BOARD OF VISITORS
1:00 P.M.
MAY 11, 2018
JAMES CABELL LIBRARY
901 PARK AVENUE, ROOM 311, RICHMOND, VIRGINIA

MINUTES

DRAFT

BOARD MEMBERS PRESENT

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

BOARD MEMBERS ABSENT

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

OTHERS PRESENT

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

CALL TO ORDER

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

Virginia Commonwealth University
Board of Visitors
Draft May 11, 2018 Minutes

APPROVAL OF THE AGENDA

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

APPROVAL OF MINUTES

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

PRESIDENT'S REPORT

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

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

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

REPORT OF THE FINANCE, BUDGET AND INVESTMENT COMMITTEE

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

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

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

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

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

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

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

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

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

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

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

Ms. Hall thanked Mr. Ginther for his report.

STRATEGIC PLAN – QUEST 2025: TOGETHER WE TRANSFORM

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

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

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

CLOSED SESSION

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

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

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

RECONVENED SESSION

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

Resolution of Certification

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

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

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

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

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

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

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

UPDATE FROM THE UNIVERSITY HISTORY AND COMMUNITY RELATIONS WORKING GROUP

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

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

REPORT OF THE ACADEMIC AND HEALTH AFFIARS COMMITTEE

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

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

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

REPORT OF THE AUDIT, INTEGRITY AND COMPLIANCE COMMITTEE

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

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

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

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

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

REPORT OF THE GOVERNANCE AND COMPENSATION COMMITTEE

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

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

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

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

REPORT OF THE UNIVERSITY RESOURCES COMMITTEE

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

- **Government Relations**

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

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

- **Development and Alumni Relations**
  Mr. Jay Davenport, Vice President of Development and Alumni Relations, provided a review of the fundraising metrics and updates on the Make it Real Campaign.
  Mr. Josh Hiscock, Associate Vice President for Alumni Relations, presented the Alumni Strategic Plan and an overview of the activities held during the MCV/RPI and AAAC reunion weekend.

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

OTHER BUSINESS

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

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

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

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

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

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

Virginia Commonwealth University
Board of Visitors
Draft May 11, 2018 Minutes

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

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

ADJOURNMENT

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

Overview of FY2018-2019 Budget Plan

- Strategies and Funding Requests

- Recommended Tuition and Fees – FY2019

- All Funds FY2018-19 Budget

Strategic Priorities

Faculty Recruitment and Retention

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

Student Aid, Access, and Success

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

Improving Academic & Administrative Support

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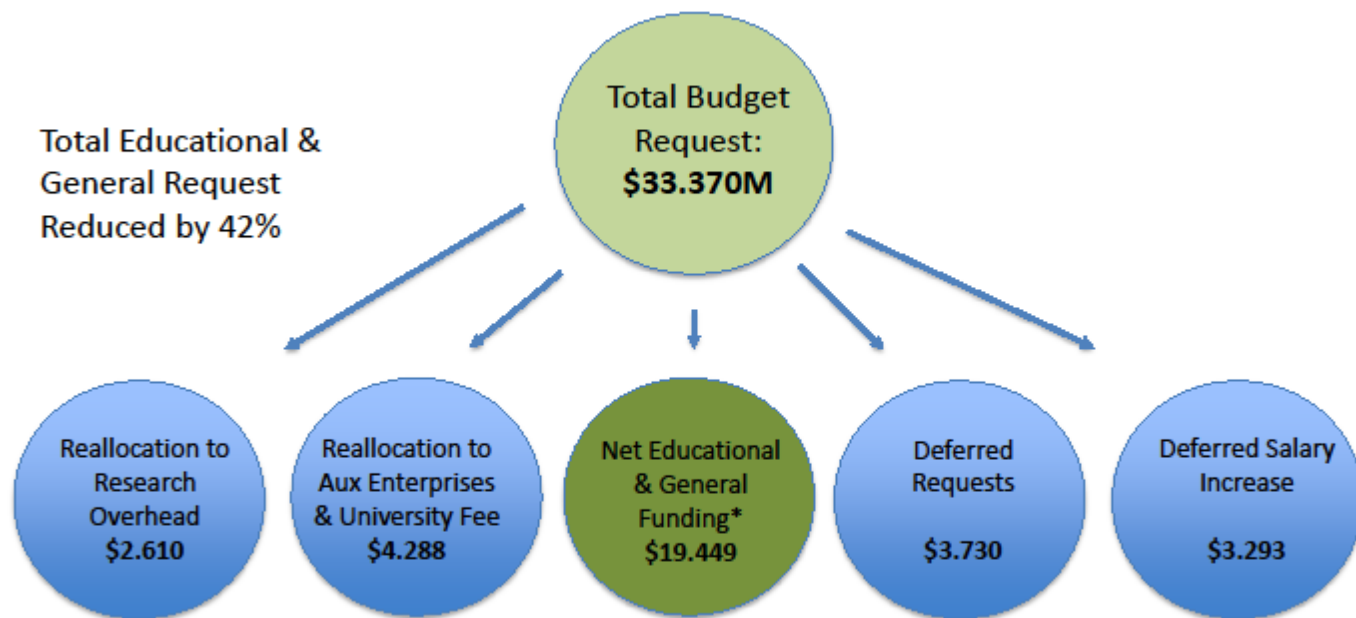
Funding Strategies

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

FY2019 Budget Requests

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

Funding FY2019: Reallocation to All Funds, Deferred Requests

Total Budget Request: **$33.370M**

Total Educational & General Request Reduced by 42%

Reallocation to Research Overhead $2.610

Reallocation to Aux Enterprises & University Fee $4.288

Net Educational & General Funding* $19.449

Deferred Requests $3.730

Deferred Salary Increase $3.293

*Increase of 3.1 % vs. HEPI of 3.7%

Summary of Recommended Tuition and Fees – FY2019

FY2019 Overview

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

Proposed Tuition & Mandatory Fees

Undergraduate	Resident	Non-Resident
Proposed Tuition & Mandatory Fees Total Increase	**6.4%**	**6.4%**
FY2019 Tuition & Mandatory Fees		
Tuition - 15 Credit Hours	$ 12,094	$ 32,742
Mandatory Fees	2,396	3,056
FY2019 Tuition & Mandatory Fees	$ 14,490	$ 35,798
FY2018 Tuition & Mandatory Fees		
Tuition - 15 Credit Hours	$ 11,340	$ 30,712
Mandatory Fees	2,284	2,944
FY2018 Tuition & Mandatory Fees	$ 13,624	$ 33,656
Proposed $ Increase - Per Academic Year	**$ 866**	**$ 2,142**

Summary of Mandatory Fee Recommendations

- Fee increases of:

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

Recommended Tuition & Fees, Room & Board – FY2019

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

Tuition & Fees Recommendations for FY2019

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

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

All Funds FY2018-19 Budget

All Funds FY2018-19 Budget ($1.2 Billion)

(In Thousands)

Qatar $39,974 — 3%

University Funds $47,741 — 4%

Auxiliary Enterprises $160,465 — 14%

State and Federal Student Financial Assistance $62,106 — 5%

Sponsored Programs $231,862 — 19%

Hospital Services $24,368 — 2%

Education & General $642,746 — 53% Includes 6.4% Tuition & Fee Increase
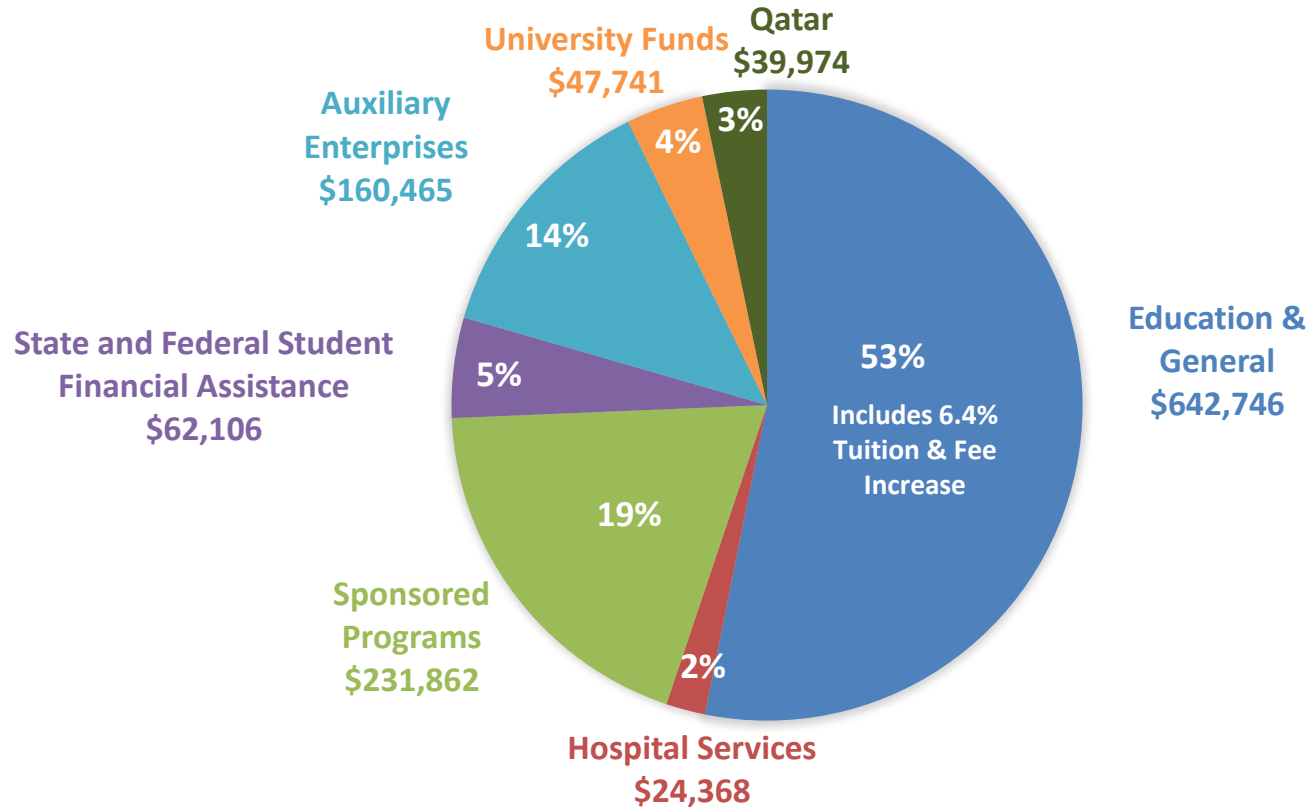
Virginia Commonwealth University - 2018-2019 University Budget Plan
Sources Summary (in thousands)

