



**VIRGINIA COMMONWEALTH
BOARD OF VISITORS
ACADEMIC AND HEALTH AFFAIRS COMMITTEE
December 8, 2022
James Branch Cabell Library
901 Park Avenue – Room 303
RICHMOND, VIRGINIA
& VIRTUAL**

MINUTES

COMMITTEE MEMBERS PRESENT

Dr. Tonya Parris-Wilkins, *Chair*
Dr. Shantaram Talegaonkar, *Vice Chair*
Dr. Dale Jones
Ambassador Carmen Lomellin
Mr. Keith Parker

MEMBERS NOT PRESENT

Ms. Ellen Fitzsimmons
Rev. Tyrone E. Nelson

OTHERS PRESENT

President Michael Rao
Mr. Ben Dendy, *Rector*
Ms. Carolina Espinal, *Vice Rector*
Dr. Fotis Sotiropoulos, *Provost and Senior Vice President for Academic Affairs*
Dr. Marlon Levy, *Interim Senior Vice President for Health Sciences and CEO of the VCUHS*
Dr. Aaron Hart, *Vice President for Student Affairs*
Dr. Tomikia LeGrande, *Vice President for Strategy, Enrollment Management and Student Success*
Dr. Aashir Nasim, *Vice President for Inclusive Excellence*
Dr. Srirama Rao, *Vice President for Research and Innovation*
Ms. Jamie Stillman, *Director of Strategic Communications, Office of the Provost*
Members of the VCU Board of Visitors
Presidential Cabinet of VCU
VCU students, faculty and staff

CALL TO ORDER

Dr. Tonya Parris-Wilkins, Chair of the Academic and Health Affairs Committee, called the meeting to order at 2:50 p.m.

OPEN SESSION ITEMS

Dr. Parris-Wilkins began by asking the committee to consider one item for approval.

On a motion duly made and seconded the Minutes of September 15, 2022 meeting were approved by a voice vote.

A copy of the items is attached hereto as ***Attachment A*** and is made a part hereof.

REPORTS

Provost and Senior Vice President for Academic Affairs Fotis Sotiropoulos provided a report on university rankings and how VCU can improve our overall rankings by focusing on the things about which we care deeply - faculty resources, student support and success, peer perception, and clean data. He also provided a brief update on the 2022 Administrative Costs Review summary relative to faculty positions. A copy of Dr. Sotiropoulos' presentation is attached hereto as ***Attachment B*** and is made a part hereof.

Dr. Marlon Levy, interim senior vice president for health sciences and CEO VCU Health, provided his first report to this committee on activities within the health sciences schools.

ADJOURNMENT

There being no further business, Dr. Parris-Wilkins adjourned the meeting at 3:40 p.m.



**VIRGINIA COMMONWEALTH
BOARD OF VISITORS
ACADEMIC AND HEALTH AFFAIRS COMMITTEE
September 15, 2022
James Branch Cabell Library
901 Park Avenue – Room 303
RICHMOND, VIRGINIA
& VIRTUAL**

MINUTES

DRAFT

COMMITTEE MEMBERS PRESENT

Dr. Tonya Parris-Wilkins, *Chair*
Dr. Dale Jones
Ambassador Carmen Lomellin
Rev. Tyrone E. Nelson

COMMITTEE MEMBERS PRESENT VIRTUALLY

Dr. Shantaram Talegaonkar, *Vice Chair*
Mr. Keith Parker

MEMBERS NOT PRESENT

Ms. Ellen Fitzsimmons

OTHER BOARD MEMBERS PRESENT

Mr. Ben Dendy, *Rector*
Ms. Carolina Espinal, *Vice Rector (virtual)*

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*
Ms. Jamie Stillman, *Director of Strategic Communications, Office of the Provost*
Members of the VCU Board of Visitors
Presidential Cabinet of VCU
VCU students, faculty and staff
Member of the Media

CALL TO ORDER

Dr. Tonya Parris-Wilkens, Chair of the Academic and Health Affairs Committee, called the meeting to order at 2:57 p.m.

OPEN SESSION ITEMS

Dr. Parris-Wilkens began by asking the committee to consider items for approval.

On a motion duly made and seconded the following items: 1) Minutes of May 12, 2022 meeting; and 2) Academic and Health Affairs Committee Charter and were approved by a voice vote.

A copy of the items is attached hereto as *Attachment A* and is made a part hereof.

REPORTS

Provost and Senior Vice President for Academic Affairs Fotis Sotiropoulos provided a report on transformative experiences for students, generally, and problem-based learning, specifically. He was joined by a panel of four undergraduate students who discussed with the committee how their own problem-based project experiences provided a deeper, more active and engaged learning experience. A copy of Dr. Sotiropoulos' presentation is attached hereto as *Attachment B* and is made a part hereof.

Dr. Art Kellermann, senior vice president for health sciences and CEO VCU Health, provided a report on how faculty, staff and students on the MCV campus engage with students throughout the university. A copy of Dr. Kellerman's presentation is attached hereto as *Attachment C* and is made a part hereof.

ADJOURNMENT

There being no further business, Dr. Parris-Wilkins adjourned the meeting at 4:00 p.m.



**VIRGINIA COMMONWEALTH
BOARD OF VISITORS
ACADEMIC AND HEALTH AFFAIRS COMMITTEE
May 12, 2022
James Branch Cabell Library
901 Park Avenue – Room 303
RICHMOND, VIRGINIA
& VIRTUAL**

MINUTES

DRAFT

COMMITTEE MEMBERS PRESENT

Dr. Gopinath Jadhav, *Co-Chair*
Ms. Coleen Santa Ana, *Co-chair*
Mr. Edward L. McCoy
Rev. Tyrone E. Nelson
Mr. Stuart C. Siegel

COMMITTEE MEMBERS PRESENT VIRTUALLY

Dr. Shantaram Talegaonkar

MEMBERS NOT PRESENT

Dr. Tonya Parris-Wilkins, *Vice Chair*
Mr. Andrew Florance

OTHERS PRESENT

President Michael Rao
Mr. Ben Dendy, *Rector*
Ms. Carolina Espinal, *Vice Rector*
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*
Ms. Jamie Stillman, *Director of Strategic Communications, Office of the Provost*
Members of the VCU Board of Visitors
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 10:45 a.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 March 21, 2022 meeting; 2) Proposal to move the Post-Baccalaureate Certificate in Care Coordination from the Office of the Senior Vice President for Health Sciences to the School of Nursing Dean's Office; 3) Proposal to create a Bachelor of Fine Arts in Emerging Media and Technology in the School of the Arts, Qatar Campus; and 4) Proposal to create a Bachelor of Science in Pharmaceutical Sciences in the School of Pharmacy were approved by a roll call vote:

| <u>Vote</u> | <u>Ayes</u> | <u>Nays</u> |
|------------------------------------|-------------|-------------|
| Ms. Coleen Santa Ana, Co-Chair | X | |
| Dr. Gopinath R. Jadhav, Co-Chair | X | |
| Mr. Edward L. McCoy | X | |
| Rev. Tyrone Nelson (not available) | -- | |
| Mr. Stuart C. Siegel | X | |
| Dr. Shantaram Talegaonkar | X | |

A copy of the proposals are attached hereto as ***Attachment A*** and is made a part hereof.

REPORTS

Provost and Senior Vice President for Academic Affairs Fotis Sotiropoulos provided a report on current faculty retention trends and the initiatives in place for ensuring an infrastructure for continued faculty development. 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 update on fall enrollment to date.

Dr. Art Kellermann, senior vice president for health sciences and CEO VCU Health, provided an update on faculty performance and accountability in the health sciences and its alignment with the research strategic plan and with the university's mission to the Commonwealth. A copy of Dr. Kellerman's update presentation is attached hereto as ***Attachment C*** and is made a part hereof.

Dr. Sriram Rao provided a report on VCU's Research Enterprise that covers an update on technology commercialization including benchmarking (state and nationally) and current/future impact and its applications. A copy of Dr. Rao's presentation is attached hereto as ***Attachment D*** and is made a part hereof.

Virginia Commonwealth University
Board of Visitors
Draft Academic and Health Affairs Committee
May 12, 2022

ADJOURNMENT

There being no further business, Ms. Santa Ana adjourned the meeting at 12:15 p.m.

ATTACHMENT A

Virginia Commonwealth University Proposed Organizational Change

Proposal

The Virginia Commonwealth University seeks approval to move the Post-Baccalaureate (Graduate) Certificate in Care Coordination from the Office of the Senior Vice President for Health Sciences to the School of Nursing Dean's Office.

Overview

The Post-Baccalaureate (Graduate) Certificate in Care Coordination was approved by the State Council of Higher Education for Virginia in February 2017. The purpose of the certificate program is to educate healthcare professionals in concepts and best practices of care coordination. Upon successful completion of the program, graduates are equipped to help patients and their families who are at risk for excess use of health care to navigate the complex interface among providers, insurers, governmental programs, and community based organizations.

While the certificate is an innovative academic program that provides important training for the future of healthcare. Enrollment has been low despite multiple efforts to attract and retain more students. Moving the certificate to the School of Nursing will allow that academic unit to align recruitment efforts with other ongoing recruitment efforts and provide more support services to the students. In addition, there may be opportunities to align other nursing offerings with certificate offerings, for example a track in care coordination for masters level students.

This proposed change was presented at the November 4, 2021 IPE Advisory Committee meeting which included leaders from College of Health Professions, Dentistry, Medicine, Nursing, Pharmacy, and Social Work. No concerns were indicated.

The Center for Interprofessional Education and Collaborative Care notified the Office of the Senior Vice President for Health Sciences, including Arthur Kellermann on October 21, 2021, and noted no concerns.

Method of Delivery

All courses required for the Post-Baccalaureate (Graduate) Certificate in Care Coordination are delivered in an online delivery format. This organizational change will have no impact on the method of delivery.

Target Implementation Date

July 1, 2022

Demand and Workforce Development

In large part due to the changing healthcare climate from the Affordable Care Act's (ACA) goal to reduce 30-day preventable hospital readmissions, care coordination has been recognized as a clear societal need in which healthcare professionals need to be better trained in best practices. The Agency for Healthcare Research and Quality (AHRQ) responded by proposing a set of care coordination measures to guide best recommended practices. To say care coordination is a challenging job is an understatement as care coordinators must solve a multitude of intensely complex barriers to patient care every day. Further proving the national support of the care coordination role, the Centers for Medicare and Medicaid Services (CMS) have recognized that care coordination is a critical component of primary care that will contribute to better health of patients and reduced spending. In a policy brief by the American Academy of Nursing's Care Coordination Task Force, the need for workforce development is clearly delineated as a specific recommendation to help improve sustainability of care coordination. This certificate program is structured to meet not only the recommendations of the AHRQ's Mechanisms for Achieving Care Coordination in the Care Coordination Measures Atlas, but also to provide the

successful graduate with practical exposure to how to facilitate safe and effective care transitions. Typically healthcare professionals are prepared for their role in care coordination by direct immersion with very little to no formal training, so this curriculum will allow students to have a measurable level of knowledge necessary to utilize effective care coordination strategies. Therefore, participants and employers will find certification appealing because it helps to identify them as experts in their field.

Impact on Existing Programs

No impact on existing programs. To date, all the certificate students have not been enrolled in other VCU degree programs. Since offering Post-Baccalaureate (Graduate) Certificate in Care Coordination courses independent of the program, a small but growing group of Master of Social Work students have enrolled.

This organizational change will have no impact on these courses nor the participating programs. The Center for Interprofessional Education and Collaborative Care offers non-certificate IPEC courses in which the following programs participate: BSN, PharmD, MD, DDS, DH, MHA, PT, OT, MPH.

The Council on Education for Public Health (CEPH) [competency 21](#) requires an interprofessional course for all Master of Public Health (MPH) students. Currently, IPEC 501: Foundations in Interprofessional Practice is the required course. Due to its more advanced healthcare focus, IPEC 510 is used as an option for physicians enrolled in the MPH program to satisfy accreditation standards. Since 2018, 1-2 Doctor of Medicine (MD) students in the MPH program have enrolled into IPEC 510. Transferring this program to the School of Nursing has no impact on course content.

Master of Science (MS) degree program in Gerontology with a concentration in geriatric care management requires IPEC 516. Again, transferring this program to the School of Nursing has no impact on course content.

Impact on Faculty

The move will have no impact on faculty currently teaching in the program. The program director is full-time faculty in the School of Nursing and 0.2 FTE is currently paid by The Center for Interprofessional Education and Collaborative Care to oversee the certificate and teach two courses. The remainder of the faculty are adjuncts who were identified by the course director and hired and also paid by The Center for Interprofessional Education and Collaborative Care.

- Kimberly Davis (program director): IPEC 510 and 515: Interprofessional Communication and the Care Coordinator I and II
- Ross Airington: IPEC 511: US Healthcare and Care Coordination
- Bonita Hogue: IPEC 512: Healthcare Payment Models and Care Coordination
- Mark Robinson: IPEC 513: Ethical and Legal Consideration in Care Coordination
- Patricia Baker: IPEC 514: Hospital Based Care Coordination
- Angel Daniels: IPEC 516: Community-Based Care Coordination

Funding

The School of Nursing has the resources needed to sustain the certificate program. FY22 funding for five adjunct faculty and 0.2 FTE of the program director was \$49,351, inclusive of respective FY22 fringe rates. The Center for Interprofessional Education and Collaborative Care established competitive adjunct faculty rates that meet current compensation requirements for adjunct faculty engaged in credit instruction (credit hour minimum for J00001 instructors). The Center for Interprofessional Education and Collaborative Care receives no tuition revenue from any of its offerings. Going forward, the tuition revenue for the certificate will be folded into the model for the School of Nursing and other Schools and Colleges. The School of Nursing has the resources to support faculty, administration, and recruitment/marketing.

Benefit to University

The Care Coordination Certificate meets the mission and goals set forth in VCU's *Quest 2025: Together We Transform*, such as support for real-world learning (e.g. Capstone Projects), interdisciplinary collaborations, and workforce development that seeks to solve complex needs in healthcare.

State Council of Higher Education for Virginia (SCHEV) approval is not required

Next Steps

| | |
|-----------|-------------------------------------------------------------------------------------|
| March 1: | Program and Courses Deadline |
| March 22: | Programs and Courses Meeting |
| April 5: | University Graduate Council Meeting |
| April 28: | University Council Subcommittee on Academic Affairs and University Policies Meeting |
| *May 5: | University Council Meeting |
| *May 2: | President's Cabinet Meeting |
| May 13: | Board of Visitors |

*Proposals may be presented at the President's Cabinet meeting prior to the University Council to facilitate Board of Visitors review and approval.

.

Virginia Commonwealth University Proposed Program Brief

Proposal to create a Bachelor of Fine Arts in Emerging Media and Technology

Overview

Virginia Commonwealth University seeks approval to establish a Bachelor of Fine Arts (BFA) degree program in Emerging Media and Technology at the School of the Arts campus in Doha, Qatar (VCUArts Qatar). The program will be administered by the Dean's Office in the School of the Arts in Qatar. The purpose of the program is to prepare students to work as designers and artists within a spectrum of correlated emerging media and technology fields. The program will provide students with a foundation in the theory and history of digital media art and design, enabling graduates to engage in critical dialogue and contribute meaningfully to the evolving discourse of their field.

Delivery Format

The program will be offered in a face-to-face delivery format.

Target Implementation Date

Fall 2023

Target Population

The intended target audience for the program is individuals interested in enter into a broad range of professions such as game designer, application designer, creative video editing and directing, 2D and 3D modelers and animators, motion graphics artists, sound designers and performers, interactive media designers, and immersive media consultants, particularly in the Middle East and North Africa Region.

Impact on Existing Programs

The BFA in Emerging Media and Technology is not similar or related to an existing degree program at Virginia Commonwealth University. The BFA in Emerging Media and Technology will not compromise any existing degree programs. No programs will close as a result of the initiation and operation of the program.

Impact on Faculty

Ten full-time faculty will teach in the program. The faculty members teaching program have a combined 70 years of teaching experience in art and design, computerized digital imaging, new media, graphic design, digital animation, and other related disciplines. Each faculty member holds a terminal degree in their respective field.

Funding

Virginia Commonwealth University and the VCU School of the Arts in Doha, Qatar have all of the faculty, classified support, equipment, space, library, and other resources necessary to launch the program. All new hires will be supported by tuition and fees generated through student enrollment. The program will be supported by resources already in place to sustain existing academic programs, including student support services (enrollment services, library support, and career services) and faculty support services (advising, ALTLab, and CTLE).

Next Steps

April 28 - University Council subcommittee on Academic Affairs and University Policies (UC-AAUP)

May 5 - University Council Meeting

Electronic vote - President's Cabinet Meeting

May 13 - Board of Visitor's Meeting

Virginia Commonwealth University Proposed Program Brief

Proposal to create a Bachelor of Science in Pharmaceutical Studies

Overview

Virginia Commonwealth University (VCU) seeks approval to create a Bachelor of Science degree program in Pharmaceutical Sciences (BSPS). The purpose of the degree program is to train students to work in entry-level positions, and to serve as a pipeline into advanced programs of study (e.g., M.S. or Ph.D. in Pharmaceutical or Biomedical Sciences; Pharm.D.). Students will develop the appropriate knowledge, skills and abilities to address problems in pharmaceutical sciences.

Delivery Format

The degree program will be offered in a face-to-face delivery format.

Target Implementation Date

Fall 2023

Target Population

The intended target audience for the degree program is individuals interested in working in a variety of settings, including but not limited to, pharmaceutical and biotechnology companies, research facilities, regulatory agencies, and laboratories such as the National Institutes of Health, as well as those interested in pursuing advanced programs of study (e.g., M.S. or Ph.D.; Pharm.D.).

Impact on Existing Programs

Virginia Commonwealth University would be the first public institution in Virginia to offer a standalone BS degree program in Pharmaceutical Sciences. No public institution in the state offers a similar or related degree program. No degree programs will close because of the initiation and operation of the degree program. The degree program will be distinctly different from existing bachelor's degrees in chemistry and biology because of the emphasis on pharmaceutical science courses.

Impact on Faculty

The School of Pharmacy Dean's Office will hire one faculty member to serve as program director and advisor and one academic advisor to support the program in its initiation year. Faculty from existing programs will teach courses to support the BSPS degree. These faculty will come from the School of Pharmacy with additional faculty resources from the College of Humanities and Sciences. Adjunct faculty will not be required to initiate or sustain the program. Two graduate assistants are required to initiate or sustain the core courses of the degree program beginning fall 2025. Additional faculty and academic advisors will be hired based on enrollment.

