AGENDA

1. CALL TO ORDER & OPENING COMMENTS
   Mr. John A. Luke, Jr., Rector

2. APPROVAL OF AGENDA
   Mr. John A. Luke, Jr., Rector

3. APPROVAL OF MINUTES
   December 7, 2018
   Mr. John A. Luke, Jr., Rector

4. PRESIDENT'S REPORT
   President Michael Rao

5. NOMINATING COMMITTEE REPORT
   Mr. John A. Luke, Jr., Chair

   Report to the Board of Visitors

   Action Items:
   (a) Ratification of Rector for term ending 6/30/2019
   (b) Election of Vice Rector through 6/30/2019
   (c) Election of Rector for FY 2019-2020

6. CLOSED SESSION
   Freedom of Information Act Sections 2.2-3711 (A) (1), (2), (3), (7), (8), (9), (11), and (29) specifically:

   a. President’s Report
      i. Faculty Appointments and Changes in Status and Other Personnel Actions
      ii. Edward A. Wayne Medal
      iii. Presidential Medallion
      iv. Honorary Degree

   b. Closed session report from the Academic and Health Affairs Committee
      i. Board of Visitors Scholarship Recipient

   c. Closed session report from the Audit, Integrity and Compliance Committee

   d. Closed session report from University Resources Committee

   Mr. John A. Luke, Jr., Rector
i. Funds Eligible for Naming
ii. Funds Eligible for Naming under $50,000

e. Closed session report from the Finance, Budget and Investment Committee

Executive Session
f. Athletics Update

g. Closed session report from Governance and Compensation Committee

Executive Session
i. Contract Amendment

Mr. H. Benson Dendy, III, Chair

Mr. Richard Bunce, Senior Advisor to the President

Mr. John A. Luke, Jr., Chair

Mr. John A. Luke, Jr., Rector

7. RETURN TO OPEN SESSION AND CERTIFICATION

Action Item:
Approval of items discussed in closed session, if any

8. RANKINGS – INSTITUTIONS OF HIGHER EDUCATION

Dr. Gail Hackett, Sr., Provost and Senior Vice President for Academic Affairs

9. MARKETING UPDATE – STUDENT RECRUITMENT

Ms. Pamela Lepley, Vice President for University Relations and Chief Communications Officer

10. ACADEMIC AND HEALTH AFFAIRS COMMITTEE REPORT

Dr. Carol S. Shapiro, Chair

Report to the Board of Visitors

Action Items:
Recommendation to approve:
(a) new graduate certificate in Applied Statistics
(b) new graduate certificate in Cybersecurity Policy and Management
(c) change the CIP code for M.A. in Economics
(d) discontinue the Doctor of Philosophy in Anatomy & Neurobiology
(e) create a new Bachelor of Science in Education in Early Childhood Education and Teaching
(f) create a new Bachelor of Science in Education in Elementary Education and Teaching
(g) create a new Bachelor of Science in Education in Secondary Education with a concentration in Engineering Education
(h) create a new Bachelor of Science in Education in Health and Physical Education
(i) create a new Bachelor of Science in Education in Special Education and Teaching with a concentration
(j) move the Bachelor of Science in Dental Hygiene from the Department of Oral Health Promotion and Community Outreach to the Dean’s Office
(k) move the Doctor of Philosophy in Oral Health Research from the Department of Oral and Craniofacial Molecular Biology to the Dean’s Office
(l) amended Charter

11. AUDIT, INTEGRITY AND COMPLIANCE COMMITTEE REPORT

Mr. Keith Parker, Chair

Report to the Board of Visitors

12. FINANCE, BUDGET AND INVESTMENT COMMITTEE REPORT

Mr. H. Benson Dendy, III, Chair

Report to the Board of Visitors

Action Items:
(a) Recommendation to Approve VCU Master Plan
(b) Recommendation to Approve Amendments to Six-Year Capital Outlay Plan:
   i. Johnson and Shafer Chillers
   ii. MCV Campus Steam Line Installation
(c) Recommendation to approve Project Plans: Rice Center Research Facility
(d) Recommendation to approve Easements:
   i. Amendment of Conservation Easement Authorization, VCU Rice Rivers Center
   ii. Sewer Easement Authorization, VCU Health System Adult Outpatient Facility
   iii. Easement Affirmation, Oliver Hill Way
   iv. Electrical Line Easement Affirmation, College of Health Professions Building
   v. Water Line Easement Affirmation, College of Health Professions Building
   vi. Electrical Line Easement Affirmation, Gladding Residence Center

13. GOVERNANCE AND COMPENSATION COMMITTEE REPORT

Mr. John A. Luke, Jr., Chair

Report to the Board of Visitors

Action Items:
(a) Recommendation to approve creation of Intercollegiate Athletics Committee
(b) Recommendation to approve Bylaws as Amended
(c) Recommendation to approve policy entitled “Awarding Honorary Degrees and Other Special Awards”
(d) Recommendation to approve policy entitled “BOV Member Remote Participation in Meetings by Electronic Communication Means”
14. UNIVERSITY RESOURCES COMMITTEE REPORT

Report to the Board of Visitors

Mr. G. Richard Wagoner, Chair

15. CLOSED SESSION (Executive Session)

Freedom of Information Act Sections 2.2-3711 (A) (1), (2), (3), (7), (8), (9), (11), and (29)

Mr. John A. Luke, Jr., Rector

16. RETURN TO OPEN SESSION AND CERTIFICATION

Action Item:
Approval of items discussed in closed session, if any

Mr. John A. Luke, Jr., Rector

17. OTHER BUSINESS

Mr. John A. Luke, Jr., Rector

18. ADJOURNMENT

Mr. John A. Luke, Jr., Rector
BOARD MEMBERS PRESENT

Mr. John A. Luke Jr., Vice Rector,
Mr. H. Benson Dendy III
Mr. Todd Haymore
Dr. Robert Holsworth
Dr. Gopinath Jadhav
Mr. Edward McCoy
Mr. Ron McFarlane
Mr. Keith Parker
Dr. Carol Shapiro
Mr. Stuart Siegel
Ms. Jacquelyn Stone
Dr. Shantaram Talegaonkar
Mr. G. Richard Wagoner, Jr. (left the meeting at 3:00 p.m.)

BOARD MEMBERS ABSENT

Ms. Phoebe Hall, Rector
Rev. Tyrone E. Nelson
Ms. Colette W. McEachin, Secretary

OTHERS PRESENT

President Michael Rao
Mr. Mike Melis, University Counsel
Ms. Michele N. Schumacher, J.D., Assistant Secretary and Board Liaison
VCU students, faculty and staff
Members of the Media

CALL TO ORDER

Mr. John A. Luke, Jr., Vice- Rector called the meeting to order at 1:35 p.m. in the James Cabell Library, 901 Park Avenue, Richmond, Virginia.

APPROVAL OF THE AGENDA

Mr. Luke asked for a motion to approve the Agenda as published. After a motion duly made a seconded, the Agenda as published was unanimously approved.
APPROVAL OF MINUTES

Mr. Luke asked for a motion to approve the minutes of the May 11, 2018, Board of Visitors meeting, the August 16-17, 2018 Board Retreat, and the October 8, 2018 Executive Committee meeting. After motion duly made and seconded the minutes of the May 11, 2018, Board of Visitors meeting, the August 16-17, 2018 Board Retreat, and the October 8, 2018 Executive Committee meeting were unanimously approved. A copy of the minutes can be found on the VCU website at the following webpage http://www.president.vcu.edu/board/minutes.html.

PRESIDENT’S REPORT

President Michael Rao report focused on the Quest 2025 strategic plan and its implementation over the next several years, specifically, noting that Quest 2025 takes student success—access and excellence to the next level. He provided an overview of the achievements made as a result of Quest for Distinction noting that the University while increasing graduation rates also increased its diversity and academic standards at the same time. President Rao continued that Quest 20205 reflects strategic focus on student and patient success – delivering the highest quality experience and outcomes. In addition, he continued, under Quest 2025 the University will continue to increase its focused national research prominence, and will work to significantly strengthen the patient experience and outcomes at its academic health center.

President Rao also recognized VCU’s founding 50 years ago this fall, noting that it has grown both in size and reputation since MCV and RPI came together in 1968 under the name Virginia Commonwealth University.

President Rao also acknowledged Mr. William Cole, Executive Director of Audit and Compliance Services, for his service to VCU, noting that this will be Mr. Cole’s last meeting as he is retiring at the end of the calendar year.

STRATEGIC PLAN – QUEST 2025: TOGETHER WE TRANSFORM

Mr. Luke reminded the Board their board materials included Quest 2025 Implementation Priorities, and noted that both the Governance and Compensation Committee and the Academic and Health Affairs Committee reviewed these priorities in some detail at their respective meetings. Mr. Luke stated that the priorities and metrics laid out in the implementation plan cover the next few years and includes expected progress on Quest 2025 objectives. Specifically, the implementation plan reflects a reasonable timeline to achieve the priorities and includes resources/budget directed to the priorities. He reminded the Board that resourcing priorities were a significant concern raised by board members and the implementation plan has addressed these concerns. Dr. Shapiro also explained that the Academic and Health Affairs Committee thoroughly discussed Quest 2025 and specifically the implementation plan. She noted that it is comprehensive and has addressed the Board’s concerns.
Mr. Luke asked for a motion to approve Quest 2025: Together We Transform and the implementation plan for 2018-2019. After motion duly made and seconded the strategic plan Quest 2025: Together We Transform and the 2018-2019 implementation plan were approved. A copy of the university’s strategic plan, Quest 2025: Together We Transform is attached hereto as *Attachment A* and is made a part hereof.

**STRATEGIC ENROLLMENT MANAGEMENT UPDATE**

Dr. Tomikia LeGrande, Vice Provost, Strategic Enrollment, reviewed the fall 2018 enrollment highlights for the university and provided future enrollment considerations. She concluded her update by reviewing the university’s strategic enrollment management philosophy, approach and framework, as well as the priorities for 2018-2019. A copy of Dr. LeGrande’s presentation is attached hereto as *Attachment B* and is made a part hereof.

Mr. Luke thanked Dr. LeGrande for her report.

**ON LINE EDUCATION UPDATE**

Dr. Monica Orozco, Executive Director, Online@VCU, reviewed the current status of on-line education at VCU. She then reviewed the growth strategies for online education including (1) an external partnership component, (2) building an internal infrastructure and service capacity, (3) encouragement and support of exploration of new models of instruction. A copy of Dr. Orozco’s presentation is attached hereto as *Attachment C* and is made a part hereof.

Mr. Luke thanked Dr. Orozco for her report.

**MASTER PLAN UPDATE**

Dr. Meredith Weiss, Vice President for Administration, provided an update on the draft master plan entitled ONE VCU Master Plan. She explained that The ONE VCU Master Plan provides a roadmap for the physical campus to support the strategic visions set by the University Strategic Plan - Quest 2025, Together We Transform, and the Health System Strategic Plan – Vision by Design. The ONE VCU Master Plan is guided by six principles - Student Success, Patient Experience, Program Synergies, Placemaking, Mobility and Safety, and Unify the Campus. Dr. Weiss explained the draft plan includes recommendations for streetscape and open space enhancements, building renovations, and new construction. A copy of Dr. Weiss’ presentation is attached hereto as *Attachment D* and is made a part hereof.

Mr. Luke thanked Dr. Weiss for her report.

**REPORT OF THE ACADEMIC AND HEALTH AFFIARS COMMITTEE**

Dr. Carol S. Shapiro, Chair of the Academic and Health Affairs Committee, provided the committee report and noted that the Committee had one action item concerning the closing of two programs. She moved on behalf of the Committee that the Board approve the proposal to close the Master of Science in Occupational Therapy Degree (MSOT) Program and the Master of Science in Occupational Therapy
Degree (MS) Program. After a second, and discussion, the motion to close two programs, namely the Master of Science in Occupational Therapy Degree (MSOT) Program and the Master of Science in Occupational Therapy Degree (MS) Program was unanimously approved.