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

Assumes no change in state funding pending budget resolution

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

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

Questions

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

VCU Board of Visitors
May 11, 2018

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

Table of Contents

VIRGINIA COMMONWEALTH UNIVERSITY
FY 2018-2019 UNIVERSITY BUDGET PLAN

TAB 1

Highlights of the FY 2018-2019
University Budget Plan

Executive Summary

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

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

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

- **VCU is committed to improving salaries for faculty and staff.** Faculty average salaries are the lowest among research universities in the state. This year's plan provides for merit-based increases for faculty and University and Academic Professionals staff (non-classified staff) at 3% and 1.5% respectively effective November 10, 2018. In addition, the budget provides funding to ensure a base rate of $1,000 per credit hour for all adjuncts. The plan also provides funding to ensure a continued investment in faculty promotions and strategic cluster hires.

- **Student aid is also at the forefront of this year's plan.** VCU has a unique student body with the largest share and proportion of in-state and Pell-eligible students among Tier 3 institutions. In other words, VCU educates the most Virginians, including those who have high need. The investment in financial aid over the last four years has helped with debt levels upon graduation, and is reflected in improved graduation rates among aid recipients.

- The Budget Plan will also include funding for limited **investments in academic and administrative support** including funds for student advising, safety and compliance needs, and contractual cost increases.

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

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

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

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

The FY 2018-2019 budget includes:

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

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

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

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

FY 2018-2019
Tuition and Mandatory Fees

Full Time Undergraduate Program[*]	2017-2018	2018-2019	Difference
Tuition & Mandatory Fees			
Monroe Park Campus			
Credit Hour Residents	$13,624	$14,490	$866
Credit Hour Nonresidents	$33,656	$35,798	$2,142
Health Sciences Campus			
Credit Hour Residents	$13,570	$14,436	$866
Credit Hour Nonresidents	$33,602	$35,744	$2,142
Full Time Masters Program*			
Tuition & Mandatory Fees			
Monroe Park Campus			
Residents	$13,633	$14,496	$863
Nonresidents	$26,314	$27,971	$1,657
Health Sciences Campus			
Residents	$13,613	$14,476	$863
Nonresidents	$26,294	$27,951	$1,657
Full Time Doctoral Program[*]			
Tuition & Mandatory Fees			
Monroe Park Campus			
Residents	$11,642	$12,374	$732
Nonresidents	$22,931	$24,364	$1,433
Health Sciences Campus			
Residents	$11,622	$12,354	$732
Nonresidents	$22,911	$24,344	$1,433

[*]*Typical, no program differentials*

Virginia Commonwealth University
FY 2018-2019 University Budget Plan

Educational and General Programs

Overview

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

Highlights

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

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

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

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

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

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

Sponsored Programs & Facilities and Administrative Cost Recoveries

Overview

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

Highlights

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

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

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

Auxiliary Enterprise Programs

Overview

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

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

Highlights

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

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

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

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

University Funds

Overview

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

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

Highlights

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

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

- The majority of gifts are received by the University's affiliated foundations and then recorded in the *endowment income and foundation support* revenue category when transferred to the University for expenditure.

- Revenues associated with investment income and spending rule/administrative fee distributions from the permanent and quasi endowment are budgeted to increase in FY 2018-2019 over the FY 2017-2018 plan of $4.3 million.

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

Student Financial Assistance

Overview

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

Highlights

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

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

- The Virginia Merit awards will also be increased, and in Fall 2018 (FY2018-19), the scholarship amount will be $3,000 per award with approximately 540 additional scholarships to be awarded to the 4th cohort of new, incoming in-state freshmen. This increase of $1.6 million will bring the total funding to $7.7 million.

- An additional $1.5 million has been added in Fall 2018 (FY 2018-2019) for the 4th cohort of merit-based scholarships for non-residents. This funding will be provided for FY 2018-2019 from balances from the Business Services auxiliary unit. This scholarship program awards $8,000 merit-based scholarships, which are renewable for up to four years, to incoming out-of-state freshmen.

- The planned increase in Athletic Scholarship expenditures of $.7 million will be funded mainly from increased fundraising, ticket sales, and NCAA revenue-sharing income as well as increased funding from the University fee.

Hospital Services

Overview

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

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

Highlights

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

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

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

- The VCU Health System leases space from the university and the university contracts with VCU Health System through the OSA for operation and maintenance services for the leased space and other Health System facilities. A portion of rental income paid by the VCU Health System is used as a reserve for maintenance on these facilities.

- In addition to the CERSA and the OSA, the Hospital Services budget includes approximately $500,000 for services provided to other hospitals and clinics.

- Services are also provided through a Clinical Operations and Services Agreement (COSA) between the Hospitals and MCV Physicians. These services are not reported in the Hospital Services program and include medical administration, clinical operations, and graduate medical education supervision. The Hospitals provide mission support payments to MCV Physicians through a Mission Support Agreement. This agreement was established as a result of the shared missions and purposes of the Hospitals and MCV Physicians and the on-going funding needs of MCV Physicians to fulfill such shared missions and purposes.

VIRGINIA COMMONWEALTH UNIVERSITY
FY 2018-2019 UNIVERSITY BUDGET PLAN

TAB 2

Supporting Charts by Fund

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

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

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

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

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

</div>

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

A.	**FY 2017-2018 Budget Plan - Expenditures**	$	**617,769,880**
B.	**FY 2017-2018 Actions**		873,051
C.	**FY 2017-2018 Adjusted Expenditure Budget**		**618,642,931**
D.	**FY 2018-2019 Technical Adjustments**		
	1. Increase in fringe benefit rate		3,011,280
	2. Increase in School fee revenue		1,409,994
	3. Increase in overhead support transfer from Auxiliary units		(220,000)
	4. Other Adjustments		594,934
	Total FY 2018-2019 Technical Adjustments		4,796,208
E.	**FY 2018-2019 New Funding Allocations**		
	1. Academic and Student Needs		**4,237,057**

Includes support for Strategic Faculty hires, faculty positions for the Robertson School, increase to the base pay for adjunct salaries and support for the REAL initiative.

	2. Financial Aid		**6,056,000**

Includes funding for undergraduate need-based aid, funding for the 4th and final cohort of the Virginia Merit award and funding to support graduate student waivers as well as those waivers mandated by code.

	3. Salary Increase including Fringe		**6,176,567**

Provide funding for a 1.5% salary increase for University Staff and 3% for T&R Faculty, effective November 10, 2018 as well as funding for faculty promotions.

	4. Operational and Compliance Needs		**2,837,621**

Provides funding for needs related to contractual cost increases such as utilities and library journal subscriptions as well as needs relating to safety and compliance. Permanent funding for deferred maintenance needs has also been increased by $1.0 million.

F.	**Total FY 2018-2019 Budget Plan -Expenditures**	$	**642,746,384**

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

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

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

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

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

[1] *Sponsored Programs sources and uses for FY 2017-2018 have been revised to reflect expected actuals.*

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

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

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

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

[2] *Increase in Board Plan reflects Gladding Residence Center coming online.*

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

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

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

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

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

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

[2] *An additional $1.5 million in additional Student Financial Assistance will be provided in FY 2018-2019 from Business Services.*

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

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

VIRGINIA COMMONWEALTH UNIVERSITY
FY 2018-2019 UNIVERSITY BUDGET PLAN

TAB 3

FY 2018-2019 Tuition and Fees

Virginia Commonwealth University
2018-2019 Tuition and Fees

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

Standard Tuition and Fee Rates

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

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

- Tuition charges for credit hour undergraduates will increase from FY 2017-2018 rates by $26 per credit for residents and $70 per credit for nonresidents. The full per credit charge will apply to the first 14 credits, and a 50% discount will be applied for credits 15 and above. Tuition and fee charges for a resident undergraduate taking 15 credits per semester will increase $866, and for a nonresident undergraduate taking 15 credits will increase $2,142.

- The following fees have increases for FY 2018-2019.

    o University fee will increase 5% from $1,845 to $1,938, an increase of $93.
    o Library fee will increase from $60 to $70, an increase of $10.
    o Health Service Fee will increase from $206 to $215, an increase of $9

- The following fees will not increase for FY 2018-2019.

    o Capital Outlay Fee (pending resolution of the Virginia State budget)
    o Technology Fee
    o Student Activity Fee

- A representative room charge for double occupancy in University housing will increase by $165. Rates for all housing options are summarized beginning on page 19.

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

Proposed Program Specific Tuition and Fees

- Tuition and mandatory fees for Medicine First Professional students will increase by between $1,039 and $4,112 depending on student residency and year.

- Dentistry First Professional tuition and mandatory fees will increase between $3,526 and $5,597 depending on student residency and year.

