Academic Units
  - School of Education
  - University College
  - College of Health Professions
  - Wilder School
  - College of Humanities and Sciences
- Administrative Units
  - University Relations
  - VCU Libraries

https://universe.vcu.edu/



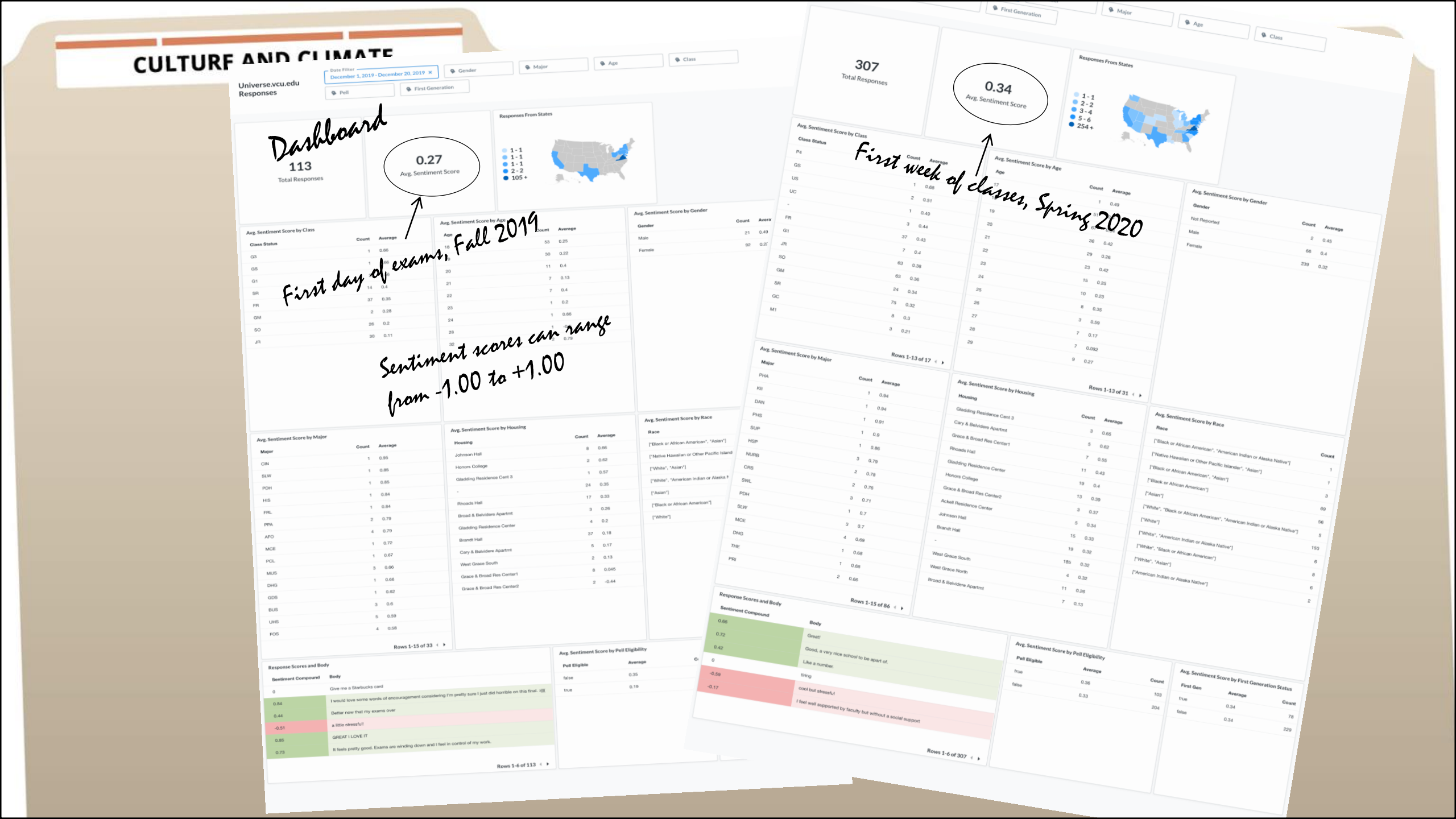
So, what about our students?

