



**VIRGINIA COMMONWEALTH
BOARD OF VISITORS
ACADEMIC AND HEALTH AFFAIRS COMMITTEE
December 10, 2021
James Branch Cabell Library
901 Park Avenue – Room 303
RICHMOND, VIRGINIA**

MINUTES

COMMITTEE MEMBERS PRESENT

Ms. Coleen Santa-Ana, *Co-chair*
Dr. Tonya Parris-Wilkins, *Vice Chair*
Mr. Andrew C. Florance
Mr. Edward L. McCoy
Rev. Tyrone E. Nelson
Mr. Stuart C. Siegel
Dr. Shantaram Talegaonkar

OTHER BOARD MEMBERS PRESENT

Mr. H. Benson Dendy III, *Rector*
Ms. Carolina Espinol
Mr. Todd Haymore

COMMITTEE MEMBERS ABSENT

Dr. Gopinath Jadhav, *Co-Chair*

OTHERS PRESENT

President Michael Rao
Dr. Fotis Sotiropoulos, *Provost and Senior Vice President for Academic Affairs*
Dr. Art Kellermann, *Senior Vice President for Health Sciences and CEO of the VCUHS*
Dr. Charles Klink, *Senior Vice Provost for Student Affairs*
Dr. Tomikia LeGrande, *Vice President for Strategic Enrollment Management and Student Success*
Dr. Aashir Nasim, *Vice President for Inclusive Excellence*
Dr. Srirama Rao, *Vice President for Research and Innovation*
Mr. Jordan Matamoro-Mejias, *Undergraduate Student Representative*
Ms. Anne Skelton, *Graduate Student Representative*

Dr. Nancy Jallo, *Faculty Representative*
Dr. Valerie Robnolt, *Faculty Representative*
Mr. Christopher McDonald, *Staff Senate Representative*
Ms. Jamie Stillman, *Director of Strategic Communications, Office of the Provost*
Presidential Cabinet of VCU
VCU students, faculty and staff
Member of the Media

CALL TO ORDER

Ms. Coleen Santa-Ana, Co-Chair of the Academic and Health Affairs Committee, called the meeting to order at 9:30 p.m.

OPEN SESSION ITEMS

Ms. Santa-Ana began by asking the committee to consider items for approval.

On a motion duly made and seconded the following items: 1) Minutes of the Sept. 17, 2021 meeting of the Academic and Health Affairs Committee; 2) Proposal to create a Graduate Certificate in Culturally Responsive Leadership; 3) Proposal to create a Baccalaureate Certificate in Public Health Laboratory Sciences; 4) Proposal to create a Graduate Certificate in Health Equity; 5) Proposal to discontinue the Master of Music in Music; and 6) Proposal to discontinue the Doctor of Philosophy in Art History were approved by a voice vote.

Separately, on a motion duly made and seconded, the proposal to establish the VCU School of Public Health was approved by voice vote.

The proposal briefs for each of these items are attached hereto as ***Attachment A*** and is made a part hereof.

REPORTS

Provost and Senior Vice President for Academic Affairs Fotis Sotiropoulos reported on his plan to build on VCU's momentum of access and student success toward excellence and national prominence in the academic enterprise. Included in his report were key strategies and tactics, as well as examples of metrics of excellence, and [a video prepared for the committee regarding the Classroom of the Future](#). A copy of Dr. Sotiropoulos' presentation is attached hereto as ***Attachment B*** and is made a part hereof.

Dr. Tomikia LeGrande, vice president for strategy, enrollment management and student success, provided an enrollment market scan, which included enrollment plans for next year. A copy of Dr. LeGrande's presentation is attached hereto as ***Attachment C*** and is made a part hereof.

Dr. Art Kellermann, senior vice president for health sciences and CEO VCU Health, provided a report on the proposed School of Public Health. A copy of Dr. Kellerman's update presentation is attached hereto as ***Attachment D*** and is made a part hereof.

ADJOURNMENT

There being no further business, Ms. Santa-Ana adjourned the meeting at 10:53 a.m.

**Virginia Commonwealth University
Proposed Program Brief**

Proposal to create a Graduate Certificate in Culturally Responsive Leadership

Overview

Virginia Commonwealth University (VCU) requests approval to create a 15-credit hour Graduate Certificate in Culturally Responsive Leadership. The purpose of the proposed certificate program is to prepare school and community leaders with foundational theory, research and skills related to culturally responsive leadership. Students will develop specific knowledge of power imbalances related to race, ethnicity, culture and class in school and community settings. Graduates will possess the skills to mitigate those imbalances through the establishment of practices that nurture an anti-racist organizational climate. Graduates will be able to: 1) analyze research and theory related to race, ethnicity, culture and class; 2) engage in critical self-reflection and action; 3) develop relationships with schools, communities, nonprofits and other community-based organizations to advocate for transformative, justice-centered praxis in education; 4) implement place- and people-based education strategies to empower communities for social change.

Method of Delivery

Traditional face-to-face classroom format and fully online.

Target Implementation Date

Fall 2022

Target Population

The target audience includes individuals working in K-12 educational settings, including schools and education-related non-profit organizations.

Impact on Faculty

All courses will be taught by existing faculty in the Department of Educational Leadership. Faculty appointments in the proposed Graduate Certificate program will be established by the Chair of the Department of Educational Leadership. The minimum requirements for faculty teaching in the certificate program include a doctorate in educational leadership or a related field and three years of higher education teaching experience

Funding

Resources required to support the proposed certificate include existing resources to support current programs such as: student support services (e.g., enrollment, help desk for computer and technology support, library); faculty support services (e.g., copying, contracts); and general administration (e.g., budgeting, forecasting). Program administration is provided by the program coordinator. Faculty in the Department of Educational Leadership created new courses for the program. Faculty time to teach the new courses will be included in existing teaching loads. No new positions will be created to initiate the proposed certificate program. Virginia Commonwealth University has sufficient resources to initiate and sustain the proposed certificate program.

Next Steps

October 28 - University Council subcommittee on Academic Affairs and University Policies (UCAAUP)
November 4 - University Council Meeting
November 8 - President's Cabinet Meeting
December 9 - Board of Visitor's Meeting

Virginia Commonwealth University Proposed Program Brief

Proposal to create a Baccalaureate Certificate in Public Health Laboratory Sciences

Overview

Virginia Commonwealth University (VCU) requests approval to create a 12-credit hour Baccalaureate Certificate in Public Health Laboratory Sciences. The purpose of the certificate program is to provide students with specific coursework and training for performing laboratory testing in a public health facility. Students will learn knowledge and skills in areas related to public health laboratories (e.g., whole genome sequencing and epidemiology). Graduates will possess competencies and skills specific to a public health laboratory setting and be able to: 1) perform molecular assays not performed routinely in the clinical laboratories such as those applicable to whole genome sequencing and newborn screening; 2) apply the fundamentals of epidemiology in public health surveillance including data collection, analyzing and interpreting data, and evaluating and improving surveillance; and 3) assess and apply quality management and regulatory requirements of public health laboratories.

Method of Delivery

Core courses will be offered fully online. Practicum courses will be offered in a public health laboratory setting.

Target Implementation Date

Fall 2022

Target Population

The primary target audience for the proposed certificate program is existing undergraduate students in the Bachelor of Science (BS) degree program in Medical Laboratory Sciences. Additionally, current graduate students in the Master of Science (MS) degree program in Medical Laboratory Sciences and individuals who possess a bachelor's degree and are certified as Medical Laboratory Scientists may apply to the program.

Impact on Faculty

Full-time faculty from the Department of Medical Laboratory Sciences will be the primary instructors in the proposed program. Two adjunct faculty will also be used. All faculty teaching in the certificate program will meet minimum requirements: master's degree or higher, certified as Medical Laboratory Scientist or related credential, minimum five years' experience in their discipline, and minimum two year's higher education or bench training experience.