Funding

The program will be supported by resources already in place to sustain existing academic programs, including student support services (enrollment services, library support, and career services) and faculty support services (advising, ALTLab, and CTLE). All funding will come from school resources and tuition and fees generated through student enrollment.

Next Steps

April 28 - University Council subcommittee on Academic Affairs and University Policies (UC-AAUP)

May 5 - University Council Meeting

Electronic vote - President's Cabinet Meeting

May 13 - Board of Visitor's Meeting



ATTACHMENT B

Faculty are critical to VCU's mission and the vibrancy of the student and patient experience.

The Future of Faculty: Building a culture of care and commitment to excellence

VCU Board of Visitors | May 12, 2022

Fotis Sotiropoulos, Ph.D.

Provost and Senior Vice President for Academic Affairs

Faculty Groups

Tenured


Tenure Track

Term

Adjunct

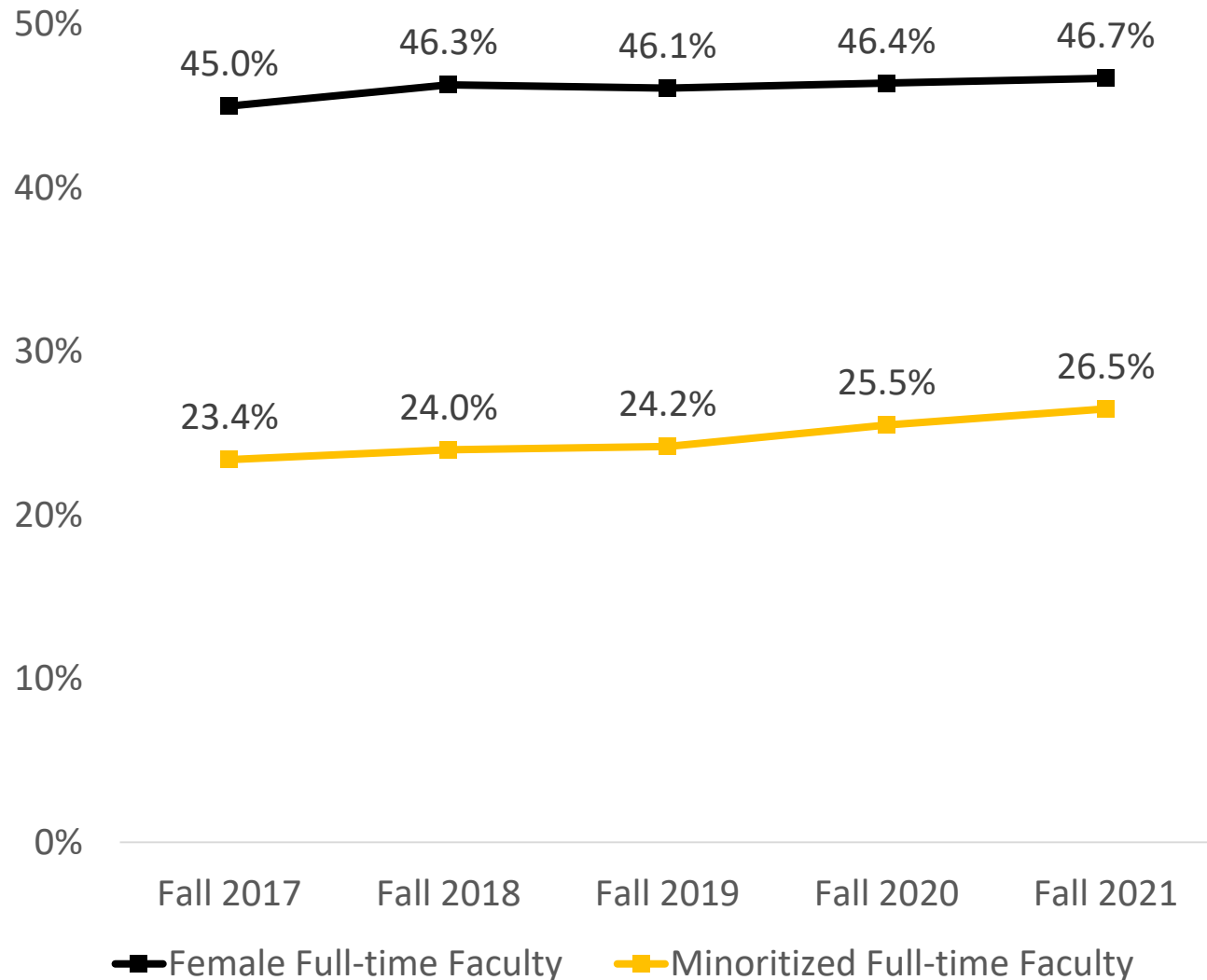
Full-Time Faculty: includes tenured, tenure track and term faculty

See appendix for definitions and faculty composition



VCU's 37th Annual Faculty Convocation: Welcoming new members and honoring distinguished faculty award recipients.

Current State: Percentage of Female and Minoritized Full-Time Faculty



Source: VCU Census 2

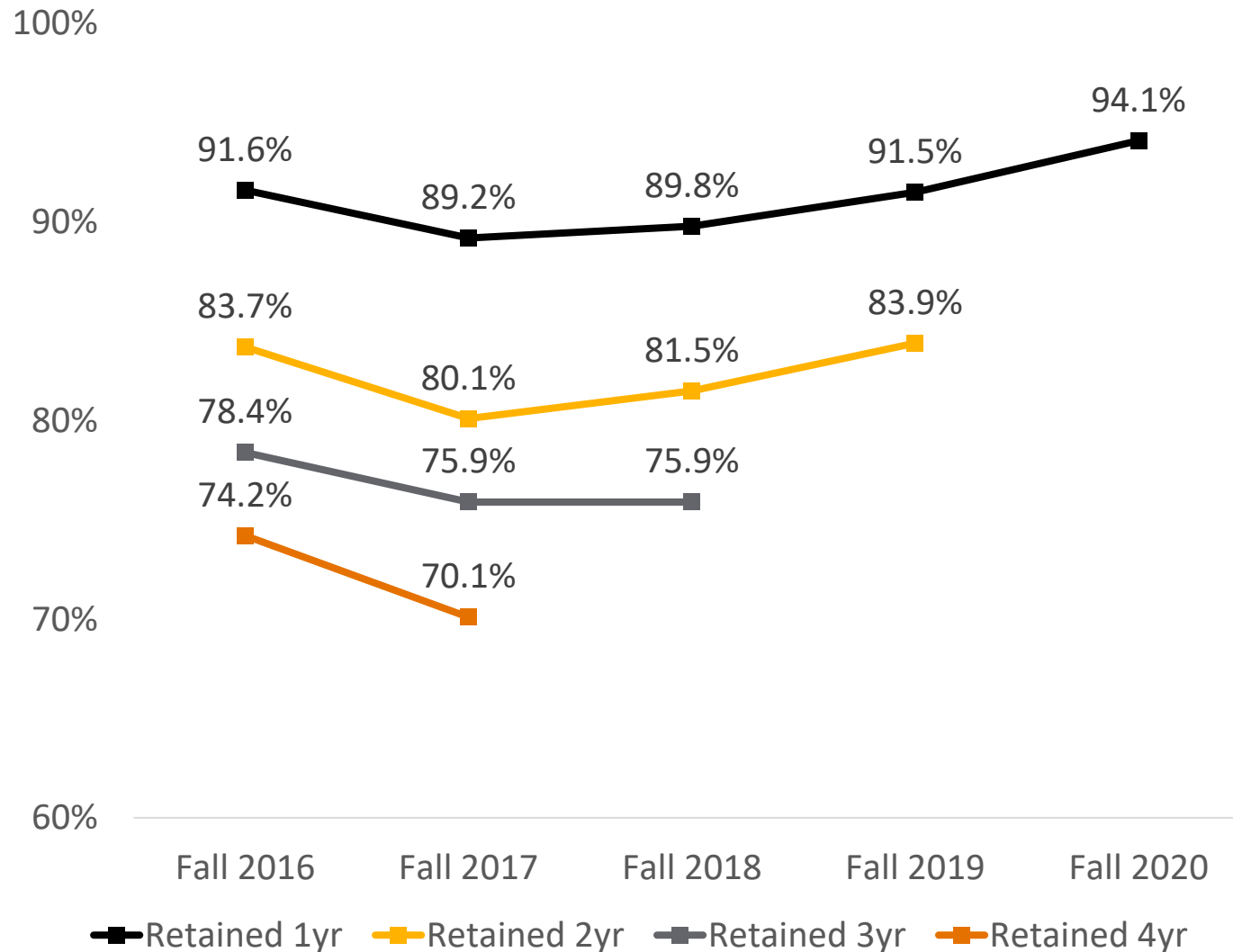
Successes:

- Significant five-year % growth among Black/ African American, Hispanic, and Asian faculty.
- VCU's percentage of minoritized full-time instructional staff is the highest among all VA public institutions.
- VCU's percentage of minoritized tenured/tenure track faculty is above the average of all VA R1s.

Challenges:

- While we are increasing diversity, our faculty is not representative of our student population.

Current State: Percentage of New Full-Time Faculty Retained from Fall 2016 to Fall 2020



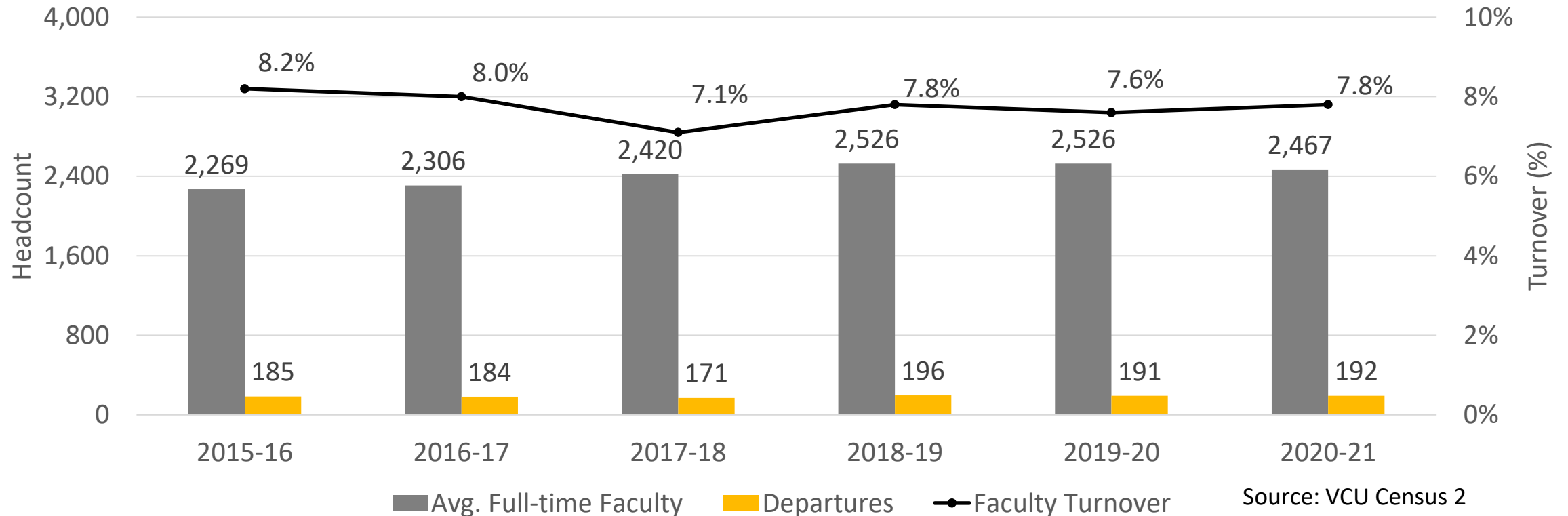
Successes:

- Retention rates are consistent across demographics.
- One- and two-year retention is improving.
- Two-year retention rates for tenured/tenure track faculty are higher than the overall rate.

Challenges

- At year three, we are losing nearly 25% of new faculty, which carries implications for costs, faculty collaborations, and student success.

Current State: Percentage of Full-Time Faculty Turnover



Successes:

- Turnover rates for minoritized and tenure track faculty are lower than the overall rate.

Challenges:

- Turnover rate is steady rather than declining.
- National data indicate that faculty cite [quality of colleagues](#), [salary](#), and [leadership style](#) as important factors influencing retention.



Goals by 2028

Diversity: Reduce the imbalance in faculty diversity compared to student diversity.

Retention: Increase retention of full-time faculty overall with a particular focus on year two and three.

Enhanced Faculty Experience: Implement year long onboarding and multi-pronged approaches to mentoring.

Collaboration: Increase engagement opportunities for transdisciplinary teams to advance innovative teaching & research.

Integration of Faculty Data: Institute a culture of using data to inform strategies to support and retain faculty.

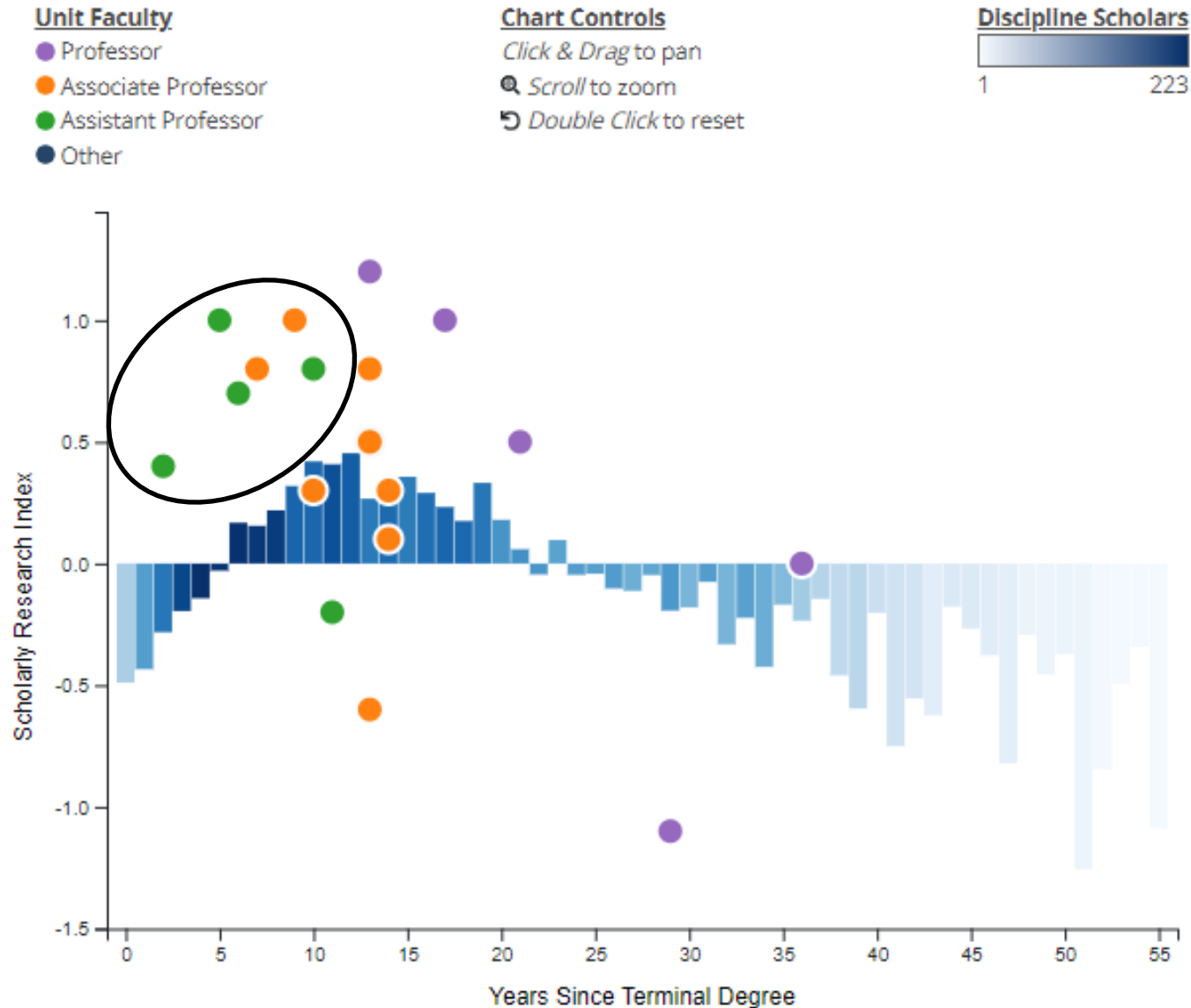
“

We (partner and faculty) felt valued with our salaries, and we also felt invested in by the University so that our talents and passions could be utilized. We were also brought into conversations about what we could be a part of and how our careers could grow and how we could make an impact. We were given the runway to build and create initiatives, programs, and/or centers to further help develop the VCU culture and make VCU and the Richmond community a more compassionate and better place to work, live, and thrive.

- Recently Retained School of Business, Associate Professor

”

Strategy: Integrating Data as a Tool for Faculty Success



This is a scholarly analytic tool that incorporates nationwide information for discipline specific benchmarks to recognize excellence and generate discussions for opportunities.

In this example of one VCU department, there are many early-mid career faculty with research/scholarly activity above the mean of all national institutions.

This information can guide retention, coaching strategies and inform development plans.