https://universe.vcu.edu/

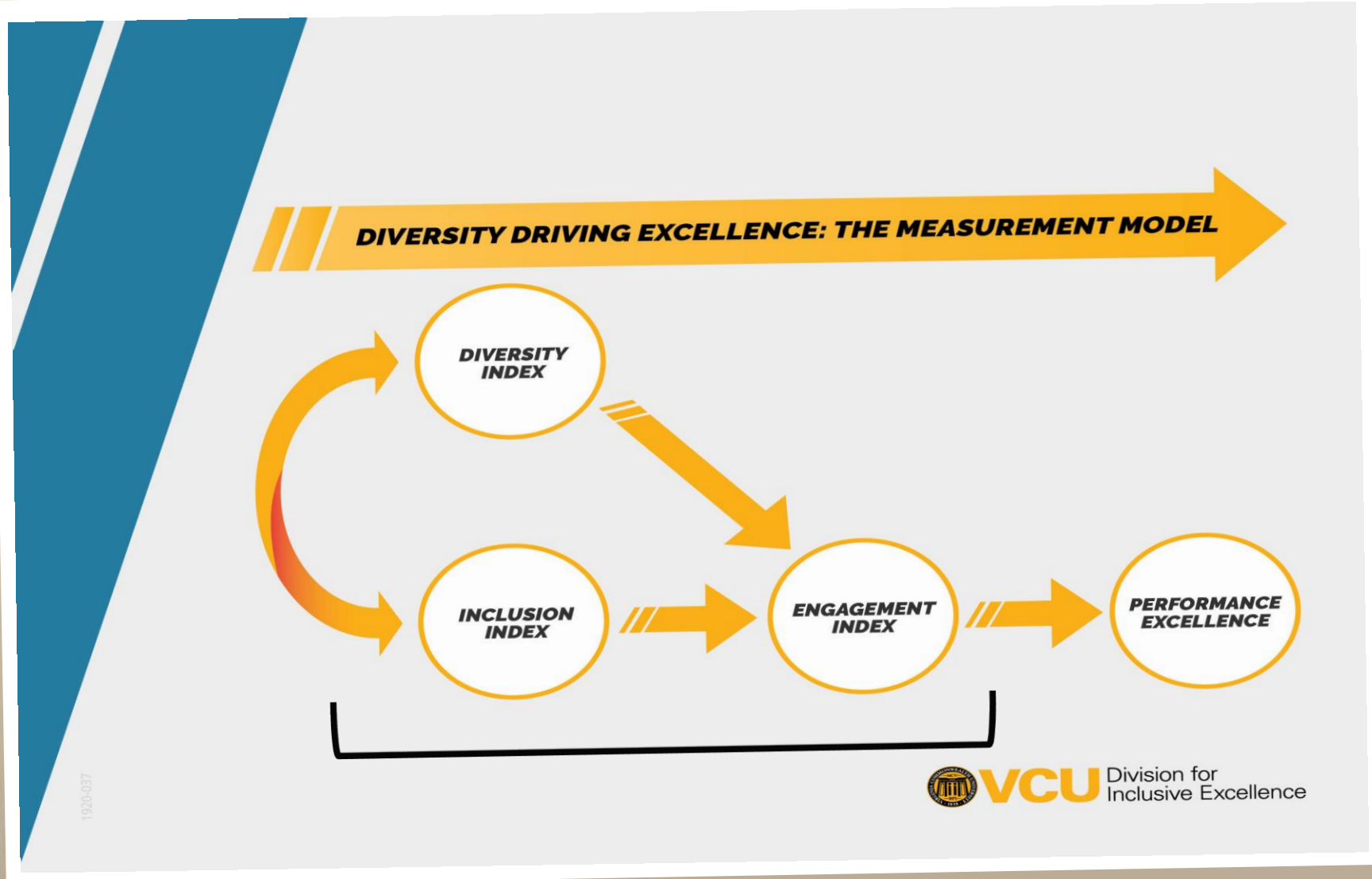


VCU UNIVERSE

487 registered users
74% undergraduate
76% female students
54% minority students
39% on campus residence
24% first generation
28% Pell-grant eligible


