BOARD OF VISITORS
RETREAT
AUGUST 15-16, 2019
THE JEFFERSON HOTEL, DOMINION ROOM
101 WEST FRANKLIN STREET, RICHMOND, VA

MINUTES
AUGUST 15, 2019
1:00 P.M.

BOARD MEMBERS PRESENT
Mr. Keith Parker, Rector
Mr. H. Benson Dendy III, Vice Rector
Ms. Pamela El
Ms. Carolina Espinal
Dr. Robert Holsworth
Dr. Gopinath Jadhav
Mr. Edward L. McCoy
Rev. Tyrone Nelson
Ms. Coleen Santa Ana
Mr. Stuart Siegel
Ms. Alexis Swann
Dr. Shantaram Talegaonkar
Mr. G. Richard Wagoner, Jr.

BOARD MEMBERS ABSENT
Mr. John A. Luke, Jr.
Mr. Todd Haymore

OTHERS PRESENT
Dr. Michael Rao, President
Mr. Jacob Belue, Esq., Associate University Counsel
Ms. Karol Kain Gray, Sr. Vice President and Chief Financial Officer
Dr. Gail Hackett, Provost and Sr. Vice President for Academic Affairs
Ms. Karen Helderman, Executive Director of Audit and Compliance Services
Ms. Pamela Lepley, Vice President for University Relations and Chief Communications Officer
Mr. Mike Melis, Esq., University Counsel
Dr. Marsha Rappley, Sr. Vice President for Health Sciences and CEO of VCUHS
Ms. Michele N. Schumacher, J.D., Assistant Secretary and Board Liaison

CALL TO ORDER AND INTRODUCTIONS
Mr. Keith Parker, Rector, called the meeting to order at 1:06 p.m. in the Dominion Room of The
Jefferson Hotel, 101 West Franklin Street, Richmond, Virginia.

Mr. Parker welcomed the Board and thanked them for their willingness to serve on the Board of Visitors of Virginia Commonwealth University. He introduced the four new Board members, Ms. Pamela El, Ms. Carolina Espinal, Ms. Coleen Santa Ana, and Ms. Alexis Swann to the Board. He continued that the orientation this morning provided opportunities for board member engagement and he urged all board members to ask questions, make comments and be fully engaged during the retreat.

Mr. Parker then moved that the Virginia Commonwealth University Board of Visitors convene into closed session pursuant to Sections 2.2-3711 (A) (1) of the Virginia Freedom of Information Act for the discussion of personnel matters, more specifically relating to the presidential evaluation.

The Rector asked President Rao, Mr. Belue, Ms. Gray, Dr. Hackett, Ms. Helderman, Ms. Lepley, Mr. Melis, Dr. Rappley, and Ms. Schumacher to remain for the closed session. All others were excused.

RECONVENED SESSION

Following the closed session, the public was invited to return to the meeting. Mr. Parker 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.

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<tr>
<th>Vote</th>
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<td>Mr. H. Benson Dendy III</td>
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Ms. Alexis Swann X  
Dr. Shantaram Talegaonkar X  
Mr. G. Richard Wagoner, Jr. X

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

**LEGISLATIVE PRIORITIES FOR 2019-2020**

Mr. Matthew Conrad, Executive Director of Government Relations, provided an overview of the university’s legislative priorities for 2019-2020 that includes additional funding for students’ financial aid and faculty salaries,

Mr. Parker thanked Mr. Conrad for his presentation.

**VCU REAL INITIATIVE**

Dr. Gail Hackett, Provost and Senior. Vice President for Academic Affairs, provided a presentation on the university’s REAL (Relevant, Experiential and Applied Learning) Initiative, noting that the types of experiential learning opportunities include, among others, internships, practica, service learning, undergraduate research opportunities, and study abroad. She explained that the participation in the REAL initiative is mandatory and that the goal was to have students enrolled in REAL experiences by the fall of 2019. A copy of Dr. Hackett’s presentation is attached hereto as Attachment A and is made a part hereof.

Mr. Parker thanked Dr. Hackett for her presentation.