Dr. Shapiro stated Dr. Aashir Nasim, Vice President for Inclusive Excellence, presented an update on the university’s efforts in ensuring that we meet and exceed our diversity and inclusion goals as presented in the strategic plan. The initiative, Diversity Driving Excellence, combines indices on diversity, inclusion and engagement with a variety of certifications, courses, training programs, seminars and workshops as well as annual surveys to develop “scores” that measure success not just at the university level, but at the unit level as well. The ultimate goal of the initiative is Performance Excellence; however, the transparency that this provides will benefit the university community greatly.

She continued that the Committee also reviewed a Quest 2025: Together We Transform strategic plan update that included a review of the 2018-2019 implementation plan.

Dr. Shapiro also stated that the Committee also heard reports on strategic enrollment management; affordable course content; the East End (Richmond) Health and Wellness Initiative; the academic success of VCU’s student athletes; and constituent reports from the student, faculty and staff representatives.

Mr. Luke thanked Dr. Shapiro for her report.

REPORT OF THE AUDIT, INTEGRITY AND COMPLIANCE COMMITTEE

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

- Mr. William H. Cole, Executive Director of Audit and Compliance Services, and Mr. Alex Henson, Chief Information Officer, reviewed the current status of the Committees dashboard measures;
- Mr. Cole also presented the proposed changes to the Audit and Compliance Services charter; and the FY 2019 Committee goals;
- Mr. Cole also reviewed the various audit reports;
- Ms. Karen Helderman, Audit Director with the Auditor of Public Accounts discussed the results and audit findings for the FY2018 financial audit;
- Ms. Jacqueline Kniska, University Chief Integrity & Compliance Officer, presented the Integrity and Compliance Annual Board of Visitors Report and provided an overview of university-wide integrity and compliance activities; and
- Mr. Tom Briggs provided an Enterprise Risk Management Update.

Mr. Parker note there was one action items that needed Board approval, the revised Audit and Compliance Services Charter. Mr. Parker moved on behalf of the Committee that the Board approve the Audit and Compliance Services Charter. After a second duly made, the Board unanimously approved the Audit and Compliance Services Charter. A copy of the Charter is attached hereto as Attachment E and is made a part hereof.

Mr. Luke thanked Mr. Parker for his report.
REPORT OF THE FINANCE, BUDGET AND INVESTMENT COMMITTEE

Mr. H. Benson Dendy, Chair of the Finance, Budget and Investment Committee, provided the Committee report and reported that the Committee received several information items, including:

- University’s cash report
- State Budget Update and FY19 Budget Development
- Small, Women-owned, and Minorities Vendor procurement activities (SWAM)
- Enrollment Revenue
- Sources and Uses of Funding for FY18
- Revenue and Expense Summary
- VCU Health System Report
- Capital Projects Update
- State Audit Report: Financial Opinion and Internal Controls Report
- Dashboards for Facilities and Finance
- Treasurer’s Report

Mr. Dendy also reported that the Committee had three action items that required Board action. The first is the approval of the Committee Charter and Planner. He noted that the Charter is being updated in keeping with the Board’s Bylaws and current operational practices by changing the requirement to review the qualifications of committee members and staff and to review the work of the Fiscal Integrity and Stewardship Committee from “annually” to “as needed.” He moved on behalf of the Committee to approve the Committee Charter and Planner. After a second, the Finance, Budget and Investment Committee Charter and Planner were approved. A copy of the Charter and Planner is attached hereto as Attachment F and made a part hereof.

He stated that the second action item is approval of the project plans for the STEM structure on the site of the Franklin Street Gym as authorized in the 2014-2020 Six Year Capital Plan. He moved on behalf of the Committee approval of the project plans for the STEM building on the site of the Franklin Street Gym. After a second, the said project plans were approved.

Mr. Dendy continued that the third action item is approval of an amendment to the University 2016-2022 Six Year Capital Outlay Plan to include an additional $2 million due to increased costs for replacement of roofing and major mechanical equipment in the Trani Life Sciences building. He reminded the Board approved $6 million in December 2017 for this project; however, the architect increased construction estimates. He moved on behalf of the Committee that the amendment to the University’s 2016-2022 Six-Year Capital Outlay Plan to include an additional $2 million for the Trani Life Sciences building replacement roofing and major mechanical equipment. After a second, the Board approved said amendment to the University’s 2016-2022 Six-Year Capital Outlay Plan.

Mr. Luke thanked Mr. Dendy for his report.

REPORT OF THE GOVERNANCE AND COMPENSATION COMMITTEE

Mr. John A. Luke, Jr., Chair of the Governance and Compensation Committee provided the Committee report and noted the following reports and updates:
Ms. Michele N. Schumacher, Assistant Secretary and Board Liaison, reviewed the Committee’s Charter and Planner and noted that there were no changes that were required. She also reviewed the proposed Board of Visitors Bylaw changes noting that it was expected these will be brought to the Committee at the March meeting. She also reminded the Committee that it was time to conduct the Board’s Self-Assessment and reviewed a suggested survey for this purpose. The self-assessment will be distributed to Board members in January / February.

Ms. Jacqueline Kniska, University Chief Compliance and Ethics Officer, presented the Expectations of Ethical Standards policy for the Committee’s review and approval.

Mr. Luke noted there was one action item for approval, and he moved on behalf of the Committee that the Board adopt the Expectations of Ethical Standards policy. After a second and discussion, the Board unanimously approved the Expectations of Ethical Standards policy. A copy of the policy is attached hereto as Attachment G and is made a part hereof.

Mr. Luke also stated that the Committee discussed the AGB’s statement on intercollegiate athletics, noting that it is expected that the recommendations found in this statement will become the standard for all schools. One of the recommendations is that there should be a separate committee on Athletics. He continued that the Board last year created the Athletic Facilities Advisory Board and it is expected at the March meeting this group would be made a standing committee of the Board.

**REPORT OF THE UNIVERSITY RESOURCES COMMITTEE**

Mr. Robert Holsworth provided the University Resources Committee report and noted that the Committee heard the following reports and updates:

**Government Relations**

Mr. Matthew Conrad, Executive Director of Government Relations, and Ms. Karah Gunther, Executive Director of Government Relations – Health System, provided an overview of the upcoming General Assembly Session in January 2019, together with progress on the department’s growing federal relations program in Washington, DC.

**University Relations**

Ms. Pamela Lepley, Vice President for University Relations provided a summary of communications highlights since the May 2018 and reviewed the media goals for fiscal year 2019.

**Development and Alumni Relations**

Mr. Jay Davenport, Vice President of Development and Alumni Relations, provided a review of the fundraising metrics and updates on the Make it Real Campaign noting that VCU’s development team raised $20 million in new gifts and pledges and the campaign is at $656.3 million toward the $750 million goal.

Mr. Luke thanked Mr. Holsworth for his report.

**CLOSED SESSION**

Mr. Luke moved that the Virginia Commonwealth University Board of Visitors convene into closed session pursuant to Sections 2.2-3711 (A) (1), (3) (7), (8), (9), (11), (23), and (29) of the Freedom of
Information Act for the discussion of personnel matters, more specifically relating to the performance evaluation and/or compensation of the President of Virginia Commonwealth University and compensation review of Senior Vice President for Health Sciences; the disposition of publicly held real property, where discussion in an open meeting would adversely affect the bargaining position or negotiating strategy of the university; consultation with legal counsel regarding specific legal matters requiring the provision of legal advice, including but not limited to contracts and other matters; for the discussion of gifts, bequests, and fund-raising activities of Virginia Commonwealth University, namely the Named Funds and Spaces Report; discussion or consideration of honorary degrees or special awards; discussions related to Virginia Commonwealth University Health System Authority, specifically marketing and operational strategies plans of the Authority where disclosure of such strategies or plans would adversely affect the competitive position of the authority; and discussion of the award of a public contract involving the expenditure of public funds, including the discussion of terms or scope of such contract in connection with on-line education.

The Rector asked President Rao, Mr. McLaughlin, Mr. Cole, Ms. Gunther, Mr. Conrad, Dr. Rappley, Ms. Lepley, Ms. Schumacher, Mr. Melis, Ms. Burke, Ms. LeGrande and Mr. Kerper to remain for the closed session, all others were excused. During the closed session Mr. Conrad, Ms. Gunther, Mr. McLaughlin, Dr. Rappley, and Ms. Lepley were also excused.

RECONVENED SESSION

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

Resolution of Certification

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

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<td>Dr. Carol S. Shapiro</td>
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All members present responding affirmatively, the resolution of certification was unanimously adopted.

After the closed session Mr. Luke asked for a motion to approve the following items (i) the faculty appointments and changes in status and other personnel actions as detailed in the discussed in closed session including ratification of Dr. P. Srirama Rao as Vice President for Research and Innovation; (ii) approved the promotion and tenure recommendations as set forth and discussed in closed session; and (iii) the Named Funds and Spaces Report as discussed in closed session; (iv) approve a 1.5% merit increase ($8,962) to the base salary of Dr. Michael Rao retroactive to January 1, 2018; (v) amending the employment contract between the University and Dr. Michael, Rao, President of Virginia Commonwealth University to include a requirement that Dr. Michael Rao be required to have an annual executive physical examination and notify the Board of Visitors that this has been completed. The results of the physical examination shall remain confidential to Dr. Rao. In addition, the University will pay up to $2,000 over and above President Rao’s health insurance coverage for the examination; (vi) approval of President Rao’s 2018-2019 goals and priorities as were discussed in closed session; and (vii) approval of the resolution discussed in closed session related to the compensation and employment contract of Dr. Marsha Rappley. After motion duly made and seconded, and discussion, the motion was unanimously adopted.

Mr. Luke then asked for a motion to approve a 14.1% bonus of President Rao’s FY2018 base salary in the amount of $76,227. After motion duly made and seconded and discussion, the Board approved a 14.1% bonus in the amount of $76,227 for President Rao by a vote of twelve for and one against (Dr. Robert Holsworth voting against).

Mr. Luke then asked for a motion to approve the following policy in connection with the revocation of Honorary Degrees:

**Revocation of Honorary Degrees**

The Board’s conferral of an honorary degree does not give the individual holding such degree the right to or interest in continuing to hold such degree. The Board of Visitors, in its sole discretion, has the authority to revoke Honorary Degrees. The Special Awards Committee shall make a recommendation to revoke an Honorary Degree to the President, who shall make a recommendation to the Board of Visitors. In addition, a member of the Board of Visitors may make a direct recommendation to the Board to have an Honorary Degree revoked. The reasons for revoking an Honorary Degree include, but are not limited to the following:

1) The honoree engaged in conduct inconsistent with the mission and/or values of VCU,
2) Facts are discovered that negate the accomplishments that were cited as the basis for awarding the Honorary Degree, or
3) The honoree’s conduct injures the reputation of the VCU or the Commonwealth of Virginia.

The President or the Rector of the Board of Visitors (through the Assistant Secretary to the Board of Visitors) will notify the honoree of the revocation. The Board of Visitors’ determination is final.

After motion duly made and seconded the Revocation of Honorary Degree policy was unanimously approved.
Mr. Luke then asked for a motion to revoke the Doctorate of Humane Letters that was presented to Bill Cosby. After motion duly made and seconded the Doctorate of Humane Letters awarded to Bill Cosby was revoked.

Mr. Luke then asked for a motion to authorize the university’s sale of property as discussed in closed session, subject to any required review and approval of appropriate agencies or officers of the Commonwealth, and to authorize the President and/or his designee to execute all necessary documents or agreements to effectuate the sale of the property.