Funding

Resources required to support the certificate program are met by existing resources to support current programs. These include student support services (enrollment, help desk, and library), faculty support services, and general administration (budgeting and forecasting). No new faculty or staff positions will be created to support the certificate. Resources for adjunct faculty will be available within the existing budget of the Department of Medical Laboratory Sciences in the College of Health Professions. The university has sufficient resources to offer and sustain the certificate program.

Next Steps

October 28 - University Council subcommittee on Academic Affairs and University Policies (UCAAUP)

November 4 - University Council Meeting

November 8 - President's Cabinet Meeting

December 9 - Board of Visitors Meeting

Virginia Commonwealth University Proposed Program Brief

Proposal to create a Graduate Certificate in Health Equity

Overview

Virginia Commonwealth University (VCU) requests approval to create a 12-credit hour Graduate Certificate in Health Equity. The purpose of the proposed program is to prepare students to manage factors (e.g., differences in income, education, social and physical environments, and access to health care) that contribute to health disparities in the United States (U.S.) by helping them identify and advocate for strategies to reduce these disparities (e.g., increasing insurance coverage, increasing school and social program funding in disadvantaged communities, and eliminating food deserts). Students will gain an understanding of the historical context and existing research on the causes and impact of health disparities. Students will also explore the values and ethical framework that relate to health equity. Students will learn how health care organizations and public entities are funding efforts to address unconscious bias, patient centered care, and the social determinants of health such as housing, food insecurity, and environmental conditions as well as increased access to health care as a means to reduce health disparities. Students will develop skills to understand and influence the policy process and learn to apply advocacy skills to influence policies that affect health equity. Graduates will be prepared to critically analyze, design, and implement strategies to enhance health equity.

Method of Delivery

All courses for the proposed certificate program will be conducted in a fully online format.

Target Implementation Date

Fall 2022

Target Population

The target population for the certificate program is students enrolled in VCU graduate degree programs in the health sciences (e.g., nursing, medicine, pharmacy, dentistry, health professions) as well as other graduate programs such as social work and public administration. The certificate will also target graduates of undergraduate programs in health sciences, social work, and public administration.

Impact on Faculty

Faculty members teaching courses will have appointments in the Department of Health Administration and other departments in the College of Health Professions. All faculty teaching in the certificate program will meet the minimum requirements for faculty as determined by the home departments. No new faculty positions will be created.

Funding

Resources required to support the proposed certificate program include existing resources to support current programs such as student support services (e.g., enrollment, help desk, and library), faculty support services (e.g., copying and contracts), and general administration (e.g., budgeting and forecasting). No new positions will be created to initiate and sustain the proposed certificate program. The university has adequate resources to offer and sustain the proposed certificate program.

Next Steps

October 28 - University Council subcommittee on Academic Affairs and University Policies (UCAAUP)

November 4 - University Council Meeting

November 8 - President's Cabinet Meeting

December 9 - Board of Visitor's Meeting

**Virginia Commonwealth University
Proposed Program Brief**

Intent to Discontinue the Master of Music in Music in the School of the Arts

Overview

Virginia Commonwealth University (VCU) requests approval to discontinue the Master of Music (M.M.) in Music in the School of the Arts. This program has experienced a decline in enrollment in recent years. In 2019-2020 there were four students enrolled in this program, all of whom graduated in the Summer 2020 term. There have been no new enrollments in the program since that time.

VCU submitted materials to SCHEV in August 2021 as part of the productivity review process, and subsequently this discontinuance was the agreed-upon action by SCHEV and the university.

There are no students affected by this closure. There are no students “stopped out” or currently enrolled at this time.

The department will communicate this decision to all potential students, faculty, and staff via the University Bulletin and through direct communication.

Target Implementation Date

Fall 2022

Impact on Faculty and Funding

Resources previously required to sustain the M.M. in Music have been reallocated to related programs within the Department of Music in the School of the Arts. This includes instructional faculty and staff who have supported the program. No staff or faculty have been eliminated as part of this change, and there will be no measurable changes in workload or duties as a result of this discontinuance. No additional costs or fees to students have been associated with this change.

Next Steps

October 28 - University Council subcommittee on Academic Affairs and University Policies (UCAAUP)
November 4 - University Council Meeting
November 8 - President's Cabinet Meeting
December 9 - Board of Visitor's Meeting



Program Productivity Process: *Intent to Discontinue Cover Sheet*

Complete a separate cover sheet for each program closure. Completed cover sheets should be emailed to emilyhils@schev.edu.

1. Institution: Virginia Commonwealth University	
2. Program name: Music	
3. Degree designation (e.g. AA, BS, MBA, PhD): Master of Music (M.M.)	4. CIP code: 50.0903
5. Date beyond which no new enrollments will be accepted (last semester and year): Fall 2021	6. Termination date for reporting degrees (last semester and year when the degree will be granted): Fall 2021
7. Submitted by (name, title, email address): Deborah S. Noble-Triplett, Ph.D., Senior Vice Provost for Academic Affairs, nobletriplett@vcu.edu	

Virginia Commonwealth University Proposed Program Brief

Intent to discontinue the Doctor of Philosophy in Art History

Overview

Virginia Commonwealth University (VCU) requests approval to discontinue the Doctor of Philosophy (Ph.D.) in Art History in the School of the Arts. The program has experienced a decline in enrollment and funding in recent years. In 2020-2021, the Ph.D. in Art History enrolled five students and graduated one.

VCU submitted materials to SCHEV in August 2021 as part of the productivity review process, and subsequently this discontinuance was the agreed-upon action by SCHEV and the university.

There are currently four students affected by this closure. None of these students is taking courses, as all are in the dissertation phase of their doctoral programs. Students will be permitted to finish their dissertations and graduate within eight semesters, which is consistent with university policy. The teach out plan will be to offer the dissertation course in which they will enroll each semester until degree completion. There are no “stopped out” students affected by this closure.

The department will communicate this decision to all students, faculty, and staff via the University Bulletin and through direct communication.

Target Implementation Date

Fall 2022

Impact on Faculty and Funding

The resources required to sustain the Ph.D. in Art History have been reallocated to related programs within the Department of Art History. This includes instructional faculty and the staff who support the program. No staff or faculty have been eliminated as part of this change, and there will be no measurable changes in workload or duties as a result of this decision. No additional costs or fees to students have been associated with this change.

Next Steps

October 28 - University Council subcommittee on Academic Affairs and University Policies (UCAAUP)

November 4 - University Council Meeting

November 8 - President's Cabinet Meeting

December 9 - Board of Visitor's Meeting



Program Productivity Process: *Intent to Discontinue Cover Sheet*

Complete a separate cover sheet for each program closure. Completed cover sheets should be emailed to emilyhils@schev.edu.

1. Institution: Virginia Commonwealth University	
2. Program name: Art History	
3. Degree designation (e.g. AA, BS, MBA, PhD): Doctor of Philosophy (Ph.D.)	4. CIP code: 50.0703
5. Date beyond which no new enrollments will be accepted (last semester and year): Fall 2021	6. Termination date for reporting degrees (last semester and year when the degree will be granted): Spring 2025
7. Submitted by (name, title, email address): Deborah S. Noble-Triplett, Ph.D., Senior Vice Provost for Academic Affairs, nobletriplett@vcu.edu	

Virginia Commonwealth University Proposed Organizational Change Brief

Proposal

Virginia Commonwealth University (VCU) requests approval to establish a School of Public Health. The proposed School of Public Health will build on VCU's long-accredited and substantive public health program as a stand-alone academic unit within the university and consistent with national accreditation standards, will have the same reporting structure as the other schools at the university (e.g., College of Health Professions; and the Schools of Dentistry, Medicine, Nursing, and Pharmacy).

