



VCU

VIRGINIA COMMONWEALTH UNIVERSITY

VIRGINIA COMMONWEALTH BOARD OF VISITORS STRATEGIC TASK FORCE

12:00 PM¹

May 3, 2023

James Branch Cabell Library

901 Park Avenue – Room 303

Richmond, VA

DRAFT

AGENDA

1. **CALL TO ORDER & WELCOME**
5 minutes (12:00 p.m. – 12:05 p.m.)
Mr. Keith Parker, Chair

2. **STRATEGIC TASK FORCE & BOARD OF VISITORS PRIORITIES**
Mr. Keith Parker, Chair
 - a. Updates:
 - i. Brand
20 minutes (12:05 p.m. – 12:25 p.m.)
Mr. Grant Heston, Vice President for Enterprise Marketing and Communications
 - ii. Demographic Diversity
 1. Faculty
Dr. Mangala Subramaniam, Senior Vice Provost for Faculty Affairs
 2. Staff
Dr. Meredith Weiss, Vice President for Administration
 3. SWAM
15 minutes (12:25 p.m. – 12:40 p.m.)
Ms. Karol Kain Gray, Senior Vice President and CFO
 - iii. Enrollment
20 minutes (12:40 p.m. – 1:00 p.m.)
Dr. Fotis Sotiropoulos, Provost & Senior Vice President for Academic Affairs
 - iv. Budget
30 minutes (1:00 p.m. – 1:30 p.m.)
Ms. Karol Kain Gray, Senior Vice President and CFO

3. **ADJOURNMENT**
1:30 p.m.
Mr. Keith Parker, Chair

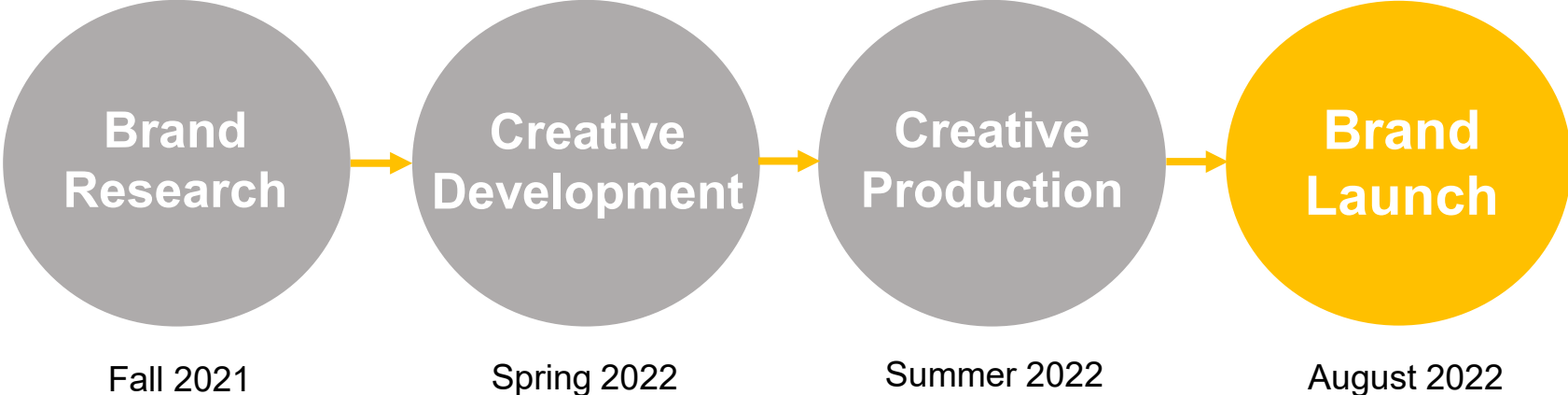
¹ The start time for the Board of Visitors meeting is approximate only. The meeting may begin either before or after the listed approximate start time as Board members are ready to proceed.

UNCOMMON

**BRAND
PRE-READ**

May 3, 2023

Brand Timeline



Research: Interviews, Focus Groups, Surveys



Leadership



Faculty



Staff



Students



Alumni



Patients



Richmond



Virginia

More than 2,000 viewpoints captured during research process.

Research conducted October 2021 through January 2022

How We Measure Success

- **Top Tier Media:** 300 national placements per year by 2028
-- 266 placements through Feb. 28, 2023; goal for 2022-23 is 250
- **Awareness:** Growth in awareness and familiarity
-- Rank in top three for awareness among Virginia peers (currently fifth)
- **Freshman enrollment:** 4,900 students by 2028
-- Grow in-state, out-of-state UG applications; grow international applications
- **Social media:** 3 percent annual growth in impressions, engagement and followers across all platforms

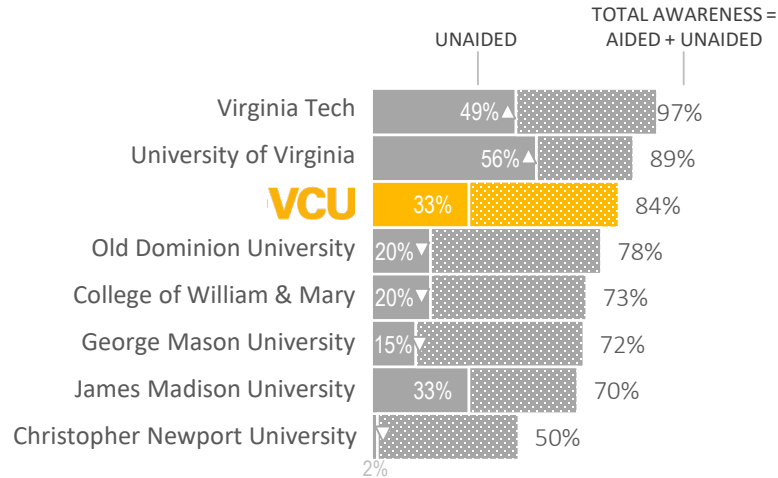
2022-23 Brand Milestones

- New admissions website and recruitment campaign (Q1)
- Launch brand across VCU Health platforms (Q2, Q3)
- Begin national thought leadership campaign (Q2, Q3)
- Redesign vcu.edu website (Q3, Q4)
- Rebrand VCU's visual identity (Q4)

VCU awareness is strong among Virginia Residents although it is mentioned less than UVA and VA Tech

VA Resident
(Market read)

AWARENESS OF VA SCHOOLS Unaided & Total

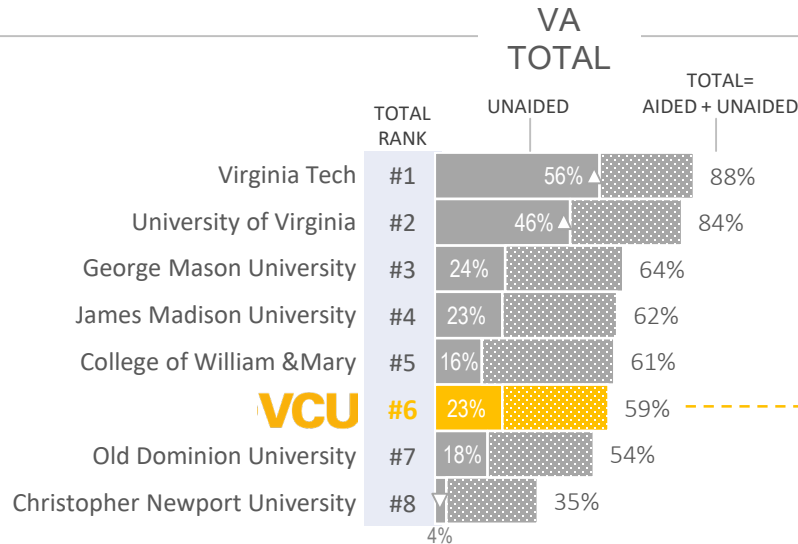


Base: VA Resident (100). Significance noted at the 90% C.I.
 Q100. When you think of colleges and universities that are located in Virginia, which institutions come to mind?
 Q101. Which of the following colleges and universities, if any, were you aware of before taking this survey?