ADJOURNMENT

With no further business to come before the Board, Mr. John A. Luke, Vice-Rector adjourned the meeting at 4:15 p.m.
Quest 2025: Together We Transform
Excellence and Access

Executive Summary

Virginia Commonwealth University is a rare place of both access and excellence. The new strategic plan, Quest 2025: Together we Transform, charts the course over the next six years for VCU’s rise a preeminent urban public research university committed to equitable access to social, economic and health success.

The plan addresses significant issues faced by all institutions of higher education as well as those specific to VCU. The issues include:

- Growing cynicism that public higher education serves the public good and may not be worth the expense to individuals
- The significant challenge of the rising cost of education and providing affordable access and support for timely degree completion regardless of students’ particular demographic or group
- Increased competition in public higher education for students, faculty, government and philanthropic support and national prominence
- Dependence on urban universities to lead in solving vexing societal issues including health and economic vitality
- A recognition that resourcing the plan’s strategic priorities will require an integrated, pan-university approach and will call for hard choices around resource allocation

Quest 2025 includes a high-level implementation plan for the first three years of the plan, acknowledging the need for flexibility to adapt to changing circumstances that undoubtedly will occur during the next six years. Detailed implementation plans will be developed annually to reflect the university’s highest priorities and their associated strategies, tactics, resources and metrics – ensuring accountability for results.

The first of the detailed implementation plans, the 2018-2019 Quest Implementation Presidential Priorities, includes the specifics on the following strategies to advance delivery of the highest quality experience and outcomes for our students and patients:

- Refocus the undergraduate experience through interdisciplinary learning and the R.E.A.L. initiative
- Enrollment strategies: decreasing student debt; launch VCU Online; increase in-state, domestic and international out-of-state student enrollments
- Strengthen T & R faculty compensation
- Increase national research prominence
- Make it Real capital campaign
- Significantly strengthen the patient experience
Virginia Commonwealth University

Quest 2025: Together We Transform
Excellence and Access
2019-2025
# Table of contents

I. Letter from the president
II. The planning process
III. Mission, vision and values
IV. VCU’s impact on the Richmond region
V. Resourcing the strategic plan
VI. Quest 2025: Together We Transform – Themes, goals, strategies and metrics
   - Strategic Plan Overview
   - Theme I: Student Success
   - Theme II: National Prominence
   - Theme III: Collective Urban and Regional Transformation
   - Theme IV: Diversity Driving Excellence
VII. Implementation and accountability for results
VIII. Strategic plan dependence upon subordinate plans
IX. Appendices (to be compiled)
   - Listening sessions fall 2016
   - Steering Committee membership
   - Work group and task group membership
I. Letter from the president

Dear VCU Community:

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

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

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

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

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

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

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

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

Sincerely,

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

Quest 2025: Draft November 2018
II. The planning process

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

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

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

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

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

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

Quest 2025: Draft November 2018
● Build upon the success of the current strategic plan to set a direction for even greater success
● Integrate themes, goals and university initiatives already underway, including:
  - Diversity and inclusion
  - Resource allocation aligned with strategic priorities, e.g., HR Redesign and Facilities Master Plan
  - Efficient and effective practices and operations
● Charge Work Groups with proposing theme-related goals, strategies and implementation plans to achieve the goals

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

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

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

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

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

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

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

Our mission

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

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

Our vision

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

Our core values

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

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

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

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

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

Quest 2025: Draft November 2018
● Some 65 percent of current VCU alumni live in the commonwealth, with more than 45,000 undergraduate alumni and over 22,000 graduate alumni located in the Richmond MSA. VCU alumni contribute nearly 6 percent, or $218 million of the commonwealth’s annual state income tax. Based on estimates of how the education and skills levels of the region’s workforce would differ in the university’s absence, the report calculated $511 million loss in potential annual earnings.

● Over the last 20 years, VCU capital projects have sustained neighborhoods through economically difficult eras. Between 1996 and 2013 — beginning near the peak of a violent crime epidemic and extending through the nadir of Richmond’s population loss and the Great Recessions — VCU invested over $1.6 billion in its Monroe Park and MCV campuses. The two campuses are connected by the Broad Street corridor. The city designated the corridor an arts and cultural district in 2012 as part of an effort to encourage redevelopment. Research suggests that markets with fine arts and other quality-of-life amenities are able to attract a “creative class” that, in turn, becomes a principal driver of economic opportunity. Two highly visible VCU capital projects bookend the district, with the Institute for Contemporary Art at the district’s western terminus and the Children’s Pavilion at its eastern terminus.

● VCU’s Innovation Gateway partners with the Virginia BioTechnology Research Park and its Innovation Council to increase entrepreneurial activities and support economic growth throughout the region. In FY 2017, VCU received $6.8 million in licensing revenues. A VCU startup company, Sanyal Biotechnology, was selected as one of the Best University Start-ups in the nation. Launched as a result of VCU’s Entrepreneur-in-Residence program, it was incubated in and graduated from the research park, and represents a telling example of VCU’s focus on building strategic industry collaborations and regional partnerships, and supporting entrepreneurship and new venture creation.

● VCU has been ranked as a top 100 research university based on federal research expenditures by the National Science Foundation for six consecutive years. It is currently ranked 81st in federal R&D expenditures and received over $275 million in total sponsored awards and research-directed gifts in FY 2017.

● A $25 million award from the Bill and Melinda Gates Foundation in FY 2018 supported the launch of VCU’s Medicines for All project, which conducts research aimed at lowering the cost of lifesaving drugs, making it less expensive to fight AIDS, tuberculosis, malaria, and sleeping sickness.

● VCU’s School of Pharmacy Pharmacist Collaborative Care and Outreach in the Community conducts seven outreach programs in inner-city and remote, rural areas that have limited access to care, with more than 200 students and faculty members from various health care disciplines caring for 6,700 patients annually.

● VCU Health treats the most medically, socially and financially vulnerable citizens and is committed to creating a better state of health for Virginia. One of its initiatives, the Richmond Health & Wellness program, helps 500 older adults in five senior housing facilities age in place well. Its Bridging the Gap youth violence intervention program enrolls at-risk inner-city youth with intensive case management services that connect them and their families with community resources to assist with housing, educational, vocational, social, and mental health needs.
V. Resourcing the strategic plan

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

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

The high-level implementation plan (details appearing in Appendix D) addresses a three-year time frame, bringing the university to the midpoint of the new strategic plan. The FY 2019 budget includes funds targeting the highest priority initiatives identified in the plan, predominantly in support of enhanced and new student success initiatives. Beyond the plan’s initial year, incremental or new investments in support of strategic priorities must come from increased and diversified sources of revenue and/or reallocating existing funds.
VI. Quest 2025: Together We Transform - Themes, goals, strategies and metrics

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

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

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

- Provide affordable access for all
- Optimize student success for work and life
- Drive change and improvement through innovation and investment
- Advance the economic and cultural prosperity of the commonwealth and its regions
The plan’s goals reflect a significant overlap with VCU’s mission, vision and goals as outlined in this report. Virginia Commonwealth University will pursue four overarching, integrated themes in support of its mission and vision and in its continued drive for distinction and impact.

VCU’s many constituencies may recognize that these strategic themes have been foundational elements driving our growth and success since first opening our doors. The difference between our most recent strategic plan, Quest for Distinction, and this new plan speaks to the level of focus, intentionality, energy, and resources to be committed to each.
Quest 2025 – Theme I: Student Success

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

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

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

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

Our plan establishes three goals to address continued efforts to drive student success. These are accompanied by a number of high-level strategies and wide range of metrics to track performance and measure progress over time.
**Theme I: Student Success – Transform the lives of our distinctive and diverse student population through a university culture that supports every student’s success through inquiry, discovery, innovation, civic engagement, and creative expression.**

<table>
<thead>
<tr>
<th></th>
<th>Goals</th>
<th>Key strategies</th>
<th>Possible metrics</th>
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</table>
| 1.1 | Transform the undergraduate curriculum to ensure we offer a 21st century learning experience | ● Establish task group to advise on implementation of evidence-based, innovative strategies and best practices in innovative pedagogy  
● Promote interdisciplinary collaboration with the engagement of multiple knowledge communities in the development of academic programs  
● Facilitate development of instructors in inclusive and transformative teaching practices | ● Process milestones  
● # and academic distribution of faculty involved in curricular redesign  
● # of courses undergoing transformation/transformed  
● % of students enrolled in transformed classes and/or programs |
| 1.2 | Prepare our students to be creative innovators and entrepreneurs who make a difference in an increasingly diverse and connected world | ● Strengthen student academic and career planning, readiness and employer engagement  
● Create interprofessional or interdisciplinary learning opportunities for graduate and health professions students  
● Continue program implementation, expand the R.E.A.L. (relevant, experiential and applied learning) initiative to all students and assess impact  
● Increase our international student population and internationalization of VCU to enhance cross-cultural student experiences | ● Demographics and % of students participating in R.E.A.L. initiatives  
● Results from first destination and 5-10 year post-graduation surveys  
● Change in # of international students |
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<tr>
<th>Goals</th>
<th>Key strategies</th>
<th>Possible metrics</th>
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<tr>
<td>1.3 Enhance the university culture supporting student success,</td>
<td>● Advance a universitywide culture focused on the success of our students</td>
<td>● Graduation rates – overall and by demographic categories</td>
</tr>
<tr>
<td>including improved retention and graduation rates</td>
<td>● Expand student success campaigns for targeted populations</td>
<td>● Average UG student debt at graduation</td>
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<tr>
<td></td>
<td>● Decrease student debt through targeted initiatives, for example: increased</td>
<td>● Retention rates</td>
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<td>out-of-state and international enrollment; expanded online enrollment;</td>
<td>● Student Satisfaction Index (NSSE, Noel-Levitz, HERI DLE)</td>
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<tr>
<td></td>
<td>expanded summer session; philanthropic scholarships</td>
<td>● # of T&amp;R faculty</td>
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<td></td>
<td>● Mobilize faculty, UAP and staff in implementing best practices in support</td>
<td>● Tenured/tenure track faculty as % of total FT faculty</td>
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<tr>
<td></td>
<td>of student success</td>
<td>● Philanthropic $s supporting scholarships and/or # of student scholarships</td>
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<tr>
<td></td>
<td>● Empower students to define and support student success</td>
<td>awarded</td>
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<td></td>
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<td>● % satisfaction on Advising Student Satisfaction Survey</td>
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<td></td>
<td></td>
<td>● Performance on 30/60/90 student assessments</td>
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Quest 2025 – Theme II: National Prominence

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

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

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

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

This plan sets out five goals to advance our preeminence as a public, urban research university with an academic health center, along with high-level strategies and potential metrics to track our progress towards achieving these goals.
Theme II: National Prominence – *Distinguish VCU as a preeminent urban public research university by growing areas of strength as researchers, innovators and educators.*

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<th>II.1</th>
<th>Goals</th>
<th>Key strategies</th>
<th>Possible metrics</th>
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</table>
| Create a university culture that supports and promotes VCU’s interdisciplinary research strengths, scholarship and creative expression | • Invest in current areas of interdisciplinary strength: neurosciences; addiction studies; women’s and children’s health; cancer; pharmaceutical engineering; cardiovascular health  
• Identify and invest in a select number of other interdisciplinary areas to diversify and strengthen VCU’s research portfolio, including the support and expansion of iCubed focus areas  
• Fully implement the University Research Strategic Plan  
• Invest in faculty and graduate student teams to facilitate research and scholarly activity that is nationally competitive with peer and aspirational institutions in strategic programmatic areas  
• Remove administrative and research infrastructure barriers that limit interdisciplinary research | • Total federal research awards  
• Total federal R&D awards  
• # of interdisciplinary awards  
• # of interdisciplinary graduate student funding opportunities  
• # of policies reviewed and mitigated |