Strategy: Recognizing the totality of faculty contributions

Teaching, Research, Service & Clinical Care

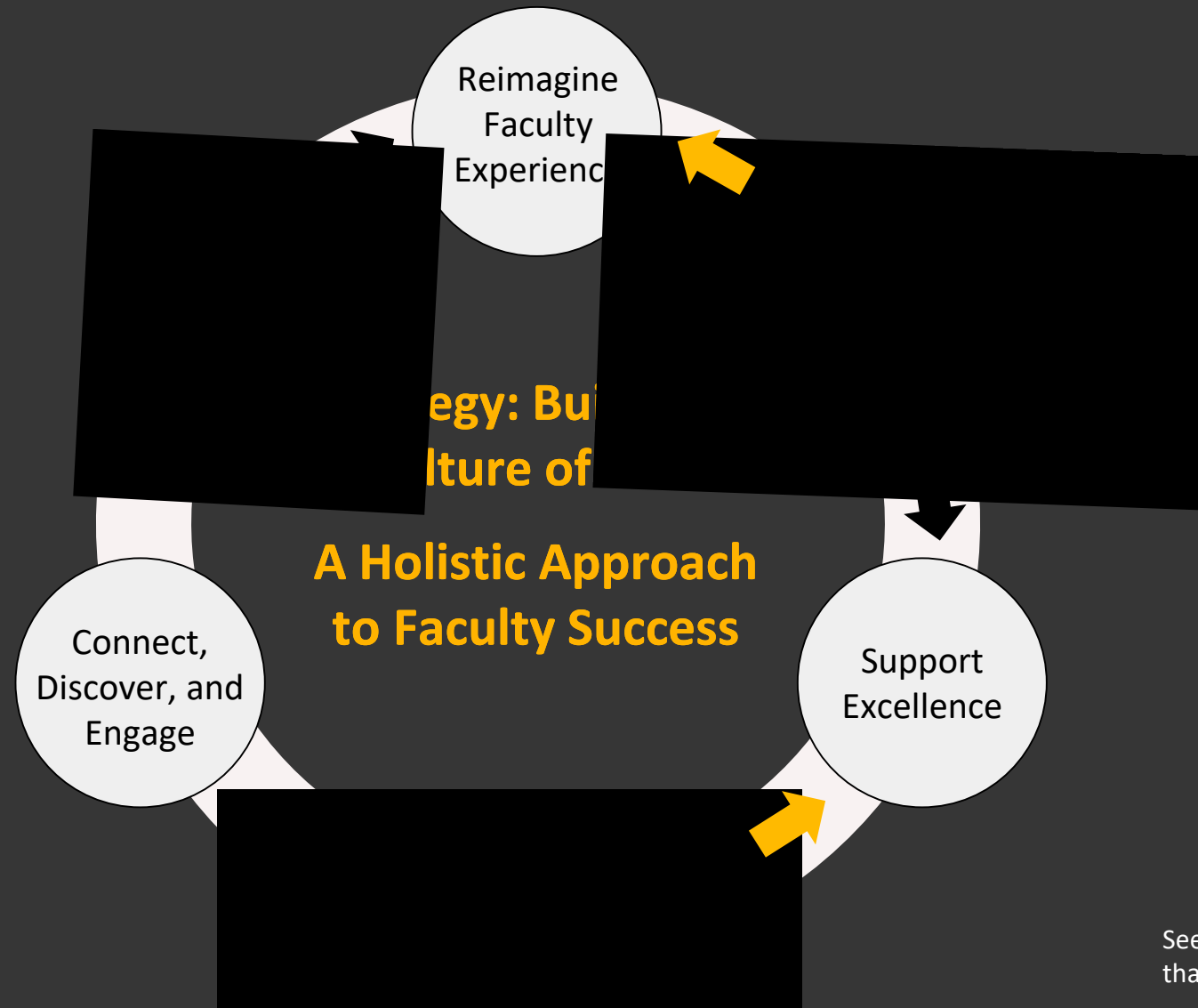


Jay Albanese, Ph.D. is a professor in the L. Douglas Wilder School of Government & Public Affairs and 2022 recipient of a State Council of Higher Education for Virginia Outstanding Faculty Award.

“

He is the epitome of excellence both inside and outside of the classroom. It is the rare professor who glides seamlessly across international and national professional and academic audiences, while being dedicated to changing the lives of students. Susan Gooden, Dean, L. Douglas Wilder School of Government and Public Affairs

”



See appendix for examples of tactics that support faculty success strategies.

“

The Full Circle Faculty Learning Community provides the opportunity for faculty to explore, question, and prepare for promotion to professor. Sharing this (virtual) space with others helped me prioritize time to reflect on my professional trajectory, contribution and impact -- and focus on what a path to promotion might look like for me.

- Participant in Spring 2022 Faculty Learning Community to discuss and develop a plan for promotion to full professor

”

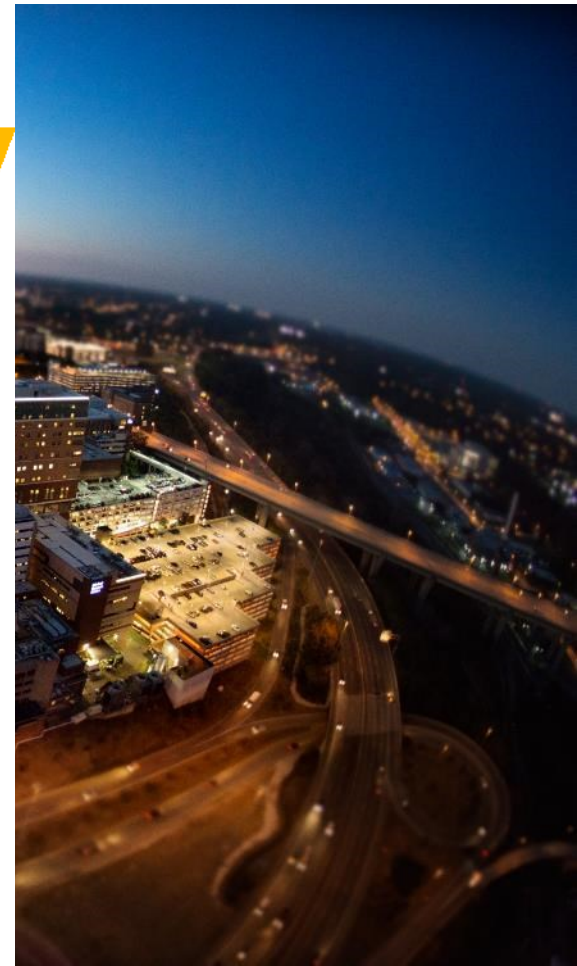
ATTACHMENT C

VCU Health Sciences

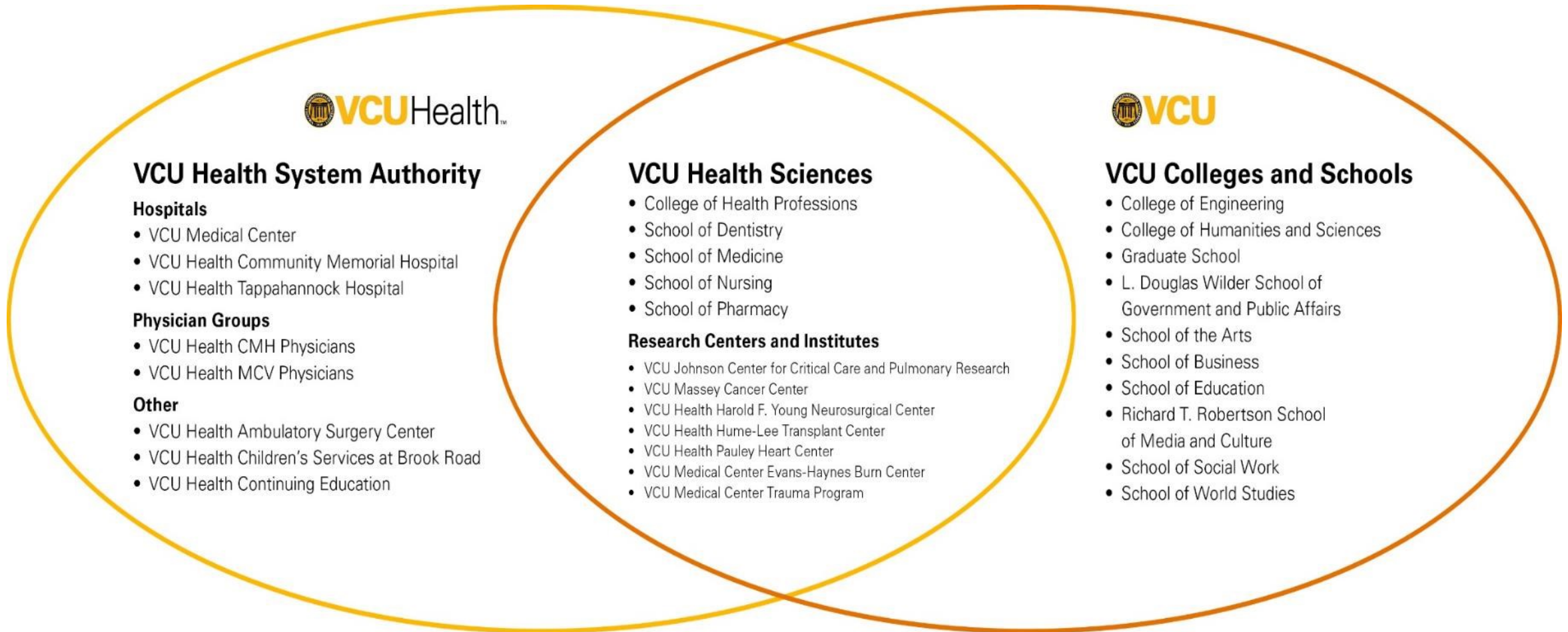
Dr. Art Kellermann

Senior VP Health Sciences & CEO VCU Health System

May 2022



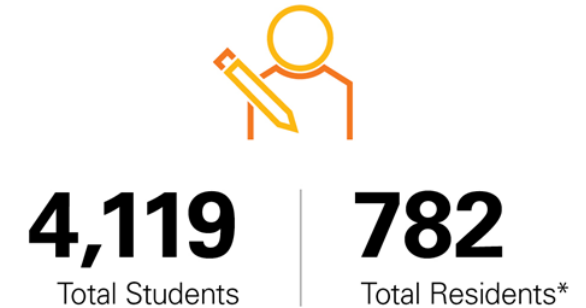
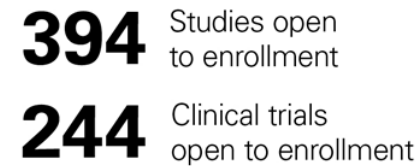
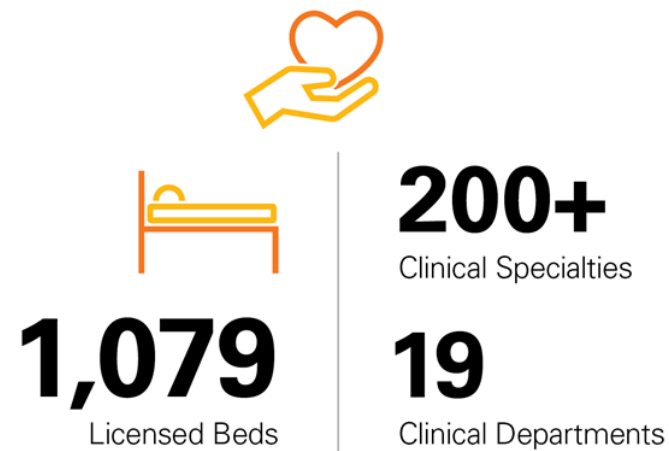
Two Organizations: *One VCU*



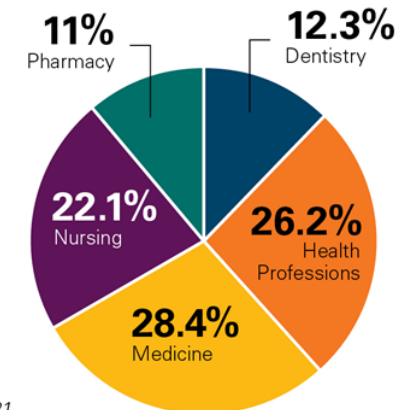
The Power of Partnerships



By the Numbers (FY21)



2021 Enrollment by College or School



*as of Fall 2021

Our formula for success



- Recruit, build, and retain stars
- Nurture a culture of teamwork, transparency & accountability
- Recognize, celebrate and reward faculty achievement – individually and as teams
- Remediate underperformers who want to improve. Repurpose those who are better suited to different roles
- Remove obstacles and impediments to faculty, staff and student success
- Relentlessly market that VCU an ideal place to make a difference

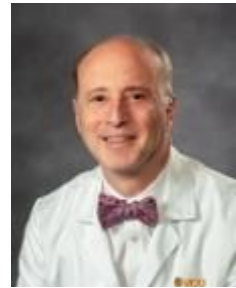
Recent Additions to Our Leadership Team



Roussos



Munoz-Price



Chelmow



McMillan



Elliott



Jenkins



Ogbonna



Barkin

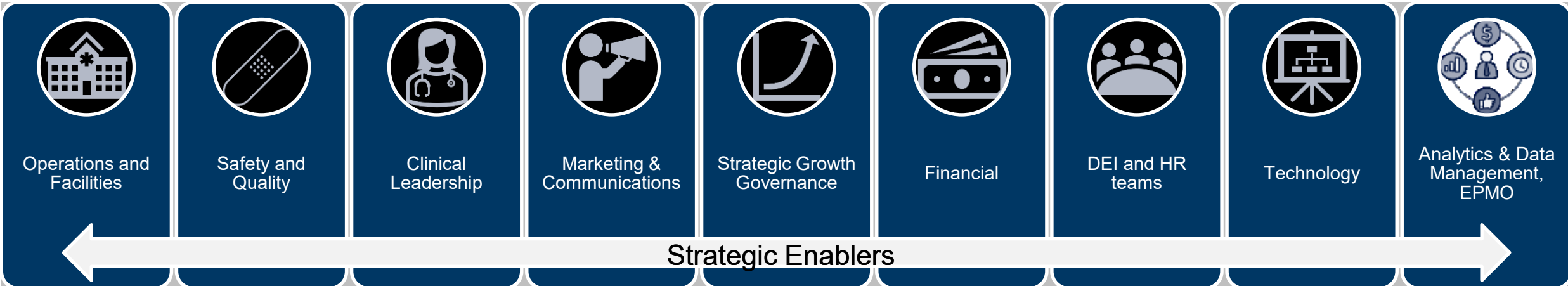


Cooper

- **Mike Roussos**, President, VCU Medical Center
- **Silvia Munoz-Price, M.D., Ph.D.**, Chief Quality and Safety Officer, VCU Health
- **David Chelmow, M.D.**, Professor of Ob/Gyn; Interim Dean, VCU School of Medicine
- **Brett McMillan**, VP Revenue Cycle, VCU Health
- **Michael Elliott, Pharm.D., MSHA, FACHE**, Chief Operating Officer, VCU Health (effective May 15!)
- **Brian Jenkins**, Chief Real Estate Officer, VCU Health
- **KC Ogbonna, Pharm.D., MSHA**, interim Dean designee, VCU School of Pharmacy
- **Shari Barkin, M.D., MSHS**, Chair designee, Dept of Pediatrics & Physician-In-Chief, CHoR
- **Lyndon Cooper, DDS, PhD.**, Dean, VCU School of Dentistry

VCU Health System Strategic Plan Pillars: FY2023-FY2028

Goals, Objectives and Enablers



For us, this isn't a business. It's our *mission*



ATTACHMENT D

oneVCU

Research Enterprise Briefing

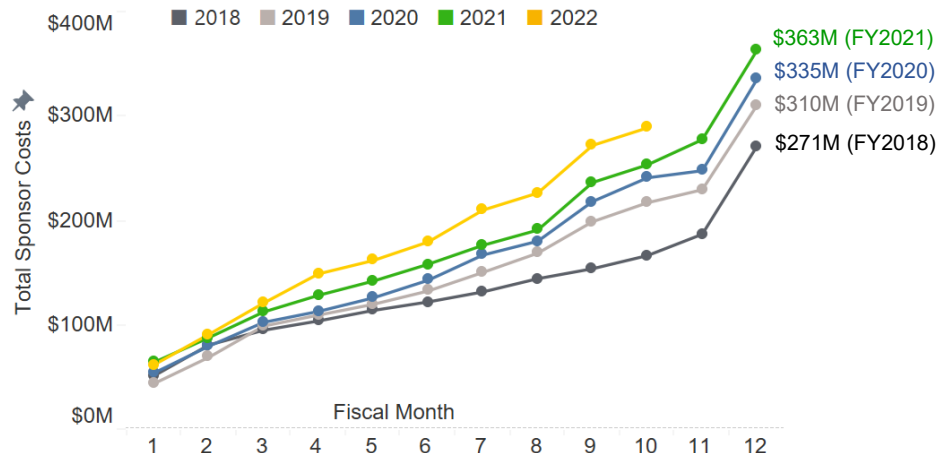
P. Srirama Rao, Ph.D.

Vice President for Research and Innovation | May 12, 2022

One VCU Sponsored Research - YTD Trends

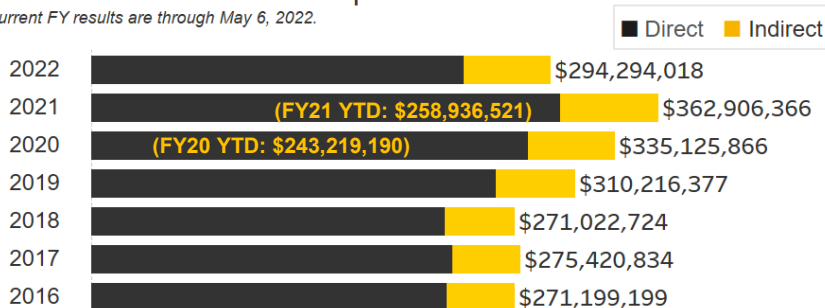
Variance (YTD) from FY2021: \$35.3M (14% ▲)

FY18 - FY22 *Only completed months.*



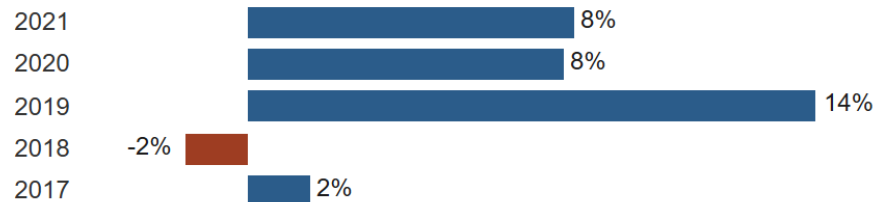
Year-over-Year Growth in Sponsor Dollars

Current FY results are through May 6, 2022.