CULTURE AND CLIMATE
Universe.vcu.edu
Responses
Dashboard
113
Total Responses
0.27
Avg. Sentiment Score
First day of exams, Fall 2019
Sentiment scores can range from -1.00 to +1.00
307
Total Responses
0.34
Avg. Sentiment Score
First week of classes, Spring 2020
Responses From States
Avg. Sentiment Score by Class
Avg. Sentiment Score by Age
Avg. Sentiment Score by Gender
Avg. Sentiment Score by Major
Avg. Sentiment Score by Housing
Avg. Sentiment Score by Race
Response Scores and Body
Avg. Sentiment Score by Pell Eligibility
Avg. Sentiment Score by First Generation Status

EDUCATION AND TRAINING



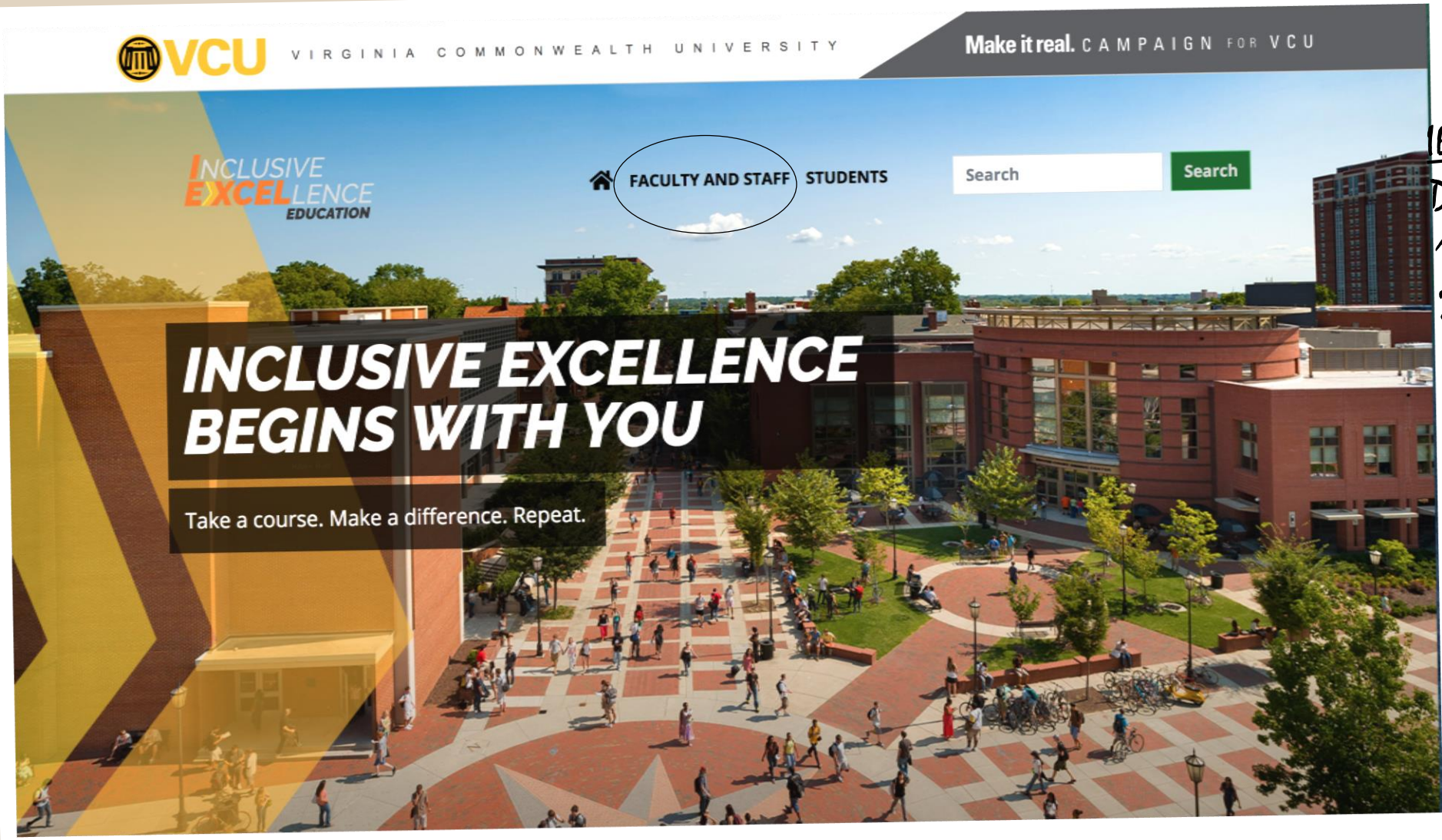
Notes

1Excel Education focuses on enhancing or improving academic and administrative unit capacity to address *diversity, *inclusion and *engagement issues

-All in an effort to impact each unit's unique performance goals

EDUCATION AND TRAINING

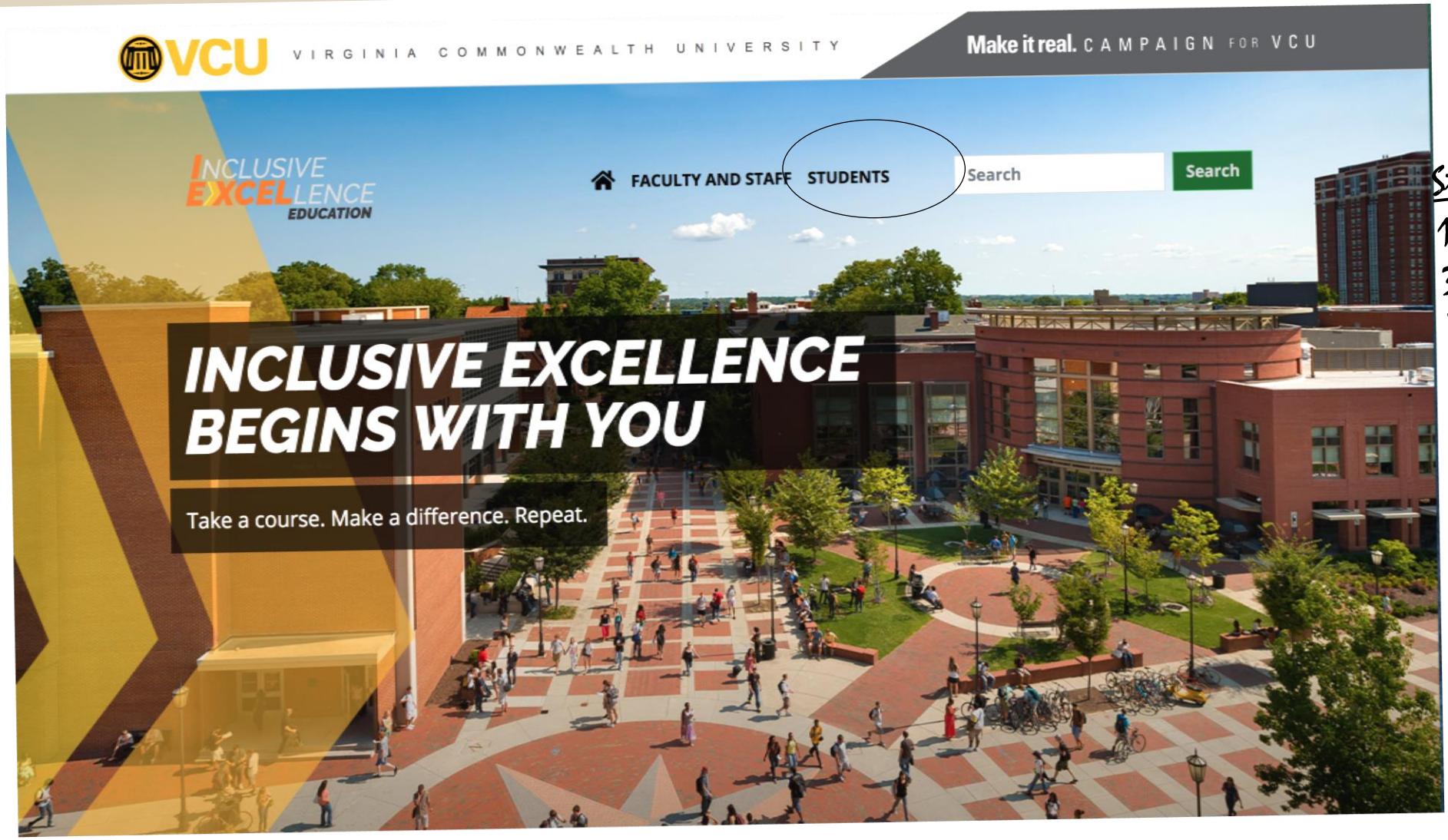
https://iexcel.vcu.edu/faculty-and-staff/