Overview

The proposed School of Public Health intends to focus on advancing the health of the commonwealth, with a particular emphasis on eliminating longstanding racial, ethnic, economic and geographic health disparities. The proposed school will attract and prepare a high-performing public health workforce with the breadth of knowledge and skills required to meet existing and emerging threats to public health. The proposed school will also catalyze world-class, multidisciplinary and inter-professional research across VCU's MCV and Monroe Park Campuses to improve public's health at a local, regional, national, and global level.

Impact on Existing Programs/Policies

The proposed organizational change will: 1) academically relocate the Department of Biostatistics, 2) academically relocate and reorganize the Department of Health Behavior and Policy into two departments -- the Department of Social and Behavioral Health and the Department of Health Management and Policy, and 3) academically relocate and elevate the Division of Epidemiology, currently located within the Department of Family Medicine and Population Health, to become a Department of Epidemiology. All three organizational units currently reside in the School of Medicine but will be reallocated, with the support of the School of Medicine's dean and faculty, to the proposed School of Public Health. The academic programs that reside within each of the departments will realign with their respective departments.

Impact on Faculty

Initially, the proposed School of Public Health will house 41 instructional faculty and 6 adjunct faculty for a total of 47 faculty. The current faculty are academically located in the School of Medicine and will relocate to the proposed school. The instructional faculty of the proposed School of Public Health will include 26 faculty (15 tenured, 11 tenure-track) and 15 full-time (i.e., non-tenure or non-tenure eligible positions) faculty. These faculty will be supplemented by 6 adjunct faculty for a total of 47 faculty positions. As enrollment grows, additional faculty will be hired. Anticipated enrollment growth has been budgeted for the first three years of the school's operations.

Funding

Funding for the proposed School of Public Health will be sourced in two ways: (1) existing VCU resources allocated to the departments that are being restructured into the new school will be retained and (2) VCU Health will provide \$5 million dollars in start-up support to cover initial operating costs, and will underwrite any operating deficits that might occur over the life of the school.

Next Steps

November 18: University Council subcommittee on Academic Affairs and University Policies (UCAAUP)
December 2: University Council Meeting
Electronic Vote: President's Cabinet Meeting
December 8-9: VCU Health System Board of Directors
December 9: VCU Board of Visitors Meeting

Provost Report

VCU Board of Visitors
December 10, 2021

Fotis Sotiropoulos, Ph.D.

Provost and Senior Vice President for Academic Affairs





Our vision is bold, distinctive, and impactful

Provide equitable **access** to transformative education leading to student **success** and **social mobility** in a rapidly changing world

Foster a culture of inclusive excellence in teaching, research, scholarship, creative works, and clinical care

Improve the human experience through impactful cross-cutting societally relevant research

Expand **community engagement** and partnerships that promote **economic development and prosperity**

We are bringing our vision into focus by:

- Building a culture of accountability
- Committing to define and track measures of excellence and impact
- Providing students impactful experiences that strengthen their employability



Culture of Accountability for Academic Leaders

We are developing a consistent and unified approach with an ongoing focus on diversity, equity, and inclusion.

This approach emphasizes our collective responsibility and supports progress in these key areas.

- Academic performance and student success
- Faculty recruitment and retention
- Scholarly excellence
- Research quality and breadth
- Fiscal management
- Philanthropic fundraising

Benchmarking our progress against aspirational peers

We will measure progress against aspirational peers with:

- Analytics tools
- National data bases for benchmarking

Focusing on:

Faculty scholarship, research and research training impact

- Federal R&D expenditures
- Doctoral degree production
- Scholarly impact

Student access and success

- Graduation rates
- Employment outcomes

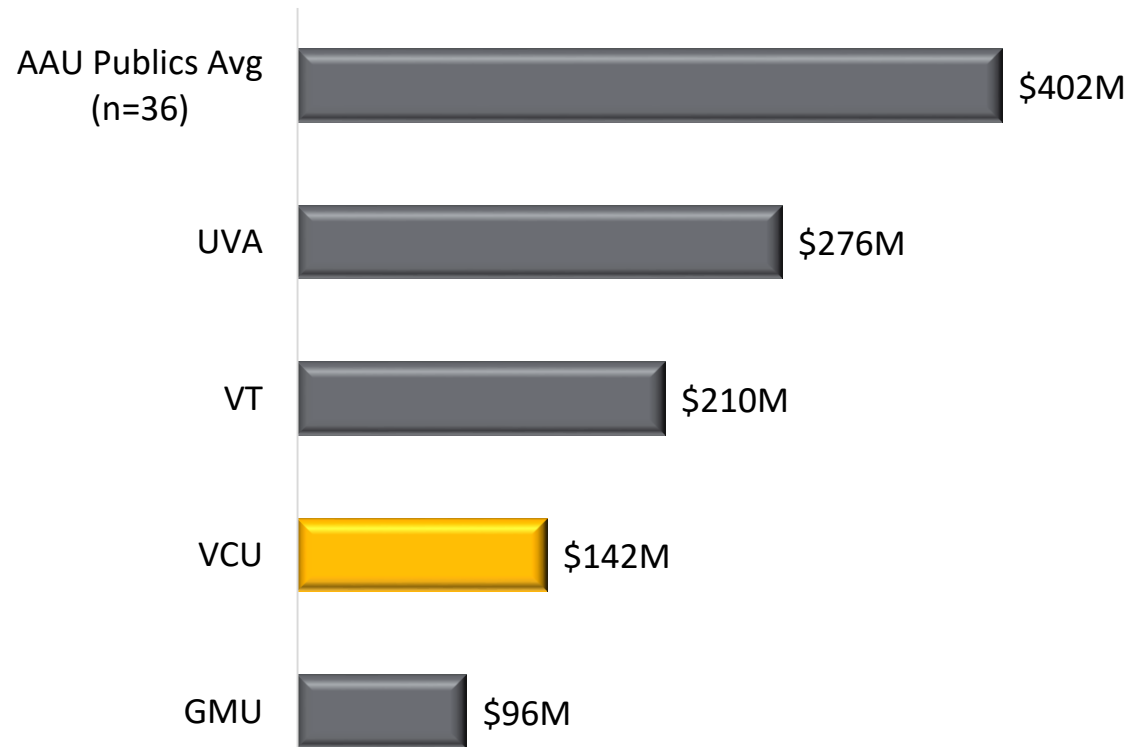
Data-driven goal setting and decision-making will drive a culture of excellence in everything we do!