Annual Growth Rate Over Previous Year

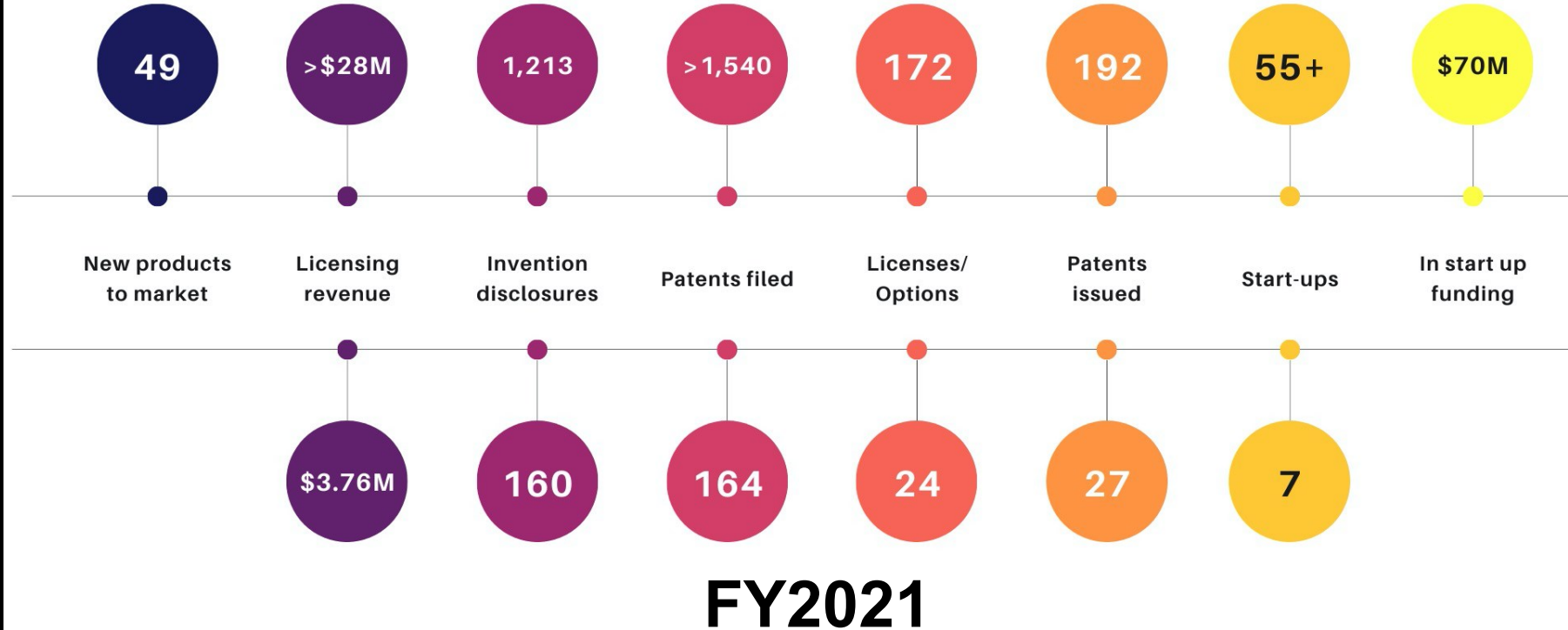
Only completed fiscal years. 2016 rate not shown because 2015 data not included.



YTD: May 6, 2022

Technology Commercialization

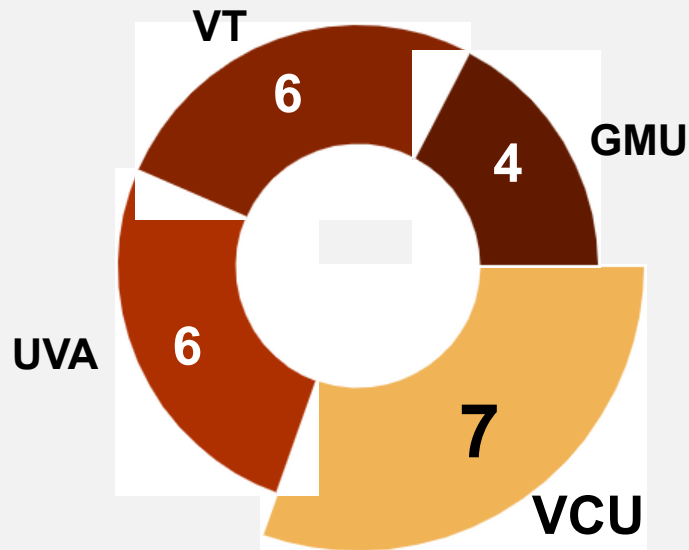
10 years of impact



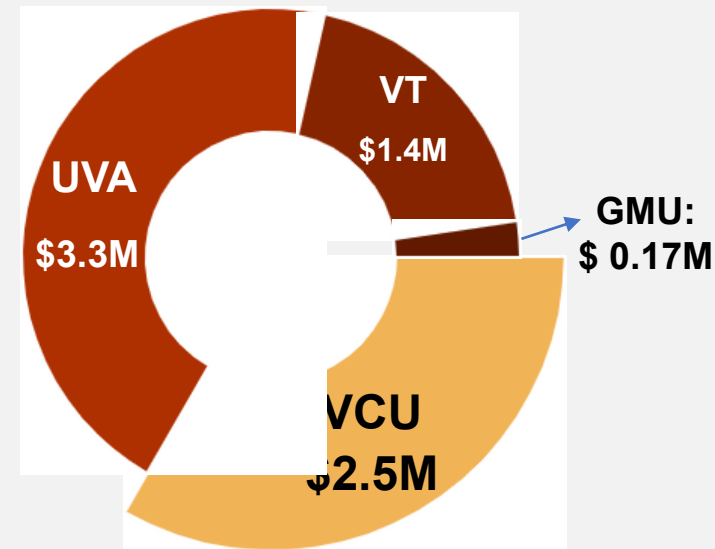
FY2020 Technology Commercialization

Virginia R1 Universities Peer Analysis*

Start-ups



Licensing Income



FY2020 Technology Commercialization Virginia Peer Analysis

| | Research Expenditures | Invention Disclosures | Patent Applications | Licenses + Options | *Licensing Income | Patents Issued | Start-ups | Licensing FTEs |
|------------|-----------------------|-----------------------|---------------------|--------------------|-------------------|----------------|-----------|----------------|
| VCU | \$283M | 133 | 128 | 22 | \$2.9M | 17 | 7 | 4 |
| UVA | \$654M | 241 | 185 | 83 | \$3.4M | 56 | 6 | 6.6 |
| VT | \$556M | 127 | 90 | 27 | \$1.4M | 21 | 6 | 3 |
| GMU | \$200,000 | 40 | n/a | 6 | \$0.17M | n/a | 4 | n/a |

Technology Commercialization

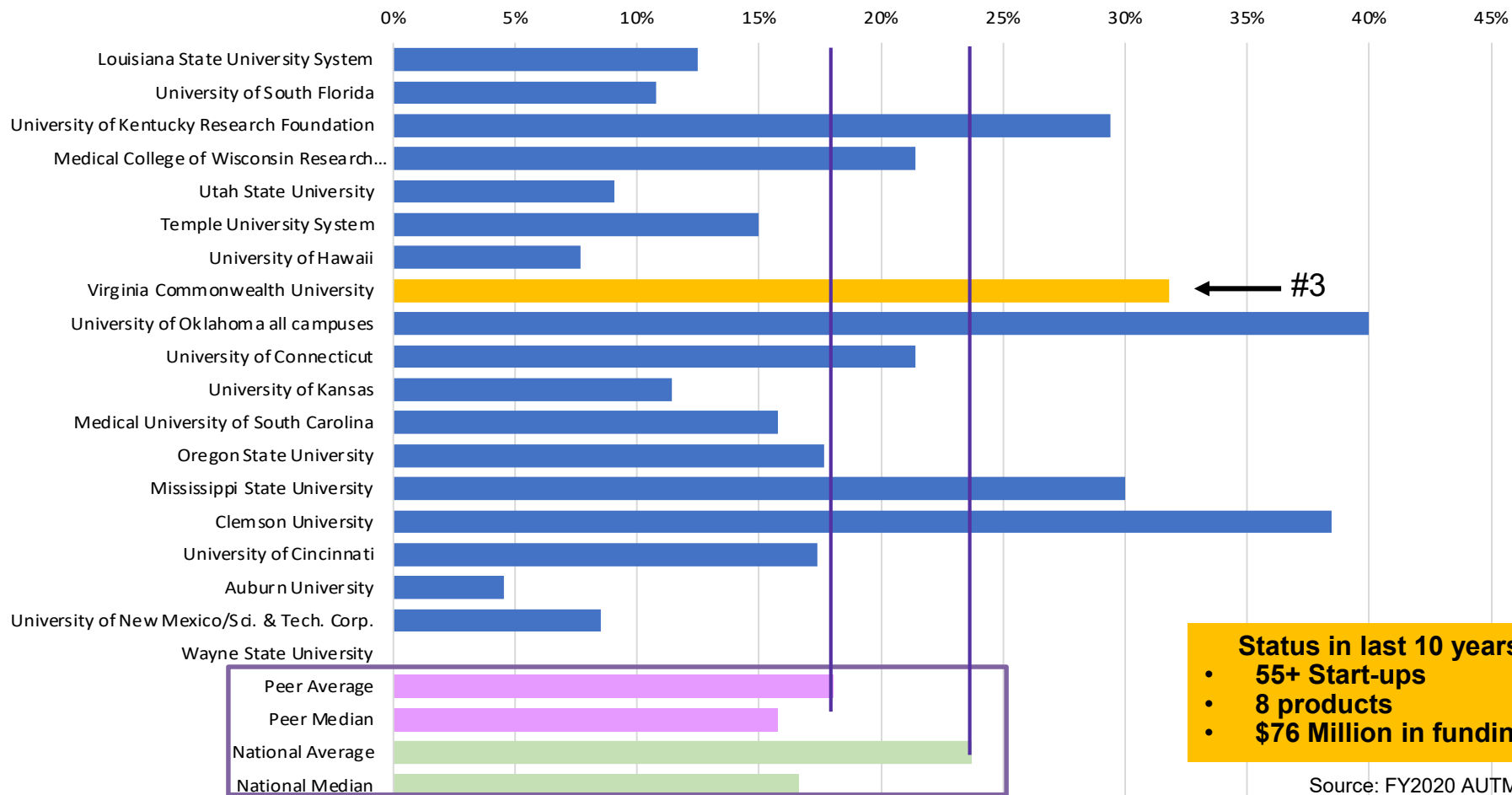
FY2020 Peer Analysis of 19 Public Universities



#3 start-ups, #4 patent applications, #5 invention disclosures, #8 licensing income

| INSTITUTION | TOTAL RES. EXPENDITURES | INVENTION DISCLOSURES | PATENT APPLICATIONS | LICENSES & OPTIONS | LICENSING INCOME | ISSUED PATENTS | START-UPS | LICENSING FTEs |
|--------------------------------------|-------------------------|-----------------------|---------------------|--------------------|------------------|----------------|-----------|----------------|
| Louisiana State University | \$356,036,000 | 197 | 134 | 56 | \$8,553,734 | 44 | 7 | 9 |
| University of South Florida | \$353,737,000 | 189 | n/a | 102 | \$1,776,745 | n/a | 11 | 7 |
| University of Kentucky | \$350,012,433 | 117 | 165 | 17 | \$2,943,622 | 38 | 5 | 10 |
| Medical College of Wisconsin | \$307,519,000 | 50 | 67 | 14 | \$294,000 | 10 | 3 | 2 |
| Utah State University | \$304,255,724 | 51 | 26 | 22 | \$1,698,829 | 11 | 2 | 2 |
| Temple University | \$299,707,000 | 92 | 91 | 20 | \$1,191,573 | 22 | 3 | 5 |
| University of Hawaii | \$296,887,000 | 65 | 42 | 13 | \$220,647 | 10 | 1 | 4 |
| Virginia Commonwealth University | \$283M | 133 | 128 | 22 | \$2,480,057 | 17 | 7 | 4 |
| University of Oklahoma | \$287,151,848 | 51 | 51 | 5 | \$3,832,716 | 15 | 2 | 4 |
| University of Connecticut | \$280,131,000 | 102 | 126 | 14 | \$838,713 | 24 | 3 | 3.5 |
| University of Kansas | \$275,401,741 | 62 | 103 | 35 | \$8,087,081 | 27 | 4 | 5 |
| Medical University of South Carolina | \$271,300,000 | 156 | 56 | 19 | \$1,010,541 | 20 | 3 | 4 |
| Oregon State University | \$268,385,000 | 100 | 79 | 51 | \$3,800,619 | 26 | 9 | 4 |
| Mississippi State University | \$264,526,000 | 23 | 20 | 10 | \$164,000 | 1 | 3 | 3.75 |
| Clemson University | \$263,403,000 | 69 | 39 | 13 | \$315,578 | 12 | 5 | 3 |
| University of Cincinnati | \$262,444,482 | 148 | 117 | 23 | \$791,235 | 36 | 4 | 4.3 |
| Auburn University | \$255,281,000 | 60 | 113 | 22 | \$4,609,824 | 17 | 1 | 2.6 |
| University of New Mexico | \$243,375,266 | 127 | 258 | 47 | \$52,341,706 | 46 | 4 | 5 |
| Wayne State University | \$243,259,000 | 47 | 67 | 7 | \$817,203 | 23 | 0 | 2 |
| VCU Peer Rank (out of 19) | 8 | 5 | 4 | 7 | 8 | 11 | 3 | 8 |
| VCU National Rank (out of 183) | 81 | 66 | 63 | 89 | 89 | 106 | 35 | 90 |

Percent of VCU licenses going to start-ups



VCU Research drives innovation to the marketplace

VCU Start-ups over the past 10 years

~60+ Startups | ~\$80M Funding | 8 Products

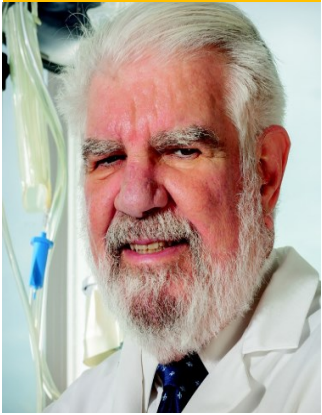


LightSwitchBio

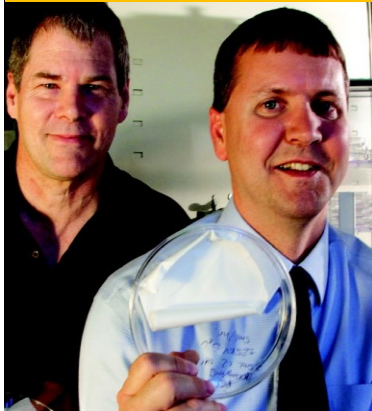


Impactful Innovators and Entrepreneurs

Wound Healing Patch



Clotting Bandage



Sickle Cell Drug



Lyme Disease Vaccine



Venting and Feeding Device for Infants



Biofilm for Infection Prevention



Automated Detection of Sexual Assault DNA



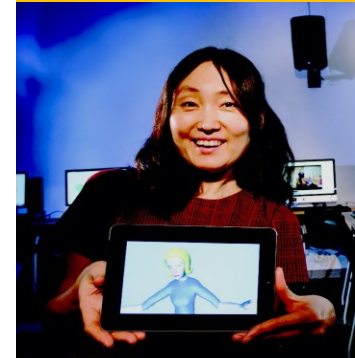
Early Detection of Parkinson's Disease



V-Coach – App for Mindfulness

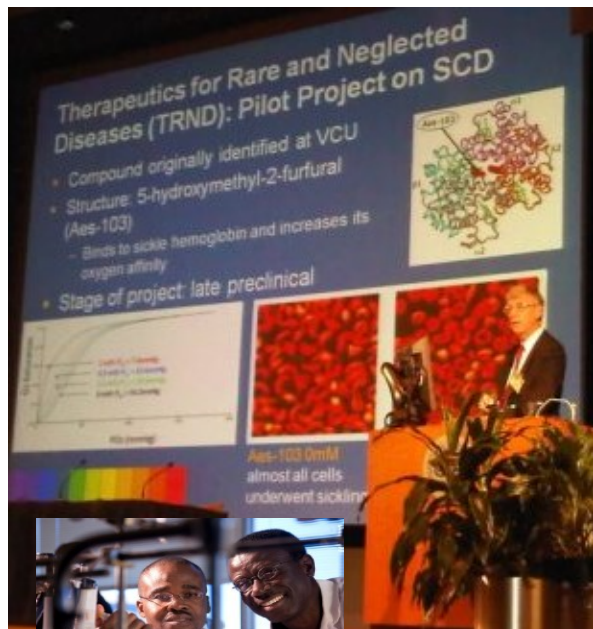


VR for Improving End of Life Quality



Therapies for sickle cell, cancer, inflammation

Anti-sickling compounds



oneVCU

Anti-cancer



Cardiovascular and anti-inflammatory



Two revolutionary VCU products Innovation Gateway guided on their journey to the market:



Dr. Richard Marconi, Microbiology and Immunology



*Not for sale - see product for full details



ThermoFisher
SCIENTIFIC



Dr. Lawrence Schwartz, Internal Medicine

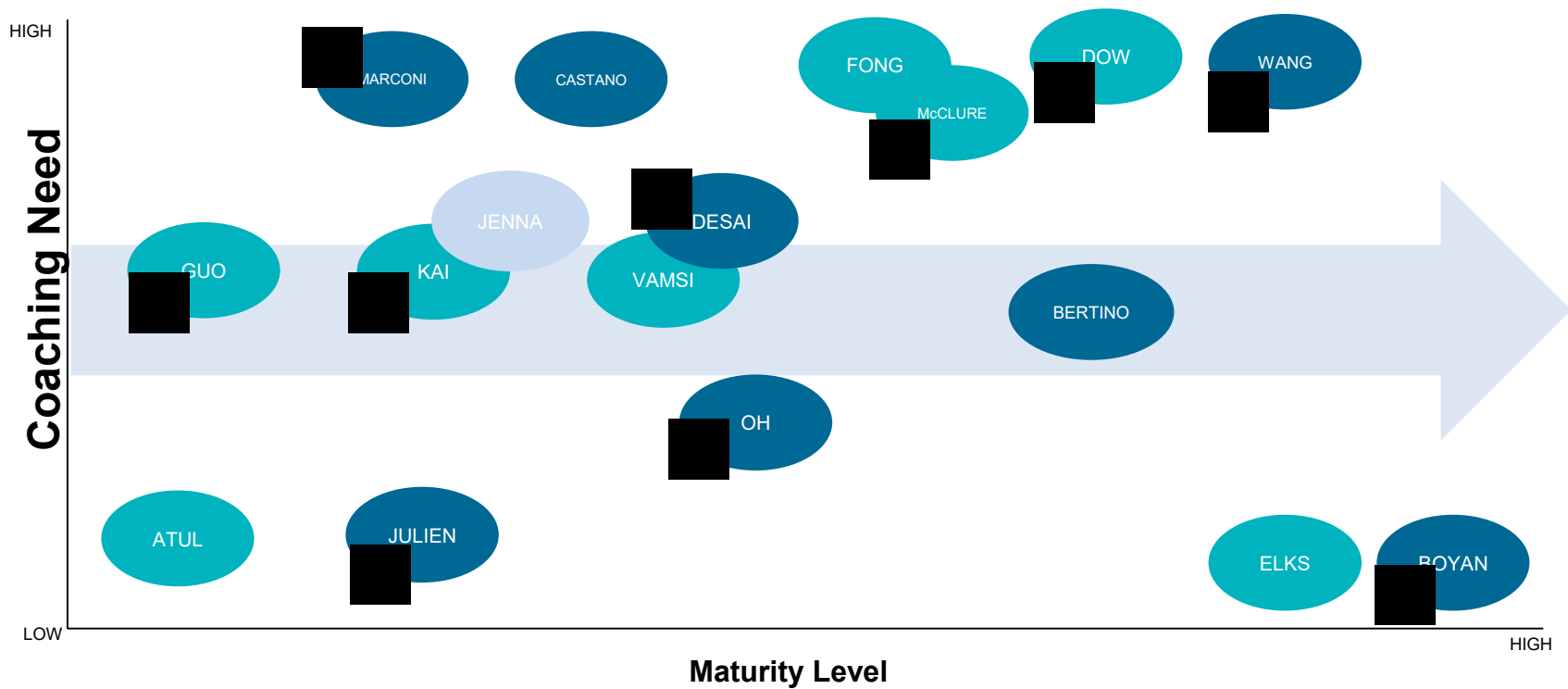
Vanguard® crLyme A Chimeric Recombinant Vaccine for Dogs: the best-selling Lyme disease vaccine for dogs in the U.S.