Focusing solely on Parents & Students in Virginia, VCU ranks #6 for Total Awareness

Prospective
Parents &
Students

AWARENESS IN VA Unaided &
Total



VCU's low Awareness in Virginia is driven by VA Students:

- Total Awareness:
VA Parents=72% | VA Students=45%

Base: VA prospective parents & students. VA total (200) /Significance noted at the 90% C.I.
Q100. When you think of colleges and universities that are located in Virginia, which institutions come to mind?
Q101. Which of the following colleges and universities, if any, were you aware of before taking this survey?

Our six-month branding sprint

MARCH/APRIL

PHOTO/VIDEO

MARKS/SUB-BRANDS

STATIONERY

**FRESHMAN YIELD
CAMPAIGN**

**LAUNCH CHILDREN'S
TOWER**

**CHRONICLE OF HIGHER
EDUCATION EVENT**

MAY/JUNE

SOCIAL MEDIA

DIGITAL

**STEM BUILDING
OPENING**

COMMENCEMENT

**MASSEY
ANNOUNCEMENT**

JULY/AUGUST

MERCHANDISE/LICENSING

STUDENT ORG GUIDELINES

ENTERPRISE LEVEL
VISUAL IDENTITY

**VCU HEALTH
BRAND LAUNCH**

**NEW ENTERPRISE BRAND
WEBSITE**

UNCOMMON CAMPUS II

ENTERPRISE LEVEL DESIGN SYSTEM: Angle replacement, graphic elements

THE CHRONICLE OF HIGHER EDUCATION

ADVICE

Stop Playing It Safe: The Peril of the Generic College

Far too many institutions try to look like everyone else, when differentiation is the secret to success.

By *Aaron Basko*

FEBRUARY 24, 2022

Yellow highlights are from Grant Heston

Why does higher education have so much trouble with differentiation — that is, with spelling out precisely what makes a college unique from its competitors? It seems that trying to be [all things to all people](#) is our fatal flaw. And everyone sees it but us.

When families hear us saying that what makes our institution special is “a sense of community, small classes, and great faculty members who care,” they hear the voice of Charlie Brown’s teacher saying, “Wah wah wah wah wah ...” They sense inauthenticity when we say that all of our programs are equally strong and will lead to job opportunities. They know life doesn’t work that way.

A recent conversation drove this point home. I was speaking with Bill Fahrner, the president of Credo, a higher-education consulting firm. “It is so rewarding to assist colleges with the really biggest questions of mission and strategy,” he told me. “But the biggest challenge is helping them embrace differentiation.”

I knew instantly what he meant. In my 25 years in enrollment management, I've run into that very issue at every institution that I have either worked at or advised.

Differentiation is the secret sauce of success for institutions. In the current higher-education landscape, most colleges seek the safety of trying to look like everyone else. We conform to the image of the category in which we have been labeled, or we reach upward to try to be like the institutions we envy. Public flagships want to be like the Ivies. Public regionals want to be like flagships. Private regionals want to be like national liberal-arts colleges. What if we had the confidence to be ourselves, but the best version of ourselves?

One of the most powerful concepts in enrollment is that of leverage — the idea that a small amount of energy, applied in a strategic way, can have a disproportionately large outcome. We leverage financial aid to attract the largest possible number of students with the most efficient use of limited dollars. We leverage alumni and parent volunteers to help us reach a larger pool of students. We leverage data to show us how students should be prioritized within our outreach efforts in order to bring the best result.

But the ultimate leverage is differentiation. When you differentiate as an institution, instead of having to chase students, students come to you, and so do dollars and prestige.

Think of differentiation as a large umbrella narrative — the story under which all the substories of your college or university can thrive and find shelter. Academic programs can differentiate themselves and become more attractive to students when aligned under this umbrella. Staff members find purpose and serve students better when this narrative is woven into their daily work. The college then invites each prospective student to bring their individual story under this umbrella and share in the institution's larger narrative.

Often, the most-successful differentiation comes out of an institution's history. Fifteen years ago, I worked for a college that was on a list of the country's top 50 liberal-arts colleges. It was an amazing place that prided itself on the rigor of the education it provided for students, but I could never figure out why it would not embrace its unique history.

It was founded more than 200 years ago as one of the first inland colleges, to meet the needs of a young nation for leaders — especially doctors, lawyers, and clergy. Its clear message was “liberal arts equals leadership.” For decades, it fulfilled that mission admirably, drawing students from across the country and sending them to the best medical schools, law schools, and seminaries. The success of its graduates was jaw dropping.

But something changed. With the start of the rankings culture, this college found itself sitting toward the bottom of the list of the best liberal-arts colleges. Looking to climb the rankings, the college began to de-emphasize the preprofessional programs that had fueled its success and pitch itself as an all-around “great” liberal-arts college. With that shift, it lost its edge. Instead of becoming a household name for something highly valued, it has remained in basically the same position in the rankings and struggled in attracting enrollment.

Instead of playing its own game, it bought into the myth that there is only one vision of “greatness,” which is being equally good at everything.

Sometimes, an institution's distinction is less about a long history, and more about the way it has evolved to meet a need. I recently completed a consulting project for a relatively young university in the Midwest. It's doing great work for adult students, recent immigrants, and students from many ethnic and socioeconomic backgrounds. People on the campus are living diversity, true diversity, but they are not boldly talking about it.

They are too close to their own experience to see what is clearly visible to outsiders, and even to their current students. In a focus group, one student from an immigrant family said, "I love this university. It represents America to me in how it embraces everyone. It meets students where they are and helps them achieve their dreams."

No marketing office could write a better narrative than that. If this university chooses, it could become the face of true diversity in its region, and attract students from even further away who identify with its message and values.

Perhaps part of the reason why higher education drops the ball so often on differentiation is because the concept always attracts its share of critics. Some are very practical thinkers, who don't realize how important identifying with a narrative is for most people. They often think that enrollment success will come from adding as many programs as possible or building better buildings than everyone else. Those are very expensive approaches.

Other differentiation skeptics are just strongly risk averse, and see any attempt to specialize as limiting and potentially dangerous.

But I think most of the resistance stems from discomfort with the idea that an overarching, specific narrative would spotlight some areas of the campus at the expense of others. These critics fear that their discipline or program would be less important and less influential in this equation. Aligning with an overall story threatens their independence and makes them beholden to others.

Imagine two large outdoor party tents. The first is set up with every pole four feet tall. The second has three 12-foot poles in the middle, surrounded by four-foot poles on the sides. Which would you choose to have your party in? The first tent keeps everyone equal, but it also keeps everyone from standing up. The second raises the roof to accommodate greatness and invite others to stand up and achieve. Which one would attract others to the party?

All of an institution's programs benefit when it achieves visible greatness in a certain area. I think of this as the Johns Hopkins principle. That university is renowned the world over for its medical programs. Because of that, it has no burden of proof to convince us that its programs in, say, psychology or political science are also excellent. Its differentiation creates an overflow of greatness to other areas.

In fact, it is the vulnerable programs that gain the most from an institution's commitment to differentiating. Most nursing programs could stand on their own without an overarching university narrative because the demand for nurses is so great. But why would I choose a nursing program four states away from me when the offerings in my home state look basically the same? I might make that choice, however, if I knew that the nursing program four states away was oriented to help me explore a value that was important to me — for example if it was known for its commitment to overseas experiences.

Likewise, in the examples above, I might be attracted to a history program at a university with a strong reputation in preparing students for professional schools or a sociology program at a college that was famous for its work on diversity.

Many colleges struggle to discover their differentiators, but they are there. Review your history. Ask your students. Look for what symbols your campus holds dear. That symbol can be something as simple as a popular spot on the campus. My current university is a good example of this.

If you have traveled to Virginia, you have probably seen the large "LOVE" : signs scattered around the state in places that invite a photo opportunity. We have one right in the middle of the University of Lynchburg campus, decorated in the university's colors. All of our tours stop so that we can take pictures of prospective students and their families at the sign.

At other places, that sign might be perceived as a gimmick, but it is actually a really good match for our history. We were founded by a branch of the Christian Church that focused on service to the community and breaking down the barriers between denominations.

Although the church is not as central to the university's identity as it once was, its values have remained. Service is a huge part of what we teach students to do. The university focuses on expanding the classroom to the campus, the community, the natural beauty of central Virginia, and a world that needs a lot of love. It seems only appropriate that the LOVE sign would act like a beating heart at the center of our campus.

That is what families are seeking — authenticity. They are attracted to institutions that stand for something. They are waiting for someone to have the courage and self-confidence to say, "This is who we are and what we do, and we believe that there are students all across the country who share our values. We invite them to join us in the story we are writing."