Metrics of faculty research & research training impact

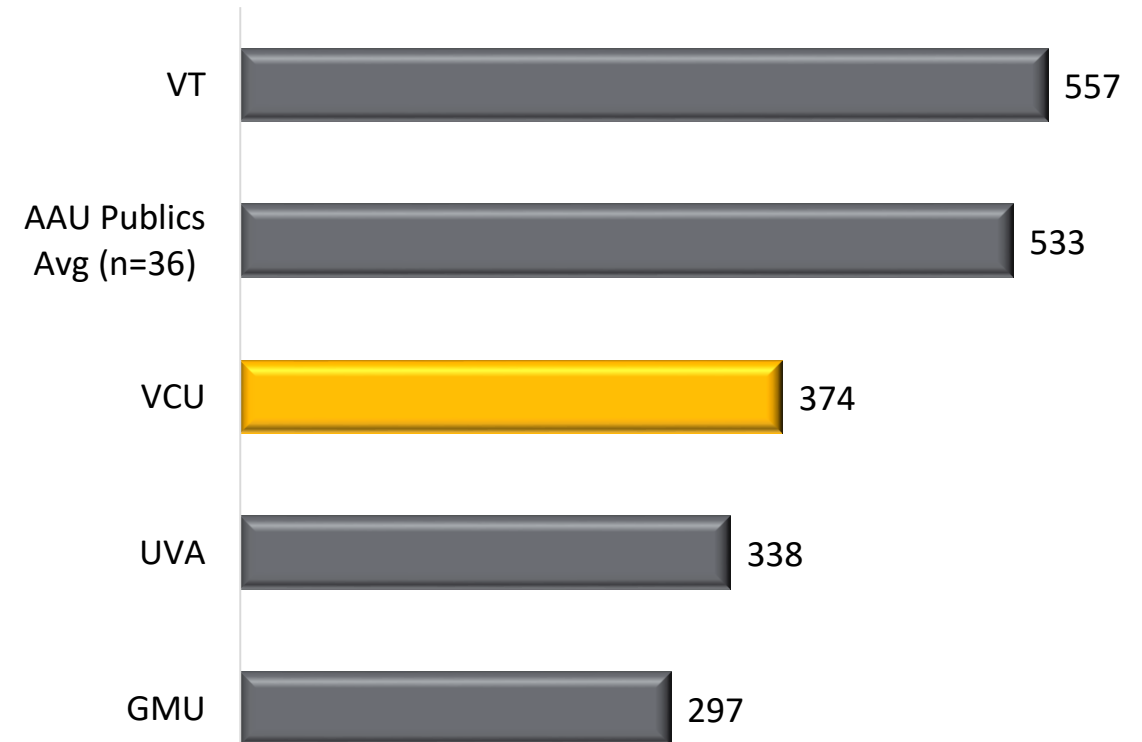
These measures reflect the contributions of our faculty to society in terms of producing new knowledge and original research and training the next generation of researchers, scholars and art makers.

Research impact: 2019 Federal R&D expenditures
VA R1s & Association of American Universities (AAU) Publics



Source: NSF Higher Education R&D (HERD) Survey

Research training impact: Number of doctoral degrees
(2019-2020) - VA R1s & AAU Publics

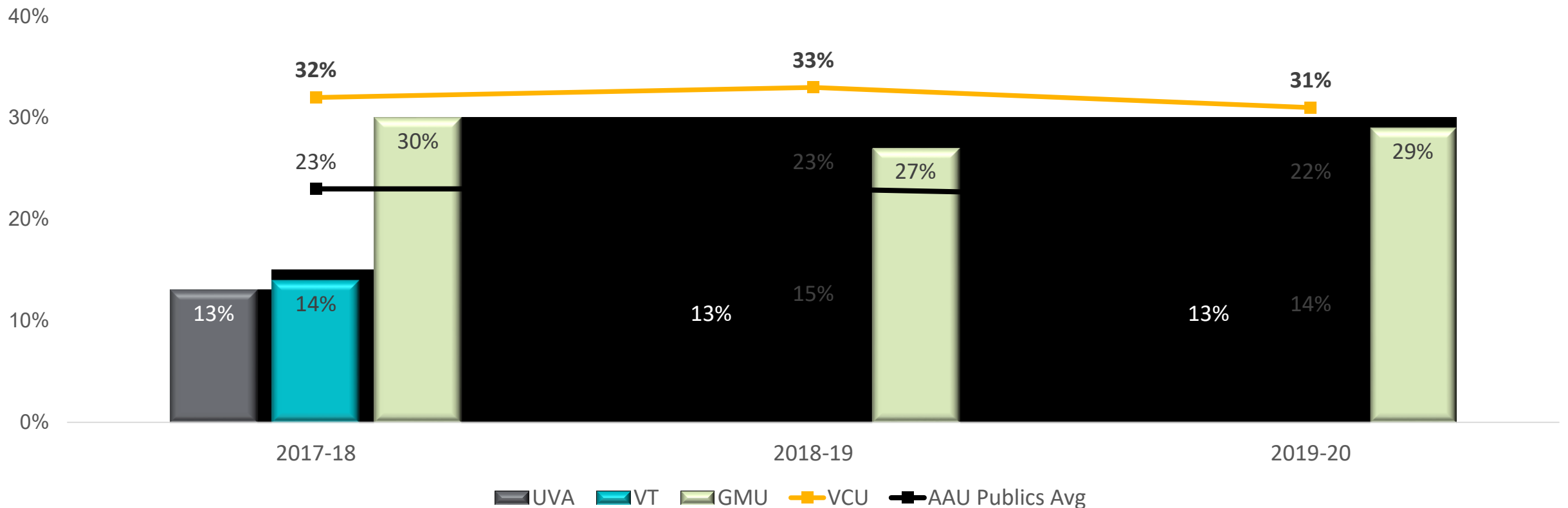


Source: IPEDS

Student Access and Success

Full-time undergraduate students who are Pell recipients measures our commitment to access and equity

Percent first-time, full-time UG Pell recipients, VA R1s & AAU publics



Student Access and Success

The strides we have made in 6-year graduation rates need to be considered in context with our commitment to access highlighted by our Fall 2019 admission rate of 87% compared to AAU publics average of 46%.

6-year graduation rate for VA R1s & AAU publics
(Fall 2014 cohort)



6-year **Pell** graduation rates for VA R1s & AAU publics
(Fall 2014 cohort)



Source: IPEDS

Undergraduate Student Employability Measures, Class of 2018-19

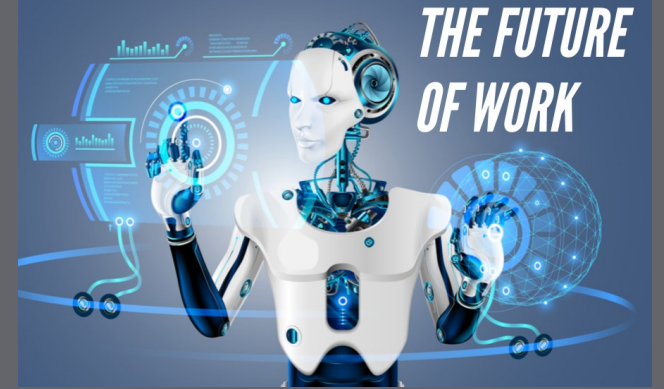
Strong employability requires that students graduate with market-relevant degrees and the skills that employers value. Experiential, immersive real-world learning allows students to cultivate these skills, develop multidisciplinary perspectives and cultural fluency, and address global challenges.

	Employed Full-time	Continuing Education	Still Seeking
VCU	53%	16%	23%
National R1s	53%	20%	16%
All Publics	53%	18%	17%
National Avg	55%	19%	14%

Increasing employability and preparing our students for the future of work

- Foundational literacies for all our students in computing, data science, and entrepreneurship
- Less emphasis on the classroom and greater emphasis on experiential learning
 - Real world experience: Internships
 - Project-based learning in teams: Multi-year and multi-disciplinary community and industry-driven projects
 - Engagement in faculty research
- Life-long learning: Meeting the re-skilling and re-tooling needs of our alumni

World-class faculty who are contributing new knowledge to society dramatically increase the value of a VCU degree and drive student recruitment, retention, and career success.



Key competencies for new hires

1. Oral & written communication
2. Creative problem solving
3. Professionalism/work ethic
4. Teamwork/collaboration
5. Leadership
6. Information technology
7. Career management
8. Global/multi-cultural fluency

Source: National Association of Colleges & Employers

The classroom of the future

- The **da Vinci Center for Innovation** exemplifies how VCU can infuse high-impact, career-focused experiences into the curriculum.
- Students develop skills employers are seeking
- Program increases diversity and inclusivity in entrepreneurial and technical ecosystems.