- **\$5.2M in total royalties in 6 years**
- Sponsored Research Funding > \$8 million
- Pipeline of new products:
 - Diagnostics products (Lyme, Leptospirosis, Anaplasmosis)
 - Human Lyme vaccine
 - Vaccines for other tick-borne diseases (Leptospirosis, Anaplasmosis)

ImmunoCAP Tryptase: the only WHO-recommended and FDA approved Assay for Systemic Mastocytosis

- **\$5.5M in total royalties**
- ImmunoCAP Tryptase: the only WHO-recommended and FDA approved Assay for Systemic Mastocytosis

VCU Start-up Pipeline



Challenge: Funding, equity, royalty

VCU Innovation Gateway:


Average start-up terms by select universities (for devices and therapeutics)

| University | Equity | Royalty | Third Party Payments | Notes |
|----------------------------------|--------|---------|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| VCU | 5-10% | 3-7% | 35-15% | Anti-dilution to \$1-2MM; 15% equity before 2010 and start-ups raised VC\$; One going to IPO - 15% equity and 3% royalty for therapeutics |
| Georgia Tech | 2-5% | 3-5% | 35-10% | Do not share equity with inventors/founders. Nothing special for engineering inventions |
| UVA | 5-7% | 2-4% | 35-15% | Sublicensing is 20-25% on average. Anti-dilution through Series A. |
| NYU | 5-10% | 4-7% | 25-10% | Do not share equity with inventors/founders |
| Columbia | 5% | 3-5% | market | Anti-dilution through Series A |
| Univ Michigan/ Michigan State | 3-10% | 5-10% | 40-25% | Anti-dilution through \$1.5-2 MM |
| AUTM averages | 4% | 2-6% | 25% | \$ are made from royalties not from cashing equity; usually from 1 patent |

VCU Commercialization Vision for Growth:


Goals for the next 6 years

Present State (2022)

 **\$3.7M**

Licensing revenues/year

 **Inconsistent growth**
Issued patents

 **10-20% yearly growth**
Cash revenues

 **6-7 start-ups**
Slow growing, faculty-run

Future State (2028)

 **\$8-10M**
Licensing revenues/year

 **40+**
Issued patents/year

 **1-2**
VC rounds or Exits/year

 **10-15 start-ups**
Per year

 **Fast growing start-ups**
Fast-funded; CEO-run

How do we achieve this vision?

Communications and Connections



- **Communicate** the program to VCU colleges, schools and faculty inventors
- **Engage senior VCU leadership and VCU alumni office** – mentors, access to advisory boards, corporate connections, smoothing VCU policy and process

Ecosystem Support

Talent, capital, infrastructure



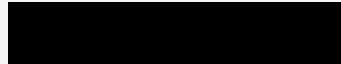
oneVCU

Team

Highly experienced
New Ventures Director



Entrepreneurs-in-Residence and experienced **CEO candidates**



Support from **Innovation Gateway** team – vetting, triage, IP protection



VCU **student engagement** – bring talented students into spinouts, perhaps support selected student startups



Capital

VCU PoC; VIPC
CCF, The Catalyst



SEED CAPITAL

Build access to RVA and VA Angels

VENTURE CAPITAL



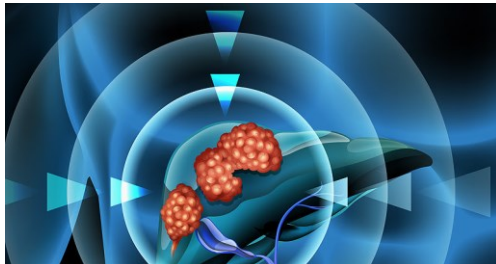
NorthernVirginia



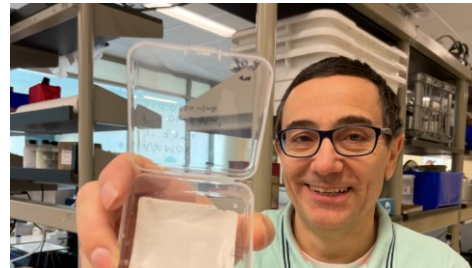
Venture Fund?
(Future)



Spreading the word on VCU startups and technologies



Leap of Faith: Former VCU cancer researcher becomes CEO of a company studying therapy he invented



VCU researcher developing methods to mass-produce eco-friendlier aerogels



Meet The Nuzzi, a VCU-born breastfeeding aid

Questions and Comments



VIRGINIA COMMONWEALTH UNIVERSITY BOARD OF VISITORS

ACADEMIC AND HEALTH AFFAIRS COMMITTEE CHARTER

I. PURPOSE

The primary purpose of the Academic and Health Affairs Committee is to provide oversight and make recommendations to the Board on all policies and plans regarding strategic enrollment management; academic quality; student matters; faculty matters; athletics; inclusive excellence and research consistent with the stated goals and objectives of the University and with its academic health center, including its affiliation with the Virginia Commonwealth University Health System Authority. Areas of responsibility include:

- Strategic enrollment management
 - Admissions
 - Retention
- Academic quality
 - Quality
 - Degrees, programs and structure
 - Trends
 - Strategic priorities
 - Academic program review
 - Online education
 - SACS/accreditation
- Student matters
 - Academic Success
 - Rights and Responsibilities
 - Concerns
 - Safety, satisfaction and engagement
- Faculty matters
 - Employment, rights and responsibilities, and professional development
 - Salaries
 - Recruitment and retention
 - Benchmarks and best practices
- Athletics
 - Academic success of student athletes and compliance with NCAA guidelines
- Research
- Inclusive Excellence
- Coordination of academic activities of health sciences schools and affiliation with the VCU Health System Authority

In addition, the Academic and Health Affairs Committee provides oversight and counsel toward the achievement of the mission, vision and goals of the Virginia Commonwealth University strategic plan.

The function of the Academic and Health Affairs Committee is primarily oversight. University management, under the auspices of the President, the Provost and Senior Vice President for Academic Affairs, and the Senior Vice President for Health Sciences and CEO of the VCU Health System, is responsible for the development, implementation, and measurement of success regarding these areas of responsibility, as well as the policies and procedures for maintaining these programs and activities.

II. COMPOSITION AND INDEPENDENCE

The Academic and Health Affairs 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 Academic and Health Affairs Committee members, would impair their independence from management and the University.

III. MEETINGS

The Academic and Health Affairs Committee will meet at least four times annually. Additional meetings may occur more frequently as circumstances warrant. The Committee chair should communicate with the Provost and Senior Vice President for Academic Affairs and the Senior Vice President for Health Sciences and CEO of the VCU Health System prior to each Committee meeting to finalize the meeting agenda and review the matters to be discussed.

IV. RESPONSIBILITIES

In performing its oversight responsibilities, the Academic and Health Affairs 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 open session portions of meetings.
3. Report Committee actions to the Board of Visitors with such recommendations as the Committee may deem appropriate.
4. Consistent with state law, the Committee may communicate in closed session (with or without members of senior management present) with general counsel and/or the executive director of assurance services present to discuss matters that the Committee or any of these groups believe should be discussed privately.

B. Academic degrees, programs and structure

1. Review and approve all proposed new domestic and international undergraduate, graduate, and professional educational programs, research programs and proposed new degrees, and monitor existing programs.
2. Review and approve proposals for the organization of the University's academic health center, including the affiliation between VCU and the Virginia Commonwealth University Health System Authority.
3. Review proposals for the organization of the academic structure of the University.

C. Coordination of academic activities of health sciences schools and affiliation with the VCU Health System Authority

1. Receive reports on the relationship and affiliation between the University and the Virginia Commonwealth University Health System Authority and other institutions, organizations, laboratories, and clinics involved in the University's academic health center, including reviewing program coordination between the Virginia Commonwealth University Health System Authority and academic and research programs.

D. Academic research activities

1. Review and approve research policies deemed to require Board of Visitor action.

2. Receive reports on research advances of faculty, interdisciplinary groups, and VCU institutes and centers.
 3. Receive reports on the relationship of research activities to local, regional, national, and international economic development.
 4. Report annually on the state of the VCU research enterprise including the total research awards, expenditures, trends, and outlook.
- E. Faculty and staff employment, rights and responsibilities, and professional development
1. Review and approve policies governing the compensation, tenure, promotion, recruitment, retention, rights and responsibilities, and development of the faculty.
 2. Review and approve policies and programs on equal employment opportunity and affirmative action.
 3. Afford an opportunity for direct communication between Board members and members of the faculty and staff.
- F. Admissions and retention
1. Review and approve policies governing the admission and retention of undergraduate, graduate and professional students to all divisions of the University.
- G. Accreditation
1. Review and approve policies and reports related to departmental, school, and institutional accreditation.
- H. Academic Success of Students
1. Review nominations and make the final selection of the recipient(s) of the Board of Visitors Award at a regularly scheduled meeting in the spring of each year.
 2. Review topical areas of interest related to the student experience.
 3. Review major fall and spring activities.
 4. Review and monitor student academic success.
- I. Academic Success of Student Athletes
1. Review and oversee matters relating to the intercollegiate athletic program.
- J. Student Rights and Responsibilities
1. Review matters (including approving policies) relating to student rights, responsibilities, conduct, concerns and discipline, including matters relating to the VCU Honor System, and Student Code of Conduct.
 2. Review and oversee matters relating to student government, and appropriate student participation in University governance.
 3. Review and oversee matters relating to student organizations and extracurricular activities.
- K. Student Services
1. Review and oversee matters relating to financial aid, housing services, counseling, student health, safety and other student services.
 2. Review and approve policies relating to student records.
 3. Review report on campus safety that provides awareness of federal reporting requirement, general overview of VCU safety-related statistics, and ongoing efforts to improve safety.
- L. Student Communications
1. Afford an opportunity for direct communication between Board members and students.

M. International Partnerships and Collaborations

1. Review and approve international partnerships

Virginia Commonwealth University Board of Visitors

Academic and Health Affairs 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 | Feb | May |
| A. General | | | | | | | |
| 1. Review, update, and approve Academic and Health Affairs Committee charter | 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. Communicate in executive session, with general counsel | | X | | X | X | X | X |
| 6. Review and approve Academic and Health Affairs Committee meeting planner for the upcoming year | X | | | X | | | |
| 7. Monitor student academic success. | | X | | X | X | X | X |
| B. Academic degrees, programs and structure | | | | | | | |
| 1. Review and approve all proposed new domestic and international undergraduate, graduate, and professional educational programs, research programs and proposed new degrees, and monitor existing programs. | | | X | | | | |
| 2. Review and approve proposals for the organization of the University's academic health center, including the affiliation between VCU and the Virginia Commonwealth University Health System Authority. | | | X | | | | |
| 3. Review and approve proposals for the organization of the academic structure of the University. | | | X | | | | |
| C. Coordination of academic activities of health sciences schools and affiliation with the VCU Health System Authority | | | | | | | |
| 1. Receive reports on the relationship and affiliation between the University and the Virginia Commonwealth University Health System Authority and other institutions, organizations, laboratories, and clinics involved in the University's academic health center, including reviewing program coordination between the Virginia Commonwealth University Health System Authority and academic and research programs. | | | X | | | | |
| D. Academic research activities | | | | | | | |

| A=Annually; Q=Quarterly; AN=As Necessary | Frequency | | | Planned Timing | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---|----|----------------|-----|-----|-----|
| | | | | Q1 | Q2 | Q3 | Q4 |
| | A | Q | AN | Sep | Dec | Feb | May |
| Q1, Q2, Q3, Q4 based on Fiscal Year (July – June) | | | | | | | |
| 1. Review and approve research policies deemed to require Board of Visitor action. | | | X | | | | |
| 2. Receive reports on research advances of faculty, interdisciplinary groups, and VCU institutes and centers. | | | X | | | | |
| 3. Receive reports on the relationship of research activities to local, regional, national and international economic development. | | | X | | | | |
| 4. Report annually on the state of the VCU research enterprise including the total research awards, expenditures, trends, and outlook. | X | | | | - | | X |
| E. Faculty and staff employment, rights and responsibilities, and professional development | | | | | | | |
| 1. Review and approve policies governing the compensation, tenure, promotion, recruitment, retention, rights and responsibilities, and development of the faculty. | | | X | | | | |
| 2. Review and approve policies and programs on equal employment opportunity and affirmative action. | | | X | | | | |
| 3. Afford an opportunity for direct communication between Board members and members of the faculty. | | | X | | | | |
| 4. Afford an opportunity for direct communication between Board members and members of the staff. | | | X | | | | |
| F. Admissions and retention | | | | | | | |
| 1. Review and approve policies governing the admission and retention of undergraduate, graduate and professional students to all divisions of the University. | | | X | | | | |
| G. Accreditation | | | | | | | |
| 1. Review and approve policies and reports related to departmental, school, and institutional accreditation. | | | X | | | | |
| H. Academic Success of Students | | | | | | | |
| 1. Review nominations and make the final selection of the recipient(s) of the Board of Visitors Award at a regularly scheduled meeting in the spring of each year. | X | | | | | X | |
| 2. Review topical areas of interest related to the student experience and overall student engagement. | | X | | X | X | X | X |
| 3. Review major fall and spring activities. | X | | | | X | | X |
| 4. Review and monitor student academic success. | | | X | | | | |
| I. Academic Success of Student Athletes | | | | | | | |
| 1. Review and oversee matters relating to the intercollegiate athletic program. | 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 | Feb | May |
| J. Student Rights and Responsibilities | | | | | | | |
| 1. Review matters (including approving policies) relating to student rights, responsibilities, conduct, concerns and discipline, including matters relating to the VCU Honor System. | | | X | | | | |
| 2. Review and oversee matters relating to student government, and appropriate student participation in University governance. | | | X | | | | |
| 3. Review and oversee matters relating to student organizations and extracurricular activities. | | | X | | | | |
| K. Student Services | | | | | | | |
| 1. Review and oversee matters relating to financial aid, housing services, counseling, student health, and other student services | | | X | | | | |
| 2. Review and approve policies relating to student records. | | | X | | | | |
| 3. Review report on campus safety that provides awareness of federal reporting requirement, general overview of VCU safety-related statistics, and ongoing efforts to improve safety. | X | | | | | X | |
| L. Student Communications | | | | | | | |
| 1. Afford an opportunity for direct communication between Board members and students. | | | X | | | | |
| M. International Partnerships and Collaboration | | | | | | | |
| 1. Review and approve international partnerships | | | X | | | | |

Revised: 8/5/2013 12:53 PM
Approved by BOV: Sept. 19, 2013
Revised: 03/11/2019
Approved by BOV: 03/22/2019
Approved by BOV: 09/18/2020
Approved by BOV: 09/16/2021
Approved by BOV: 09/16/2022

ATTACHMENT B

Transformative and problem-based learning experiences student panel

**Board of Visitors
Academic and Health Affairs Committee
*September 15, 2022***

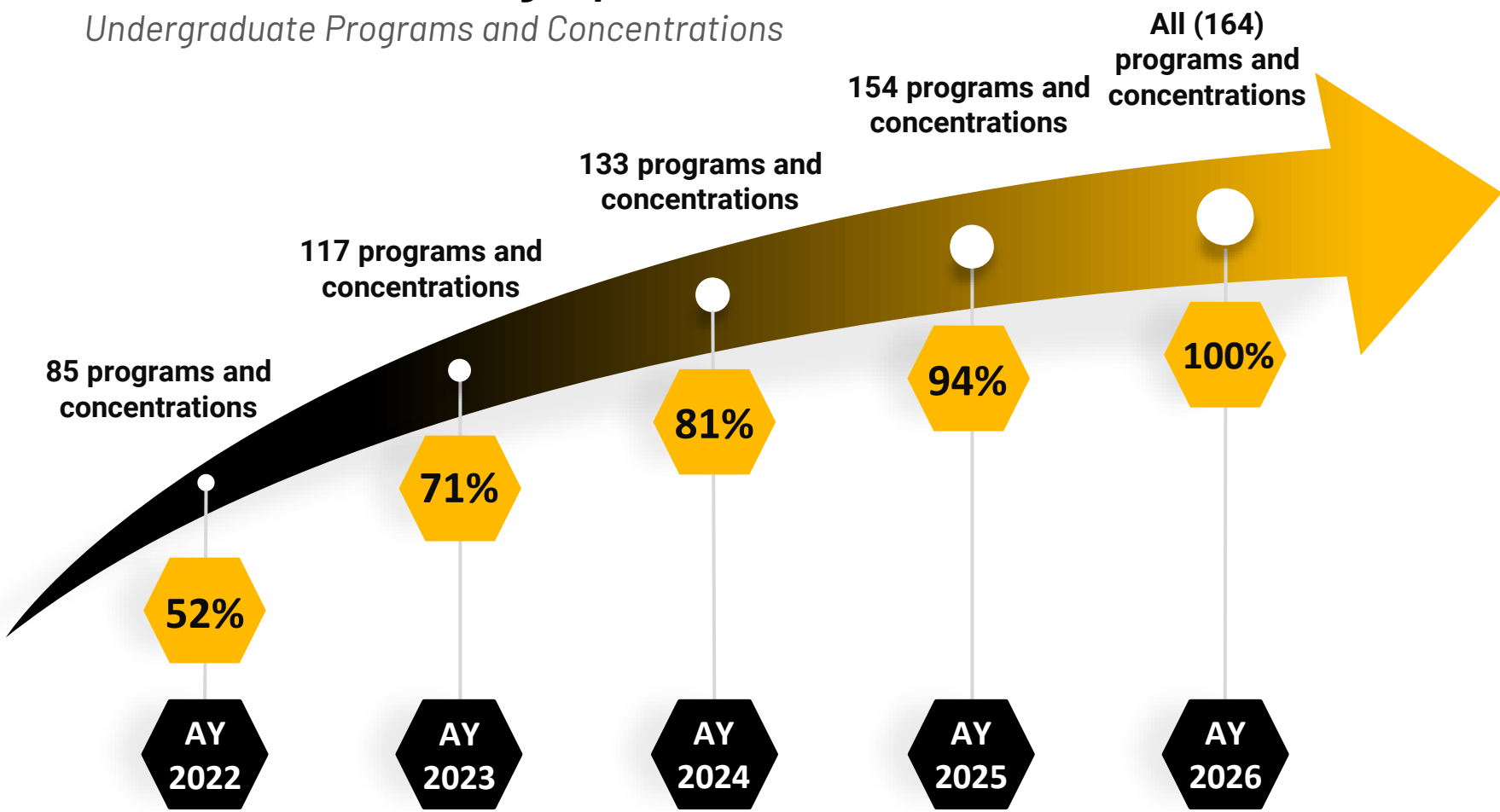


VCU

Office of the Provost

Path to Transformative Learning Experiences for VCU

Undergraduate Programs and Concentrations



Transformative experiences



Transformative experiences bridge the gap between the classroom and the real world, and empower students to develop skills that are reinforced by mentorship and critical reflection.