**DIVERSITY AND INCLUSION**

Dr. Aashir Nasim, Vice President for Diversity and Inclusion, provided a presentation on Inclusive Excellence at Virginia Commonwealth University. He explained the history of diversity and inclusion at the university and reviewed Quest 2025: Together We Transform, specifically, Theme IV. Diversity Driving Excellence. A copy of Dr. Nasim’s presentation is attached hereto as Attachment B and is made a part hereof.

Mr. Parker thanked Dr. Nasim for his presentation.

**RECESS**

With no further business to come before the Board, Mr. Keith Parker, Rector recessed the meeting at 2:45 p.m., noting that the meeting would continue tomorrow morning, August 16, 2019.
MINUTES
AUGUST 16, 2019

BOARD MEMBERS PRESENT

Mr. Keith Parker, Rector
Mr. H. Benson Dendy III, Vice Rector
Ms. Pamela El
Ms. Carolina Espinal
Mr. Todd Haymore
Dr. Robert Holsworth (left the meeting at 12:00 p.m.)
Dr. Gopinath Jadhav
Mr. Edward L. McCoy
Ms. Coleen Santa Ana
Mr. Stuart Siegel
Ms. Alexis Swann
Dr. Shantaram Talegaonkar
Mr. G. Richard Wagoner, Jr.

BOARD MEMBERS ABSENT

Mr. John A. Luke, Jr.
Rev. Tyrone Nelson

OTHERS PRESENT

Dr. Michael Rao, President
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Ms. Michele N. Schumacher, J.D., Assistant Secretary and Board Liaison

CALL TO ORDER AND INTRODUCTIONS

Mr. Keith Parker, Rector called the meeting to order at 8:45 a.m. in the Dominion Room, The Jefferson Hotel, 101 West Franklin Street, Richmond, Virginia.

Mr. Parker thanked the board for their participation yesterday and recapped the discussions that took place. He explained the agenda for today includes presentations from Dr. Cathy A. Trower on the challenges facing higher education, as well as, best practices of high performing boards.

President Rao thanked the board for the work that was done yesterday. He noted the Board is
essential in helping the university respond to the changes in higher education and helping set the overall strategic direction of the university. He introduced Dr. Cathy Trower, an eminent scholar of the governance of higher education boards, who has served on a number of board of trustees and has had a distinguished career in higher education. President Rao explained that Dr. Trower would assist us in learning how we can operate in ways most effective for our nationally prominent research university and those we serve. He concluded by stating he looks forward to learning from Dr. Trower and the continued engagement of the board.

**TRENDS IN HIGHER EDUCATION**

Dr. Cathy Trower, reviewed the pressing issues in higher education which included, admissions scandals, athletics issues, title IX issues, eroding value proposition, next technological revolution, high student loan debt, graduates unemployed or underemployed, flawed or failing business models (high costs, increased tuition, increased discount rates), and state and national partisan divides. She also reviewed the impediments and best practices of high performing public university boards. Dr. Trower noted that the best public university boards stay focused on the mission, keep the long-term in mind, appropriately provide oversight, engage foresight, and bring insight to what matters most. She explained that high-performing boards build a healthy culture that includes inquiry, curiosity, dialogue, engagement, experimentation, reflection and learning. Dr. Trower then facilitated the Board’s discussion and examination of board effectiveness and board culture specifically, board engagement in strategic priorities and decision-making.

Mr. Parker thanked Dr. Trower for her presentations and for facilitating the discussions.

**ADJOURNMENT**

With no further business to come before the Board, Mr. Keith Parker, Rector adjourned the meeting at 2:30 p.m.
REAL: Relevant, Experiential and Applied Learning

Gail Hackett
BOV Retreat   August 15, 2019
REAL is:

A common thread, and an anchor, for all VCU experiential learning activities:

*Relevant Experiential & Applied Learning*
• Brings **visibility** to experiential learning work already occurring
• Centralizes and **unites experiential learning efforts** across campus
• Connects **ideas, people and resources** to create new opportunities
• Brings **scale, consistency, and depth** to student experiences
• Leverages **interdisciplinarity**, especially between arts, humanities and STEM-H
REAL is also:

• … a mechanism for us to **greatly expand opportunities for all students** to engage in high impact educational experiences, where students can apply what they are learning in a real-life setting.