<https://youtu.be/z94wop0Bj4Q>

Enrollment Landscape Comparison and Future Planning

Board of Visitors

Academic and Health Affairs Committee

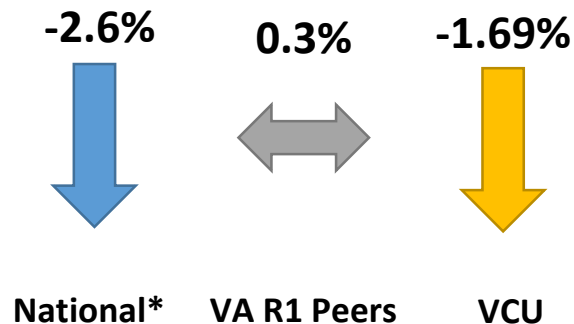
December 10, 2021



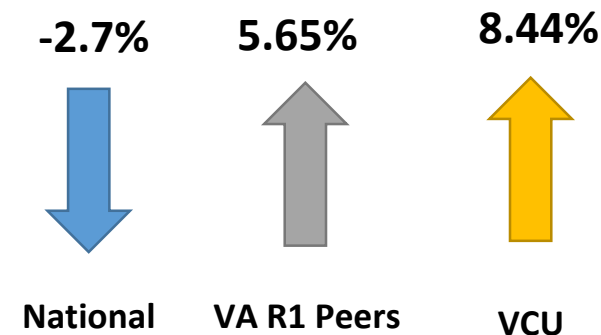
National and State Enrollment Landscape

Comparison of national, state and VCU percent change between 2020 and 2021

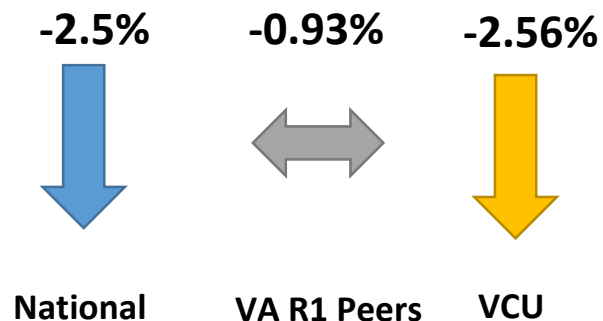
Total Enrollment



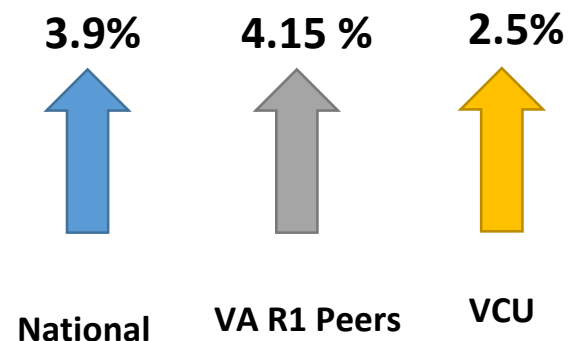
New Freshman Enrollment



Undergraduate Enrollment



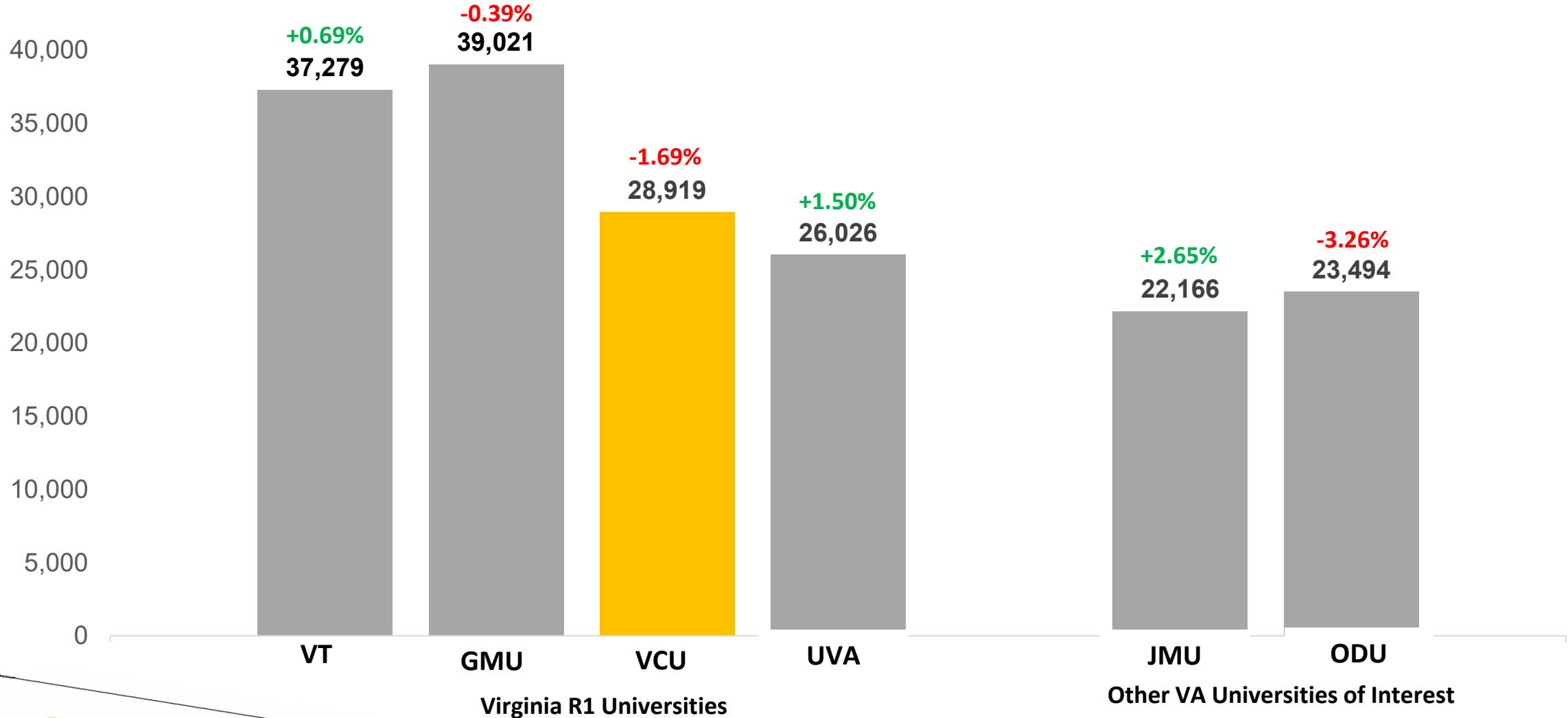
Graduate Enrollment



Total enrollment at Virginia's R1 Universities, stayed flat, increasing 0.3%. VCU enrollment declined 1.69% compared to previous year.