- Tuition and mandatory fee charges for the First Professional PharmD Program will increase $941 for resident students and $1,291 for nonresident students. First-professional pharmacy students receiving their third year of education on the VCU INOVA Campus pay a unique campus fee, the revenue from which is used to support student recreation, student health, and student counseling programs. This fee is in lieu of the University Fee, the Student Health Fee, and the MCV Campus Student Government Fee. The Pharmacy INOVA Campus Fee did not increase for FY 2018-2019.

- Tuition for undergraduate Qatar Ministry of Education students studying in Qatar will equal $54,176. The comprehensive fee (previously the mandatory book fee) remains at $895 for FY 2018-2019. Students in Qatar programs pay fixed tuition for the duration of their program of study.

Summary of notes applicable to Tuition and Fee tables

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

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

Virginia Commonwealth University
Typical Charges
Regular Session

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

Full-Time Credit Hour Undergraduate Students, On-Campus

Undergraduates Living In Private Housing

Monroe Park Campus

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

MCV Campus

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

Undergraduates Living In University Housing

Monroe Park Campus

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

Virginia Commonwealth University
Typical Charges
Regular Session

	Resident			Nonresident		
	2017-2018	2018-2019	$ Chg.	2017-2018	2018-2019	$ Chg.
MCV Campus						
Tuition- 15 Credit Hours	$ 11,340	$ 12,094		$ 30,712	$ 32,742	
University Fee	$ 1,845	$ 1,938		$ 1,845	$ 1,938	
Technology Fee	$ 83	$ 83		$ 83	$ 83	
Library Fee	$ 60	$ 70		$ 60	$ 70	
Health Service Fee	$ 206	$ 215		$ 206	$ 215	
Student Activity Fee	$ 36	$ 36		$ 36	$ 36	
Capital Outlay Fee	n/a	n/a		$ 660	$ 660	
Housing	$ 5,799	$ 5,559		$ 5,799	$ 5,559	
Board	$ 3,988	$ 4,064		$ 3,988	$ 4,064	
Total	$ 23,357	$ 24,059	$702	$ 43,389	$ 45,367	$1,978
Full-Time Credit Hour Tuition Rates and Applicable Fees						
Tuition (per semester)						
12-14 Credit Hours	$ 391	$ 417	$26	$ 1,059	$ 1,129	$70
15+ Credit Hours	$ 196	$ 209	$13	$ 530	$ 565	$35
University Fee	$ 1,845	$ 1,938	$93	$ 1,845	$ 1,938	$93
Technology Fee	$ 83	$ 83	-	$ 83	$ 83	-
Library Fee	$ 60	$ 70	$10	$ 60	$ 70	$10
Health Service Fee	$ 206	$ 215	$9	$ 206	$ 215	$9
Student Activity Fee (MPC)	$ 90	$ 90	-	$ 90	$ 90	-
Student Activity Fee (MCV)	$ 36	$ 36	-	$ 36	$ 36	-
Capital Outlay Fee	n/a	n/a	n/a	$ 660	$ 660	-
Graduate Student Activity Fee (MPC)	$ 56	$ 56	-	$ 56	$ 56	-
Full-Time Graduate Students, On-Campus						
Masters Programs						
Tuition	$ 11,383	$ 12,134		$ 23,404	$ 24,949	
University Fee	1,845	1,938		1,845	1,938	
Technology Fee	83	83		83	83	
Library Fee	60	70		60	70	
Health Service Fee	206	215		206	215	
Student Activity Fee	56	56		56	56	
Capital Outlay Fee	n/a	n/a		660	660	
Total	$ 13,633	$ 14,496	$863	$ 26,314	$ 27,971	$1,657

Virginia Commonwealth University
Typical Charges
Regular Session

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

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Virginia Commonwealth University
Typical Charges
Regular Session

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	Resident			Nonresident		
	2017-2018	**2018-2019**	**$ Chg.**	**2017-2018**	**2018-2019**	**$ Chg.**
Part-Time Students, On-Campus						
Undergraduate Programs - Monroe Park Campus						
Tuition	$ 391	$ 417		$ 1,059	$ 1,129	
University Fee	77	81		77	81	
Technology Fee	5	5		5	5	
Library Fee	3	4		3	4	
Student Activity Fee	4	4		4	4	
Capital Outlay Fee	n/a	n/a		28	28	
Total	$ 480	$ 511	$31	$ 1,176	$ 1,251	$75
Masters Programs						
Tuition	$ 632	$ 674		$ 1,300	$ 1,386	
University Fee	77	81		77	81	
Technology Fee	5	5		5	5	
Library Fee	3	4		3	4	
Student Activity Fee	4	4		4	4	
Capital Outlay Fee	n/a	n/a		28	28	
Total	$ 721	$ 768	$47	$ 1,417	$ 1,508	$91
Masters Programs - MCV Campus						
Tuition	$ 632	$ 674		$ 1,300	$ 1,386	
University Fee	77	81		77	81	
Technology Fee	5	5		5	5	
Library Fee	3	4		3	4	
Student Activity Fee	7	7		7	7	
Capital Outlay Fee	n/a	n/a		28	28	
Total	$ 724	$ 771	$47	$ 1,420	$ 1,511	$91
Doctoral Programs						
Tuition	$ 522	$ 556		$ 1,112	$ 1,186	
University Fee	77	81		77	81	
Technology Fee	5	5		5	5	
Library Fee	3	4		3	4	
Student Activity Fee	4	4		4	4	
Capital Outlay Fee	n/a	n/a		28	28	
Total	$ 611	$ 650	$39	$ 1,229	$ 1,308	$79
Doctoral Programs - MCV Campus						
Tuition	$ 522	$ 556		$ 1,112	$ 1,186	
University Fee	77	81		77	81	
Technology Fee	5	5		5	5	
Library Fee	3	4		3	4	
Student Activity Fee	7	7		7	7	
Capital Outlay Fee	n/a	n/a		28	28	
Total	$ 614	$ 653	$39	$ 1,232	$ 1,311	$79

Virginia Commonwealth University
Typical Charges
Summer Session

	Resident			Nonresident		
	2017-2018	2018-2019	$ Chg.	2017-2018	2018-2019	$ Chg.
Full-Time Credit Hour Undergraduate Students, On-Campus						
Undergraduate Programs - Monroe Park Campus						
Tuition- 15 Credit Hours	$ 5,670	$ 6,047		$ 15,356	$ 16,357	
University Fee	615	646		615	646	
Technology Fee	28	28		28	28	
Library Fee	20	23		20	23	
Student Activity Fee	15	15		15	15	
Capital Outlay Fee	n/a	n/a		330	330	
Total	$ 6,348	$ 6,759	$411	$ 16,364	$ 17,399	$1,035
Undergraduate Programs - MCV Campus						
Tuition- 15 Credit Hours	$ 5,670	$ 6,047		$ 15,356	$ 16,357	
University Fee	615	646		615	646	
Technology Fee	28	28		28	28	
Library Fee	20	23		20	23	
Student Activity Fee	12	12		12	12	
Capital Outlay Fee	n/a	n/a		330	330	
Total	$ 6,345	$ 6,756	$411	$ 16,361	$ 17,396	$1,035
Full-Time Graduate Students, On-Campus						
Masters Programs						
Tuition	$ 5,688	$ 6,066	$378	$ 11,700	$ 12,474	$774
Doctoral Programs						
Tuition	$ 4,696	$ 5,006	$310	$ 10,011	$ 10,671	$660
Part-Time Students, On-Campus						
Undergraduate Programs - Monroe Park Campus						
Tuition	$ 391	$ 417		$ 1,059	$ 1,129	
University Fee	51	54		51	54	
Technology Fee	5	5		5	5	
Library Fee	2	2		2	2	
Student Activity Fee	2	2		2	2	
Capital Outlay Fee	n/a	n/a		28	28	
Total	$ 451	$ 480	$29	$ 1,147	$ 1,220	$73

Virginia Commonwealth University
Typical Charges
Summer Session

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

Holiday Intersession

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

Virginia Commonwealth University
Tuition Differentials and Fees

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

[1] *Optional 3 credit course within the Executive MBA*

Virginia Commonwealth University
Tuition Differentials and Fees

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

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

Virginia Commonwealth University
Tuition Differentials and Fees

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

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

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

Virginia Commonwealth University
Tuition Differentials and Fees

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

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

(2) Maximum Fee Assessment $100 per semester.

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

(4) Maximum Fee Assessment $175 per semester.

(5) Maximum Fee Assessment $200 per semester.

(6) Maximum Fee Assessment $700 per semester.

(7) Maximum Fee Assessment $500 per semester.