<table>
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<th>II.2</th>
<th>Goals</th>
<th>Key strategies</th>
<th>Possible metrics</th>
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| Achieve academic distinction internationally, starting with national distinction for at least one program within each school/college | • Identify programs to be raised to national distinction within each academic unit and develop plans to achieve goal  
• Increase the university’s recognition and investment in the creation and dissemination of research, scholarship and creative work, and national recognition of the same  
• Strengthen existing and build new PhD programs in areas of prominence or potential strength in order to compete more effectively on a national level with our peers | • National rankings of graduate programs  
• # of PhD students enrolled  
• # of Master’s student enrolled  
• Academic Analytics-type program measures, e.g., publications, citations |
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<th>Goals</th>
<th>Key strategies</th>
<th>Possible metrics</th>
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| II.3 | Achieve national distinction through our successful engagement with and graduation of diverse student populations | ● Develop a pipeline of highly diverse (SES, URM and national origin) students with relevant and applied learning experiences for graduate and first health professions programs  
● Expose students to interdisciplinary research and scholarship to prepare them to contribute to the new knowledge economy | ● Growth in # of diverse students enrolling in post-baccalaureate programs  
● # of students engaged in Undergraduate Research Opportunity Program (UROP) |
| II.4 | Launch a multiyear comprehensive, institution-wide communications plan to support the Quest 2025 strategic plan and achieve national prominence | Develop the communications plan through a collaborative process between central and unit communicators | ● VCU reputational score (based on awareness survey)  
● Communication infrastructure and resource benchmarks against peer institutions  
● Communications plan in place |
As a major research university with an academic medical center in an urban environment, VCU is emerging as a model of the 21st century research university, characterized by its urban advantage, integration of research, diversity and commitment to inclusion, experiential learning and community engagement. We are a public good because of our commitment to the health and wellbeing of people everywhere, beginning with our Richmond region. The university in collaboration with VCU Health System is a social lever for human health.

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

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

The three goals for Theme III were developed in collaboration with community members and reflect community identified priorities. As part of this collaborative planning effort, our goals are aligned with priorities established and efforts underway by the Capital Region Collaborative. VCU is committed to engaging in partnership with local and regional entities to leverage and elevate synergies of VCU’s community-oriented internal and external assets.
### Theme III: Urban & Regional Transformation – *Mobilize VCU’s human capital and economic resources, collaborating with the community to address social and health inequities.*

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<th>Goals</th>
<th>Key strategies</th>
<th>Possible metrics</th>
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| **III.1** Advance innovations for high quality education and workforce development | ● Produce new, highly trained and high-quality teachers and school administrators prepared to work with diverse student populations and more representative of the racial and ethnic diversity of their communities  
● Use evidence-based practices to evaluate out-of-school-time programming and collaborate with regional schools and community partners to enhance the quality and bring new, innovative out-of-school-time programs to the region  
● Partner with the Richmond region school districts to increase the quality and effectiveness of programs that promote student engagement and reduce disciplinary actions  
● Prepare students to be career-ready for innovative and emerging industry sectors | ● # of VCU SoEd graduates taking teaching positions in Richmond region PK-12, particularly in Richmond and Petersburg public school systems  
● # of events hosted by or partnered with VCU related to PK-12 out-of-school activities  
● Anchor Dashboard metrics addressing workforce development and education |

<table>
<thead>
<tr>
<th>Goals</th>
<th>Key strategies</th>
<th>Possible metrics</th>
</tr>
</thead>
</table>
| **III.2** Continue to address inequities to strengthen the health and well-being of Greater Richmond residents | ● Strategically align university activities and resources with regional priorities and key initiatives to reduce poverty and enhance social stability, e.g., East End Health Education and Wellness Center, housing  
● Align with community partners to implement the VCU/VCUH Health Equity Plan (HEP) to address social determinants of health | ● # of students and faculty or VCU units participating in East End initiative  
● # of East End clients/community residents served with identified health-related (physical and behavioral) needs |
<table>
<thead>
<tr>
<th>III.3</th>
<th>Elevate VCU’s contributions to the region’s economic and cultural vitality</th>
<th>Coordinate with regional leadership and advance efforts to enhance the integration of the arts into community development and to expand arts funding, e.g., new grants or collaborations</th>
<th>Richmond region employer satisfaction survey with VCU graduates (form of first destination)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Serve as an innovation and entrepreneurship engine providing new sources of talent and attracting industry and new businesses to the region</td>
<td># of cultural events sponsored by VCU or offered in VCU facilities and level of participation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Improve access for the region to VCU’s facilities, intellectual services and civic engagement to address community-identified needs and contribute to community problem-solving</td>
<td># business start-ups, job creation and revenues from VCU faculty and students</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td># U-I collaborations</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td># inventions</td>
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<td></td>
<td></td>
<td></td>
<td># IP licenses</td>
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<td></td>
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<td>Follow-on funding</td>
</tr>
</tbody>
</table>

- # of referrals to community partners via East End initiative
- Improvement in health-related community indicators based on baseline data
Quest 2025 – Theme IV: Diversity Driving Excellence

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>Goals</th>
<th>Key strategies</th>
<th>Possible metrics</th>
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</thead>
</table>
| IV.1 | Advance institutional excellence through a commitment to diversity, inclusion and equity fostered through a culture of appreciation and respect | ● Foster inclusive practices and difference in ways that build cohesive communities and a positive climate  
● Develop a university-wide culture of appreciation that is reflected in day-to-day behaviors, activities and campus life and is expected of all academic and administrative units.  
● Work in innovative ways to inspire change and promote dialogue and action on diversity, inclusion and equity within and across units | ● D&I annual report  
● Biannual climate satisfaction survey results |
| IV.2 | Build and sustain the infrastructure to enhance diversity, inclusion and equity at all levels of the university to support teaching, research, scholarship, creative expression, and service | ● Fully implement the university Diversity and Inclusion Strategic Action Plan as an integral component in achieving institution priorities  
● Expand iCubed program  
● Use diversity, inclusion and equity-related assessment data to inform investments of resources in alignment with university priorities | ● D&I annual report  
● New T&R faculty URM hires  
● URM employees as % of T&R faculty, T/TT faculty, UAP and classified staff  
● Progress at unit level against AAP (affirmative action plans)  
● D&I dashboards |
| IV.3 | Establish diversity as an imperative in the development and implementation of strategies and policies and in decisions regarding resource allocation | ● Integrate inclusive excellence goals, targets and benchmarks into the performance evaluation of leadership, and reward success.  
● Factor in the implications on diversity, inclusion and equity in financial and operational decision-making processes | ● Achievement of performance goals  
● Evaluation framework |
VII. Implementation and accountability for results – Highest priority

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

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

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

<table>
<thead>
<tr>
<th>Theme I: Student Success</th>
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</thead>
<tbody>
<tr>
<td>Goal</td>
</tr>
<tr>
<td>Transform UG curriculum</td>
</tr>
<tr>
<td>Prepare students to make a difference</td>
</tr>
<tr>
<td></td>
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<tr>
<td>Enhance university culture supporting student success</td>
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</tbody>
</table>

Quest 2025: Draft November 2018
### Theme II: National Prominence

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

### Theme III: Collective Urban and Regional Transformation

<table>
<thead>
<tr>
<th>Goal</th>
<th>Strategy</th>
<th>Responsible</th>
<th>Resource needs</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advance innovations for high quality education and workforce development</td>
<td>Produce new, highly trained teachers and school administrators to reflect racial and ethnic diversity of their communities</td>
<td>Dean, School of Education and director, Richmond Teacher Residency program</td>
<td>Moderate</td>
<td>Budgeted in years 1-2; funding now provided through grants; program expansion could require additional investment, yet will look to increased external resources to support</td>
</tr>
<tr>
<td></td>
<td>Prepare students to be career-ready for innovative and emerging industry sectors</td>
<td>SVP, Academic Affairs; executive director, da Vinci Center; executive director, Innovation Gateway</td>
<td>Moderate</td>
<td>Expansion of university-wide UG innovation certificate programs; launch of new master’s degree(s) in innovation will require new program support</td>
</tr>
<tr>
<td>Theme III: Collective Urban and Regional Transformation</td>
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<tr>
<td><strong>Goal</strong></td>
<td>Continue to address inequities to strengthen health and well-being of Greater Richmond residents</td>
<td></td>
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<tr>
<td><strong>Strategy</strong></td>
<td>Align with community partners to implement the VCU/VCUH Health Equity Plan (HEP)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Responsible</strong></td>
<td>VP for Health Sciences; Health Equity Plan Steering Committee</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Resource needs</strong></td>
<td>Moderate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Comments</strong></td>
<td>HEP funding for launch initiatives included in FY 2019 budget; continued expansion will require additional resources, aligned with funding availability</td>
<td></td>
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</tr>
<tr>
<td><strong>Goal</strong></td>
<td>Elevate VCU’s contributions to the region’s economic and cultural vitality</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Strategy</strong></td>
<td>Serve as an innovation and entrepreneurship engine</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Responsible</strong></td>
<td>Executive director, da Vinci Center; executive director, Innovation Gateway</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Resource needs</strong></td>
<td>Moderate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Comments</strong></td>
<td>Expansion of Quest Commercialization Fund into Phase II will require added staff; da Vinci Center seeking matching funds to host regional innovation and entrepreneurship competitions</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

| Theme IV: Diversity Driving Excellence |
|---|---|
| **Goal** | Advance institutional excellence through a commitment to diversity, inclusion & equity |
| **Strategy** | Foster inclusive practices and engage difference in ways that build cohesive communities and a positive climate |
| **Responsible** | Vice Presidents |
| **Resource needs** | Moderate |
| **Comments** | Embedded within current Division of Inclusive Excellence budget for FY 2019; may require additional investments for full implementation moving forward |
| **Goal** | Build and sustain the infrastructure to enhance diversity, inclusion and equity at all levels of the university |
| **Strategy** | Fully implement the university Diversity and Inclusion Strategic Action Plan |
| **Responsible** | VP for Inclusive Excellence and other vice presidents |
| **Resource needs** | High |
| **Comments** | Embedded within Division of Inclusive Excellence FY 2019 budget; additional investments required for ongoing full implementation |
| **Goal** | Establish diversity as an imperative in development and implementation of strategies & policies and in decisions regarding resource allocation |
| **Strategy** | Integrate inclusive excellence goals, targets and benchmarks into leadership evaluations; reward success |
| **Responsible** | Vice Presidents |
| **Resource needs** | Low |
| **Comments** | Included as part of VPs’ FY 2019 goals |
VIII. Strategic plan dependence upon subordinate plans

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

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

- Academic unit plans underway or to be launched fall 2018
  - School of Nursing
  - College of Humanities & Sciences
  - School of Education
  - School of the Arts
### 2018-2019 Quest Implementation Priorities