Fall 2021 Total Headcount

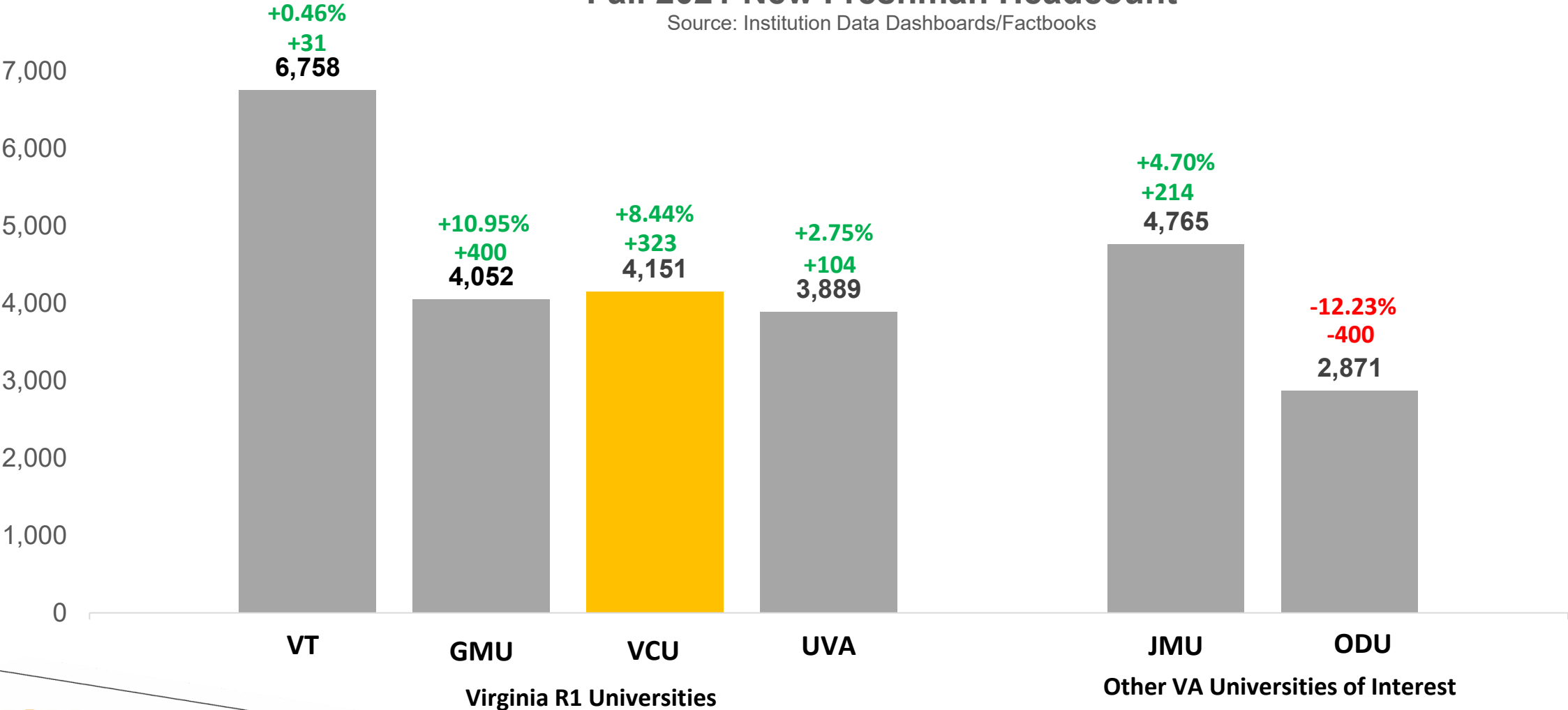
Source: Institution Data Dashboards/Factbooks



Freshman enrollment declined 3% nationally, but increased 5.65% among Virginia R1 universities. VCU freshman enrollment increased 8.4%.

Fall 2021 New Freshman Headcount

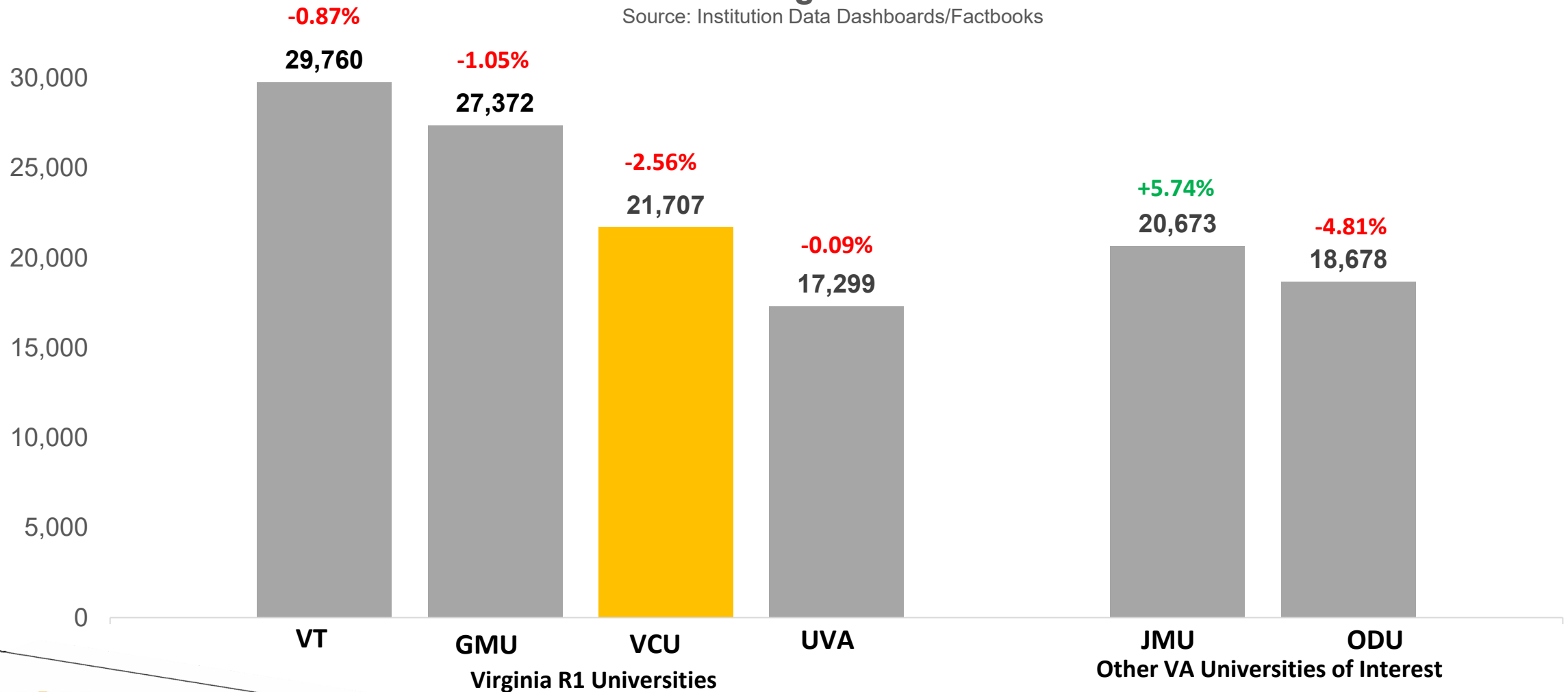
Source: Institution Data Dashboards/Factbooks