If you want to find true success in recruitment, enrollment, and retention, plant your flag clearly and let the world come to you.

Aaron Basko

Aaron Basko is associate vice president for enrollment management at the University of



Report – Faculty

As of End of Fall 2022

BOV Strategic Task Force
May 3, 2023



VCU
Office of the Provost

Definitions

Minority and Underrepresented Minority Definitions

Underrepresented Minority (URM) includes American Indian / Alaska Native, Black / African American (not of Hispanic origin), Hispanic / Latino (including persons of Mexican, Puerto Rican, Cuban, and Central or South American origin), Hawaiian / Pacific Islander, or Two or more races (multi-racial) that consists at least one of the ethnic/racial groups mentioned above.

Minority includes American Indian / Alaska Native, Black / African American (not of Hispanic origin), Asian, Hispanic / Latino (including persons of Mexican, Puerto Rican, Cuban, and Central or South American origin), Hawaiian / Pacific Islander, or Two or more races (multi-racial) that consists at least one of the ethnic/racial groups mentioned above.

Faculty Definitions

Full-Time Faculty includes employees whose appointment type is full-time and who are engaged in teaching, research, and service responsibilities (tenured, tenure track, term). This group is often referred to as teaching and research (T&R) faculty. Excludes adjunct faculty.

Tenured Faculty includes full-time faculty who have attained the rank of tenure and who have teaching, research, and service responsibilities. The faculty are mainly composed of associate and full professors.

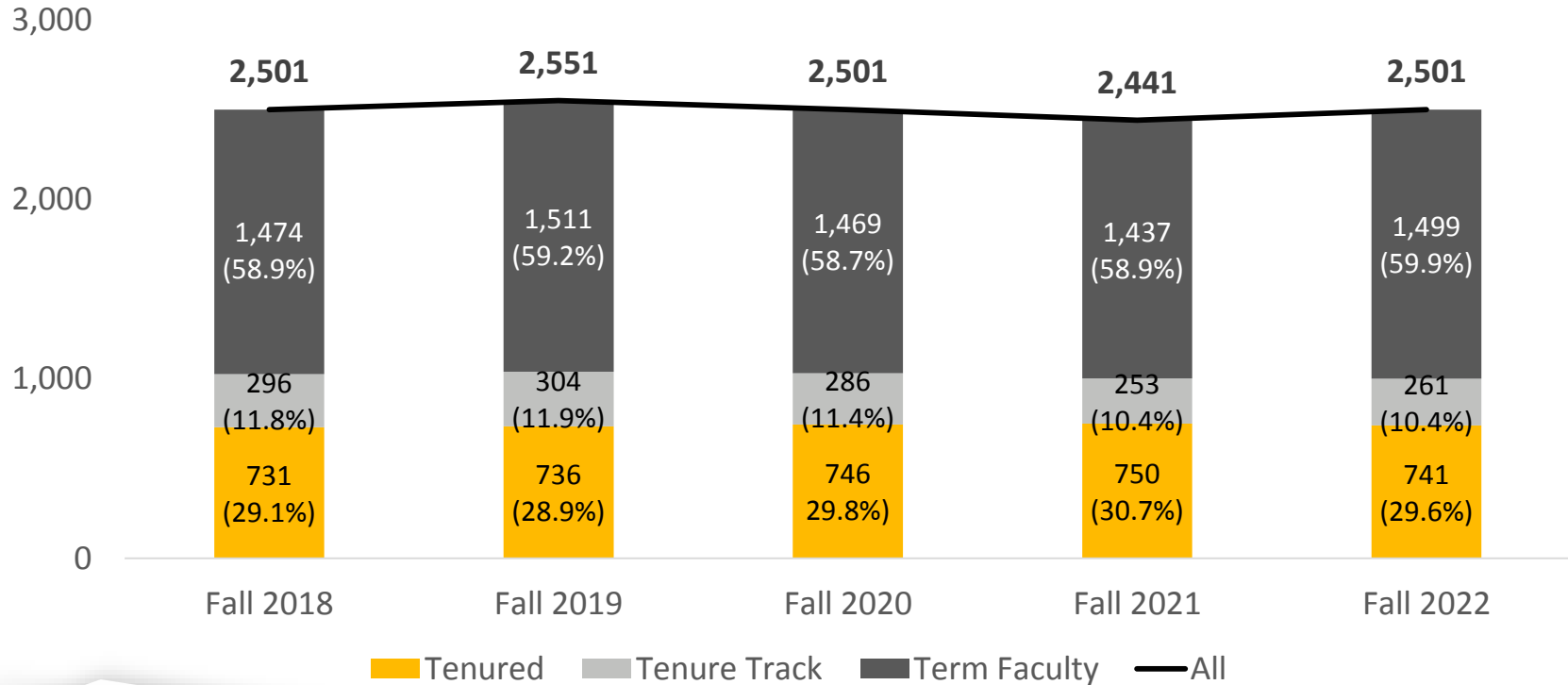
Tenure Track Faculty includes full-time, tenure-eligible faculty who have teaching, research, and service responsibilities. The faculty are mainly composed of assistant professors.

Tenured/Tenure Track includes full-time tenured and tenure-eligible faculty engaged in teaching, research, and service responsibilities.

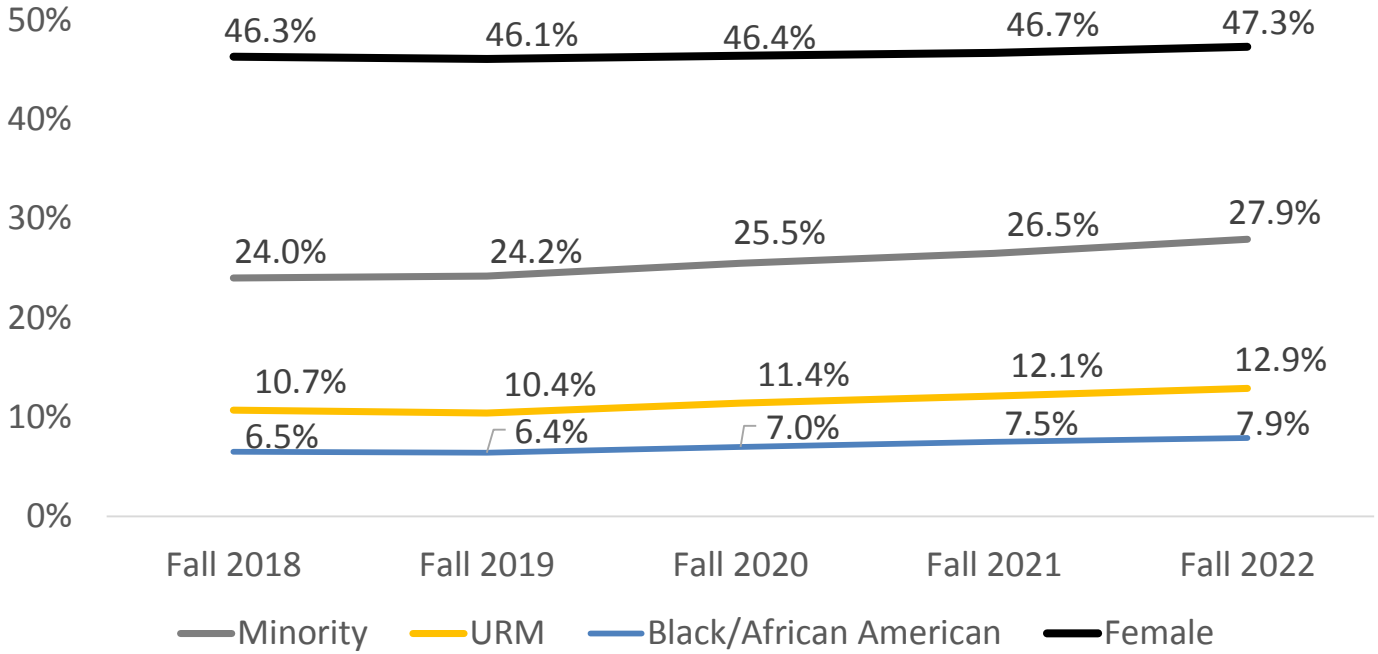
Term Faculty includes full-time, non-tenure eligible faculty with teaching or research responsibilities. The faculty are mainly composed of instructors and assistant, associate, and full professors.