**Strategic Goal:** Deliver the highest quality experience and outcomes for our students and patients

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Issues &amp; Challenges</th>
<th>Tactics</th>
<th>Metrics FY 19/5 Yrs</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strengthen Student Access and Excellence   Quest 2025 Theme 1: Student Success</strong></td>
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<tr>
<td><strong>Quality and Outcomes Strategy:</strong> Refocus the undergraduate experience through interdisciplinary learning, R.E.A.L. initiative</td>
<td>At both state and university level -- academic change process lengthy and bureaucratic; resistance to change. e.g. SCHEV approvals</td>
<td>-Develop 6-year strategic enrollment management (SEM) plan -Identify and improve barriers to continuing student persistence -Launch R.E.A.L. initiative -Support Gen Ed Curriculum Committee and Curriculum Revision Task Force work to launch redesign and populate Gen Ed and UG curriculum with innovative and interdisciplinary courses -Continue technology-based programs to assist students to graduation</td>
<td>-UG YR 1 retention: 87%/90% (2025) -UG YR 2 retention: 77%/84% (2025) -UG graduation rate: 68%/78% (2025) -6-year student success metrics will be established in the SEM plan</td>
<td>FY19 Budget: $1.9M funded for advising and student success inclusive of technology; FY19 Budget: $.2M for REAL.</td>
</tr>
<tr>
<td>BOV Committee: AHAC Responsible: Provost</td>
<td>Student success across all groups, e.g. graduation for underrepresented male minorities</td>
<td></td>
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</tr>
<tr>
<td><strong>Enrollment strategy:</strong> Decrease student debt trend toward statewide average by FY 2023</td>
<td>- Low state appropriation and financial aid -No indication state support will increase -Pressure to keep tuition low -Neediest number of students among VA Tier 3 universities</td>
<td>- Hold tuition increases to no more than 4%/yr. increase (adjusted for state support) - Increase scholarships thru fundraising and internal sources - Secure increased state financial aid - Pursue “stop out prevention” grants to increase retention and graduation rates</td>
<td>- FY 20 tuition rate ≤ 4% - $10 million in scholarships raised through fundraising FY 19 - Protect additional $4.7M financial aid allocated in state biennial budget -secure $3M increase internal financial aid FY 19 - Student debt average held steady in FY 19; statewide average by 2023 - Improved retention and graduation rates</td>
<td>FY19 Budget: $8.5M funded from tuition, reallocation funds, and state appropriations. 3 Year Budget Model includes annual increase of $3M for need based aid.</td>
</tr>
<tr>
<td>BOV Committees: FBI, IR Responsible: CFO, CDO, Gov't Relations, Provost</td>
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<tr>
<td><strong>Enrollment strategy:</strong> Launch VCU online programs and build long-term infrastructure (over 5 years)</td>
<td>-Cultural challenges in building infrastructure, service capacity -Academic unit buy-in for new models of instruction -Keeping up with pace of change in the market -Lower division enrollment</td>
<td>Launch 2 programs 2019-2020: Master of Social Work, Bachelor’s in Homeland Security &amp; Emergency Preparedness -Implement incentives for online courses and programs</td>
<td>-Double the number of graduate level online enrollments over 5 years from 359 to 700 -Grow the number of duplicated online enrollments at an annual rate between 10% to 15%</td>
<td>FY19: $4 million committed to initiate on-line program. Business plan developed to ensure program will move to a positive condition by 2023.</td>
</tr>
<tr>
<td>BOV Committees: AHAC, FBI Responsible: Provost</td>
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1
## 2018-2019 Quest Implementation Priorities

**Strategic Goal:** Deliver the highest quality experience and outcomes for our students and patients

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### Strengthen Student Access and Excellence. Quest 2025 Theme 1: Student Success

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Issues &amp; Challenges</th>
<th>Tactics</th>
<th>Metrics FY 19/3 Yrs</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment strategy: Increase domestic out-of-state UG enrollment and net revenues</td>
<td>- Highly competitive environment&lt;br&gt;- ROI in succeeding years</td>
<td>Pilot 5-year domestic OOS marketing and recruitment campaign in FY 19</td>
<td>- Increase OOS students to 10% in FY 20&lt;br&gt;- Increase of 342 OOS students and net revenues $4.7M by FY 2023</td>
<td>FY19 Budget: $1.8 million (scholarships, recruitment and marketing)</td>
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<tr>
<td>BOV Committees: AHAC, FBI, UR Responsible: Provost, CFO, CCO</td>
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</table>

| Enrollment strategy: Increase international enrollment and net revenues | - Highly competitive<br>- US policy discourages foreign students<br>- Requires service infrastructure that VCU does not yet have | - Navitas contract<br>- Internal recruitment programs (e.g. China) | - Maintain international enrollment of 1,450 in FY 20<br>- Increase international enrollment by 490 and net revenues of $7.3M by FY 23 | Revenue share contract covers costs |
| BOV Committees: AHAC, FBI Responsible: Provost, CFO | | | | |

| Enrollment strategy: Increase in-state enrollment and net revenues | - Declining transfer population<br>- Decreased number of continuing students<br>- Declining number of high school grads (although increasing number of under-represented minority H.S. graduates in south) | - Expand recruitment to transfer students in Greater Richmond area and Northern Virginia<br>- Expand marketing to nontraditional age students with majors such as Interdisciplinary Studies, etc.<br>- Continue outreach to diverse prospective students<br>- Develop Schools’ plans to increase master’s enrollment<br>- FY 19 Make it Real student recruitment campaign | - UG enrollment: approx. 31,000<br>- Freshmen enrollment: 4,500<br>- Transfer enrollment: 1,700<br>- Graduate degree seeking: 15% of total enrollment<br>- First Professional enrollment: 1,750 | FY19 Budget: includes $1.5 million reallocation of funds to support program. 3 Year Budget Model includes growth of 150 resident students/year |
## 2018-2019 Quest Implementation Priorities

Strategic Goal: Deliver the highest quality experience and outcomes for our students and patients

### Strengthen T & R Faculty Compensation. Quest 2025 Themes 1 and II: Student Success and National Prominence

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Issues &amp; Challenges</th>
<th>Tactics</th>
<th>Metrics FY 19/5 Yrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengthen faculty strategy:</td>
<td>Significant historical gap $36.7M to fill to be competitive with VA Tier 3 and peer universities</td>
<td>- Work with GA to increase faculty salaries</td>
<td>FY19 Budget: includes 3% increase</td>
</tr>
<tr>
<td>- Recruit and retain nationally prominent talent</td>
<td></td>
<td>- Secure internal and government funding for 4% merit raise in FY20</td>
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<tr>
<td>- Address competitive compensation</td>
<td>- Reallocate for VCU internal raises</td>
<td>- Ensure compensation increases are merit-based in all areas</td>
<td></td>
</tr>
<tr>
<td>BOV Committees: AHAC, FBI, UR</td>
<td>Responsible: Provost, CFO, Gov’t Relations</td>
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### Integrated Institution-wide Commitment to the Research Mission. Quest 2025 Theme II: National Prominence

| Increase national research prominence strategies: | - Historical research patterns and faculty hires that do not align with stated priorities | - $275 million in total sponsored awards in FY19 |
| - Focus on neuroscience & addiction, cancer, cardiovascular, children’s and women’s health, pharmaceutical engineering; IT/CS, social justice | - Lack of incentives to promote interdisciplinary and transdisciplinary research | - $286 million in total sponsored awards in FY23 |
| - Establish research engagement for faculty and students at all levels | - Needed focus on planning and management of flexible, multi-purpose research space | - Federal research revenue by source |
| - Increase total sponsored awards in FY 2019 | - High cost of recruiting and retaining top talent | - Develop multi-year business plan to support research focus areas |
| - Implement One-VCU Clinical Trials Initiative | | |
| BOV Committees: AHAC, FBI, UR | Responsible: VPRI, VPHS, Provost, VPIE, CCO | FY19: $1.5M of one-time funds to support a One-VCU Clinical Trials Management Initiative, to be allocated over three years. |

### Make it Real Campaign. Quest 2025 Themes 1 and II: Student Success and National Prominence

| Cultivate significant increase in fundraising | -Securing large, transformational gift | $95 million in FY 19 |
| BOV Committees: UR, FBI | -Young alumni base | $750 million by 6/30/2020 |
| Responsible: CDO, CCOFO | -Need to build culture of giving | FY19: $2.3 million funding increase |
2018-2019 Quest Implementation Priorities
Strategic Goal: Deliver the highest quality experience and outcomes for our students and patients
Fall 2018 Enrollment Highlights

- Largest freshman class in VCU History: 4600 students
  - Comparable academic quality and diversity as 2017
  - 55% minority students, an increase from 53% in 2017
  - 9% are out of state, an increase in out of state headcount over 2017
  - 33% are Pell Grant eligible
  - 33% are first-generation
- Undergraduate enrollment is flat compared to 2017
  - Approximately 1700 transfers, down 11%
  - Continuing students enrollment is down 0.9%
- Graduate enrollment is consistent with 2017, 15% of the total
- First professional enrollment is down 1.8%
- Fall 2018 headcount is estimated to be 31,076 compared to 31,036 for fall 2017.
Future Enrollment Considerations
Future Enrollment Considerations: New Freshmen

Slowdown & Decline of Traditional-Age Students

Public & Nonpublic High School Graduates (Millions)

- **Strong production of H.S. grads for two decades**
- **Projected slowdown/stagnation**
- **Projected declines**
- **Continued trend from most recent births data**

Source: WICHE 2017
Future Enrollment Considerations: New Freshmen

H.S. Grad Production in Each Region Past 2013

H.S. graduates relative to high point by 2013, or after.

- Fewer graduates
- More graduates

Source: WICHE 2017
All Increase is Underrepresented Minority H.S. Grads

- Midwest: 3.9% increase
- Northeast: 3.3% increase
- South: 3.6% increase
- West: 1.5% increase

Strong % increases of minorities offset—but not fully—declines.

Small percent (%) reductions in White majority population equate to large numbers.

Source: WICHE 2017
**Future Enrollment Considerations: New Freshmen**

**Underrepresented Minority H.S. Grads By Region**

- **Midwest:** White declines in the Big 3 drive declines, despite swift increase of minorities.

- **Northeast:** Minority increase mitigates decline driven by White plummet.

Source: WICHE 2017
Future Enrollment Considerations: New Freshmen

South: White declines in the Big 3 drive declines, despite swift increase of minorities

West: Strong increase of graduates of all races/ethnicities lead to 13% more

Underrepresented Minority H.S. Grads By Region

Avg. Annual More or Fewer Graduates, 2013-2025; lowest population states not shown
Future Enrollment Considerations: New Freshmen

Share of Recent High School Graduates Enrolling in College, by Income Group

Source: NCES Digest of Education Statistics, Table 302.30. Lines show three-year moving averages for more precise estimates.
Future Enrollment Considerations: Expanding Markets

Adults Are the Majority of the Projected Increase for College Students from 2015 to 2025

9.8% of VCU undergraduates are age 25+

29.9% of undergraduates nationwide are age 25+

Decline of Adult Students Since 2010

-11%

24 and Under
18-19 y.o. ...... 16% of increase
20-21 ...... 13%
22-24 ...... 11%

25 and Over
25-29 y.o. ...... 16% of increase
30-34 ...... 13%
35 & over ...... 30%

But, lower enrollment intensity, less likely to complete (especially online)

Source: National Student Clearinghouse Research Center
Current Term Enrollments and NCES Digest of Education Statistics, Table 303.40, from Projections of Education Statistics
## National Trends: International Student Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Non-Degree</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009/10</td>
<td>79,365</td>
<td>84,613</td>
<td>38,992</td>
<td>202,970</td>
</tr>
<tr>
<td>2010/11</td>
<td>84,543</td>
<td>89,505</td>
<td>40,442</td>
<td>214,490</td>
</tr>
<tr>
<td>2011/12</td>
<td>90,903</td>
<td>92,211</td>
<td>45,353</td>
<td>228,467</td>
</tr>
<tr>
<td>2012/13</td>
<td>102,069</td>
<td>100,129</td>
<td>48,722</td>
<td>250,920</td>
</tr>
<tr>
<td>2013/14</td>
<td>109,486</td>
<td>108,519</td>
<td>52,123</td>
<td>270,128</td>
</tr>
<tr>
<td>2014/15</td>
<td>112,765</td>
<td>121,637</td>
<td>59,364</td>
<td>293,766</td>
</tr>
<tr>
<td>2015/16</td>
<td>119,262</td>
<td>126,516</td>
<td>54,965</td>
<td>300,743</td>
</tr>
<tr>
<td>2016/17</td>
<td>115,841</td>
<td>124,888</td>
<td>50,107</td>
<td>290,836</td>
</tr>
</tbody>
</table>

Source: Open Door Report 2017
Strategic Enrollment Management (SEM) Philosophy, Approach, and Framework
ENGAGEMENT
• Collaborative, integrated across organizational lines
• Faculty, staff, and students

INNOVATION
• Respects university values, traditions, and best practices
• Fosters a spirit of empowerment and creativity at multiple levels in the organization

IMPACT
• Key performance indicators
• Dashboards
• Assessment of strategies
• Continuous improvement
VCU SEM Steering Committee
Identify long-term enrollment goals, approve all strategies recommended by Recruitment and Retention Councils and provide updates to President and Cabinet.