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

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

Virginia Commonwealth University
Tuition Differentials and Fees

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

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

Virginia Commonwealth University
Tuition Differentials and Fees

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

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

[2] *$100 or 10% of outstanding balance, whichever is less.*

[3] *Per credit hour charge for undergraduate students who seek to receive course credit by examination.*

[4] *Fee applies to freshmen, sophomores, and juniors in the fall, spring and summer semesters.*

[5] *Fee is capped at 3 credit hours per semester.*

Virginia Commonwealth University
Tuition Differentials and Fees

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

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

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

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

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

Virginia Commonwealth University
Student Housing Rates

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

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

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

Virginia Commonwealth University
Dining Plan Rates Per Semester

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

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

Virginia Commonwealth University
Parking Rates Per Semester

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

[1] *Advance Start Program rate has been adjusted to include two additional weeks of parking.*

[2] *Summer permit rates are tailored for individual programs and are based on the weekly/monthly permit rate.*

Virginia Commonwealth University

Quest 2025: Together We Transform

Excellence and Access

AY 2019-2025

Table of contents

I. Letter from the president

Dear VCU Community:

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

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

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

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

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

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

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

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

Sincerely,

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

Quest 2025: SP Draft #14 5/08/2018

II. The planning process

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

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

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

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

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

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

Quest 2025: SP Draft #14 5/08/2018

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

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

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

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

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

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

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

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

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

III. Mission, vision and values

Our mission

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

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

Our vision

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

Our core values

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

IV. Impact on the Richmond region

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

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

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

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

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

V. Resourcing the strategic plan

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

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

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

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

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

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

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

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

The plan's goals reflect a significant overlap with VCU's mission, vision and goals as outlined in this report. Virginia Commonwealth University will pursue four overarching, integrated themes in support of its mission and vision and in its continued drive for distinction and impact.
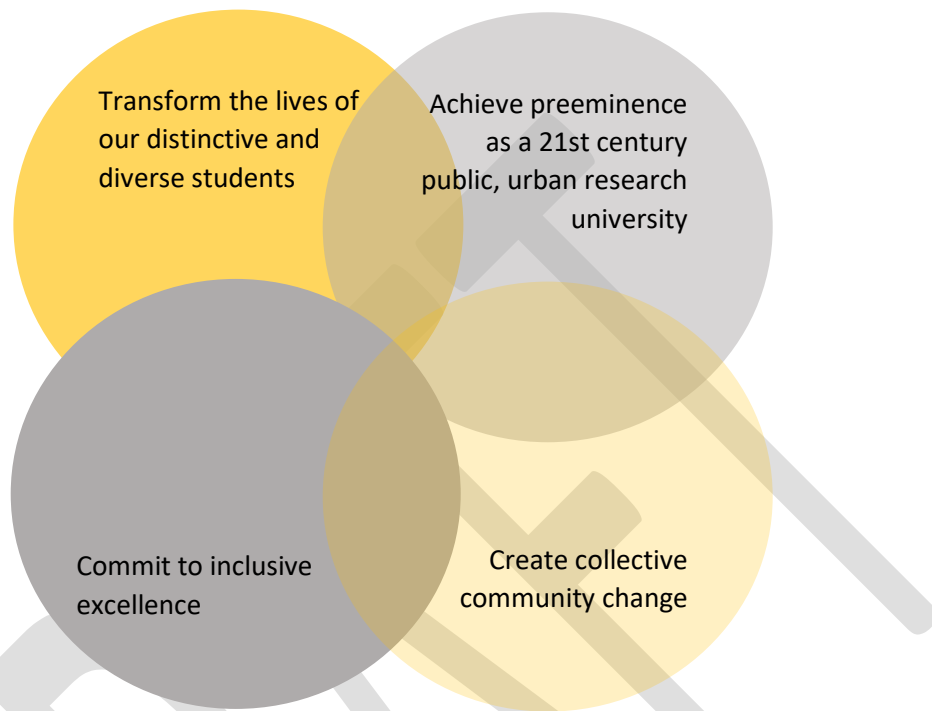
VCU's many constituencies may recognize that these strategic themes have been foundational elements driving our growth and success since first opening our doors. The difference between our most recent strategic plan, Quest for Distinction, and this new plan speaks to the level of focus, intentionality, energy, and resources to be committed to each.

Quest 2025 – Theme I: Student Success

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

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

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

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

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

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

	Goals	Key strategies	Possible metrics
I.1	Transform the undergraduate curriculum to ensure we offer a 21st century learning experience	• Establish task group to advise on implementation of evidence-based, innovative strategies and best practices in innovative pedagogy • Promote interdisciplinary collaboration with the engagement of multiple knowledge communities in the development of academic programs • Facilitate development of instructors in inclusive and transformative teaching practices	• Process milestones • # and academic distribution of faculty involved in curricular redesign • # of courses undergoing transformation/ transformed • % of students enrolled in transformed classes and/or programs
I.2	Prepare our students to be creative innovators and entrepreneurs who make a difference in an increasingly diverse and connected world	• Strengthen student academic and career planning, readiness and employer engagement • Create interprofessional or interdisciplinary learning opportunities for graduate and health professions students • Continue program implementation, expand the R.E.A.L. (relevant, experiential and applied learning) initiative to all students and assess impact • Increase our international student population and internationalization of VCU to enhance cross-cultural student experiences	• Demographics and % of students participating in R.E.A.L. initiatives • Results from first destination and 5-10 year post-graduation surveys • Change in # of international students

	Goals	Key strategies	Possible metrics
I.3	Enhance the university culture supporting student success, including improved retention and graduation rates	- Advance a universitywide culture focused on the success of our students - Expand student success campaigns for targeted populations - Decrease student debt through targeted initiatives, for example: increased out-of-state and international enrollment; expanded online enrollment; expanded summer session; philanthropic scholarships - Mobilize faculty, UAP and staff in implementing best practices in support of student success - Empower students to define and support student success	- Graduation rates – overall and by demographic categories - Average UG student debt at graduation - Retention rates - Student Satisfaction Index (NSSE, Noel-Levitz, HERI DLE) # of T&R faculty - Tenured/tenure track faculty as % of total FT faculty - Philanthropic $s supporting scholarships and/or # of student scholarships awarded % satisfaction on Advising Student Satisfaction Survey - Performance on 30/60/90 student assessments

Quest 2025 –Theme II: National Prominence

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

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

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

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

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

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

	Goals	Key strategies	Possible metrics
II.1	Create a university culture that supports and promotes VCU's interdisciplinary research strengths, scholarship and creative expression	● Invest in current areas of interdisciplinary strength: neurosciences; addiction studies; women's and children's health; cancer; pharmaceutical engineering; cardiovascular health ● Identify and invest in a select number of other interdisciplinary areas to diversify and strengthen VCU's research portfolio, including the support and expansion of iCubed focus areas ● Fully implement the University Research Strategic Plan ● Invest in faculty and graduate student teams to facilitate research and scholarly activity that is nationally competitive with peer and aspirational institutions in strategic programmatic areas ● Remove administrative and research infrastructure barriers that limit interdisciplinary research	● Total federal research awards ● Total federal R&D awards ● # of interdisciplinary awards ● # of interdisciplinary graduate student funding opportunities ● # of policies reviewed and mitigated
II.2	Achieve academic distinction internationally, starting with national distinction for at least one program within each school/college	● Identify programs to be raised to national distinction within each academic unit and develop plans to achieve goal ● Increase the university's recognition and investment in the creation and dissemination of research, scholarship and creative work, and national recognition of the same ● Strengthen existing and build new PhD programs in areas of prominence or potential strength in order to compete more effectively on a national level with our peers	● National rankings of graduate programs ● # of PhD students enrolled ● # of Master's student enrolled ● Academic Analytics-type program measures, e.g., publications, citations

	Goals	Key strategies	Possible metrics
II.3	Achieve national distinction through our successful engagement with and graduation of diverse student populations	● Develop a pipeline of highly diverse (SES, URM and national origin) students with relevant and applied learning experiences for graduate and first health professions programs ● Expose students to interdisciplinary research and scholarship to prepare them to contribute to the new knowledge economy	● Growth in # of diverse students enrolling in post-baccalaureate programs ● # of students engaged in Undergraduate Research Opportunity Program (UROP
II.4	Launch a multiyear comprehensive, institution-wide communications plan to support the Quest 2025 strategic plan and achieve national prominence	Develop the communications plan through a collaborative process between central and unit communicators	● VCU reputational score (based on awareness survey) ● Communication infrastructure and resource benchmarks against peer institutions ● Communications plan in place

Quest 2025 – Theme III: Collective Urban and Regional Transformation

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

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

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

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

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

	Goals	Key strategies	Possible metrics
III.1	Advance innovations for high quality education and workforce development	• Produce new, highly trained and high-quality teachers and school administrators prepared to work with diverse student populations and more representative of the racial and ethnic diversity of their communities • Use evidence-based practices to evaluate out-of-school-time programming and collaborate with regional schools and community partners to enhance the quality and bring new, innovative out-of-school -time programs to the region • Partner with the Richmond region school districts to increase the quality and effectiveness of programs that promote student engagement and reduce disciplinary actions • Prepare students to be career-ready for innovative and emerging industry sectors	• # of VCU SoEd graduates taking teaching positions in Richmond region PK-12, particularly in Richmond and Petersburg public school systems • # of events hosted by or partnered with VCU related to PK-12 out-of-school activities • Anchor Dashboard metrics addressing workforce development and education
	Goals	**Key strategies**	**Possible metrics**
III.2	Continue to address inequities to strengthen the health and well-being of Greater Richmond residents	• Strategically align university activities and resources with regional priorities and key initiatives to reduce poverty and enhance social stability, e.g., East End Health Education and Wellness Center, housing • Align with community partners to implement the VCU/VCUH Health Equity Plan (HEP) to address social determinants of health	• # of students and faculty or VCU units participating in East End initiative • # of East End clients/community residents served with identified health-related (physical and behavioral) needs

Quest 2025: SP Draft #14 5/08/2018

			● # of referrals to community partners via East End initiative ● Improvement in health-related community indicators based on baseline data
III.3	Elevate VCU's contributions to the region's economic and cultural vitality	● Coordinate with regional leadership and advance efforts to enhance the integration of the arts into community development and to expand arts funding, e.g., new grants or collaborations ● Serve as an innovation and entrepreneurship engine providing new sources of talent and attracting industry and new businesses to the region ● Improve access for the region to VCU's facilities, intellectual services and civic engagement to address community-identified needs and contribute to community problem-solving	● Richmond region employer satisfaction survey with VCU graduates (form of first destination) ● # of cultural events sponsored by VCU or offered in VCU facilities and level of participation ● # business start-ups, job creation and revenues from VCU faculty and students ● # U-I collaborations ● # inventions ● # IP licenses ● Follow-on funding