Overall Faculty Numbers

Overview of Teaching and Research Faculty

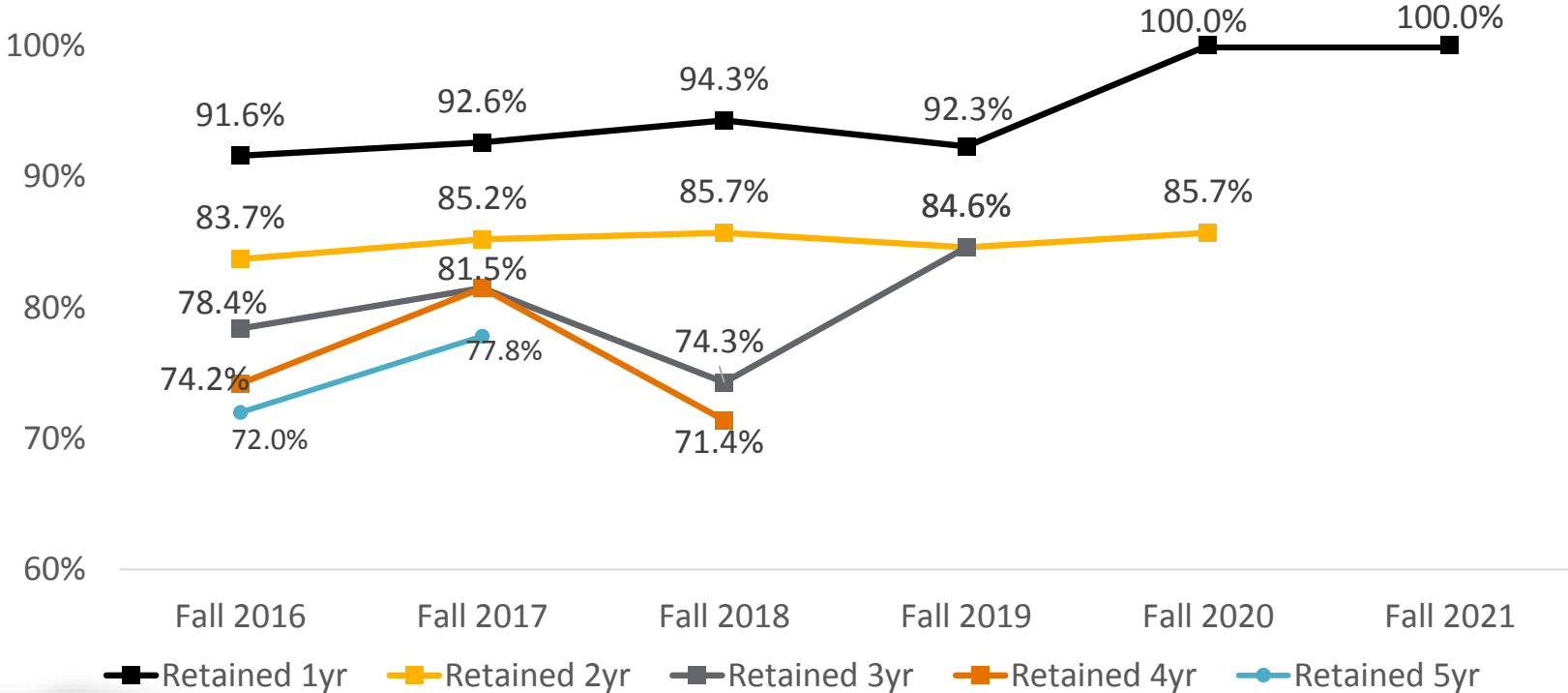


Percentage of Teaching and Research Faculty by Race/Ethnicity and Gender

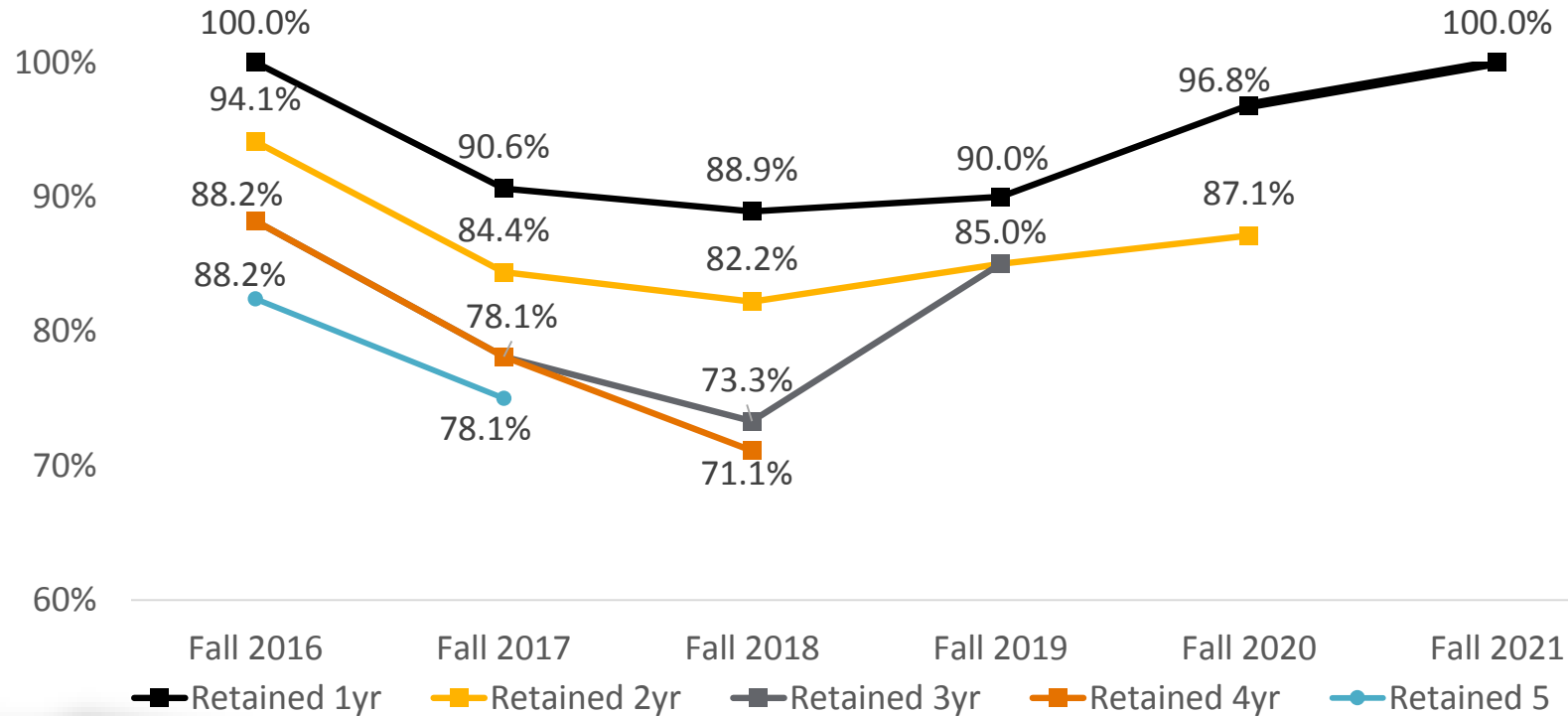


Faculty Retention

Percentage of New Teaching and Research Black/African American Faculty Retained



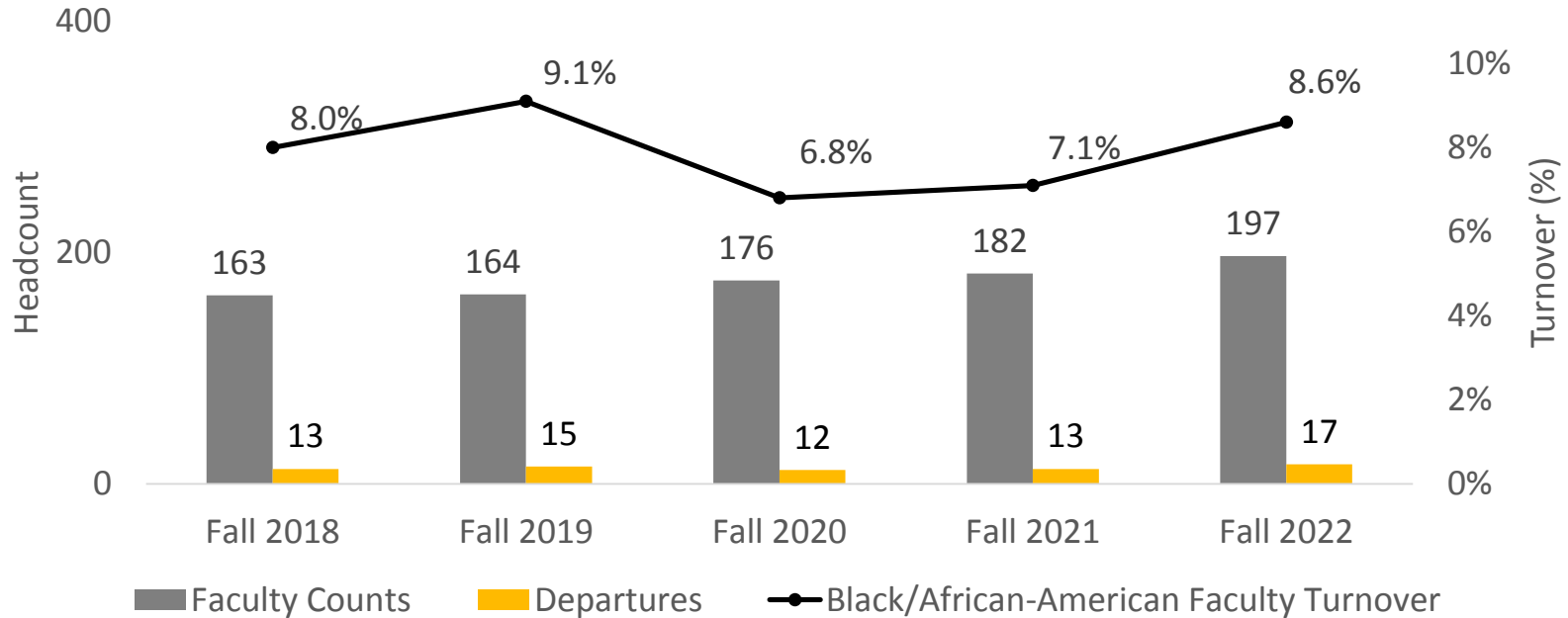
Percentage of New Teaching and Research URM Faculty Retained



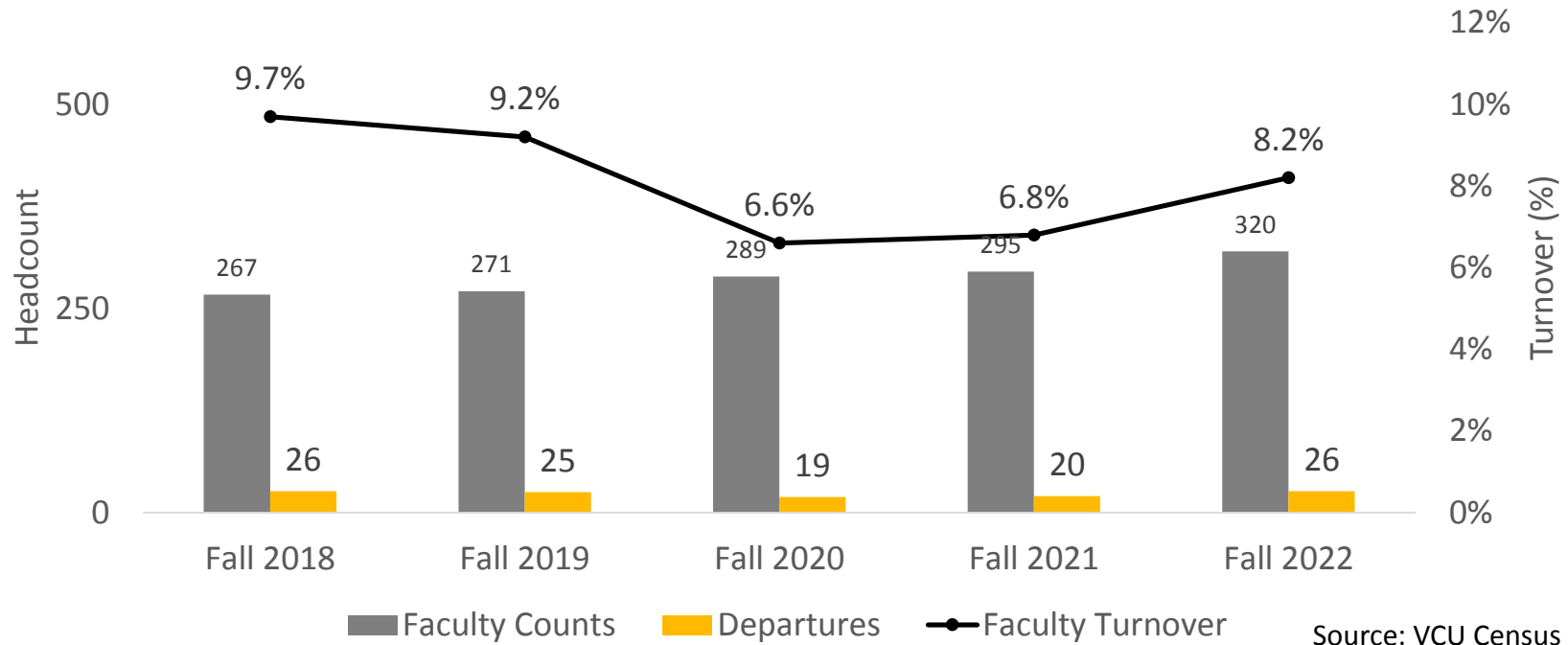
Faculty Turnover

Faculty Departures by Year

Turnover Among Black/African American Teaching and Research Faculty



Turnover among URM Teaching and Research Faculty



Comparison with Peers

Faculty demographics based on IPEDS (Fall 2020)

Institution	VCU		UVA	Virginia Tech	George Mason
	2020	2022*	2020	2020	2020
Full Time Faculty	2209	2201	2484	2109	1399
Women	44.4%	45.4%	39.0%	36.8%	45.2%
American Indian/Alaska Native	1.2%	0.2 %	1.4%	1.5%	0.3%
Asian	15.1%	16.0%	11.4%	12.0%	13.4%
Black	6.6%	7.7%	4.3%	3.6%	4.6%
Hispanic	3.4%	3.8%	3.1%	4.0%	3.6%
Native Hawaiian/PI	0.0%	0.1%	0.0%	0.1%	0.0%
White	68.9%	66.7%	74.6%	72.9%	68.0%