Undergraduate Recruitment Council
Assist in the development of 3-4 strategic goals for new student recruitment. They will review and approve any action plans and make recommendations to the Steering Committee.

Undergraduate Retention Council
Assist in the development of 3-4 strategic goals for retention and graduation. They will review and approve any action plans and make recommendations to the Steering Committee.

Graduate Recruitment Council
Assist in the development of 3-4 strategic goals for new student recruitment. They will review and approve any action plans and make recommendations to the Steering Committee.

Graduate Retention Council
Assist in the development of 3-4 strategic goals for retention and graduation. They will review and approve any action plans and make recommendations to the Steering Committee.

Data and Research Council
Environment scanning, student enrollment behavior, enrollment models and additional data needed by the councils.

3-4 Work Groups
Develop action plans, timelines and metrics.
## VCU Strategic Enrollment Management Planning Timeline

### VCU 5 Year SEM Planning Task

<table>
<thead>
<tr>
<th>SEM Planning Kick Off</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Councils Review Data and Develop Goals</td>
<td>Sept - Oct</td>
</tr>
<tr>
<td>Proposed Goals submitted to SEM Steering Committee</td>
<td>Nov - Dec</td>
</tr>
<tr>
<td>Enrollment Projection Modeling &amp; University Budgeting</td>
<td>Jan - Feb</td>
</tr>
<tr>
<td>SEM Steering Committee Provide Feedback on Goals</td>
<td>Mar - Apr</td>
</tr>
<tr>
<td>Councils Action Plan &amp; Budget Discussions</td>
<td>May</td>
</tr>
<tr>
<td>Proposed Action Plans &amp; Budget to SEM Steering Committee</td>
<td></td>
</tr>
<tr>
<td>Draft SEM Plan for 2019-2025 Presented to the VCU Leadership</td>
<td></td>
</tr>
</tbody>
</table>
SEM Priorities for 2018-2019
Increase Enrollment

- 6 Year SEM Plan
- Continuing Students
- Domestic O/S Pilot Plan
- Transfer Analysis & Planning
- International (Navitas)
- Online
- Graduate & First Professional
Strengthen Student Enrollment Experience

- Expand Data Availability
- Student Centered
- Comprehensive SEM Communication Model
- Policy Business & Process Redesign
- Financial Aid Leveraging
Questions and Discussion
Online Education
Quick Facts: where are we?

**Duplicated Headcount**

<table>
<thead>
<tr>
<th></th>
<th>2015-2016</th>
<th></th>
<th>2016-2017</th>
<th></th>
<th>2017-2018</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sections</td>
<td>Enrollment</td>
<td>Sections</td>
<td>Enrollment</td>
<td>Sections</td>
<td>Enrollment</td>
</tr>
<tr>
<td>Lower Division Undergraduate</td>
<td>171</td>
<td>14,845</td>
<td>164</td>
<td>15,746</td>
<td>219</td>
<td>16,823</td>
</tr>
<tr>
<td>Upper Division Undergraduate</td>
<td>242</td>
<td>5,371</td>
<td>232</td>
<td>5,802</td>
<td>251</td>
<td>6,385</td>
</tr>
<tr>
<td>Graduate</td>
<td>239</td>
<td>2,552</td>
<td>300</td>
<td>3,037</td>
<td>355</td>
<td>4,016</td>
</tr>
<tr>
<td>Total</td>
<td>652</td>
<td>22,768</td>
<td>696</td>
<td>24,585</td>
<td>825</td>
<td>27,224</td>
</tr>
</tbody>
</table>

*Enrollment is duplicated headcount for the academic year*

<p>| | | | | |</p>
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<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>+8%</td>
<td></td>
<td>+11%</td>
<td></td>
</tr>
</tbody>
</table>

Assuming 30 students in a course section, it takes:

- 60 new online course sections to grow from 22,768 to 24,585
- 90 new online course sections to grow from 24,585 to 27224
- 136 new online course sections to grow from 27,224 to 31,307
Quick Facts: where are we?

Fall 2018 Unduplicated Headcount:

- 8,619 students taking at least one online course
  7,437 undergraduates, 1,003 graduates, 179 first professional

- 942 students exclusively online students
  496 undergraduate, 445 graduate, 1 first professional

Assuming 100 students in an online program, it takes:
20 new online programs to add 2000 students
Quick Facts: where are we?

Current Approved Online Programs:

- **Masters (14)**
  - Addiction Studies
  - Gerontology
  - Health Administration
  - Homeland Security & Emergency Preparedness
  - M.Ed. Administration & Supervision
  - Business Administration
  - Mechanical & Nuclear Engineering
  - Reading Specialist
  - Rehabilitation & Mental Health Counseling
  - Social Work
  - Sociology
  - Special Education
  - Sports Leadership

- **Undergraduate (2)**
  - Clinical Laboratory Sciences
  - RN to BS

- **Doctoral (5)**
  - Ed.D. Leadership
  - Health Related Sciences
  - Nurse Anesthesia
  - Nursing Practice
  - Nursing

Current SCHEV Approval Queue:

- **Undergraduate (1)**
  - Bachelor Interdisciplinary Studies

- **Masters (1)**
  - M.Ed. Teaching & Learning

Goal 3: 3,000 exclusively online students
Quick Facts: where are we?
Quick Facts: where are we?

Percentage of Online Contribution to Overall Tuition Revenue

- 2013
- 2014
- 2015
- 2016
- 2017
- 2018
- 2019
- 2020
- 2021
- 2022
Growth Strategies:

1. **External Partnership for Scaling Online Programs**
   - Strategy allows significant forward progress before internal infrastructure is in place.

2. **Build internal infrastructure and service capacity**
   - Develop capacity to support the variety of campus needs related to teaching with technology including, but not limited to, online program development.

3. **Encourage & support exploration of new models of instruction**
   - Position VCU as a leader in the exploration of new models of instruction in response to the evolving student enrollment and affordability patterns and pressures.

---

1. In partnership with an external OPM company, quickly transition existing online programs into a format that competes well nationally and elevates the [Online@VCU](http://example.com) brand.

2. Build internal capacity to support quality online course, program, and faculty development across a wide variety in campus readiness and needs.

3. Build internal capacity to support exploration of new instructional business models.
1. External Partnership for scaling Online Programs

- Selected a partner
- Identified eligible programs
- Encouraged buy-in from academic units
- Vetted financial projections and investment strategies

Progress to date:
- SCHEV approved online programs
- Programs with sufficient market demand
- Academic unit able to restructure to work with an external partner

more info in closed session
1. External Partnership for scaling Online Programs

- Seeking approval to enter a contract with our first two programs to launch Fall 2019
- MSW projected growth from 40 new students annually to 255 by year 8
- HSEP projected growth from 30 new students annually to 150 by year 8
- Cycle will repeat for additional new programs

Progress to date:
more info in closed session

- SCHEV approved online programs
- Programs with sufficient market demand
- Academic unit willing to restructure to work with an external partner
## Program Launch Timeline: initial partnered programs launch Fall19

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Discovery</strong></td>
<td><strong>Provider</strong></td>
<td><strong>Creating</strong></td>
<td><strong>Testing</strong></td>
<td><strong>Final Prep</strong></td>
<td><strong>Launch, Reassess</strong></td>
</tr>
<tr>
<td><strong>Vision</strong></td>
<td><strong>Matching</strong></td>
<td><strong>Testing</strong></td>
<td><strong>Testing</strong></td>
<td><strong>Enrollment</strong></td>
<td><strong>Optimize</strong></td>
</tr>
<tr>
<td><strong>Authorization</strong></td>
<td></td>
<td><strong>Testing</strong></td>
<td><strong>Testing</strong></td>
<td><strong>push</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Marketing &amp;</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Recruitment</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Instructional</strong></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Design</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tech</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Infrastructure</strong></td>
<td></td>
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</tr>
</tbody>
</table>

- **Marketing & Recruitment**
  - On-campus programs
  - Hybrid
  - Synchronous
  - Asynchronous
  - Competency based

- **Instructional Design**
  - Partner Selection
  - Faculty assignments
  - Planning

- **Tech Infrastructure**
  - LMS
  - SIS
  - CRM
  - Connect to NoodleBus

- **Provider Matching**
  - Market Selection
  - Planning

- **Creating**
  - Build/Launch microsite, LPs
  - Begin outbound lead gen

- **Testing, Testing, Testing**
  - Refine marketing and funnel management

- **Final Prep**
  - Enrollment push

- **Launch, Reassess**
  - Finalize courses, quality checks, integrate into LMS
2. Building internal infrastructure & service capacity

Staff reorganization and hiring began in Fall 2017:

- +1 Director, +4 instructional designers, +1 Compliance Coordinator, +2 Videographers

- Budgeted search underway for 3 additional instructional designers (Spring19 anticipated start date)

- Budgeted searches planned for communications & marketing director, finance director, & program launch manager (Spring19 anticipated start date)
2. Building internal infrastructure & service capacity

**Progress to date:**

- **FY18 Number of Online Courses Designed**
  - Business
  - University College
  - Humanities & Science
  - Art
  - Health Professions
  - Social Work
  - Engineering

- **“Going Online@VCU” Certificate Program Fall18 Number of Faculty Participants**
  - Wilder
  - Nursing
  - Health Professions
  - Pharmacy

- **Number of Online Courses Designed**
  - 0
  - 2
  - 4
  - 6
  - 8
  - 10
  - 12

- **Number of Faculty Participants**
  - 58
  - 20
3. Encourage & support exploration of new models of instruction

Online@VCU provided funding for senior leaders’ attendance of the “Affordable Degrees@Scale” Symposium hosted by Georgia Tech October 2018

• Over 20 @scale programs now offered by top tier institutions on Coursera and EdX alone
• Top ranked programs at significantly reduced tuition rates
• University partnerships with Starbucks, FedEx, Wal-Mart, Disney
Online@VCU: a university-wide lift

- Partner with Deans and Strategic Enrollment Management to develop online enrollment growth strategies and implement customer relationship management
- Collaborate with faculty to build high quality online courses and programs
- Collaborate with Technology Services to evaluate and implement learning tools
- Collaborate with Budget & Finance to develop new business models
- Collaborate with Student Support Services to connect online students to services
Challenges:

⚠ Physical space for growing internal team to support course and program development
⚠ Faculty buy-in to build new courses
⚠ Existing online program buy-in to grow with an external partner
⚠ Program buy-in to add online modality
⚠ 90 day approval estimate for SCHEV approval of modality change
⚠ Academic units typically require resources to add new program or modality
⚠ Recurring Online@VCU budget limits hiring beyond those currently budgeted
⚠ Need to transition to future-ready learning platform(s)
ONE VCU
MASTER PLAN

Draft Master Plan for VCU
Board of Visitors
December 7, 2018
ONE VCU Master Plan
BOARD OF VISITORS ROLE IN THE ONE VCU PLAN

▪ Board approves ONE VCU Master Plan

▪ VCU develops a capital plan that aligns with the master plan

▪ Board approves the major capital projects in VCU’s capital plan

Per VCU’s Management Agreement with the Commonwealth of Virginia that enables VCU’s Tier 3 status

KEY QUESTIONS

▪ Feedback about the ONE VCU Master Plan draft
▪ Advice or direction from Board members
Recent Capital Investment Projects: 2009 - 2018

Investment: 5.06 Million GSF of Renovation and New Construction 2009-2018
Current Challenges

**DEFERRED MAINTENANCE**

$127 Million
Current Backlog

$397 Million
10-year Renewal Need

* Excludes student life, athletic, health system and residential buildings.