Quest 2025 – Theme IV: Diversity Driving Excellence

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

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

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

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

	Goals	**Key strategies**	**Possible metrics**
IV.1	Advance institutional excellence through a commitment to diversity, inclusion and equity fostered through a culture of appreciation and respect	● Foster inclusive practices and difference in ways that build cohesive communities and a positive climate ● Develop a university-wide culture of appreciation that is reflected in day-to-day behaviors, activities and campus life and is expected of all academic and administrative units. ● Work in innovative ways to inspire change and promote dialogue and action on diversity, inclusion and equity within and across units	● D&I annual report ● Biannual climate satisfaction survey results

	Goals	**Key strategies**	**Possible metrics**
IV.2	Build and sustain the infrastructure to enhance diversity, inclusion and equity at all levels of the university to support teaching, research, scholarship, creative expression, and service	● Fully implement the university Diversity and Inclusion Strategic Action Plan as an integral component in achieving institution priorities ● Expand iCubed program ● Use diversity, inclusion and equity-related assessment data to inform investments of resources in alignment with university priorities	● D&I annual report ● New T&R faculty URM hires ● URM employees as % of T&R faculty, T/TT faculty, UAP and classified staff ● Progress at unit level against AAP (affirmative action plans) ● D&I dashboards
IV.3	Establish diversity as an imperative in the development and implementation of strategies and policies and in decisions regarding resource allocation	● Integrate inclusive excellence goals, targets and benchmarks into the performance evaluation of leadership, and reward success. ● Factor in the implications on diversity, inclusion and equity in financial and operational decision-making processes	● Achievement of performance goals ● Evaluation framework

VII. Implementation and accountability for results – Highest priority

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

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

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

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

Quest 2025: SP Draft #14 5/08/2018

Theme II: National Prominence				
Goal	**Strategy**	**Responsible**	**Resource needs**	**Comments**
Create university culture supporting interdisciplinary research strengths, scholarship and creative expression	Invest in current areas of interdisciplinary strength *(hiring; space; technology)*	Provost and VP, Academic Affairs; VP for Health Sciences; VP, Research and Innovation; deans	High	Budgeted in years 1-2; looking to Innovation ROI, strategic VCUH contributions, new peer-reviewed funds, and donor contributions
Achieve academic distinction internationally, starting with national distinction for at least one program within each school or college	Identify programs to be raised to national distinction	Deans; Provost and VP for Academic Affairs; VP for Health Sciences	Moderate	No new investment until Year 3; dependent upon new revenue to fund hires or other needs
Achieve national distinction through successful engagement with and graduation of diverse student populations	Develop pipeline of highly diverse students for entry into graduate and 1st professional programs	VP, Strategic Enrollment Management; SAVP, Student Success; AVP for R.E.A.L. Initiatives	Low	Resource needs being funded under Student Success; differentiation will come by targeting special populations, e.g., URM, lowest SES, international
Launch comprehensive communications plan to support Quest 2025	Develop plan through collaborative process between central and unit communicators	VP, University Relations	Moderate	Plan development budgeted in Year 1; implementation may require investment, funding source(s) to be identified in plan

Theme III: Collective Urban and Regional Transformation				
Goal	**Strategy**	**Responsible**	**Resource needs**	**Comments**
Advance innovations for high quality education and workforce development	Produce new, highly trained teachers and school administrators to reflect racial and ethnic diversity of their communities	Dean, School of Education and director, Richmond Teacher Residency program	Moderate	Budgeted in years 1-2; funding now provided through grants; program expansion could require additional investment, yet will look to increased external resources to support
	Prepare students to be career-ready for innovative and emerging industry sectors	SVP, Academic Affairs; executive director, da Vinci Center; executive director, Innovation Gateway	Moderate	Expansion of university-wide UG innovation certificate programs; launch of new master's degree(s) in innovation will require new program support

Quest 2025: SP Draft #14 5/08/2018

Theme III: Collective Urban and Regional Transformation				
Goal	**Strategy**	**Responsible**	**Resource needs**	**Comments**
Continue to address inequities to strengthen health and well-being of Greater Richmond residents	Align with community partners to implement the VCU/VCUH Health Equity Plan (HEP)	VP for Health Sciences; Health Equity Plan Steering Committee	Moderate	HEP funding for launch initiatives included in FY 2019 budget; continued expansion will require additional resources, aligned with funding availability
Elevate VCU's contributions to the region's economic and cultural vitality	Serve as an innovation and entrepreneurship engine	Executive director, da Vinci Center; executive director, Innovation Gateway	Moderate	Expansion of Quest Commercialization Fund into Phase II will require added staff; da Vinci Center seeking matching funds to host regional innovation and entrepreneurship competitions

Theme IV: Diversity Driving Excellence				
Goal	**Strategy**	**Responsible**	**Resource needs**	**Comments**
Advance institutional excellence through a commitment to diversity, inclusion & equity	Foster inclusive practices and engage difference in ways that build cohesive communities and a positive climate	Vice Presidents	Moderate	Embedded within current Division of Inclusive Excellence budget for FY 2019; may require additional investments for full implementation moving forward
	Develop a university wide culture of appreciation and respect	VP for Inclusive Excellence and other vice presidents	Low	Aligned with HR Redesign and full implementation of new Performance Management System; investment in technology and HR support staff already made
Build and sustain the infrastructure to enhance diversity, inclusion and equity at all levels of the university	Fully implement the university Diversity and Inclusion Strategic Action Plan	VP for Inclusive Excellence and other vice presidents	High	Embedded within Division of Inclusive Excellence FY 2019 budget; additional investments required for ongoing full implementation
Establish diversity as an imperative in development and implementation of strategies & policies and in decisions regarding resource allocation	Integrate inclusive excellence goals, targets and benchmarks into leadership evaluations; reward success	Vice Presidents	Low	Included as part of VPs' FY 2019 goals

VIII. Strategic plan dependence upon subordinate plans

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

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

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

Quest 2025:
Together We **Transform**

A comprehensive strategic plan for VCU

The integrated themes of Quest 2025: Together We Transform
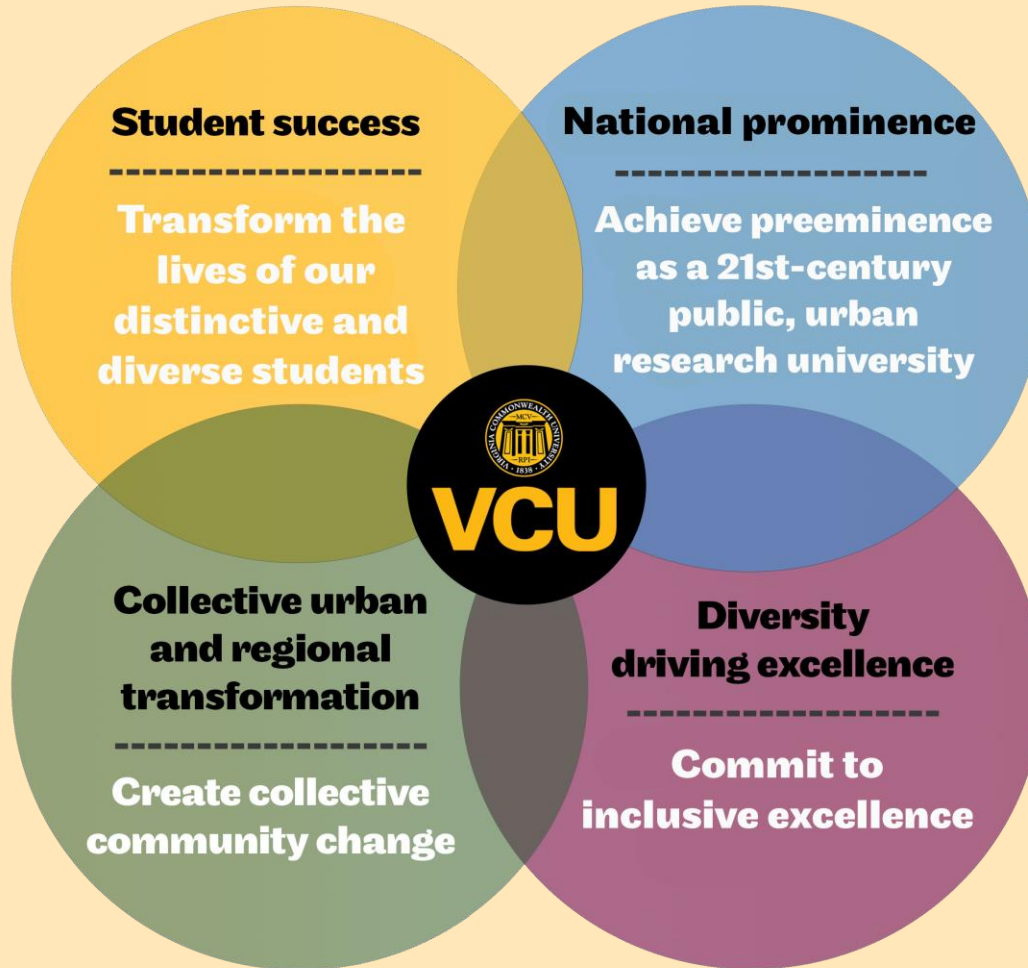
Student success

Transform the lives of our distinctive and diverse students

National prominence

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

VCU

Collective urban and regional transformation

Create collective community change

Diversity driving excellence

Commit to inclusive excellence

Student Success goals

- Transform the undergraduate curriculum to ensure we offer a **21st-century learning experience**

- Prepare students to be **creative innovators and entrepreneurs** who make a difference in an increasingly diverse and connected world

- Enhance the **VCU culture** supporting student success, including improved retention and graduation rates

② National PROMINENCE

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

2 National PROMINENCE

Goals at a glance

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

National prominence goals

- Create a university culture that supports and promotes **VCU's interdisciplinary** research strengths, scholarship and creative expression