Two or more races	0.9%	1.1%	0.8%	0.9%	1.7%
Unknown	0.5%	0.6%	0.6%	0.0%	3.4%
Nonresident Alien	4.3%	3.8%	4.9%	6.2%	4.9%
Total Minority	27.2%	28.9%	21.0 %	22.0%	23.6%

*IPEDS has not verified this data yet.

Total minority- IPEDS definition Minority - American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, Two or more races.

Faculty demographics based on IPEDS (Fall 2021)

Institution	VCU		UVA	Virginia Tech	George Mason
	2021	2022*	2021	2021	2021
Full Time Faculty	2155	2201	2479	2122	1453
Women	44.7%	45.4%	39.7%	37.8%	45.8%
American Indian/Alaska Native	0.2%	0.2 %	0.1%	0.2%	0.3%
Asian	15.3%	16.0%	11.2%	12.6%	14.2%
Black	7.3%	7.7%	4.7%	3.8%	5.5%
Hispanic	3.6%	3.8%	3.1%	4.1 %	3.3%
Native Hawaiian/PI	0.0%	0.1%	0.0%	0.1%	0.0%
White	68.2%	66.7%	73.9%	71.9%	66.2%
Two or more races	1.0%	1.1%	1.3%	0.8%	1.7%
Unknown	0.6%	0.6%	1.1%	0.0%	3.1%
Nonresident Alien	3.7%	3.8%	4.5%	6.5%	5.7%
Total Minority	27.6%	28.9%	20.4%	21.6%	25.0%

*IPEDS has not verified this data yet.

Minority - American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, Two or more races.