**QUANTITATIVE NEEDS**

1.4 Million GSF
2014 Non-residential Space Need

700-1,000 Beds
2018 Net New Housing Demand

**OPEN SPACE**

24%
...of the open spaces on campus are in poor or below average condition
Current Challenges

**PATIENT BEDS**
- 35% Semi-private beds
- 65% Private beds

**CLINIC FACILITIES**
- Overcrowded and inefficient
  - Clinical layouts

**PARKING FACILITIES**
- 980 Patient/Visitor parking spaces
The Master Plan aligns the University and VCU Health System strategic plans with a common vision.

Quest 2025: Together We Transform
- Student Success
- Diversity Driving Excellence
- Urban and Regional Transformation
- National Prominence

The VCU Health System Strategic Plan: Vision by Design
- Education, Research, Innovation
- Top Performance
- Care for the Commonwealth
Student Success
Ensure student success and well-being through high-quality and appropriate teaching, learning, study and living spaces.

Patient Experience
Design and develop spaces, facilities and amenities that allow for enhanced safety and patient experience in both inpatient and outpatient settings.

Program Synergies
Advance a culture of interdisciplinary collaboration and discovery by developing shared spaces that inspire community, partnerships, research, innovation, and creativity.

Placemaking
Celebrate and enhance VCU’s unique urban setting and rich history.

Mobility and Safety
Promote a walkable, accessible, safe campus which is easy to navigate for the entire VCU community: students, patients, faculty, staff, alumni, neighbors, and visitors.

Unify the Campus
Strengthen the heart of each campus and the collective VCU identity through strategies that connect the campuses to each other and to the city of Richmond.
6 Guiding Principles to support Strategic Plans

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Importance of a master plan and the physical campus environment

STUDENT RECRUITMENT

- Two-thirds of students view facilities as important to making a decision about where to go to college and more than half say an attractive campus is essential (Reynolds, 2007).

- Facilities shape perceptions of intangible college choice elements such as the quality of the faculty, the value of the education, and the safety of the campus (White, 2017).

- The student center carries significant weight in the perception of the university’s quality - accounting for 26% (White, 2017).

- Other important facilities when making a decision include: facilities related to a student’s major, classrooms, residence halls, libraries, and exercise/recreation facilities (Reynolds, 2007).

- Students reject institutions because important facilities are missing, inadequate, or poorly maintained or due to lack of “open space” (Reynolds, 2007).
Importance of a master plan and the physical campus environment

STUDENT RETENTION & SATISFACTION

- Greenspace and urbanism are both positively associated with student retention and satisfaction (Hajrasouliha & Ewing, 2016).
- A profound and positive relationship exists between the built environment and retention (Reynolds, 2007).

STUDENT SUCCESS

- On-campus living is strongly associated with student retention and graduation rates (Hajrasouliha & Ewing, 2016).
- Fall-to-fall persistence rates at VCU are better among students who live on-campus (84%) as opposed to students who live off-campus (79%).
- On-campus students at VCU outperform off-campus students.

<table>
<thead>
<tr>
<th></th>
<th>On-campus</th>
<th>Off-campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman GPA</td>
<td>2.76</td>
<td>2.37</td>
</tr>
<tr>
<td>Sophomore GPA</td>
<td>3.07</td>
<td>2.70</td>
</tr>
</tbody>
</table>
Student Success

**New Student Commons**

- +700 Net new student beds
- Study + Teaching space

**Off-site Athletic Village**

PROPOSED/RENOVATED BUILDINGS CONTRIBUTING TO STUDENT SUCCESS

- CAMPUS MAIN STREET
- MAIN CAMPUS OPEN SPACE
- PUBLIC OPEN SPACE

- ACADEMI
-STEM
-CLASSROOMS + LABS

- WELCOME CENTER
- GYM
- LIBRARY
- HOUSING

- UNDERGRAD, HOUSING
- UNDERGRAD HOUSING - REC. FIELD

- STUDENT COMMONS

- REC. SPACE

- INTERDISCIPLINARY HEALTH SCIENCES TEACHING + RESEARCH
- LIBRARY + CAFE

- STATE CAPITOL
- ICONIC GREEN
- PROPOSED/RENOVATED BUILDINGS CONTRIBUTING TO STUDENT SUCCESS

- Enviro-STEM
- BELVIDERE
- HARRISON
- MARSHALL
- MAIN
- FRANKLIN
- BELVIDERE
- CLAY
Student Success

Ensure student success and well-being through high-quality and appropriate teaching, learning, study and living spaces.
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Celebrate and enhance VCU's unique urban setting and rich history.

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Strengthen the heart of each campus and the collective VCU identity through strategies that connect the campuses to each other and to the city of Richmond.

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Student Success

Patient Experience

Program Synergies

Placemaking

Mobility and Safety
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PATIENT/PROVIDER HEALTH & SAFETY

- Private patient rooms reduce length of stay, healthcare acquired infections, patient movement, and operating costs (Chaudhury, Mahmood & Valente, 2004).

- Facilities play an integral role in reducing staff exposure to infectious agents and other hazards potentially present in the healthcare environment (Jiang et al., 2003).
Importance of a master plan and the physical campus environment

PATIENT SATISFACTION

- Facilities have been shown to reduce patient and family stress, accelerating healing, through intuitive wayfinding, parking at the point of service, access to nature and natural lighting, and reduced noise levels (Ulrich, Quan & Zimring, 2004).

- Patients in more attractive patient rooms are more likely to report higher satisfaction with room cleanliness, food service, the attending physician, and hospital overall (Swan, Richardson & Hutton, 2003).

- After reputation, convenience is the highest consideration when choosing a clinic for both Millennials and Baby Boomers (Graham, et al., 2015).
Patient Experience

Consolidated adult outpatient services + point of service parking

100% private inpatient rooms

Improved Safety + Wayfinding

PROPOSED/RENOVATED BUILDINGS CONTRIBUTING TO PATIENT EXPERIENCE

PATIENT PARKING

PROPOSED INTERNAL CONNECTIONS

PROPOSED BRIDGE CONNECTION

PRIMARY VEHICULAR CIRCULATION

ADULT OUTPATIENT FACILITY

NELSON + AMBULATORY CARE CENTER RENOVATION

EXPANDED + REVITALIZED MCGUIRE PARK

INPATIENT HOSPITALS

NORTH HOSPITAL RENOVATION
Patient Experience

Design and develop spaces, facilities and amenities that allow for enhanced safety and patient experience in both inpatient and outpatient settings.
6 Guiding Principles to support Strategic Plans

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Program Synergies

PROGRAM CLUSTERS

PROPOSED/RENOVATED BUILDINGS CONTRIBUTING TO PROGRAM SYNERGIES

Integrated
Academics & Student Life

Inter-disciplinary
Teaching & Research facilities

Concentrates +
Improves
Activity and adjacencies

CLASSROOMS + LABS

ACADEMIC

ARTS

INTERDISCIPLINARY

FUTURE ARTS

STUDENT COMMON

HUMANITIES + SCIENCES EXPANSION

SURFACES

PERFORMING ARTS, INNOVATION, ENGAGEMENT

FUTURE EXPANSION

BROAD FRANKLIN MARSHALL LEIGH BELVIDERE 9TH HARRISON MAIN CARY

INTERDISCIPLINARY HEALTH SCIENCES TEACHING, RESEARCH + LIBRARY

ADULT OUTPATIENT FACILITY - CLINICS

SANGER REVITALIZATION

INPATIENT HOSPITALS

STATE CAPITOL

STUDENT GALLERY

ACADEMIC HEALTH PROFESSIONS ACADEMIC

ACADEMIC HEALTH SCIENCES TEACHING, RESEARCH + LIBRARY

MONROE PARK

STUDENT LIFE ARTS ENGINEERING + BUSINESS

ACADEMIC HEALTH SCIENCES TEACHING, RESEARCH + LIBRARY

INPATIENT HOSPITALS

STATE CAPITOL

STUDENT GALLERY

ACADEMIC

ACADEMIC HEALTH PROFESSIONS ACADEMIC

ACADEMIC HEALTH SCIENCES TEACHING, RESEARCH + LIBRARY

HUMANITIES SCIENCE EXPANSION

CLASSROOMS LABS

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ARTS

INTERDISCIPLINARY

FUTURE ARTS

STUDENT COMMON

HUMANITIES + SCIENCES EXPANSION

SURFACES

PERFORMING ARTS, INNOVATION, ENGAGEMENT

FUTURE EXPANSION

BROAD FRANKLIN MARSHALL LEIGH BELVIDERE 9TH HARRISON MAIN CARY

INTERDISCIPLINARY HEALTH SCIENCES TEACHING, RESEARCH + LIBRARY

ADULT OUTPATIENT FACILITY - CLINICS

SANGER REVITALIZATION

INPATIENT HOSPITALS

STATE CAPITOL

STUDENT GALLERY

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HUMANITIES + SCIENCES EXPANSION

SURFACES
Program Synergies

Advance a culture of interdisciplinary collaboration and discovery by developing shared spaces that inspire community, partnerships, research, innovation, and creativity.
6 Guiding Principles to support Strategic Plans

Student Success
Ensure student success and well-being through high-quality and appropriate teaching, learning, study and living spaces.

Patient Experience
Design and develop spaces, facilities and amenities that allow for enhanced safety and patient experience in both inpatient and outpatient settings.

Program Synergies
Advance a culture of interdisciplinary collaboration and discovery by developing shared spaces that inspire community, partnerships, research, innovation, and creativity.

Placemaking
Celebrate and enhance VCU’s unique urban setting and rich history.

Mobility and Safety
Promote a walkable, accessible, safe campus which is easy to navigate for the entire VCU community: students, patients, faculty, staff, alumni, neighbors, and visitors.

Unify the Campus
Strengthen the heart of each campus and the collective VCU identity through strategies that connect the campuses to each other and to the city of Richmond.
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Placemaking

- +2 Iconic Greens
- +19 Vehicular, Pedestrian/Bike Front Doors
- +7,450 Linear feet of streetscape improvements

[Map of enhanced streetscape with icons for primary vehicular front doors, secondary vehicular front doors, and pedestrian/bike front doors.]
Placemaking

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Unify the Campus

Partner with GRTC on PULSE & other local routes
Locate programs between campuses strategically
Capitalize on partnership opportunities

VCU PRESENCE BETWEEN CAMPUSES (OWNED)
ENGAGEMENT +
INNOVATION
JACKSON CENTER - VCU HEALTH
VCU POLICE
ARTS POTENTIAL PARTNERSHIP ZONE
THEATER ROW - HEALTH
ONE CAPITOL SQUARE - VCU HEALTH

Partner with GRTC on PULSE & other local routes
Locate programs between campuses strategically
Capitalize on partnership opportunities

VCU PRESENCE BETWEEN CAMPUSES (LEASED)
RAMRIDE PULSE BRT STOPS
GRTC #5 ROUTE
CAMPUS CONNECTOR ROUTE
PULSE BRT ROUTE

PULSE BRT ROUTE

GRTC #5 ROUTE
CAMPUS CONNECTOR ROUTE
PULSE BRT ROUTE
Unify the Campus

Strengthen the heart of each campus and the collective VCU identity through strategies that connect the campuses to each other and to the city of Richmond.
ONE VCU Metrics

**DEFERRED MAINTENANCE**

$127 Million
Current Backlog

$397 Million
10-year Renewal Need

$204 Million
Reduction in Total Need

61%
Of Backlog Addressed

* Excludes student life, athletic, health system and residential buildings.