The broad types of transformative experiences include:

Work-based learning

Internship | Field experience | Practicum/Clinical
Cooperative Education

Problem-based learning

Capstone | Research | Lab experience | Project-based learning
Independent study | Interprofessional collaboration
Entrepreneurship/ Innovation

Other

Includes global learning experiences, service learning,
leadership education, etc.



Our focus for today

Problem-based learning



- Often focuses on a real-world problem, allowing students to connect and apply their learning to the larger world
- Provides a deeper, more active and engaging learning experience for students
- Take place in a wide variety of settings, formats, and academic disciplines
 - Ensures increased student access
 - Allows students to engage in multiple problem-based learning activities while at VCU, amplifying its benefits
- Develops soft skills (e.g., teamwork, problem-solving, time management) valued by potential employers



The result:

Students who participate in problem-based learning experiences are better prepared for their careers.

Strategic employer and community partnerships



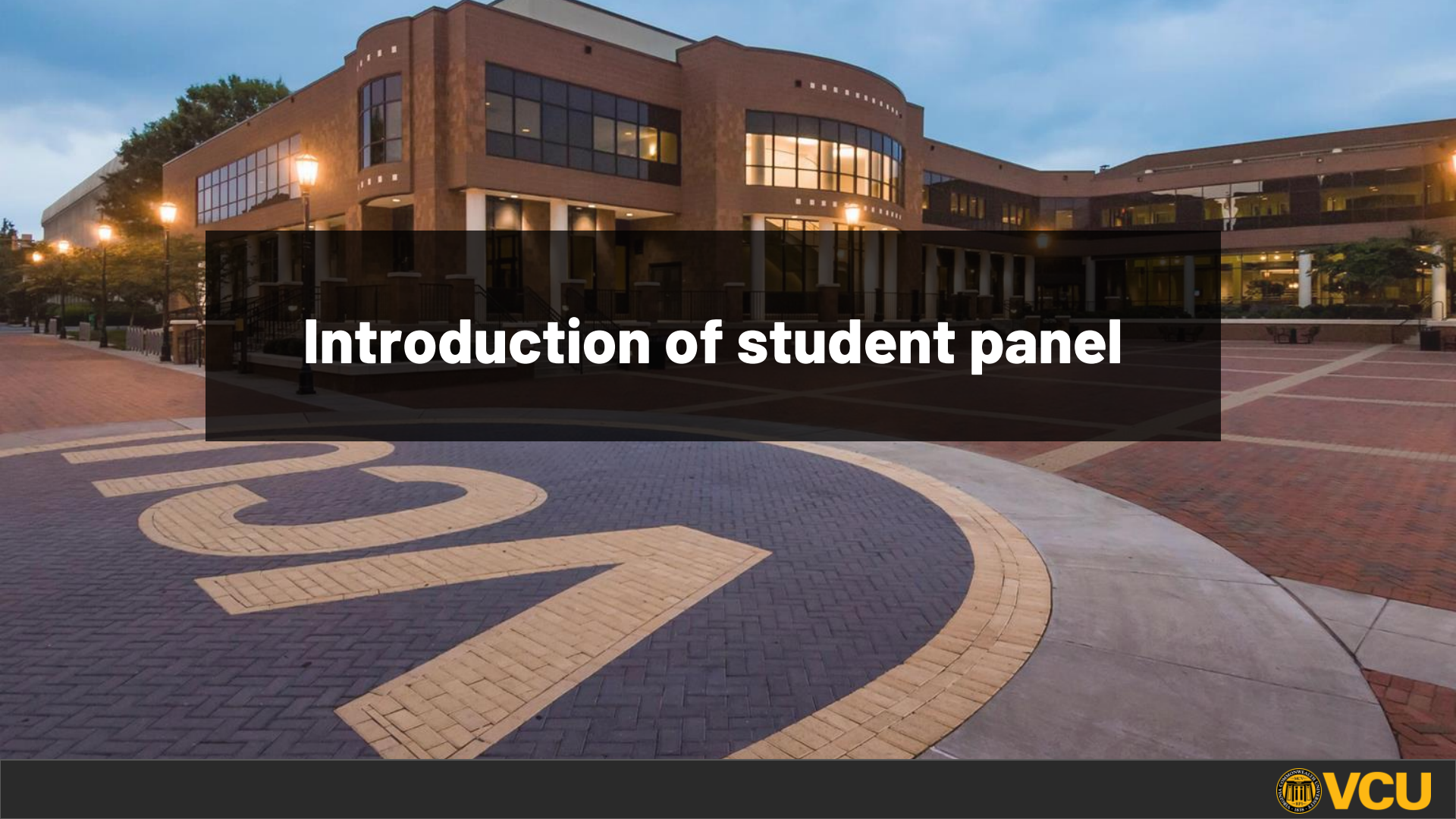
Purpose: Strengthen student transformative learning opportunities and experiences

Working with major employers in greater Richmond area to:

- **Identify education and up-skilling needs of their workforce for VCU develop credentials**
- **Provide problem-based learning experiences:**
 - **Company/organization identifies problems that need to be addressed**
 - **Team of VCU students, across various majors, led by a faculty member to propose solution to problem**

⊕ Benefits

- **Companies have limitations on the maximum number of paid internships they can afford or offer but every organization has problems to be solved.**
- **Equalizer of work-based learning for larger numbers students**
- **Value add to companies**



Introduction of student panel

Key takeaways about Problem Based Learning



Career Readiness

- ❖ Experiences often lead to internships.
- ❖ Important training grounds for professionalism, critical thinking, and communication skills
- ❖ 1 is good; 2-4 are better



Equity

- ❖ Required in the curriculum in some disciplines
- ❖ Where it's not required, it's a matter of sheer luck or social capital.

We must take luck out of the equation!



Student Success

- ❖ Connects students to the issues they care about and to faculty, staff, and community/corporate partner mentors
- ❖ Broadens students' career awareness and opportunities
- ❖ Unlike internships, they can (and do) take place anywhere



Students' Point of View

- ❖ Students identify these experiences as the ingredient that makes their VCU experience extraordinary

Transformative and problem-based learning experiences student panel

**Board of Visitors
Academic and Health Affairs Committee
*September 15, 2022***



VCU

Office of the Provost



Student Panelist Profiles



VCU REAL

Karah Moore



Major: Biomedical Engineering
Year: Senior

Notable

Mentored by Dr. Rebecca Heise, Department of Biomedical Engineering. Initiative for Maximizing Student Development Scholars (IMSD); Research scholar, Center for Health Disparities. In fall 2021 presented a poster at Annual Biomedical Research Conference for Minoritized Students (ABRCMS). This fall will again be attending the ABRCMS with the IMSD program and is also being sponsored to attend the Biomedical Engineering Society (BMES) conference in San Antonio, TX. Karah is also a very accomplished student athlete in track and field.

Highlights

- Makes an explicit connection among Problem-based learning, students contributing to solutions, and finding their own career paths
- Demonstrates the power of mentorship and of developing a professional/scholarly community: As she learned skills, she started to find her place leading to greater confidence and to additional opportunities, including her current work in a pulmonary lab.

In her own words

Joining the IMSD program and working in a research lab have probably been the most significant and transformative learning experiences I've had at VCU because I never thought I would work in that field. I've learned so much because of it.

*I would say the most **prominent skills I have cultivated during my experience relate to professionalism, critical thinking, and career development.** While working in my research lab, I've learned how to **professionally communicate** in situations where I was at fault, or when I felt that an issue needed to be addressed. **The people I meet through working continually encourage me to aim even higher through applying for conferences, sharing more job opportunities, and exposing me to just how much I can do with the research I am doing.** Of course, working in a lab requires you to think critically since most of our job is asking questions, but I've also learned to take into account everything I know when trying to solve problems.*



VCU REAL

Sofia Simmons



Major: Criminal Justice with a concentration in Forensic Crime Scene Investigation and Homeland Security and Emergency Preparedness

Minor: Psychology

Year: Senior

Notable

Participated in the Keith Sherin Global Leaders Program for TRIO students at the The Hague University of Applied Sciences Summer School through Council for Opportunity in Education based around the UN Sustainable Development Goals (SDGs)

Recipient of the national Gilman Scholarship through the Council on International Educational Exchange to study abroad in South Africa in 2023.

Current VCU Transform Living-Learning Program student

Highlights

- Demonstrates the interdisciplinarity of a global learning experience focused on a complex challenge, in this case the UN's Sustainable Development Goals
- One experience opens the door to other experiences
- Provided her a unique, competitive edge; "Employers want to know that you've had real-world experience and that you have transferable skills."

In her own words

I am currently a VCU Transform student, a TRIO Student Support Services (SSS) Student Ambassador, and a residential assistant at Ackell Residence Center. I served as a legislative intern during the 2022 Virginia General Assembly session and I studied abroad in The Hague, Netherlands during the Summer 2022 term studying global citizenship and the 17 SDGs. I joined Delta Sigma Theta Sorority Incorporated as a Spring 2022 initiate. I have participated in many on-campus student organizations, including the VCU chapter of the NAACP.

My experiences have allowed me to develop and evolve in all 8 National Association of Colleges and Employers (NACE) competencies.¹ One opportunity that all of these activities have allowed me is networking. From there, I have grown in my communication skills, confidence, leadership, and overall professionalism. These opportunities have also allowed me to remain adaptable to any situation. As a result, I consistently utilize my critical thinking skills as well.

¹NACE is the leading professional association connecting college career professionals and hiring managers. The NACE competencies are behaviors that demonstrate career readiness.



VCU REAL

Dylan Stephens



Major: Environmental Studies and Sociology
Year: Senior

Notable

Dylan has applied the training quantitative spatial analyses as a field survey technician under the direction of **Virginia Department of Conservation and Recreation (VDCR) employees**, worked on service-learning courses on urban ecology, worked on a special “consulting” project associated with global education to help a VCU history professor showcase towns, cities and kingdoms referenced in a refereed publication, and won first place in the 2022 Virginia Association of Mapping and Land Information System (VAMLIS) GeoCon Student Web Application category for their application entitled “From Redlines to Greenways.”

Highlights

- Offers the unique perspective of a returning student
- Highlights the role of hands-on, problem based learning in finding a career path that is both personally meaningful and leads to a “steady income not piece work”
- Provides an example of how his skills translate across disciplines and contexts, from working in the field with a government agency to working in the private sector to contributing to scholarship through collaboration with a history professor to map 17th century Senghal

In his own words

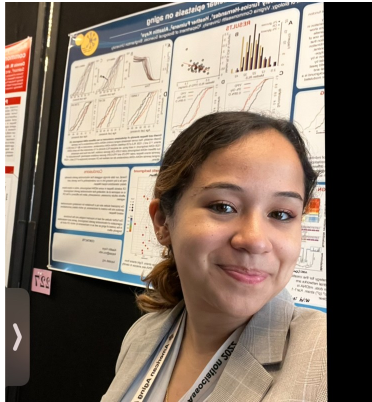
Taking the urban ecology course allowed me not only to get out into the world and see what the actual practical applications of my degree would be but also jump started a number of incredible opportunities to work with VDCR and other organizations

My work with the VDCR was a direct result of the connections I made through the urban forestry course, and because of that I was able to apply my skills practically and engage with the intersection of local and national government. I also was able to present some of my work to the VAMLIS conference earlier this year which was a great opportunity to engage with the private sector and build some connections that will help me build a career in this field.



VCU REAL

Lesly Turcios-Hernandez



Major: Biology
Minor: Chemistry
Year: Senior

Notable

VCU Undergraduate Research Opportunities Program (UROP) Fellow and Federal Work Study Research Assistant. A first-generation college student who actively participates in You First at VCU. Co-author of a scientific paper being prepared for publication. Presented research results at a professional conference.

Highlights

- Demonstrates commitment to making a difference societally and at VCU and the importance of multiple experiences
- She wants to mentor other Hispanic students through You First.

- Through work with Dr. Pat Cummins on the Cote d'Ivoire project, she was prepared for the pulmonary lab where she is currently excelling and gained a larger, global context for understanding Covid responses. She can see the connection between cultural agility and scientific discovery.
- Changed the way she sees her future: She discovered skills and career options that broadened the way she imagines her future. She is now co-author with a professor, and through attendance at a professional conference to present research results was offered a job on the spot.

In her own words

*The most significant and transformative experiential learning activity that I have engaged in at VCU would most definitely be the **Undergraduate Research Program at VCU**. This experience really helped me with **critical thinking skills**. After I was trained in specific benchwork activities, **I was able to learn different problem solving paths** to help my experiment work more efficiently and optimized certain aspects to help the efficiency of my results. I have also **shifted my career focus** especially after being involved in other projects in the lab. Having my own project in the lab has made me more eager to continue with my labs aim. I have **shifted from wanting to become a medical doctor to pursuing a Ph.D. in molecular biology to continue my love for being a scientist**. Labs are all about teamwork and by doing two years of a research fellowship I have learned how to work together and develop team building skills.*

VCU Health Sciences

Dr. Art Kellermann

Senior VP Health Sciences & CEO, VCU Health System

Sept. 15, 2022



MPC Student Engagement: *One VCU*

Pathway
Programs

Research &
work
opportunities

Mentorship

Instruction



Advising &
Counselling
g

Student
Clubs and
Orgs

Shadowing

Social
Events

MPC Partners

Unbounded Opportunities

OneVCU

University partners

- Military Student Services
- Student Success
- Career Services
- TRIO
- Graduate School
- College of Engineering
- College of Humanities and Sciences
- School of the Arts
- Honors College
- *And more*

Student Organizations

- Pre-health and Related Interest Mentoring Experiences (P.R.I.M.E.)
- Medical Students for a Sustainable Future
- Med Mentors
- STEM Care
- Sisters to Stethoscopes
- Black Men in Medicine
- Emerging Health Leaders
- Minority Association of Pre-health Students
- *And more...*



OSVPHS Division of Student Engagement and Impact

onevcu

Acceleration – a living-learning community to promote community and provide resources for students interested in health sciences.

STEM Transitions Transfer Success – a collaboration with VCU Careers Services and VCU REAL to provide support and resources to new students.

Triage - a partnership with the Office of Military Student Services connecting students who are interested in healthcare professional education in the United States Military

Exhale After Hours - an interprofessional program connecting students with their peers in a relaxed setting to foster community and exchange of resources.