iExcel Education

- D&I Leadership Certificate
- 10 Seminar Programs
- 2 Intensive Training Programs
- 2 Workshops

https://iexcel.vcu.edu/students/



Students

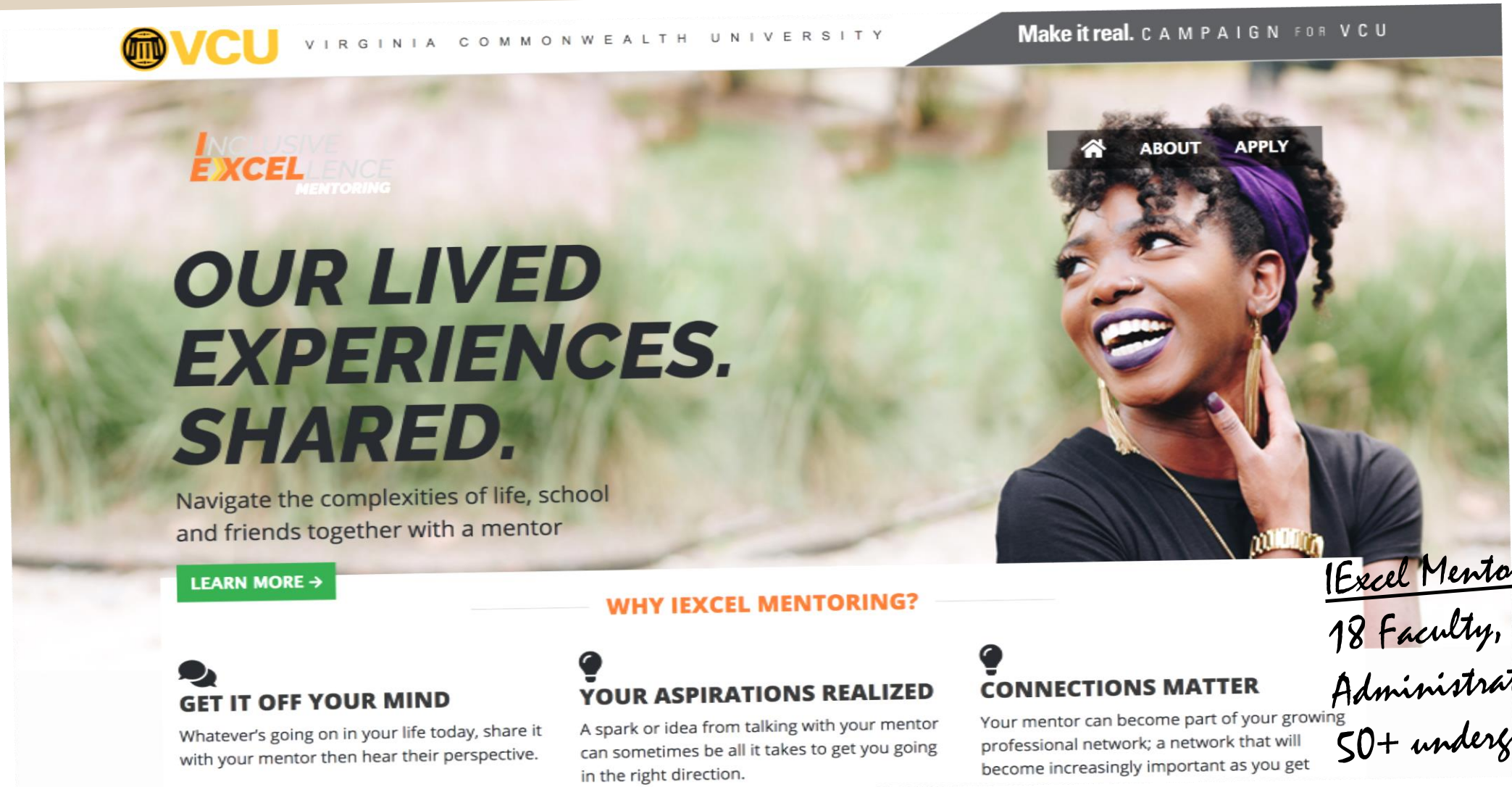
11 Short courses

3, 90-min meetings

Different settings

Course topics range from food insecurity to Hashtag Activism