• REAL provides students with a **path for a meaningful VCU experience** and distinction beyond traditional academic measures.

• REAL ensures our academic experience is not just for extroverts or high-flyers, but instead is **inclusive of all personalities and abilities**.
REAL

Taxonomy to classify experiential learning opportunities:

- Hands-on learning
- Guided reflection
- Mentoring
- Integrative learning
Types of experiential learning opportunities

• Internships
• Practica
• Service learning
• Undergraduate research opportunities
• Study abroad
• Theses
• Other experiences that fit definitions
From students:

- 95% of first-year students expect to have at least one high-impact academic experience before graduating.
- 86% of students say helping others who are in difficulty is essential to their academic experience.
- Students want and expect multiple opportunities that are relevant to their personal and professional growth.
- Financial and cultural inequities are significant barriers.
From faculty and staff:

- Majority want REAL to serve as a way to connect and grow the good things already happening AND as a means to create more.

- 61% of respondents to REAL Summit survey feel supported at the unit level in their efforts to incorporate experiential learning activities; 37% feel supported at the university level.
From faculty and staff:

• 86% of REAL summit survey respondents believe increased collaboration opportunities across departments would help them start or improve experiential learning opportunities.

• Respondents’ biggest barriers to incorporating experiential learning:
  o Too much to take on with existing workloads
  o Not enough incentive
  o Lack of communication/marketing support
Our Challenge: To collaboratively develop a **VCU model** for inclusive excellence and student success through Relevant, Experiential and Applied Learning that recognizes and builds off of existing programs and “lessons learned.”
REAL rollout

- Goal is to have students enrolled in REAL experiences **by fall 2019**
  - REAL included in Bulletin catalog
  - Informational handouts being created for advisors and incoming students

- Soft launch of classification system and prototyping of application process to happen over spring and summer
Questions?
Comments?
Aashir Nasim, Ph.D.
Vice President for Inclusive Excellence and
Professor and Director, Institute for Inclusion, Inquiry & Innovation (iCubed)
• Context Matters
• Strategic Plan
• Inclusive Excellence
• Performance Goals
• Evaluation framework
• Data-informed decisioning
• Communication and dissemination
The democratization of higher education did not include demographic diversity in all of its forms.
MORRILL LAND GRANT ACT

1862

MORRILL LAND GRANT ACT II

1890
1960-1970
INCREASED ACCESS

1967-1968
RPI and MCV
TOPICS

• Context Matters
• **Strategic Plan**
• Our Organization
• Inclusive Excellence
• Performance Goals
• Evaluation framework
• Data-informed decisioning
• Communication and dissemination
Our strategic plan moves us beyond diversity as a “performance goal” to diversity as a “performance strategy”
Teaching & Research Faculty by Race/Ethnicity

Source: Virginia Commonwealth University
Theme IV.1
Advancing institutional excellence through a commitment to diversity, inclusion, and equity.

Theme IV.2
Building and sustaining the infrastructure to enhance diversity, inclusion, and equity at all levels of the university.

Theme IV.3
Establishing diversity as an imperative in the development and implementation of strategies and policies in decisions regarding resource allocation.

Quest 2025: Together We Transform
TOPICS

- Context Matters
- Strategic Plan
- Our Organization
- Inclusive Excellence
- Performance Goals
- Evaluation framework
- Data-informed decisioning
- Communication and dissemination
Our organization restructured to better anticipate and respond to the needs of the institution.
HIGHLIGHTS

- Division established in 2012/2013
- Inaugural vice president named
- Higher Education Excellence in Diversity Award (HEED) 2013
- 2016 Interim vice president named
- 2017 VCU Diversity & Inclusion Strategic Action Plan Approved
- 2018 Aashir Nasim named new vice president
- Division re-structuring
- Higher Education Excellence in Diversity Award (HEED) 2018
- Higher Education Excellence in Diversity Award (HEED) 2019 with Distinction as Diversity Champion
D&I Course and Program Compendium

Online Certificate Program
Seminars
Short Courses
Trainings
Workshops

Undergraduate Students
URM
Discovery/Undeclared
First Generation
LGBTQIA+
Pell-Eligible
Special Interest Institutes and Centers

- iCubed
- Diversity and Inclusion Data Integration Center
- El Centro Latinx
- Queer Research & Advocacy Collective
CLIMATE, CULTURE & COMMUNITY

TU PERTENECES AQUÍ

You belong here.