School Highlights

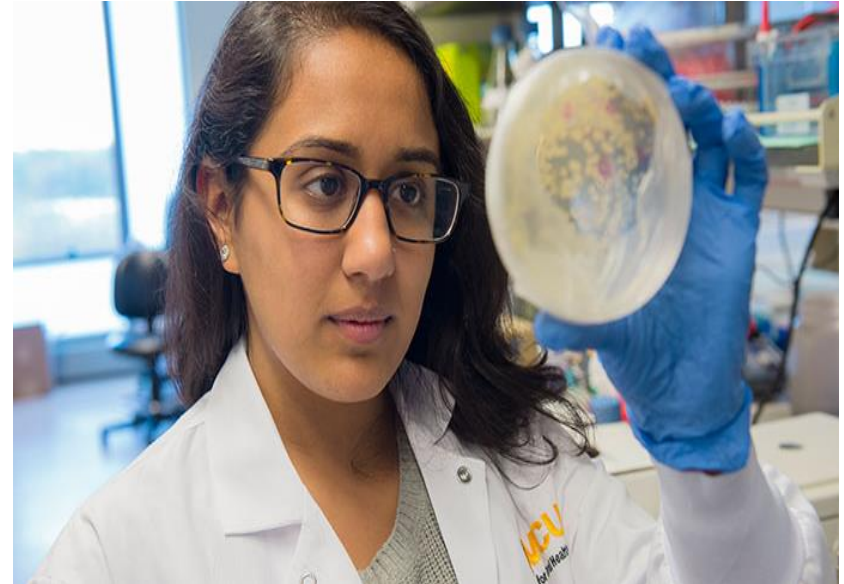
oneVCU

VCU College of Health Professions

- Allied Health Career Exploration Program
- Mentorship opportunities with CHP Alumni
- CHP office space for MPC students in P.R.I.M.E.
- Student employment and general ed opportunities
- New & rapidly growing BSHS degree program

VCU School of Dentistry

- Research opportunities in Oral Health
- DENS 101 – Intro to Dentistry for MPC students
- Advising and counseling for pre-dental students
- Growing BS degree program in dental hygiene



School Highlights (cont'd)

VCU School of Medicine

- Extensive research opportunities, including oncology and traumatic brain injury
- Instructional support for multiple MPC courses
- Faculty serve on advisory committees for grad students
- Shadowing opportunities in Family Medicine
- Collaborate with School of the Arts students for medical simulation training sessions

VCU School of Nursing

- Welcome back social events
- Specialized information sessions
- Participation in Student Success Special Topics course
- Large and growing BSN program

oneVCU



School Highlights (cont'd)

oneVCU

VCU School of Pharmacy

- Summer research program in pharmaceutical engineering
- Multiple courses taught on MPC
- Shadowing opportunities with faculty & staff
- Undergrad student employment opportunities
- BS in Pharmaceutical Science submitted to SCHEV

Coming Soon! VCU School of Population Health

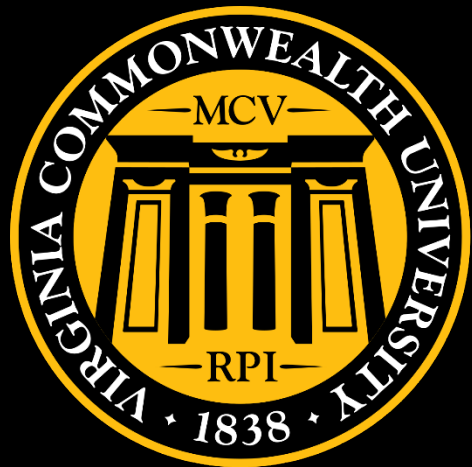
- Under consideration by SCHEV
- Based on our long-accredited public health *program*
- 4 departments; several research centers
- Will enable creation of a “4+1” BS-MPH track
- Expected to boost recruitment & retention of VCU pre-health students to serve the Commonwealth in a wide range of roles



Key Performance Indicators

1. **Develop & grow thriving undergraduate degree programs** in the VCU CHP and VCU's Schools of Nursing, Pharmacy and Dentistry.
 - Measure the impact of each on undergraduate enrollment, retention, graduation rates, job placements and tuition revenue
2. **Establish a 4:1 BS-MPH dual degree program** in VCU's new SPH
 - Monitor its impact on various VCU schools' pre-health enrollment, retention & graduation rates, as well as subsequent MPH matriculation, job placement and revenue
3. **Connect VCU URM, First Gen, and/or rural students** to on-campus and in-town experiential opportunities
4. **Expand the number and array of service-learning and part time employment opportunities** offered to VCU undergrad students
 - Monitor the number of openings offered and filled each year
 - Measure the quality of student experiences
 - Determine the impact of these programs on student career choice and success

#OneVCU



Attachment B



VCU Rankings: Focusing on What Really Matters

December 2022



VA Public Universities Rank



*1,500 public universities ranked
1,850 universities reported data



25th overall
3rd among
public national universities*



41st overall
13th among
public national universities



VIRGINIA TECH.

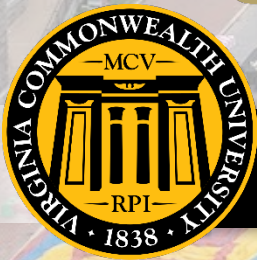
62nd overall
23rd among
public national universities



137th overall
64th among
public national universities



151st overall
72nd among
public national universities

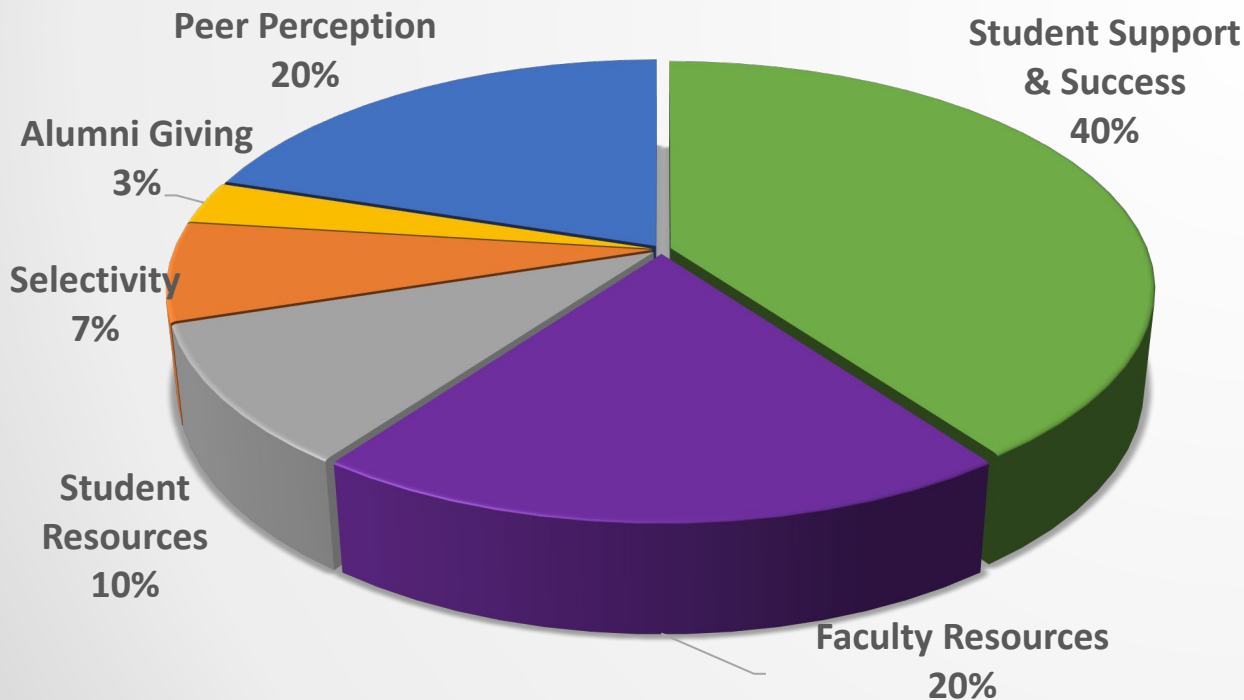


166th overall
83rd among
public national universities



299th overall
156th among
public national universities

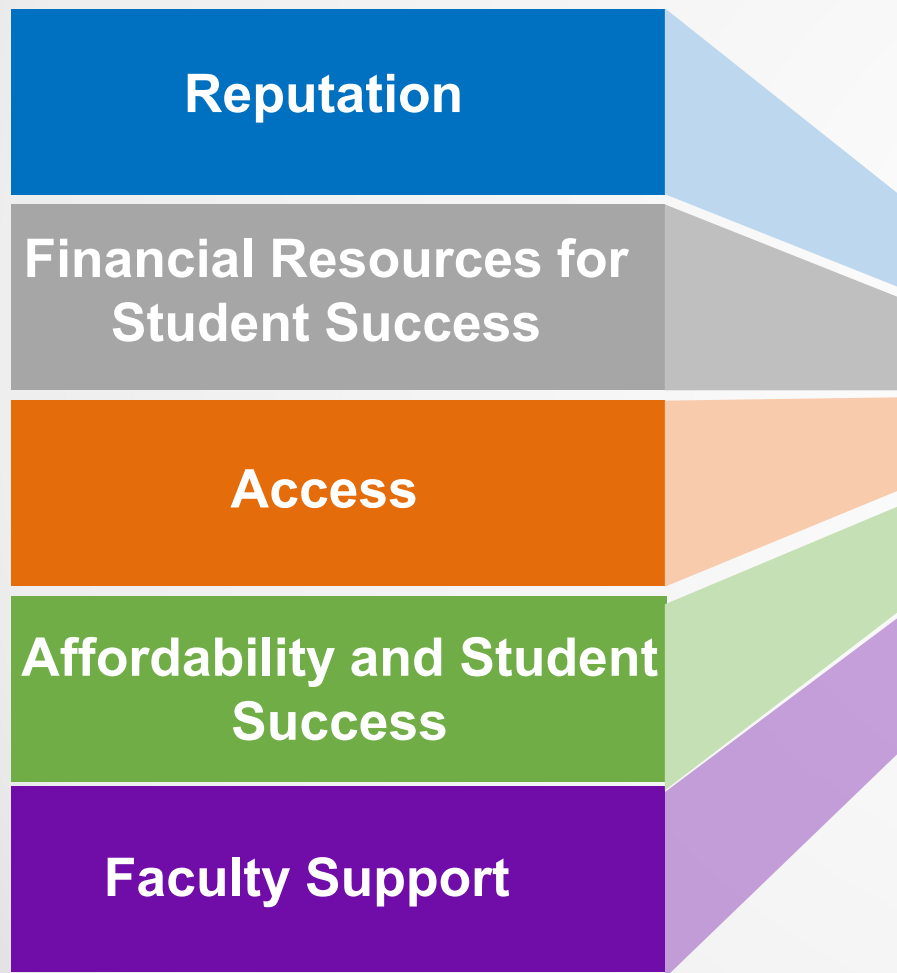
Ranking Methodology



| Ranking Factor | Weight |
|-----------------------------------------------------------------------------|--------|
| Undergraduate Peer Perception | 20% |
| Average Alumni Giving Rate | 3% |
| Faculty Resources | 20% |
| Class Size Index | 8% |
| Faculty Compensation | 7% |
| Percent Full-Time and Part-Time Faculty with Terminal Degree in Their Field | 3% |
| Percent Faculty That is Full Time | 1% |
| Student-Faculty Ratio | 1% |
| Student Selectivity | 7% |
| SAT and Composite ACT | 5% |
| High School Class Standing In Top 10% | 2% |
| High School Class Standing In Top 25% | 0% |
| Financial Resources Per Student | 10% |
| Student Support and Success | 40% |
| Graduation And Retention Rates | 22% |
| Average Six-year Graduation Rate | 17.60% |
| Average First-year Student Retention Rate | 4.40% |
| Social Mobility | 5% |
| Pell Grant Graduation Rates | 2.50% |
| Pell Grant Graduation Rate Performance | 2.50% |
| Graduation Rate Performance | 8% |
| Graduate Indebtedness | 5% |
| Graduate Indebtedness Total | 3% |
| Graduate Indebtedness Proportion with Debt | 2% |
| Total | 100% |

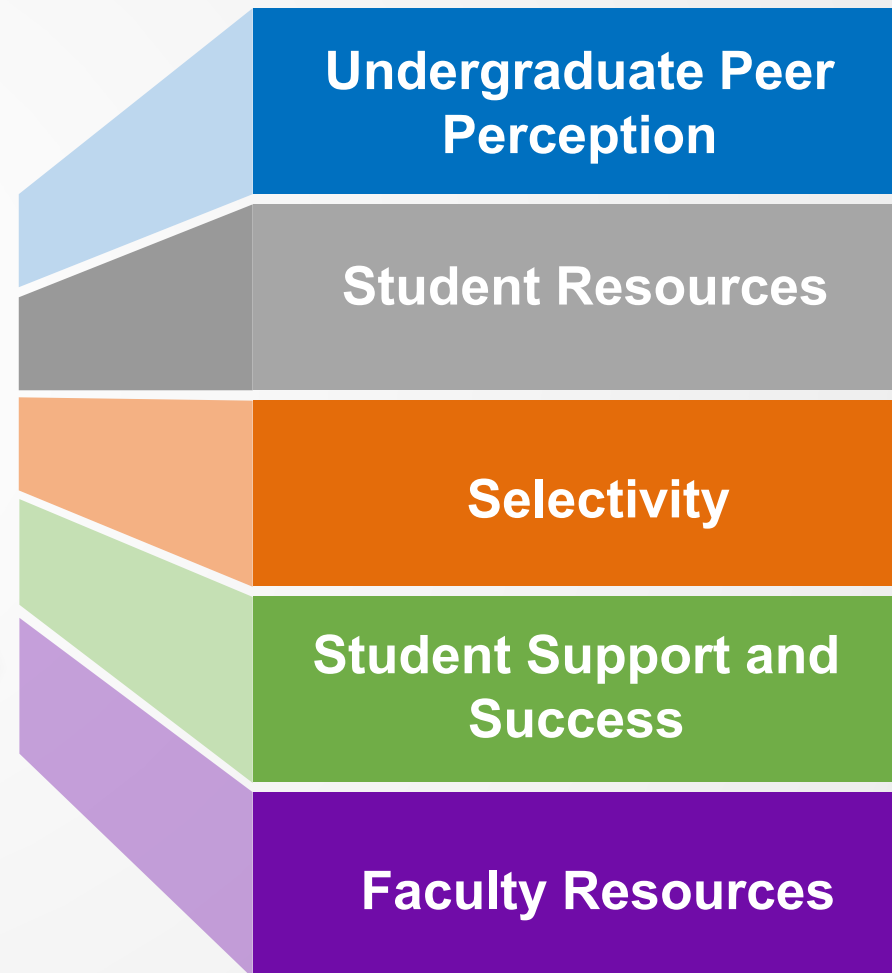
VCU

Areas of Focus



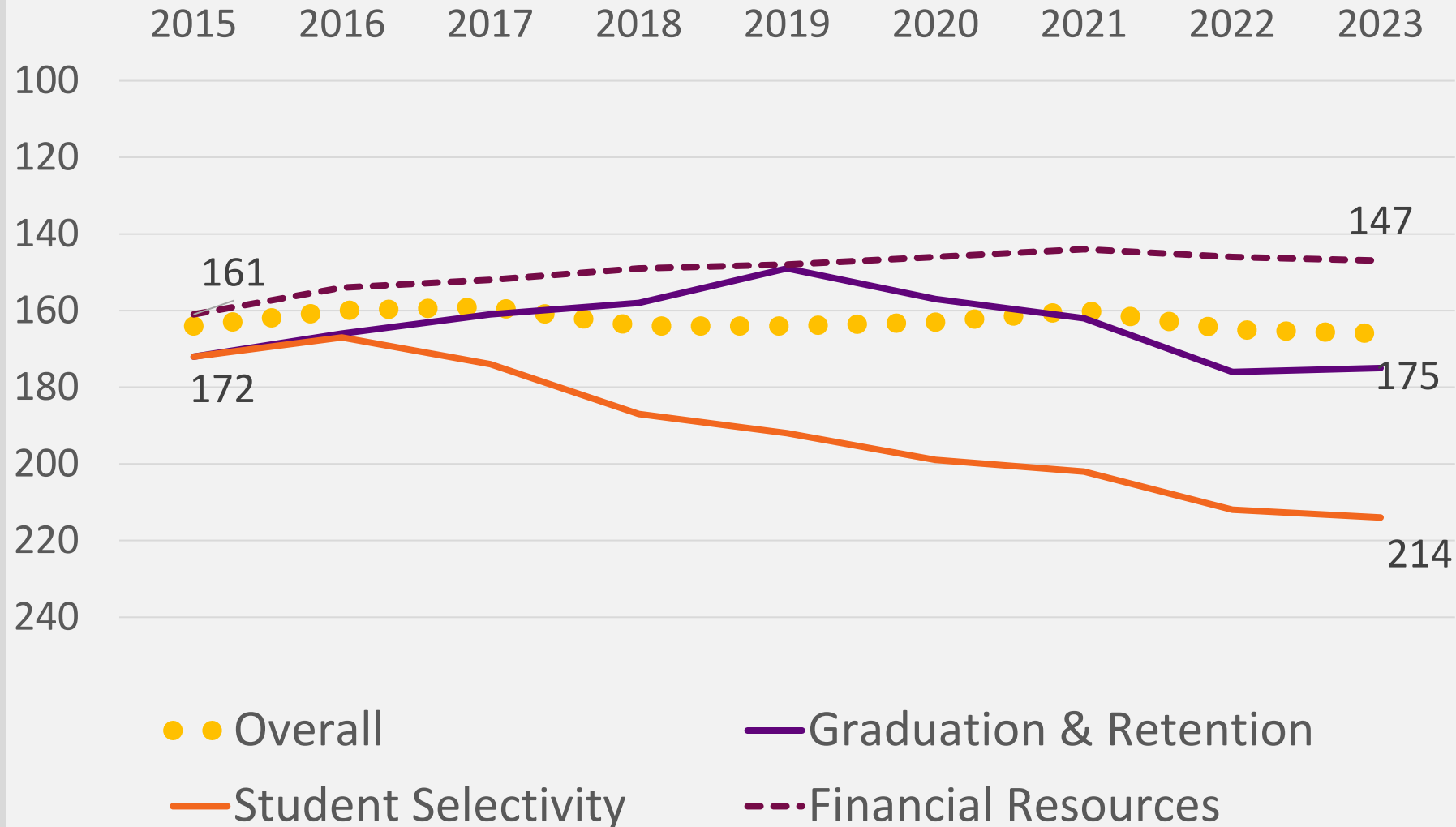
US News

Ranking Categories



VCU USNWR National Student Success Ranking

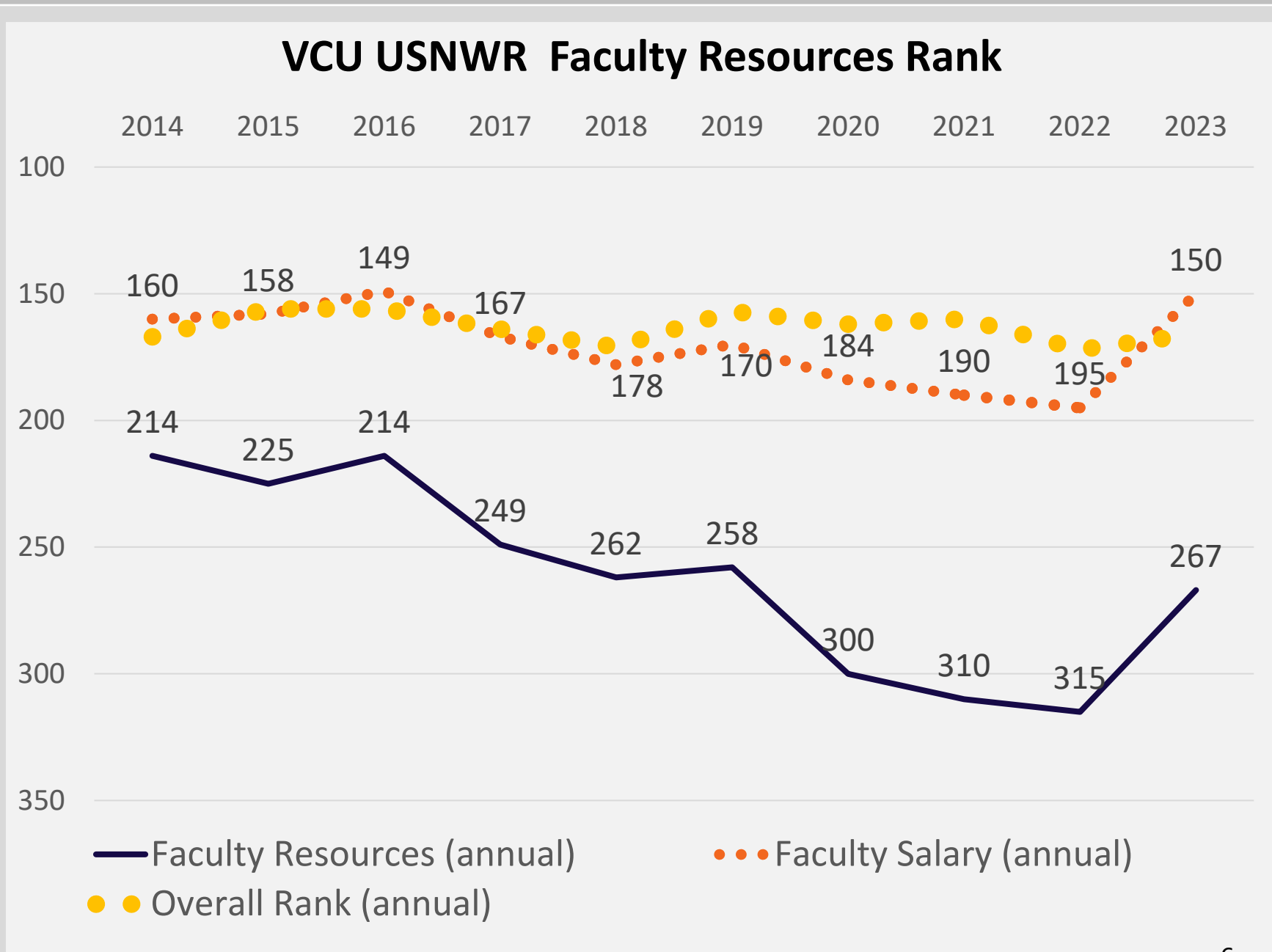
Rankings reflect 3-year rolling averages