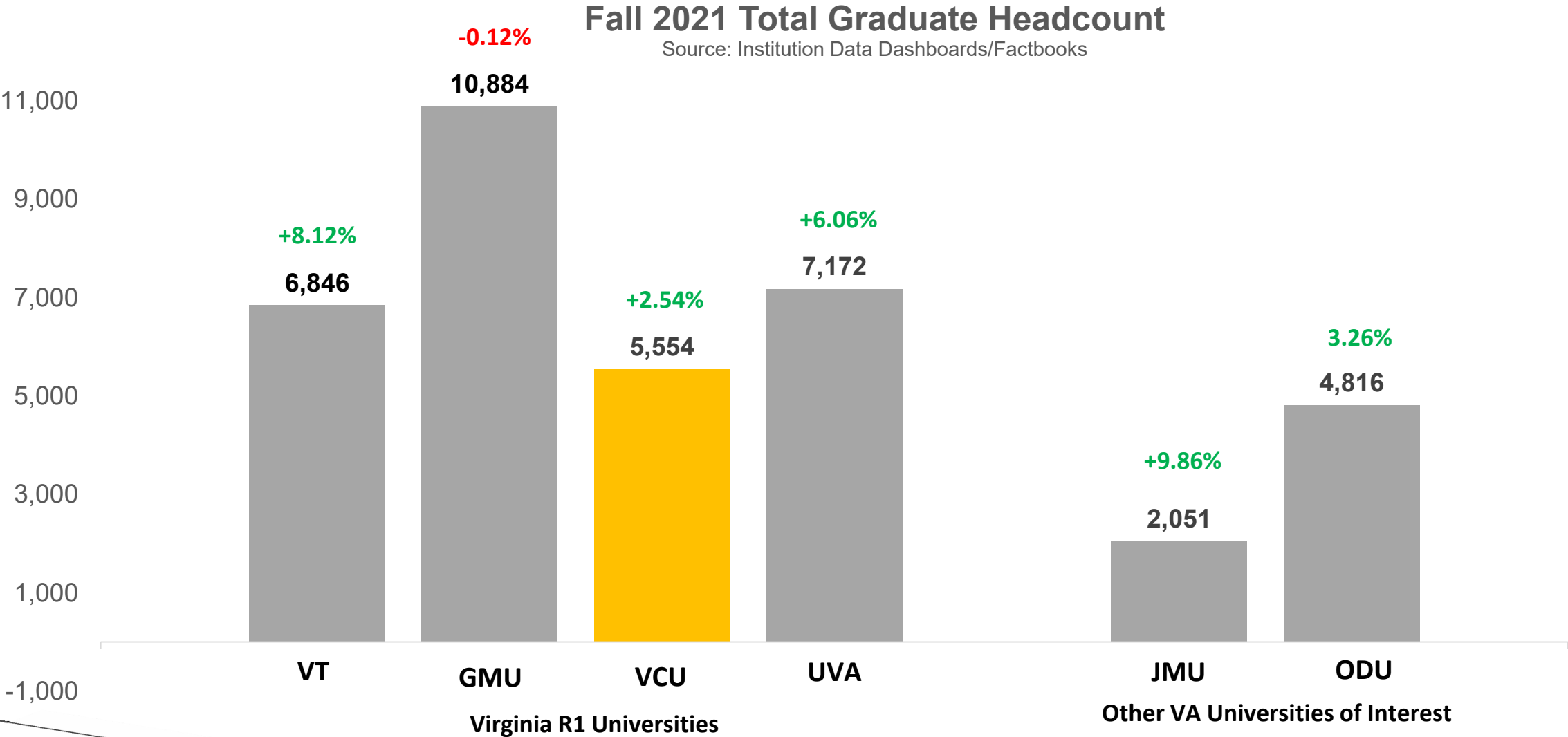
Nationally, many 4 YR public institutions experienced a decline in undergraduate enrollment. Undergraduate enrollment changes varied across Virginia universities, with all R1 institutions experiencing a decline.

Fall 2021 Undergraduate Headcount

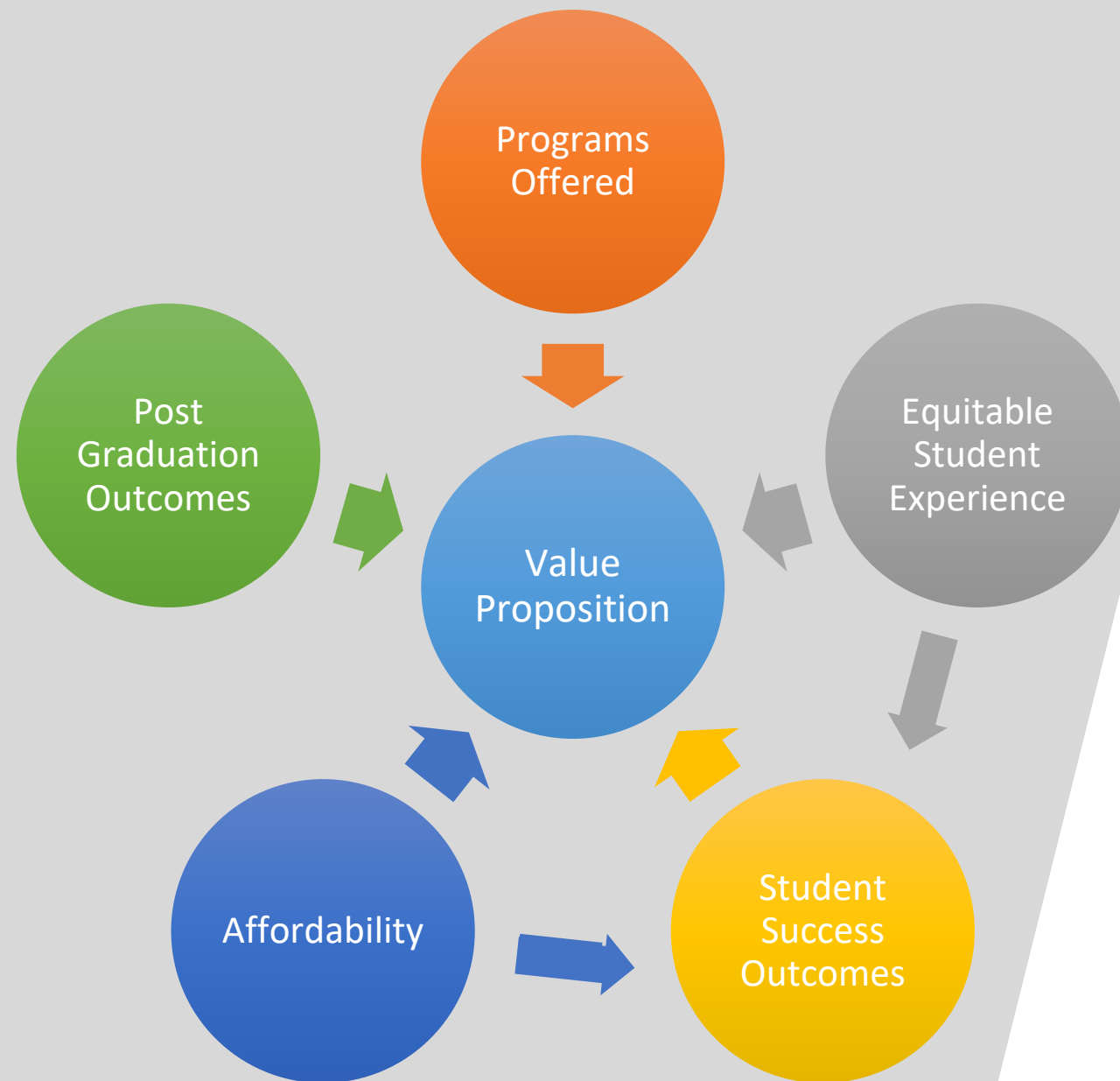
Source: Institution Data Dashboards/Factbooks



Graduate enrollment increased over 4% nationally and among Virginia R1 peers. VCU graduate enrollment increased 2.54%