Plans: Initiatives & Efforts

Enabling Inclusive Excellence

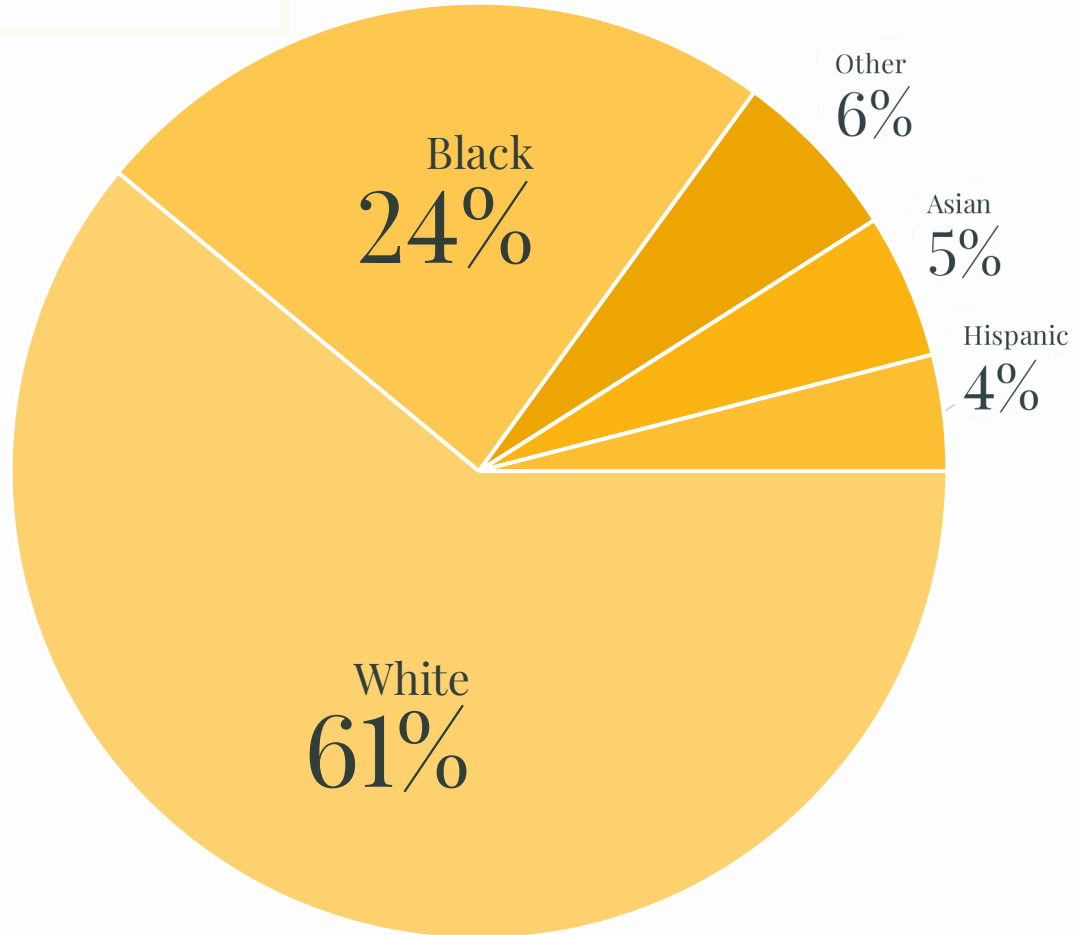
- Creating spaces for interaction/exchange particularly critical for URM faculty
 - Mentoring program for assistant and associate professors – creating community of scholars
 - Mentoring for department chairs
 - Support for teaching such as inclusive pedagogy, engaging students particularly post-COVID
 - Informal education through workshops
- Updates to faculty awards processes to ensure greater inclusion and equity
- Data/Evidence Based Approach
 - Rely on systematic data/evidence by gender and race to create initiatives to support and retain faculty
 - Respond to external agency requests for proposals for equity related grants (include women and URM faculty)
- Enabling URM faculty participation within VCU and in external spaces to ‘walk the talk’ as regards gender and racial equity. Examples:
 - April 18th – Sessions: (a) Innovation in Participation: Public Humanities and Social and Economic Sciences in Research, (b) DEI: Moving Science Forward

Consider sponsoring:
National Faculty Women of Color (fwca) Annual Conference
Up & Atom Women’s Leadership Initiative (Science Museum) to encourage girls to seek STEM paths for their future.

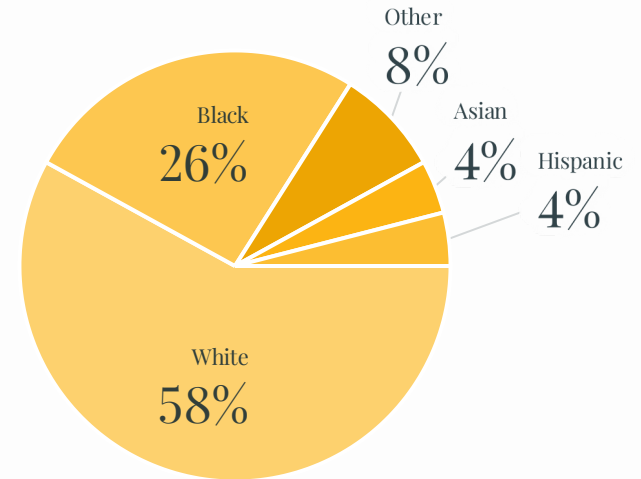
University staff overview

Fiscal Year 2023 (Q1-Q3)

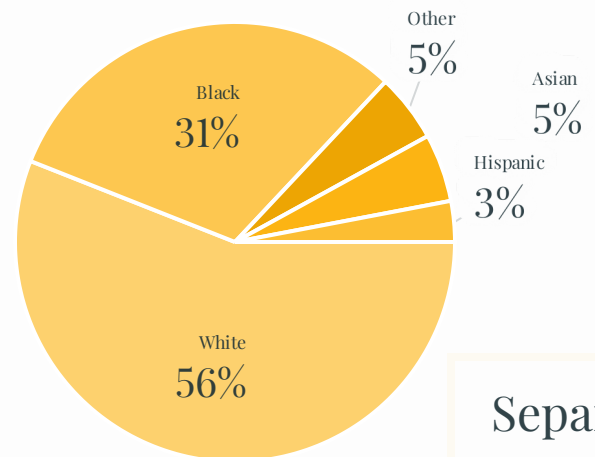
Demographics



New hires



Separations





VCU

SUPPLY CHAIN DIVERSITY UPDATE

May 3, 2023

***VCU Board of Directors
Strategic Task Force Meeting***

Women and Minority-Owned Supplier Enhancement

Intentional and Focused

FY 22 Accomplishments:

- SWaM Consultant
- Construction Outreach Strategy
- AIAB project WaM goal
- Supplier Data Enrichment
- DEI Commitment Letter

FY 24 Goals:

- Recalibrate strategy
- Develop school/unit SWaM plans
- Category focused strategies