https://iexcel.vcu.edu/mentoring/



IExcel Mentoring
18 Faculty, Staff and Senior Administrators
50+ undergraduate students

TRANSFORMATIVE SUCCESS

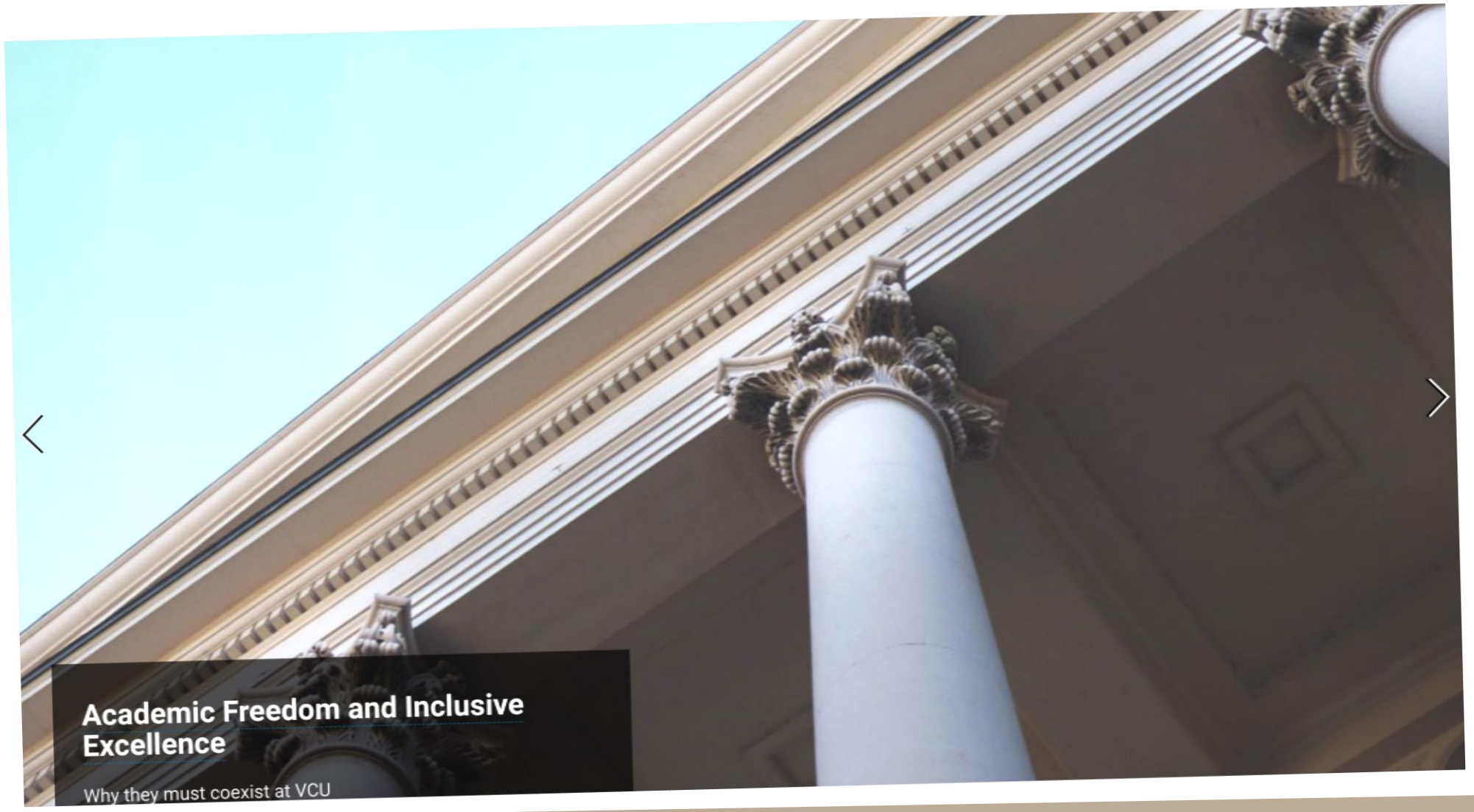
https://inclusive.vcu.edu/stories/vcu-recognized-as-top-college-for-diversity.html