  ❑ Invest in current areas of strength: neurosciences, addiction studies, women's and children's health, cancer, pharmaceutical engineering, cardiovascular health

  ❑ Identify and invest in a select number of other interdisciplinary areas to diversify and strengthen VCU's research portfolio

- Achieve **international academic distinction**, starting with national distinction for at least one program within each school or college

National prominence goals

- Achieve **national distinction** through successful engagement with, and graduation of, diverse populations

- Launch a multi-year, comprehensive, **institution-wide communications plan** to support Quest 2025 and achieve national prominence

VCU

3 Collective urban and regional **TRANSFORMATION**

Create **collective community change**

3 Collective urban and regional **TRANSFORMATION**

Goals **at a glance**

- Mutually-beneficial community partnerships
- Enhanced public health and well-being
- Access and alignment of VCU resources for community impact

Collective urban and regional transformation goals

- Advance **innovations** for high-quality education and workforce development

- Continue to **address inequities** to strengthen the health and well-being of Greater Richmond residents

- Elevate VCU's contributions to the region's **economic and cultural vitality**

4 Diversity driving EXCELLENCE

Goals **at a glance**

- Infrastructure supporting inclusion
- Culture of appreciation
- Inclusiveness as a VCU cornerstone

Diversity driving excellence goals

- Advance institutional excellence through a commitment to diversity, inclusion and equity fostered through a **culture of appreciation and respect**

- Build and sustain the **infrastructure to enhance diversity, inclusion and equity** at all levels of VCU to support teaching, research, scholarship, creative expression and service

Diversity driving excellence goals

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

Next
STEPS

Implementation and accountability

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

VCU

Quest 2025 vision

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

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

Proposed Program Brief

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

Overview

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

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

Method of Delivery

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

Target Implementation Date

Fall 2019

Target Population

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

Demand

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

National employment predictions for 2016-2026 are for a 10 percent increase in the need for postsecondary education teachers. Virginia data also makes a strong case for the need for faculty at state universities and for the need to prepare the next generation of special educators to meet the needs of children and youth with disabilities from birth through 21. According to the Virginia Employment Commission[1], job opportunities for teachers in post-secondary education are projected to increase 14.85% from 2014 to 2024. Although these projections do not specifically address individual disciplines, statewide shortages of special education teachers and continued emphasis on special education statewide suggest that faculty in special education will be in high demand. Special Education is ranked as the number one shortage in the state (Virginia Department of Education, 2018), which mirrored the data from over the past ten years.

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

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

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

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

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

Additional Resources
The full proposal can be found here.

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

Virginia Commonwealth University
Proposed Program Brief

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

Overview

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

Method of Delivery

All courses are delivered in an online format.

Target Implementation Date

Fall 2018

Demand and Workforce Development

According to the Occupational Employment Statistics, the projected increase nationally for special education teachers is 8% between 2016 and 2026.[1] In 2017, the Virginia Department of Education (VDOE) issued a brief reporting that teachers of students with disabilities are the greatest shortage area. In fact, special education teacher shortages were noted by VDOE beginning in 1995 and continued through 2017.

External Competition

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

Target Population

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

Impact on Existing Programs/Policies

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

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

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

Funding

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

Benefit to the University

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

Next Steps

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

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

Full Proposal

- See attached.

Virginia Commonwealth University
Graduate Certificate

Name of Certificate: Special Education K-12 Teaching

CIP Code: 13.1001

Initiation Date: Fall 2018

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

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

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

Appendix A: Plan of Study

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

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

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

Curriculum Requirements

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

Program Requirements

Students are required to take each of the following courses.

Total Number of Credit Hours: 27 graduate credits

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

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

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

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

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

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

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

Appendix B: Certificate Program Requirements
Appendix C: Student Learning Outcomes

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

Minimum requirements for faculty teaching this certificate program include:

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

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

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

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

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

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

Course Descriptions
No courses are new.

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

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

SEDP 631 Classroom Management and Behavior Support (3 credits)

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

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

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

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

TEDU 561 Reading Foundations (3 credits)

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

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

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

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

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

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

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

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

SEDP 611 Secondary Education and Transition Planning (2 credits)

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

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

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

SEDP 502 Supervision Seminar I (1 credit)

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

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

SEDP 503 Supervision Seminar II (1 credit)

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

Appendices

Appendix A: Plan of Study

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

TOTAL CREDIT HOURS   27

* All COVE students are considered part-time and cannot take more than 8 credit hours per semester.
**New cohorts begin each spring, summer, and fall semester. If students do not want to take summer classes, their plan of study will be updated to accommodate the change.

Appendix B: Curriculum Requirements

Program Requirements:

Core Courses – 25 credit hours

SEDP 501 Characteristics of Students with Disabilities (3 credits)
SEDP 531 Educational Foundations for Collaboration and UDL (3 credits)
TEDU 561 Reading Foundations (3 credits)
SEDP 601 Methods I: Teaching Students in Special Education - General Education (3 credits)
SEDP 603 Theories, Assessment and Practices in Reading (3 credits)
SEDP 602 Methods II: Teaching Students in Special Education - General Education (2 credits)
SEDP 611 Secondary Education and Transition (2 credits)
SEDP 533 Educational Assessment (3 credits)
SEDP 631 Classroom Management and Behavior Support (3 credits)

Supervision Courses – **2 credit hours**

SEDP 502 Supervision Seminar I (1 credit)
SEDP 503 Supervision Seminar II (1 credit)

Appendix C: Student Learning Outcomes

Learning Outcomes for Special Education K-12 Teaching Graduates

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

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

[DRAFT] Student Code of Conduct

Policy Type: Board of Visitors
Responsible Office: Office of Student Conduct and Academic Integrity, Office of the Provost
Initial Policy Approved: 05/10/2013
Current Revision Approved: MM/DD/YYYY

Policy Statement and Purpose

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

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

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

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

Table of Contents

Who Should Know This Policy

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

Definitions

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

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

Conduct Appeal Board (CAB)
The term "Conduct Appeal Board" means any person or persons authorized by the Director of Student Conduct and Academic Integrity or designee to consider an appeal from a Student Conduct Board's determination.

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

May
The term "may" is used in the permissive sense.

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

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

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

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

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

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

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

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

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

Student Conduct Board (SCB)

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

Student Organization

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

University Property

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

Contacts

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

Policy Specifics and Procedures

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

Prohibited Conduct

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

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

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

1. **Abusive Conduct**

   a. Assault – Words or actions that would cause an individual(s) to reasonably fear for their immediate safety. Words do not constitute assault unless they are accompanied by the apparent ability to inflict immediate bodily harm.

   b. Battery – The unjustified use of physical force against an individual or group.

   c. Disorderly conduct - Disrupting or preventing the peaceful or orderly conduct of classes, lectures, meetings, or other University functions, or interfering with the lawful freedom of other persons, including invited speakers, to express their views, or interfering with the performance of the duties of University personnel.

   d. Endangering health or safety - Taking or threatening actions that endanger the physical safety, mental health, or life of any person(s) or creates reasonable fear of such action.

   e. Harassment – Repeated, persistent, or pervasive actions directed towards specific individual(s) with the intent or effect to harm, or alarm, including attempted or threatened physical contact or repeated or pervasive acts that create the reasonable apprehension of unwanted physical or verbal contact as well as contact through any electronic or digital medium.

   f. Hazing – Recklessly or intentionally subjecting a person(s) to any mental or physical requirement, request, or obligation that could cause discomfort, pain, fright, disgrace, injury, that is personally degrading, or that violates any federal, state, or local statute or University policy in connection with initiation, admission into or affiliation with or as a condition for continued membership in a club, organization, fraternity, sorority, or other group; the willingness of the individual to participate in such activity notwithstanding.

   g. Recording and/or disseminating images or audio without consent - Using electronic or other means to make or disseminate a video, audio, or photographic record of any person(s) where there is a reasonable expectation of privacy without the person's consent.

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

2. **Academic Misconduct**

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

3. **Acts of Dishonesty**

a. Furnishing false information to any staff, faculty member, or office.

b. Forgery, alteration, or misuse of any University document (e.g., student transcript), record or instrument of identification.

4. **Alcoholic Beverages/Drugs**

a. Alcoholic beverages – The unlawful possession, distribution, sale or use of alcoholic beverages or public intoxication are prohibited. Alcoholic beverages may not, in any circumstance, be used, possessed by or distributed to any person under 21 years of age. The possession and/or use of alcohol in University facilities and at University events by those individuals 21 years of age or older, may be subject to additional University regulations and restrictions. Any violation of the Alcohol and Other Drugs policy may result in action under the Student Code of Conduct.

b. Drugs – Illegal possession, use, manufacture, sale, dispensation, or distribution of any controlled substance (including prescription drugs/medication) are prohibited except as expressly permitted by law. Any violation of the Alcohol and Other Drugs policy may result in action under the Student Code of Conduct.

c. Paraphernalia – Possession of paraphernalia used to consume illegal drugs is not permitted on university property. Paraphernalia includes but is not limited to roach clips, bongs, pipes, blow tubes, bowls, and any type of water pipe or object filled with water through which smoke is drawn.

5. **Failure to Comply**

   a. Failure to comply with a reasonable request or directive of University Officials. This includes, but is not limited to, failure to present a University identification card, failure to keep or attend a required meeting, or failure to leave any University premise when requested by a University Official.

   b. Failure to observe rules and regulations issued by the University.

   c. Failure to complete or comply with a University imposed sanction.

6. **False Reports**

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

7. **Weapons**

   a. Possession or carrying of any weapon by any person, except a duly authorized law enforcement personnel, is prohibited on university property, including but not limited to, academic offices, administrative office buildings, medical venues, clinics, laboratories, research facilities, residence halls, dining facilities; or while attending sporting, entertainment or educational events.

   b. For purposes of this document, in addition to items defined as weapons by the Virginia Commonwealth University Weapons Regulation, anything used by a student to injure or attempt to injure another person is considered a weapon.