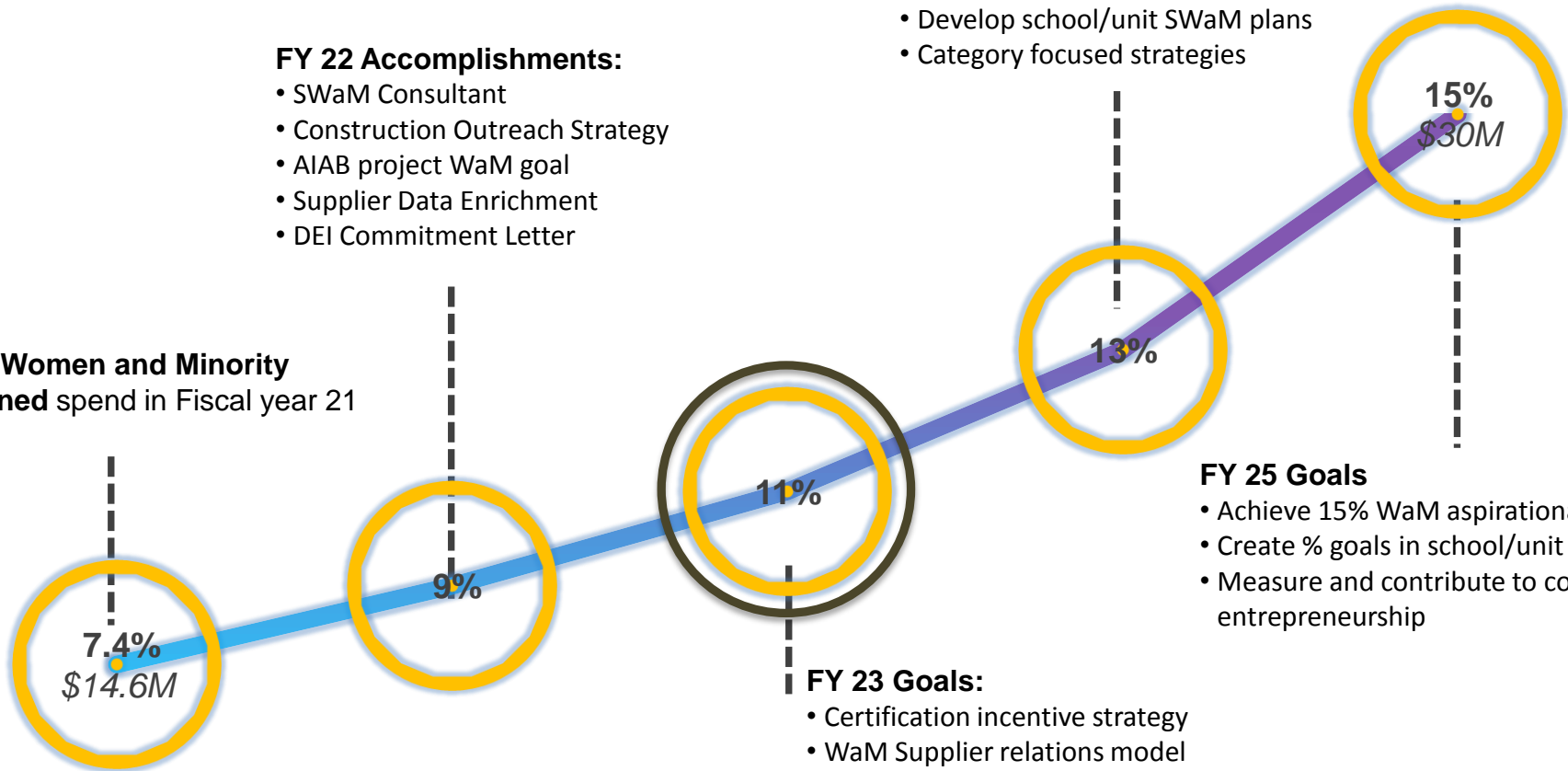
FY 25 Goals

- Achieve 15% WaM aspirational goal
- Create % goals in school/unit plans
- Measure and contribute to community entrepreneurship

FY 23 Goals:

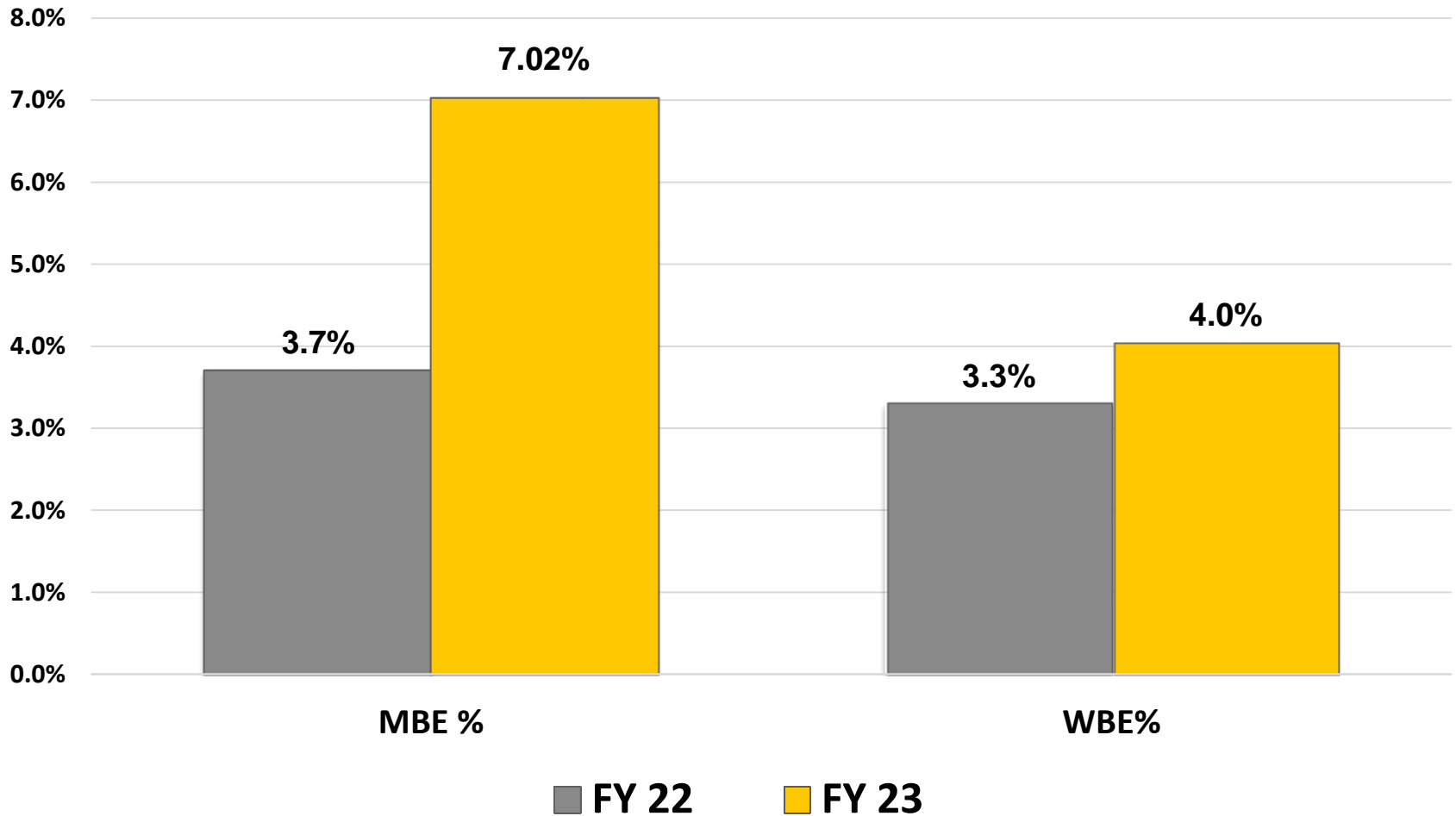
- Certification incentive strategy
- WaM Supplier relations model
- Launch construction outreach
- Improved reporting and visibility
- Enhanced community focus