TRANSFORMATIVE SUCCESS

https://inclusive.vcu.edu/stories/models-of-inclusive-excellence.html

TRANSFORMATIVE SUCCESS

https://inclusive.vcu.edu/stories/academic-freedom.html



https://inclusive.vcu.edu/black-faculty-report/

VCU VIRGINIA COMMONWEALTH UNIVERSITY

Make it real. CAMPAIGN FOR VCU

THE CHALLENGE IS IN THE MOMENT, THE TIME IS ALWAYS NOW

A Brief Report on the State of VCU's Black Faculty

by Aashir Nasim, Ph.D.
Vice President of Institutional Equity, Effectiveness & Success

TRANSFORMATIVE SUCCESS

Diversity and Inclusion Data Integration Center

VCU Diversity and Inclusion Data Integr
Established August 2, 2019

DIDI Center Vision
Becoming the most reliable and trusted so

DIDI Center Mission
To better inform policy and program dec

DIDI Center Goals
Analytics that guide institutions of char
Big data that explain the why, what, ho
Concomitant information sources that
Data visualization that communicates
Engineering technologies that improv
Forecast outcomes that inform decisi

EL CENTRO
LATINX / CHICANX at VCU

Aim 1: El Centro Latinx w
is intellectually and/or art

Aim 2: El Centro Latinx
as well as connect acade

Aim 3: El Centro Latinx
that serve the communi
will also promote Latin

Aim 4: El Centro Lati
methods, approaches

collective

Mission Statement:
The Queer Research & Advocacy Collective
and serves VCU's intellectual and creative c
supporting scholarly and artistic activity that
employees and the greater Richmond commu

The Q Collective employs a research/advocac
and community rubric to connect, generate an
on LGBTQIA+ communities across multiple i

The Q Collective:
- generates scholarship, creative works, proces
benefitting LGBTQIA+ communities broadly d
- connects research and advocacy, integrating c
constituencies
- focuses on and supports scholars and artists and the creation of
their work through trans-disciplinary

VCU
Institute for Inclusion, Inquiry and Innovation

iCubed was established in July 2015
- iCubed Programs
  - Pathways to the Professoriate (PATH)
  - Visiting Scholars Program
  - Cluster Hiring Initiative Program (CHIP)
  - Commonwealth Scholars Program

TRANSFORMATIVE SUCCESS

https://icubed.vcu.edu/

First Cohort of iCubed Faculty Hires

- Five transdisciplinary research cores
  - FY19, $20M as PI, Co-PI, PI
  - > 100 peer-reviewed publications

*92.8% 3-year retention rate

VCU

Institute for Inclusion, Inquiry and Innovation

iCubed has more than 100 VCU faculty and students; dozen community partners

TRANSFORMATIVE SUCCESS

TRANSFORMATIVE SUCCESS

Second Cohort of iCubed Visiting Scholars / Faculty Hires

- Four new transdisciplinary research cores
  - Undergoing search committee evaluation
  - Expected new T&R faculty hires this fall

VCU

Institute for Inclusi
Inquiry and Innovat

TRANSFORMATIVE SUCCESS

VCU
Institute for Inclusion, Inquiry and Innovation

Second cohort of iCubed Commonwealth Scholars

- *Faculty-mentored research*
- *28 UG and grad students*
- *10 research posters; pubs*

The Inclusive Excellence Portfolio

VCU Board of Visitors Presentation

February 28, 2020