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
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
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
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
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.

<table>
<thead>
<tr>
<th>1. Institution: Virginia Commonwealth University</th>
</tr>
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<tbody>
<tr>
<td>2. Program name: Music</td>
</tr>
<tr>
<td>3. Degree designation (e.g. AA, BS, MBA, PhD): Master of Music (M.M.)</td>
</tr>
<tr>
<td>5. Date beyond which no new enrollments will be accepted (last semester and year): Fall 2021</td>
</tr>
</tbody>
</table>

7. Submitted by (name, title, email address):

Deborah S. Noble-Triplett, Ph.D., Senior Vice Provost for Academic Affairs, nobletriplett@vcu.edu
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*

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

<table>
<thead>
<tr>
<th>Institution</th>
<th>Research Impact (2019)</th>
</tr>
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<tbody>
<tr>
<td>AAU Publics Avg (n=36)</td>
<td>$402M</td>
</tr>
<tr>
<td>UVA</td>
<td>$276M</td>
</tr>
<tr>
<td>VT</td>
<td>$210M</td>
</tr>
<tr>
<td>VCU</td>
<td>$142M</td>
</tr>
<tr>
<td>GMU</td>
<td>$96M</td>
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Source: NSF Higher Education R&D (HERD) Survey

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

<table>
<thead>
<tr>
<th>Institution</th>
<th>Research Training Impact (2019-2020)</th>
</tr>
</thead>
<tbody>
<tr>
<td>VT</td>
<td>557</td>
</tr>
<tr>
<td>AAU Publics Avg (n=36)</td>
<td>533</td>
</tr>
<tr>
<td>VCU</td>
<td>374</td>
</tr>
<tr>
<td>UVA</td>
<td>338</td>
</tr>
<tr>
<td>GMU</td>
<td>297</td>
</tr>
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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

Source: IPEDS
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)

- **UVA**: 94.0%
- **VT**: 86.1%
- **AAU Publics Avg (n=36)**: 82.3%
- **GMU**: 71.6%
- **VCU**: 66.10%

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

- **UVA**: 90.2%
- **VT**: 80.3%
- **AAU Publics Avg**: 76.0%
- **GMU**: 71.5%
- **VCU**: 62.10%

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.

<table>
<thead>
<tr>
<th></th>
<th>Employed Full-time</th>
<th>Continuing Education</th>
<th>Still Seeking</th>
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<tbody>
<tr>
<td><strong>VCU</strong></td>
<td>53%</td>
<td>16%</td>
<td>23%</td>
</tr>
<tr>
<td><strong>National R1s</strong></td>
<td>53%</td>
<td>20%</td>
<td>16%</td>
</tr>
<tr>
<td><strong>All Publics</strong></td>
<td>53%</td>
<td>18%</td>
<td>17%</td>
</tr>
<tr>
<td><strong>National Avg</strong></td>
<td>55%</td>
<td>19%</td>
<td>14%</td>
</tr>
</tbody>
</table>
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

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

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.

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
-2.6%  0.3%  -1.69%
National*  VA R1 Peers  VCU

Undergraduate Enrollment
-2.5%  -0.93%  -2.56%
National  VA R1 Peers  VCU

New Freshman Enrollment
-2.7%  5.65%  8.44%
National  VA R1 Peers  VCU

Graduate Enrollment
3.9%  4.15%  2.5%
National  VA R1 Peers  VCU

*National refers to 4-YR Publics in each enrollment category excluding total enrollment. Total enrollment data was only available for all sectors: 4-YR publics and privates and 2-YR public and privates.

Data Source: National Student Clearing House: October 2021; Institution Data Dashboards and Factbooks
Total enrollment at Virginia’s R1 Universities, stayed flat, increasing 0.3%. VCU enrollment declined 1.69% compared to previous year.
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

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

**Virginia R1 Universities**
- **VT**: +10.95% (+400) 4,052
- **GMU**: +8.44% (+323) 4,151
- **VCU**: +2.75% (+104) 3,889
- **UVA**: +4.70% (+214) 4,765

**Other VA Universities of Interest**
- **JMU**: -12.23% (-400) 2,871
- **ODU**: 

Data Source: Nov. 2021 Institution Data Dashboards and 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.
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

- **Fall 2020**: 29,417 students
  - Non-Degree: 3,183
  - First Professional: 1,741
  - Masters: 1,517
  - Doctoral: 16,145
  - Continuing UG: 1,586
  - New Transfer: 3,827
  - New Freshman: 1,585

- **Fall 2021**: 28,919 students
  - Non-Degree: 3,422
  - First Professional: 1,784
  - Masters: 1,517
  - Doctoral: 15,378
  - Continuing UG: 1,594
  - New Transfer: 4,151
  - New Freshman: 1,594

- **Fall 2022 Moderate**: 29,026 students
  - Non-Degree: 3,322
  - First Professional: 1,782
  - Masters: 1,567
  - Doctoral: 15,477
  - Continuing UG: 1,609
  - New Transfer: 4,199
  - New Freshman: 1,609

- **Fall 2022 Ambitious**: 29,229 students
  - Non-Degree: 3,322
  - First Professional: 1,782
  - Masters: 1,567
  - Doctoral: 15,477
  - Continuing UG: 1,688
  - New Transfer: 4,323
  - New Freshman: 1,688

**Enrollment Projections**
- Fall 2020 to Fall 2021: -1.69%
- Fall 2021 to Fall 2022 Moderate: +0.37%
- Fall 2022 Moderate to Fall 2022 Ambitious: +1.07%
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 focus
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 abandoned the effort. This could be our last chance.
This is 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...