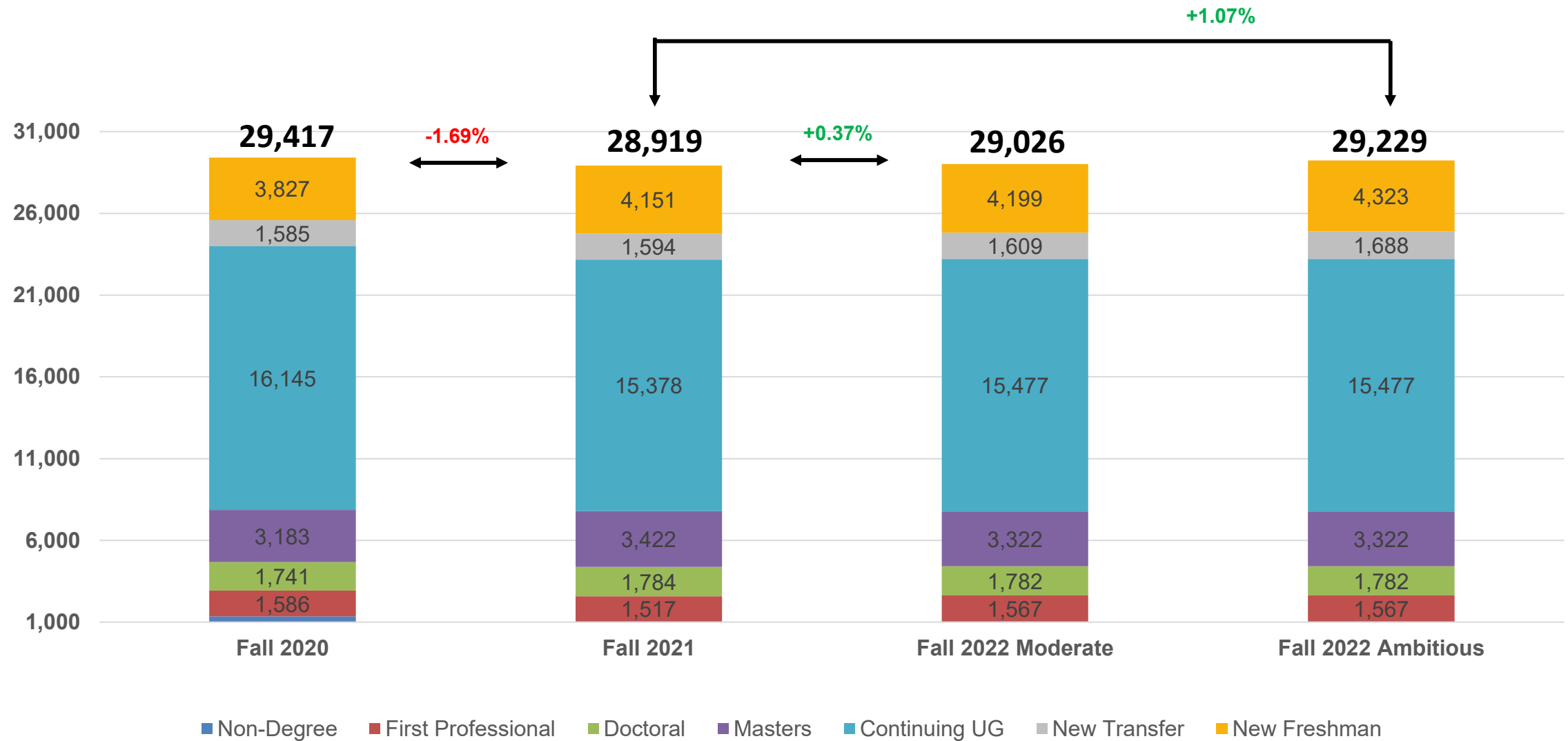
Increased Value Proposition Contributes to Opportunities for Increased Enrollment



VCU 2025 Strategic Enrollment Management Plan

- Increased enrollment in the following target areas:
 - New Freshman
 - In-State & Out-of-state
 - New Transfers & Working Adults
 - New Masters Enrollment
 - Online Programs
 - International Students
- Increased retention

Fall 2022 Enrollment Projection Options



Strategies for Fall 2022 Enrollment Cycle

New Student Interest and Enrollment

- 1 Strengthen VCU awareness and interest in target markets:**
 - New Freshman: Virginia, Maryland, North Carolina, Pennsylvania, New York, and New Jersey
 - New Transfers: Virginia Community Colleges and Working Adults in Greater Richmond area
 - New Master's: VCU undergraduates, working professionals, underrepresented populations.
- 2 Improve conversion rates throughout the new student enrollment funnel:**
 - Personalized student and family engagement
 - New Student Orientation redesign
- 3 Continue to improve financial aid and scholarship options and timing**

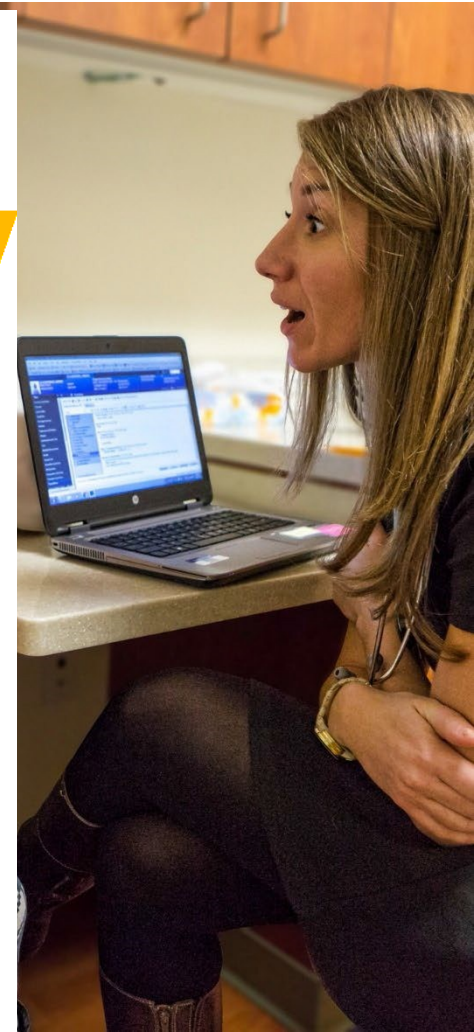
Continuing Student Retention

- 4 Strengthen VCU student experience by advancing VCU's culture of care:**
 - Heighten understanding of student populations and redesign supports where needed to emphasize a caring atmosphere
 - Better integrate and present student support services across campus.
 - Improve student success in barrier courses
 - Strengthen faculty awareness and engagement
 - Design new academic support approach
- 5 Interventions to improve equity gaps:**
 - Men of Color Initiative
 - You First at VCU, First-Generation Student Success and Research Center
- 6 Continue to strengthen affordability focus⁹**

Reimagining public health at VCU for our students and the Commonwealth

VCU Board of Directors
Dec 10, 2021

Art Kellermann, MD, MPH



Virginia & our world have compelling needs

- The pandemic exposed stark shortcomings in public health at all levels.
- Once it recedes, other threats will remain



So does VCU & VCU Health

- VCU urgently needs to grow undergrad & masters degree enrollment and research funding. A SPH can do all three
- VCU Health needs to free up beds to reduce costs. Improving the health of disadvantaged communities could reframe VCU Health's "safety net" mission in a powerful way
- VCU and VCUHS exist to serve the Commonwealth

How would it work?

- The bulk of assets *already exist* at VCU
- Two depts, one division + faculty & staff would move from SoM to the SPH, but keep their offices
- A modest dean's staff would be co-located
- Reorganizing these into four depts w/ 4 existing PhD programs and adding a 3rd MPH track meets CEPH accreditation criteria
- By focusing on grad ed, an SPH would enhance, rather than compete, with existing pre-health undergrad programs
- Schools with relevant bachelor's programs will have option to partner with the SPH to create *5-year* dual-degree tracks
- The University will not incur new costs. VCU Health will underwrite any unmet expenses to advance its “safety net”



Why now?

- High student interest in public health
- Focus on health equity and other 21st century challenges should create opportunities for VCU faculty with a wide range of expertise (e.g., media, business, social work, education, public policy, environment, etc.)
- Could attract substantial philanthropy
- “Workforce development” a key goal in VDH’s newly-released *Public Health Transformation Plan*
- VCU Health must reduce preventable hospitalizations



In addition...

- At least two other Va universities are launching schools
 - In 2005, VCU got SCHEV approval to start a SPH, but later
- t. This could be our last chance.

This idea is not new...



expanded. In 1925 the school became the Richmond Division of the College of William and Mary and moved to its permanent home here at 827 West