8. **Fireworks/Explosives/Dangerous Chemicals**

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

9. **Gambling**

   a. Participation in any form of illegal gambling as delineated in the Commonwealth of Virginia Code 18.2.325.

10. **Theft or Unauthorized Use of Property**

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

b. Unauthorized use of university property or services.

c. Climbing - Unauthorized climbing inside or outside campus buildings or structures.

d. Defacing/vandalizing - Defacing or vandalizing University land, buildings, equipment or property.

e. Damage or destruction of property - Actual or threatened damage or destruction of University property or property of others, whether done intentionally or with reckless disregard.

f. Unauthorized presence or entry - Entering or being present in University buildings, rooms, or other areas without proper authorization.

g. Tampering -Tampering with University equipment, including but not limited to, any elevator, wiring, plumbing, doors, locking mechanisms, University keys, access cards, or other University equipment without authorization from a University Official.

h. Misuse of fire-fighting equipment/disregard of fire alarm signals/arson - Misuse or tampering with fire-fighting equipment, disregard of a fire alarm signal or refusal to evacuate a building, tampering with detection or suppression equipment, initiating a false fire alarm or unauthorized burning of any material in any University building or on University property.

i. Obstruction - Blocking of the free flow of pedestrians or vehicular traffic on University premises or at University sponsored or supervised functions.

11. **Abuse of Computer Facilities and Resources**

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

12. **Retaliation**

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

13. **Involvement in a University Violation**

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

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

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

VIOLATION OF LAW AND UNIVERSITY DISCIPLINE

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

STUDENT CODE OF CONDUCT AUTHORITY

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

RIGHTS AND RESPONSIBILITIES

All student complainants and respondents are provided the following rights and responsibilities throughout the University student conduct process:
1. The right to receive written notification of any alleged violation via official forms of University communication (i.e., VCU email).
2. The right to know the source of any allegation.
3. The right to know the specific alleged violation of the Student Code of Conduct.
4. The right to know any sanctions that may be imposed by the University if found responsible for specific violations of the Student Code of Conduct.

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

CHARGES AND STUDENT CONDUCT BOARD (SCB) HEARINGS

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

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

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

1 - No Violation Established by the Administrator:

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

2- Violation Established - Administrative Adjudication:

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

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

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

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

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

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

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

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

A SCB hearing typically consists of the following components:
• Introduction and procedural rules presented by the SCB chair.
• Introductory statement and presentation of information by Student Conduct Administrator and/or complainant.
• Witnesses presented by the Student Conduct Administrator and/or complainant if any.
• Introductory statement and presentation of information by the respondent.
• Witnesses presented by the respondent if any.
• Closing statement by Student Conduct Administrator and/or complainant.
• Closing statement by respondent.
• Closed session deliberation by SCB.

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

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

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

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

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

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

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

5 - Formal Appeals Process

All appeals to the SRB and CAB must be in writing using the appropriate Appeal Form (provided by OSCAI). All appeals must be submitted to OSCAI within (5) business days following the date of the SRB's or CAB's decision. Appeals to the CAB may be based only on one or both of the following two criteria:
1. New and pertinent evidence or information has come to light.
2. A procedural error occurred that would have impacted the outcome of case.

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

ADMINISTRATIVE ACTIONS

Interim Suspension

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

Revocation of Admission

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

Revocation of Degree

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

SANCTIONS

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

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

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

Disciplinary Probation

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

Educational Experiences

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

Loss of Privileges

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

Fines

Previously established and published fines may be imposed.

Bans, Deactivations and Holds

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

Restitution

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

No Contact

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

University Policy Sanctions

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

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

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

Suspension

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

Expulsion

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

NOTIFICATION OF SANCTIONS

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

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

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

INTERPRETATION AND REVISION

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

Forms

There are no forms associated with this policy.

Related Documents

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

Revision History

This policy supersedes the following archived policies:

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

FAQ

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

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

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

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

Q: What does a hold on my registration mean?

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

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

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

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

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

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

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

Q: What is FERPA?

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

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

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

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

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

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

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

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

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

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

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

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

VCU
Faculty Senate

Bylaws of the Faculty Revision
February 2018

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

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

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

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

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

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

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

Respectfully submitted,
Joan M. Pellegrini, PhD, RDH
Chair, Credentials and Rules Committee of VCU Faculty Senate

Faculty Bylaws Ballot
Total Responses and Comments

Approve: 202
Do not approve: 9

Q2. Please provide additional comments below (optional):

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

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

Faculty Senate responses to above comments:

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

BYLAWS OF THE FACULTY

ARTICLE I: PREAMBLE

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

ARTICLE II: PURPOSE

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

ARTICLE III: VOTING MEMBERSHIP

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

ARTICLE IV: FACULTY SENATE

Section 1. Purpose of the Faculty Senate

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

   a. to help create, maintain, and protect a university-wide environment conducive to growth of scholarship, creativity, learning, teaching, research, service, and respect for human dignity and rights;

   b. to accept and share responsibility with administration and students in an effort to improve the stature and effectiveness of the University;

   c. to consider such policies, programs, and other matters as the administration, unit faculties, student organizations, and individual members of the Faculty may propose;

Bylaws of the Faculty   Page 2 of 5
Approved by the Faculty March 12, 2004
Approved by the Board of Visitors, May 21, 2004
Proposed revision February 2018

d. to develop and propose academic or educational policies which affect the University, the Faculty, or students;

e. to express opinions on University affairs as the Faculty Senate deems appropriate and necessary.

Section 2. Composition of the Faculty Senate

a. Members of the Faculty, as defined in Article III, who are not serving in administrative positions at or above the level of Department Chair are eligible to be members of the Faculty Senate.

b. There are four categories of Senator:

(i) Elected Senators: are elected as specified below in Section 5, and have full debating and voting privileges.

(ii) Senators at Large: in those instances when it is necessary for their continued membership in the Faculty Senate, the officers and the outgoing President of the Faculty Senate shall be Senators at Large with full rights of membership and shall occupy specially created seats for one year.

(iii) Honorary Senators: in addition to the membership identified above, the President of the Faculty Senate will, as specified in the Standing Rules, appoint Honorary Senators with rights of discussion in Faculty Senate proceedings, but they do not have voting rights.

(iv) Alternate Senators: are elected as specified below in Section 5. They serve as substitutes, with full debating and voting privileges, for Elected Senators from their Unit when the latter are unable to attend a meeting. When not serving as substitutes, they have rights of discussion in Faculty Senate proceedings but do not have voting rights.

c. The term "Voting Senator" shall refer to Elected Senators, Senators at Large, and Alternate Senators actively serving as substitutes.

Section 3. Terms of Office of Faculty Senators

a. Elected Senators shall serve three-year terms beginning on August 16th following their election. Elected Senators who served a full three-year term shall not be eligible to serve again as Elected Senators for one year following the expiration of their term; however, such Senators are eligible for election as Alternate Senators. Alternate Senators who fill vacated Senate seats as directed in Section 5.b shall be eligible for immediate re-election at the end of the completed term.

b. Honorary Senators are appointed annually and are eligible for reappointment without restriction.

c. Alternate Senators shall serve one-year terms beginning on August 16th following their election. They are eligible to serve again as Alternate Senators or as Elected Senators following the completion of their term.

Bylaws of the Faculty
Approved by the Faculty March 12, 2004
Approved by the Board of Visitors, May 21, 2004
Proposed revision February 2018

Page 3 of 5

Section 4. Timing of Elections

   a. Unit elections of Elected Senators and Alternate Senators shall take place during the spring semester according to the procedures stated in Article IV, Section 5. The election process should be completed during the spring semester, but certainly no later than August 1st.

   b. The Faculty Senate is responsible for notifying in writing by March 15th the leadership of each Unit's faculty governance organization or Dean's Office of their responsibility for scheduling, conducting, and overseeing the election of Elected Senators and Alternate Senators from that Unit.

Section 5. Method of Elections

   a. Elected Senators: Elected Senators must be voting members of the Faculty as defined in Article IV, Section 2.a. The number of Alternate Senators to be elected by each Unit shall be in accordance with the *Standing Rules of the Faculty Senate*.

   b. Alternate Senators: Alternate Senators must be voting members of the Faculty as defined in Article IV, Section 2.a. The number of Alternate Senators to be elected by each Unit shall be in accordance with the *Standing Rules of the Faculty Senate*.

      (i) Alternate Senators will be designated by the Unit as First Alternate, Second Alternate, Third Alternate, etc. based upon election results with the First Alternate receiving the most votes, the Second Alternate receiving the second most votes, and so forth.

      (ii) If an Elected Senator's seat becomes vacant before the expiration of his/her term, the seat shall be filled for the remainder of the term by the highest designated Alternate Senator elected by that Elected Senator's Unit. The designated Alternate Senator will complete the full term of the replaced Elected Senator.

      (iii) Upon notification by the Faculty Senate that a Unit's pool of Alternate Senators is diminished, the Dean of that Unit shall expeditiously direct the selection of replacement Alternate Senators in accordance with the procedures of that Unit.

   c. Nominations and Elections: Nominations of faculty to serve as Elected Senators and as Alternate Senators shall be made following the Unit's nominating procedures and in accordance with the following:

      (i) The Unit Nominating Committee shall be composed of faculty eligible to vote as defined in Article III.

      (ii) The Unit Nominating Committee shall solicit nominations throughout its Unit or from an open meeting of the Unit to which all members of a Unit's faculty have been invited at least two weeks in advance and at which nominations have been indicated to be an agenda item. The Nominating Committee itself may add nominations.