7% Women and Minority Owned spend in Fiscal year 21



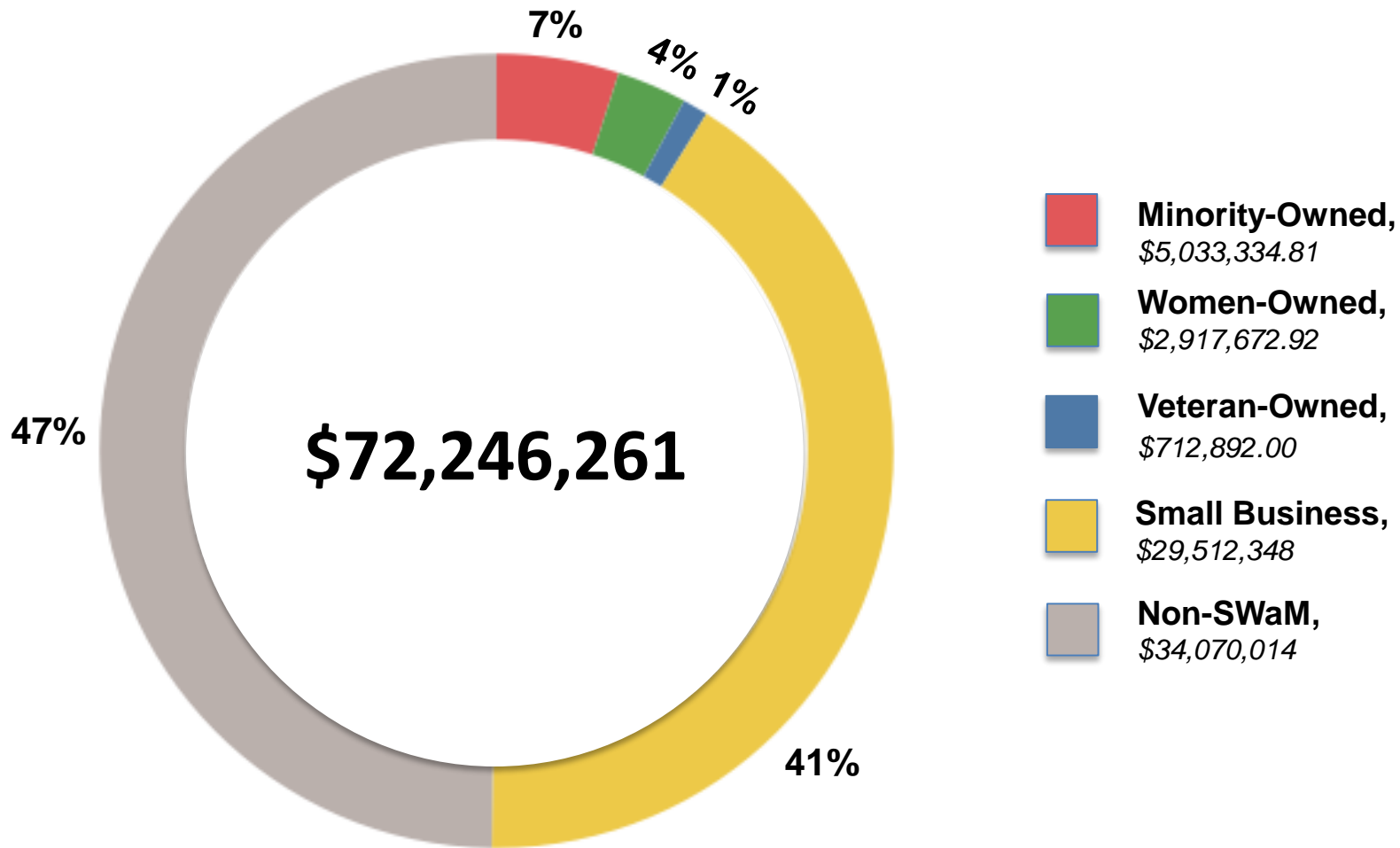
SUPPLY CHAIN DIVERSITY PERFORMANCE

Q1-Q3 of Fiscal Year 2022 Compared to Q1- Q3 of Fiscal Year 2023



QUARTERLY COMPARISON OF DIVERSITY SPEND

Quarter 3, Fiscal Year 2023





Strategic Taskforce

KAROL KAIN GRAY
Senior Vice President & CFO

The Importance of Acting Now on Tuition & Fees

- Allow students and their families to make informed decisions about 2024 school year
- Complete financial aid packages for student planning
- Allow the University to plan for the 2024 budget

2023 Deferral and No Funding Decisions

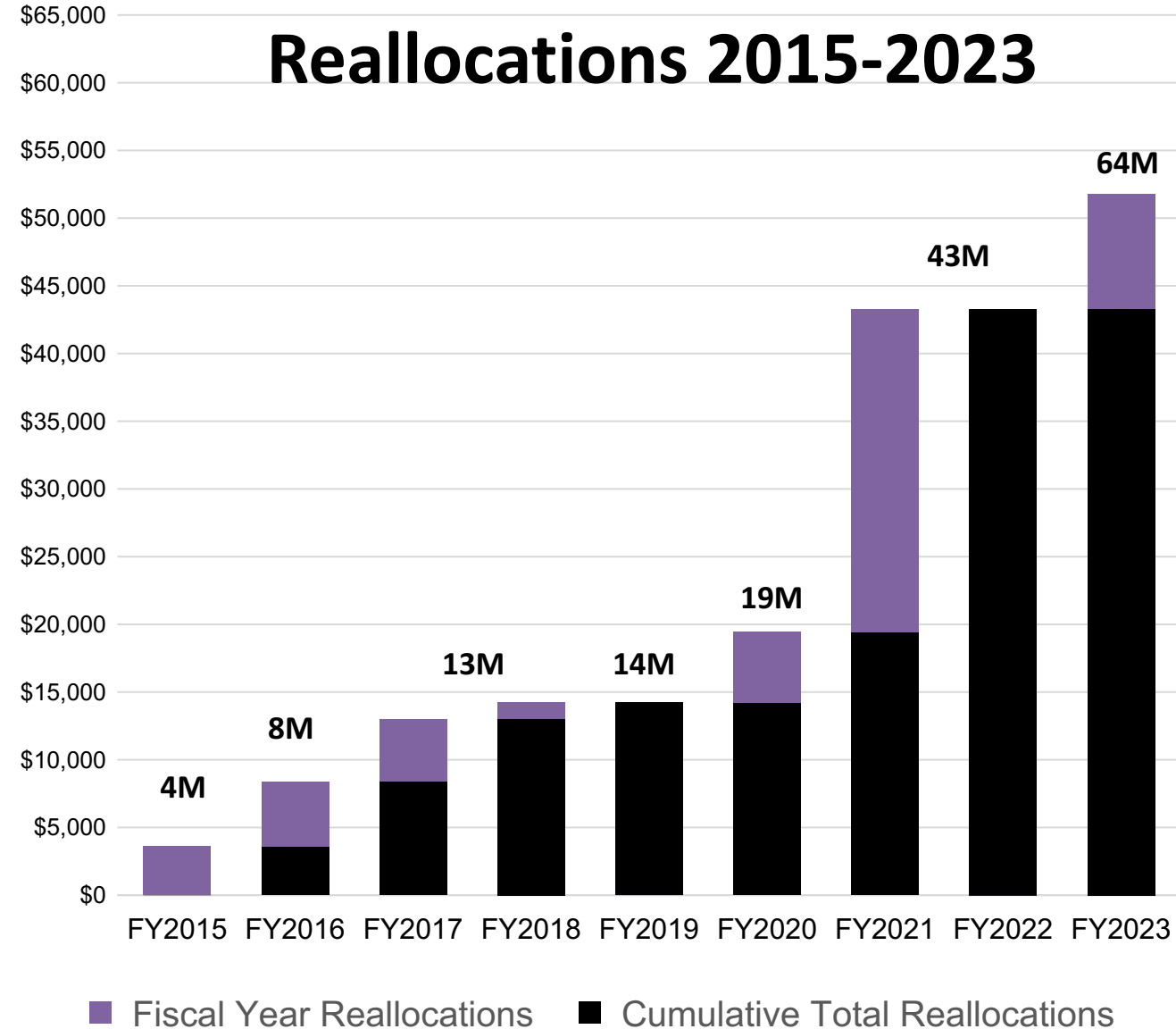
Impacting student and faculty success

- Deferred market salary adjustment for university advisors to July 2023
- Deferred investment in faculty recruitment and retention; Continued salary inequities for tenure and non-tenured faculty
- Deferred funding for a second year for library acquisitions
- Deferring funds to enhance online program growth
- Deferring funds to for strategic cluster hires
- No funds identified to address the salary inequities for our tenure and non-tenured faculty

Administrative Impacts

- No funds identified for a portion of the capital campaign plan
- Eliminated positions in the Finance & Administration
- No permanent funds identified to support the University Relations marketing communications plan
- No increased funding to support IT security needs
- Unable to close a funding gap for the research strategic plan

Reallocations 2015-2023



Inflationary Impact on Tuition and Mandatory Fees

Fiscal Year	Higher Education Price Index (HEPI)	Consumer Price Index (CPI)	VCU In-State Undergraduate		
			% Tuition Increase	% Mandatory Fees Increase	% Tuition and Mandatory Fees Total Increase
2022-23*	5.2%	6.5%	3.0%	4.8%	3.5%
2021-22	5.2%	9.1%	0.0%	12.2%	2.2%
2020-21	2.7%	5.4%	0.0%	4.5%	0.1%
2019-20	1.9%	0.6%	0.0%	4.4%	0.7%
2018-19	3.0%	1.6%	6.6%	4.9%	6.4%
Average Increase	3.6%	4.6%	1.9%	6.2%	2.6%
Total over 5 yrs	18.0%	23.2%	9.6%	30.8%	12.9%