Family oriented. Hard-working. College graduate. You are all these things and more because an undergraduate degree means you are equipped with the tools that provide security.

The type of security that opens doors for you and will help guide your parents, siblings and extended family into the future.

VCU Division for Inclusive Excellence
• Context Matters
• Strategic Plan
• Our Organization
• **Inclusive Excellence**
• Performance Goals
• Evaluation framework
• Data-informed decisioning
• Communication and dissemination
“…systematically leverages diversity for student learning and institutional excellence…”

Association of American Colleges and Universities (AAC&U, 2005)
Legislative Priorities
Congressional Black Caucus

University Strategic Planning
Task Forces
University Forums
Equity and Access

Presidential Communications
Messaging
Local and National Press
Bias Response Team
Memorials and Commemoration

We See You

We See You
VCU Administration

VCU Human Resources

VCU Alumni

VCU Master Planning
Policy Development and Implementation
Banner Updates
University Signage

Great Place
Campus Climate
Professional Development

Opportunity Funds
(Commonwealth Scholars)
National Prominence
Research Strategic Planning
Social Justice Research Cores
TOPICS

• Context Matters
• Strategic Plan
• Our Organization
• Inclusive Excellence
• Performance Goals
• Evaluation framework
• Data-informed decisioning
• Communication and dissemination
We need to move diversity and inclusion from non-operating assets to operating assets. We need to be intentional.
Student Success
Inclusive Excellence → Persistence, Retention and Success

National Prominence
Inclusive Excellence → ICs, Non/NIH Funding, Research Expenditures, Recognition and Awards

Urban and Regional Transformation
Inclusive Excellence → Cultural and Economic Impact in the Commonwealth

Diversity Driving Excellence
Inclusive Excellence → Inclusive Excellence

PERFORMANCE GOALS
• Context Matters
• Strategic Plan
• Our Organization
• Inclusive Excellence
• Performance Goals
• Evaluation framework
• Data-informed decisioning
• Communication and dissemination
EVALUATION FRAMEWORK

TAKEAWAY

Our becoming more diverse, inclusive and engaged will lead to greater effectiveness, excellence and success

Theme IV.3
Establish diversity as an imperative in the development and implementation of strategies and policies in decisions regarding resource allocation.
DIVERSITY DRIVING EXCELLENCE

• Diversity, Inclusion and Engagement
• Elements of organizational culture and climate
• Multidimensional factors
• Predictors of unit-level performance and success
WHAT IS DIVERSITY?
WHAT IS INCLUSION?
WHAT IS ENGAGEMENT?
WHAT IS PERFORMANCE EXCELLENCE?
TOPICS

- Context Matters
- Strategic Plan
- Our Organization
- Inclusive Excellence
- Performance Goals
- Evaluation framework
- Data-informed decisioning
- Communication and dissemination
Our data is most informative when it improves diversity and inclusion processes and university goals and outcomes.

Theme IV.3
Establish diversity as an imperative in the development and implementation of strategies and policies in decisions regarding resource allocation.
• Dashboards are both diagnostic and prescriptive-based

• Deep dives allow for tailored interventions at unit-level

• Brief reports and short communications

• Annual progress reports from academic and administrative units
TOPICS

- Context Matters
- Strategic Plan
- Our Organization
- Inclusive Excellence
- Performance Goals
- Evaluation framework
- Data-informed decisioning
- Communication and dissemination
Our diversity and inclusion stories are inherent to university success narratives.
The Division for Inclusive Excellence is transforming
When A Chief Diversity Officer is Not Enough

Administrators: VCU Students Expect Diversity

Top Colleges for Diversity