Student Success



Faculty Resources

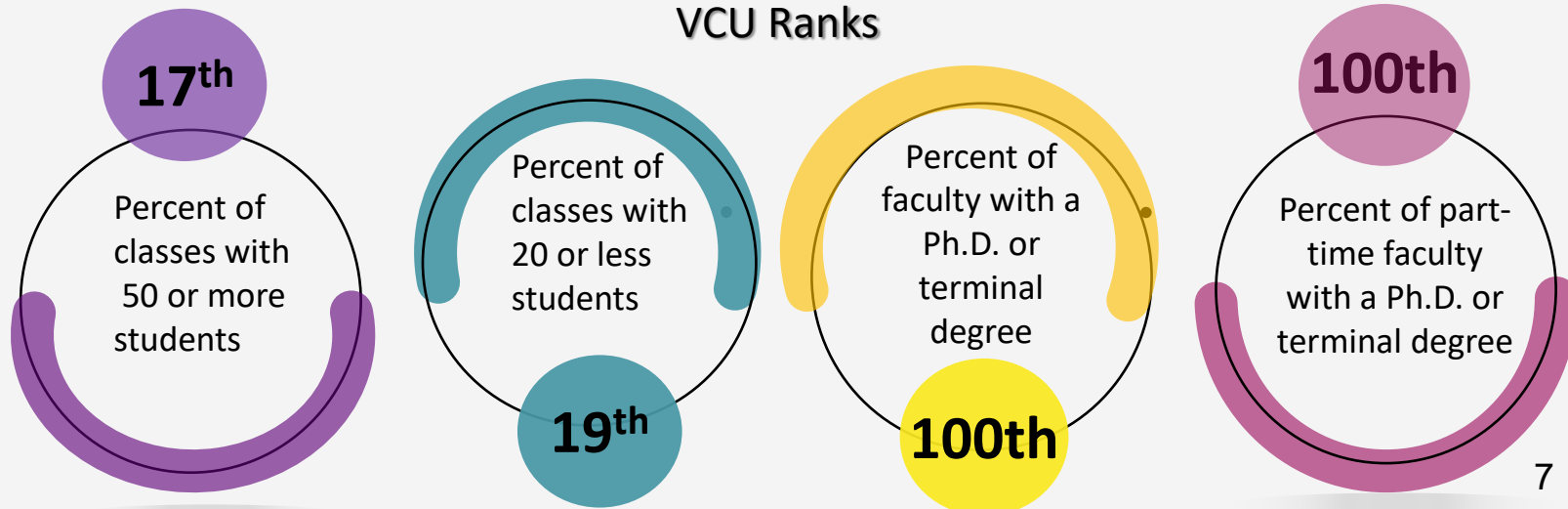


2023 USNWR National University Rankings

| | % of Full-time Faculty with Ph.D. or Term. Deg. | VCU Rank | % of FT and PT Faculty with Ph.D. or Term. Deg. | VCU Rank | % of classes over 50 | VCU Rank | % of classes under 20 | VCU Rank |
|------------------------------------------------------|----------------------------------------------------------|-------------|-------------------------------------------------------|-------------|----------------------------|-------------|-----------------------------|-------------|
| VCU | 73% | | 65% | | 10.4% | | 48% | |
| Average (all Nat'l Universities) | 85% | 353 | 76% | 334 | 8.3% | 270 | 50% | 206 |
| Average (Top 100 Public Universities) | 89% | 100 | 84% | 100 | 16.0% | 17 | 40% | 19 |

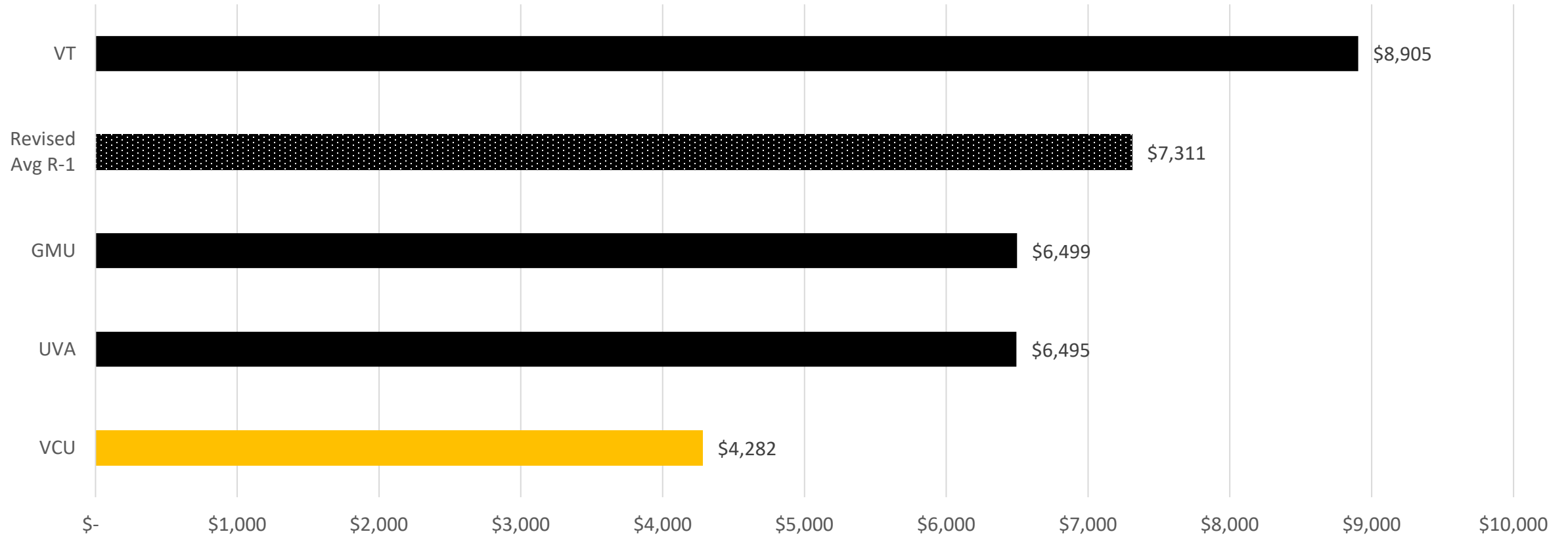
Faculty Resources

Among Top 100 Public Universities VCU Ranks



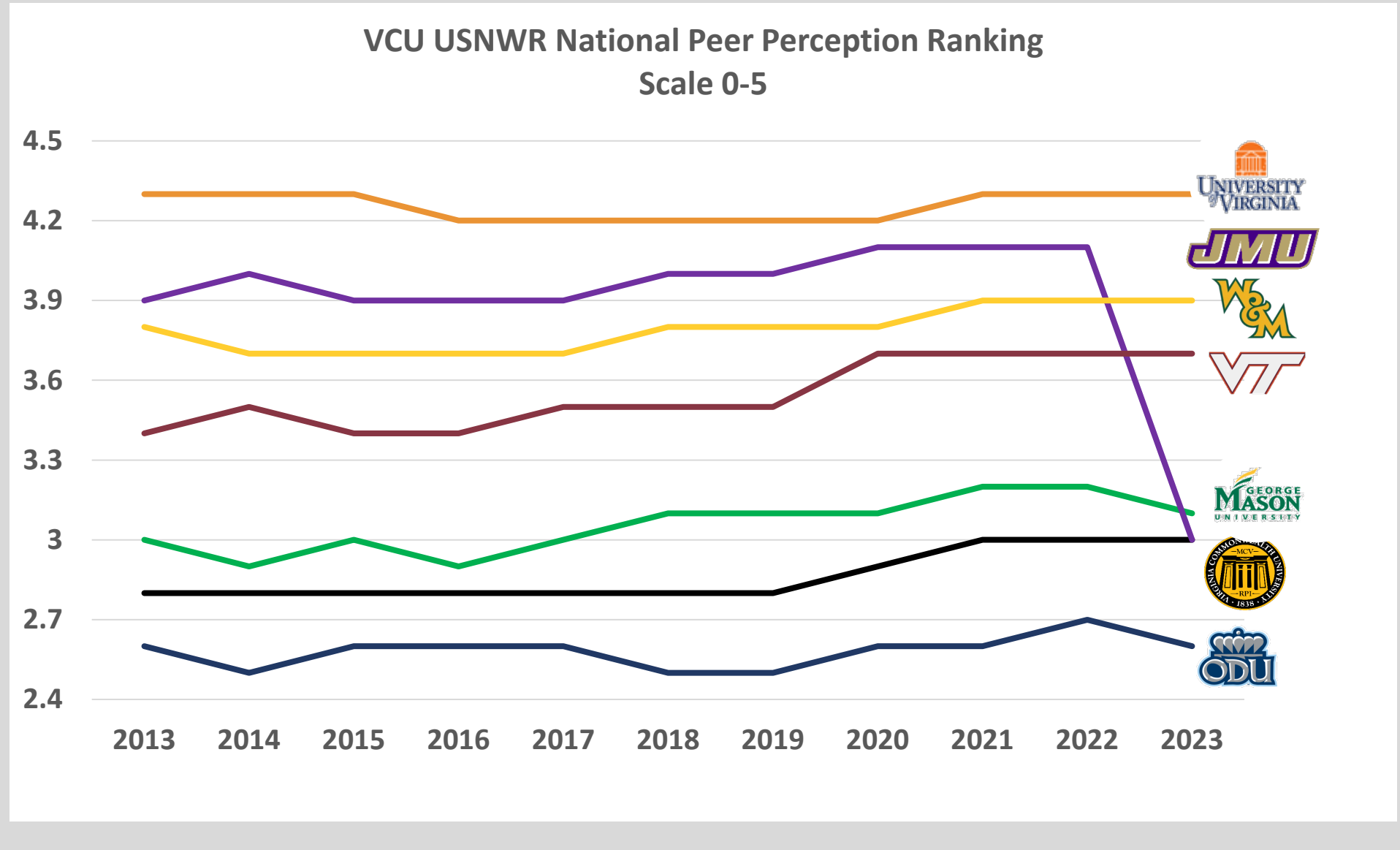
Structural Equity Adjustment

2022 State Funding by Fall 21 In-State FTE adjusted for Vet Med, Medical, Pharmacy, Dentistry State Funding

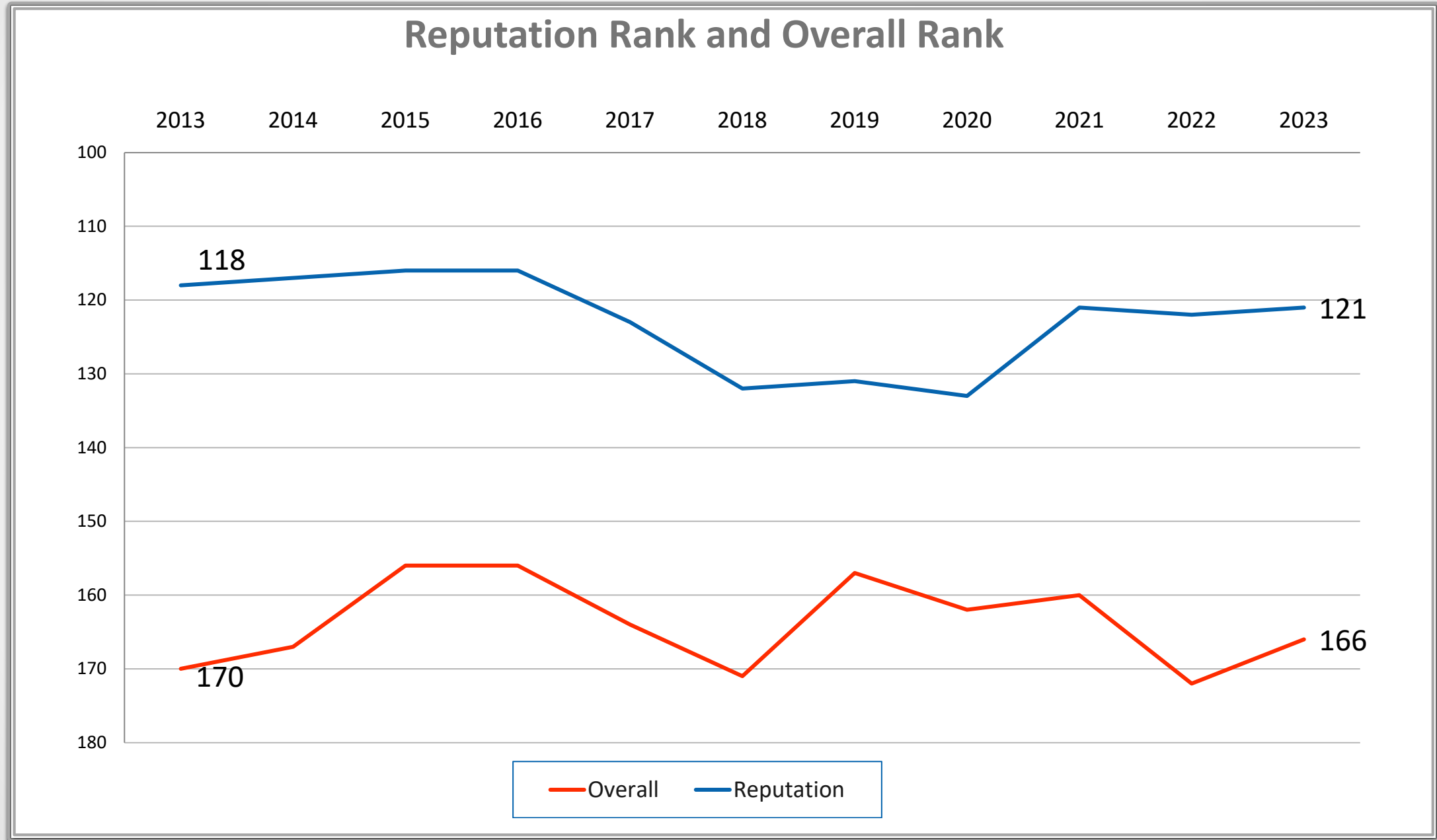


- This graph presents adjusted state budgets for schools of Veterinary Medicine, Medicine, Pharmacy, and Dentistry. Law Schools are excluded as they are often expected to be self supported
- VT funding has been adjusted for their Vet program along with an assumed 40% overhead for that program.
- Other first professional programs as defined by SCHEV are not included including, Chiropractic, osteopathic medicine (VT's program is a 501c3), rabbinical and Talmudic studies, podiatry, divinity/ministry. Currently, not other R-1 Universities have these programs.

Academic Reputation



Reputation & Overall Rankings





Rankings: Another Vantage Point

International Ranking Methodology

| Ranking Indicator | Weight |
|-------------------------------------------------------------------------------------|--------|
| Global research reputation | 12.5% |
| Regional research reputation | 12.5% |
| Publications | 10% |
| Books | 2.5% |
| Conferences | 2.5% |
| Normalized citation impact | 10% |
| Total citations | 7.5% |
| Number of publications that are among the 10% most cited | 12.5% |
| Percentage of total publications that are among the 10% most cited | 10% |
| International collaboration- relative to country | 5% |
| International collaboration | 5% |
| Number of highly cited papers that are among the 1% cited in their respective field | 5% |

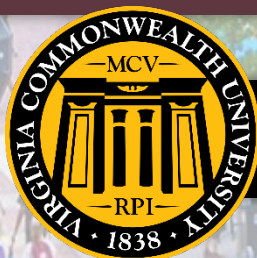


119th among
global universities*

International Rank VA Public Universities



265th among
global universities



439th among
global universities



478th among
global universities



624th among
global universities



989th among
global universities



1,827th among
global universities

*2,000 global universities ranked

Key Takeaways



**Faculty
Resources**



**Student
Support and
Success**



**Peer
Perception**



Clean Data

We can improve our overall rankings by focusing on the things about which we care deeply.

Plan to improve VCU US News Undergraduate Ranking

- Significant movement in rankings requires a strategic long-term approach and significant financial investments
- Stretch goal: VCU to rank in the top 60 public universities by 2028 (presently we rank at 83)
- Achieving the student success goals we have set in the recalibrated Quest 2028: One VCU, Together we Transform plan will help us rise in the student support and success category of the rankings
- Expand full time faculty numbers through cluster hires and focus on hiring only faculty with terminal degrees whether tenure track or term
- Continue advocacy to the state to grow financial support to VCU and grow faculty salaries
- Leverage and grow the ongoing marketing and communications campaign to increase peer perception score
- Launch strategic initiative to refocus VCU efforts on tracking progress in various U.S News ranking categories across the institution and strengthening our ability to collect and report data in all categories. Redesign IRDS, with a national search for new leadership, to lead this effort.