Bylaws of the Faculty
Approved by the Faculty March 12, 2004
Approved by the Board of Visitors, May 21, 2004
Proposed revision February 2018

Page 4 of 5

(iii)   The Unit Nominating Committee should notify potential nominees of the usual day and time of the Faculty Senate meetings and that Elected Senators are expected to represent their Unit at these monthly meetings from September through May.

(iv)   In accordance to the Unit's procedure for conducting elections, a secret ballot with the names of all the nominees who have accepted their nominations shall be distributed to all faculty eligible to vote as defined in Article III. Nominees are elected to open positions in descending order of votes received.

(v)   Units may have an election for Alternate Senators separately from the election for Elected Senators, or they may combine the election of Elected Senators and Alternate Senators. If the latter, after all open Elected Senator positions have been filled, nominees are elected to open Alternate Senator positions in descending order of votes received.

(vi)   The election results should be conveyed to the Faculty Senate within two weeks of the election, but certainly by August 15th.

Section 6. Meetings of the Faculty Senate

a. Regular meetings shall be held monthly during the academic year (September through May), except that either the December or the January meeting may be omitted. The President of the Faculty Senate may call special meetings as needed.

b. A quorum exists whenever more than 50% of the Voting Senators are present, and once in existence, continues to exist as long as at least 25% of the Voting Senators are present. Voting Senators are defined in Article IV. Section 2.c.

c. Faculty members who are eligible for election to the Faculty Senate may attend its regular and special meetings without vote. Such members may participate in Faculty Senate discussion on a given agenda item only if they have received advance permission from the President of the Faculty Senate to speak on that item or if the President of the Faculty Senate requests that they provide information to the Faculty Senate on a specific issue.

d. Faculty Senate meetings may be called at the discretion of the President of the Faculty Senate or upon written request of ten Voting Senators to the President of the Faculty Senate.

Section 7. Standing Rules of the Faculty Senate

a. The Faculty Senate shall operate in accordance with the *Standing Rules of the Faculty Senate*.

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

Bylaws of the Faculty Page 5 of 5
Approved by the Faculty March 12, 2004
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ARTICLE V: MEETINGS OF THE GENERAL FACULTY

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

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

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

ARTICLE VI: UNIT GOVERNANCE

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

ARTICLE VII: REVIEW AND REVISION OF THE BYLAWS

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

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

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

Section 4. History
   a. The original *Bylaws of the Faculty* were ratified by a vote of the entire VCU Faculty in February 1970.

   b. The original *Bylaws of the Faculty* were approved by the University Assembly and were transmitted to the Board of Visitors by the incumbent president, Dr. Warren E. Brandt.

   c. The original *Bylaws of the Faculty* were approved unanimously by the Board of Visitors on July 23, 1970 including "that the Faculty Senate be established and recognized to represent the faculty in the areas of (its) responsibilities and concerns."

   d. Revised *Bylaws of the Faculty* were approved by the Faculty on March 12, 2004, and by the Board of Visitors on May 21, 2004.

   e. These revised *Bylaws of the Faculty* were last approved by the Faculty on April 2, 2018, and by the Board of Visitors on May ____, 2018.

VIRGINIA COMMONWEALTH UNIVERSITY
BOARD OF VISITORS

AUDIT, INTEGRITY, AND COMPLIANCE COMMITTEE CHARTER

I.   PURPOSE

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

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

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

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

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

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

II.   COMPOSITION AND INDEPENDENCE

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

III.   MEETINGS

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

IV.   RESPONSIBILITIES

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

A.   **General:**

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

B.   **Internal Controls/Financial Statements:**

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

3. Determine whether the external auditors are satisfied with the disclosure and content of the financial statements, including the nature and extent of any significant changes in accounting principles.

4. Review management's written responses to significant findings and recommendations of the auditors, including the timetable to correct the weaknesses in the internal control system.

5. Advise management and the external auditors that they are expected to provide a timely analysis of significant financial reporting issues and practices.

6. Require Audit and Compliance Services to perform annual reviews of the President's discretionary accounts and to issue a report thereon to the Committee.

C. External Auditors:

1. Meet with the external auditors and university management to review the scope of the external audit for the current year. The auditors should inform the Audit, Integrity, and Compliance Committee of any significant changes in the original audit plan.

2. Discuss with the external auditors their processes for identifying and responding to key audit and internal control risks.

3. Review the coordination of internal and external audit procedures to promote an effective use of resources and ensure complete and efficient coverage of the university's risks.

4. Meet with the external auditors at the completion of the audit. A portion of the meeting may be conducted in Executive Session without members of university management present.

D. Internal Auditors:

1. Review and approve the annual audit and management services work plan and any significant changes to the plan.

2. Review annually the qualifications of the audit and management services staff and the level of staffing.

3. Assess the effectiveness of the internal audit function, including its independence and reporting relationships and conformance with The Institute of Internal Auditors' (IIA) Definition of Internal Auditing, Core Principles, the IIA Code of Ethics and the *International Standards for Professional Practice of Internal Auditing* by inquiring and reviewing the assessment results of the internal and external Quality Assurance and Improvement Program.

4. Review completed audit reports and progress reports on executing the approved work plan and inquire of any other matters that require audit resources.

5. Review annually the status of previously issued internal audit findings.

6. Inquire of the Executive Director of Audit and Compliance Services regarding any difficulties encountered in the course of his audits, including any restrictions on the scope of work or access to required information.

7. Review the performance of the Executive Director in consultation with the President and approve the Executive Director's annual salary compensation and bonus, if any.

8. Review and approve the appointment, replacement, reassignment, or dismissal of the Executive Director of Audit and Compliance Services.

E.   Data Integrity:

1. Review the adequacy of the university's IT management methodology with regards to internal controls, including applications, systems, and infrastructure. This includes but is not limited to:
   - Physical and virtual security with regards to university servers and storage
   - Network security architecture and operations
   - Reliability and robustness of data center (servers and storage) and network infrastructure environments
   - Disaster recovery and business continuity infrastructure and associated processes and procedures.

2. Review the adequacy of the university's data management policies and procedures to ensure data security and data integrity in institutional reporting. This includes but is not limited to:
   - Authentication and authorization mechanisms in accessing university data
   - Data Governance structure and policies
   - Data security policies including data access roles and responsibilities

F.   University Ethics and Compliance Program:

1. Review the annual compliance planned initiatives and any significant changes to the plan.

2. Review the qualifications of the compliance staff and the level of staffing.

3. Assess the effectiveness of the compliance program, including its independence and reporting relationships.

4. Review completed compliance reports and progress reports on the status of compliance and integrity related initiatives including process and plans in place to assess conflict of interest management (inclusive of institutional and individual conflicts).

5. Require the Integrity and Compliance Office to report on management's processes and procedures that provide assurance that the university's mission, values, and codes of conduct, and universitywide policies are properly communicated to all employees.

6. Review results of compliance reviews to ensure system and controls are designed to reasonably ensure compliance with laws and regulations, university policies and the code of conduct.

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

G. <u>Enterprise Risk Management</u>

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

H. <u>Legal:</u>

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

Virginia Commonwealth University
Board of Visitors

Audit, Integrity and Compliance Committee Meeting Planner

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

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

A = Annually; Q = Quarterly; AN = As Necessary Q1, Q2, Q3, Q4 based on Fiscal Year (July – June)	Frequency			Planned Timing			
	A	Q	AN	Q1 Sep	Q2 Dec	Q3 Mar	Q4 May
7. Review the performance of the Executive Director in consultation with the President and approve the Executive Director's annual salary compensation and bonus, if any.	X			X			
8. Review and approve the appointment, replacement, reassignment, or dismissal of the Executive Director of Audit and Compliance Services			X				
E. Data Integrity							
1. Review the adequacy of the university's IT management methodology with regards to internal controls, including applications, systems, and infrastructure. This includes but is not limited to: • Physical and virtual security with regards to university servers and storage • Network security architecture and operations • Reliability and robustness of data center (servers and storage) and network infrastructure environments • Disaster recovery and business continuity infrastructure and associated processes and procedures			X	X		X	
2. Review the adequacy of the university's data management policies and procedures to ensure data security and data integrity in institutional reporting. This includes but is not limited to: • Authentication and authorization mechanisms in accessing university data • Data Governance structure and policies • Data security policies including data access roles and responsibilities			X	X		X	
F. University Ethics and Compliance Program							
1. Review the annual compliance planned initiatives and any significant changes to the plan	X						X
2. Review the qualifications of the compliance staff and the level of staffing (utilization and effort focus)	X			X			
3. Assess the effectiveness of the compliance program, including its independence and reporting relationships	X			X			
4. Review completed compliance reports and progress reports on the status of compliance and integrity related activities initiatives including process and plans in place to assess conflict of interest management (inclusive of institutional and individual conflicts)			X	X	X	X	X

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

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

RISK-BASED AUDITS:

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

ANNUAL AUDITS/PROJECTS:

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

OTHER PROJECTS:

Investigations and Management Requests	1,100	
Other Management Services	750	
Workpaper System Administration	200	
Subtotal		2,050

TOTAL		10,180

FY 2019 Ethics and Compliance Program Risk Based Initiatives

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

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

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

FY 2019 Initiatives:

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

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

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

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

Code of Conduct Enhancements

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

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

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

Employee Ethics and Compliance Education

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

Gap and Risk Assessment Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1. 8 VAC 90-30 *Guidelines for Demonstrations on the Campuses of Virginia Commonwealth* University is hereby repealed.

2. The President or his designee may proceed with the removal of the 8 VAC 90-30 *Guidelines for Demonstrations on the Campuses of Virginia Commonwealth* from the university's policy library.

3. The repeal will be effective upon receipt by the Virginia Registrar of Regulations.