**QUANTITATIVE NEEDS**

1.4 Million GSF
2014 Non-residential Space Need

700-1,000 Beds
2018 Net New Housing Demand

82%
Of Space Needs Addressed in ONE VCU Master Plan

100%
Net New Housing Demand Addressed

**OPEN SPACE**

24%
of the open spaces on campus are in poor or below average condition

7,450
Linear Feet of Streetscape Improvements

2
New Iconic Greens
ONE VCU Metrics

PATIENT BEDS

- 35% semi-private
- 65% private
- 100% private
- 15% increase in beds matching growth in projected inpatient volume

CLINIC FACILITIES

- Overcrowded and inefficient clinical layouts
- 20% growth accommodated through 2025
- Efficient, convenient clinic layouts including enhanced access to Linear Accelerator, Imaging and Operating Rooms, etc.

PARKING FACILITIES

- 980 Patient/Visitor parking spaces
- 3,100 Patient/Visitor spaces with new facilities
ONE VCU

Iconic green on MCV campus – revitalized and expanded McGuire Park
KEY QUESTIONS

- Feedback about the ONE VCU Master Plan draft
- Advice or direction from Board members
References


AUDIT AND COMPLIANCE SERVICES CHARTER

VIRGINIA COMMONWEALTH UNIVERSITY
and
VCU HEALTH SYSTEM

Virginia Commonwealth University (university) and VCU Health System Authority (health system) maintain comprehensive and effective internal audit and compliance programs. The objective of Audit and Compliance Services (“department”) is to assist members of the Board of Visitors, Board of Directors, and management in the effective performance of their responsibilities. The department fulfills this objective by providing independent and impartial examinations, investigations, evaluations, counsel, and recommendations for the areas and activities reviewed.

Scope of Work

The scope of the department's work is to determine whether the university’s and health system's risk management, internal control, governance, and compliance processes, as designed and represented by management, are adequate and functioning in a manner to provide reasonable assurance that:

• Risks are appropriately identified and managed
• Control processes are adequate and functioning as intended
• Significant, financial, managerial, and operating information is accurate, reliable, and timely
• An effective university compliance program is maintained to provide guidance and resources, in an oversight role, for all educational, research, and athletic compliance programs to optimize ethical and compliant behavior
• An effective health system compliance program is implemented to further the health system’s mission, vision, and values by promoting a culture of compliance, and preventing, correcting, and investigating issues through education, monitoring, and enforcement
• An effective program of information technology (IT) management and security is maintained by management to ensure health system and university IT and data assets are properly secured, integrity protected, available as needed and kept confidential as required by applicable policies laws and regulations
• Employees’ actions are in compliance with the respective codes of conduct, policies, standards, procedures, and applicable laws and regulations
• Resources are used efficiently and are adequately protected
• Program plans and objectives are achieved
• Significant legislative and regulatory issues impacting the university and health system are recognized and appropriately addressed
Opportunities for improving management controls, accountability, and financial-fiscal performance and compliance processes, and for protecting the organizational reputation of the university and health system may be identified, and will be addressed with the appropriate level of management when identified.

**Accountability**

The Executive Director of Audit and Compliance Services shall be accountable to the Board of Visitors, through the Audit, Integrity, and Compliance Committee, and the Board of Directors, through the Audit and Compliance Committee, to maintain comprehensive and professional internal audit and compliance programs. In fulfilling those responsibilities, the Executive Director will:

- Establish annual goals and objectives for the department, and report periodically on the status of those efforts.
- Execute the annual audit and compliance work plans and initiatives.
- Coordinate efforts with other control and monitoring functions (risk management, financial officers, campus police, university counsel and health system general counsel, external auditors, government reviewers, etc.).
- Report significant issues related to the department’s scope of work, including potential improvements, and continue to provide information about those issues through resolution.
- Provide updates to the respective board committees, the university president, and the chief executive officer of the health system on the status of the audit work plans, compliance and initiatives, qualifications of staff, and sufficiency of department resources.

**Independence and Objectivity**

All work will be conducted in an objective and independent manner. Staff will maintain an impartial attitude in selecting and evaluating evidence information and in reporting results. Independence in fact and appearance enables unbiased judgments that are essential to the proper conduct of the department’s scope of work.

To provide an appropriate reporting structure to support independence, the Executive Director shall report to the Audit, Integrity, and Compliance Committee of the Board of Visitors and to the Audit and Compliance Committee of the Board of Directors. The Executive Director shall report administratively to the university’s President.

**Responsibility**

The department will assist the Board of Visitors, Board of Directors, and management by:

- Maintaining a professional staff with sufficient knowledge, skills, and experience to fulfill the requirements of this charter.
• Developing and executing annual and long-range risk-based audit and compliance work plans and initiatives. The plans and initiatives will be submitted to management for review and comment and to the respective board committee for approval. The department recognizes that one of the primary benefits of these programs is the ability to respond to issues that arise during the normal course of business. Accordingly, the annual plans shall include time for management requests and special projects.

• Participating in an advisory capacity in the planning, development, implementation, or change of significant compliance and control processes or systems. The Executive Director shall ensure that the level of participation in these projects does not affect the department’s responsibility for future evaluation of evaluating these processes or systems during future reviews nor compromise its independence.

• Conducting or assisting in the investigation of any suspected fraudulent activities, misconduct, or non-compliance issues, and notifying management and the respective board committees of the results.

• Issuing periodic reports to management and the respective board committees summarizing the results of the department’s activities.

• Considering the scope of work of the external auditors, as appropriate, to provide optimal audit coverage to the university and health system at a reasonable overall cost.

• Reporting at least annually to the Board of Visitors, Board of Directors, and senior management on the department’s purpose, authority, responsibility, and performance relative to its plans and initiatives, and on its conformance to standards and best practices. Reporting should also include significant risk exposures and control issues, corporate governance issues, serious misconduct or non-compliance, and other matters needed or requested by the Board and senior management.

Authority

The department and its staff are authorized to:

• Have unrestricted access to all activities, records, property, and personnel. Receive cooperation from all university and health system personnel and affiliates.

• Have full access to the respective board committee.

• Allocate departmental resources, set audit and review frequencies, determine scopes of work, and apply the techniques necessary to accomplish audit objectives.

• Obtain the necessary assistance of personnel in departments when audits performing work plans and initiatives are performed, as well as that of other specialists.

The department and its staff are not authorized to:

• Perform operational duties in interim status, or otherwise, unless authorized in advance by the respective board committee.

• Initiate or approve accounting transactions external to the department.
Standards of Practice

The department will conduct its scope of work in accordance with requirements and best practices as established by relevant authoritative and objective sources from industry and government.

For internal audit functions, this includes both mandatory and recommended guidance from the Institute of Internal Auditors International Professional Practices Framework. The mandatory guidance requires our department to conform with the Core Principles for the Professional Practice of Internal Auditing, Definition of Internal Auditing, Code of Ethics, and International Standards for the Professional Practice of Internal Auditing (Standards). Internal auditing is an independent, objective assurance, and consulting activity designed to add value and improve an organization’s operations. Our department will help the university and health system accomplish its objectives by bringing a systematic, disciplined, and risk-based approach to evaluate and improve the effectiveness of risk management, control, and governance processes.

For maintaining effective compliance programs, standards of practice are driven by the guidance provided in Chapter 8 of the Federal Sentencing Guidelines as promulgated by the US Sentencing Commission. The main focus of an effective program is to prevent and detect misconduct, remedy harm when identified, self-report where applicable, and maintain due diligence in promoting an organizational culture that encourages ethical conduct and a commitment to compliance with the law.

For the health system compliance program, guidance by the Health Care Compliance Association is also included. This organization sets the standard for professional values and ethics in the health care compliance field.

Quality Assurance and Improvement Program

The department will maintain a quality assurance and improvement program that covers all aspects of the internal audit activity. This program will be designed to:

- evaluate internal audit’s conformance with the Standards and application of the Code of Ethics;
- assess the efficiency and effectiveness of the department; and
- identify opportunities for improvement.

The quality program includes both internal and external assessments. Internal assessments will include ongoing monitoring and periodic assessments of internal audit activity. An external assessment will be performed at least once every five years by qualified individuals who are independent of the internal audit function.
I. PURPOSE

The primary purpose of the Finance, Budget, and Investment Committee (“Committee”) is to assist the Board of Visitors in fulfilling its objectives and fiduciary responsibilities related to applicable policy/ies and oversight of:

- University finances and investments
- University policies on debt management
- University facilities planning, design, construction and renovation.
- University purchase and divesture of land, including any easements.

The Committee is responsible for reviewing financial statements, budgets, debt, investments, cash management, six-year financial operating and capital plans, and make corresponding recommendations to the Board of Visitors all for the purpose of maintaining a sound fiscal standing. In addition and contributing to fiscal standing, the Committee is responsible for reviewing the University’s tuition and fee charges for each year. The Committee directly oversees the investment of the cash management pool and reviews the financial activities of any foundation or organization established to benefit the University, including foundations, partnerships, or other affiliated entities.

The Committee also approves selection of engineers and architects for University construction capital projects exceeding $2 million, approves the renovation or replacement of outdated facilities and equipment, and approves project plans for construction projects exceeding $2 million, approves the acquisition of all property, and the sale and demolition of property.

University management is responsible for day to day operation of the University within the established authorities, under the governance of the Committee.

II. COMPOSITION AND INDEPENDENCE

The Committee will be comprised of three or more Visitors. In addition to complying with the Commonwealth of Virginia’s Conflict of Interest laws and any University policies, each member must be free from any financial, family or other material personal relationship that, in the opinion of the Board or the Committee members, would impair their independence from management and the University. Committee members should also refrain from activities that a reasonable person would view as unethical or contrary to the institutional mission.
III. RESPONSIBILITIES

In performing its oversight responsibilities, the 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 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 meet in closed session (with or without members of senior management present) with the external auditors and/or the Vice President for Finance and Administration to discuss matters that the Committee or any of these groups believe should be discussed privately.
5. Become well acquainted with all of the information and pertinent facts under the purview of the Committee.
6. Implement best practices across the institution for financial management.
7. Ensure that the institution is operating efficiently, effectively and appropriately with regard to the use of public and other funds to support its stated mission.

B. **Financial Policy and Investments:**

1. Review recommendations of the Administration concerning new or revised financial policy and make appropriate recommendations to the Board of Visitors.
2. Review financial assumptions upon which budgets are based.
3. Review and recommend approval of the six-year financial plan and operating budget.
4. Review and recommend approval of the six-year capital outlay plan and capital outlay budget, and all amendments to the plan.
5. Review periodically and compare financial operating results with appropriate budgets and benchmarks.
6. Approve major design changes to the VCU Optional Retirement Plan.
7. Review annual financial statements and supporting schedules and report to the Board the results of that review.
8. Serve, with the advice of the Investment Advisory Subcommittee, as an investment committee and oversee University investment policies and activities including direct management of the University's cash investment pool and monitoring of the policies and activities of the University-related private foundations.
9. Review annually the BOV Fund.
10. Review quarterly the University Efficiencies.
11. Review quarterly the F&A Dashboard.
C. **Facilities Planning and Debt Management:**

1. Review and recommend approval of the master site plan.
2. Review and recommend approval of plans for new construction and major renovation projects in accordance with Board-approved procedures.
3. Review and recommend approval of the six year capital outlay program and amendments thereto.
4. Review and recommend to the Board all debt issuance and review debt management policies.
5. Review and recommend approval of property acquisition or disposition of real estate and other interests therein.
6. Consider such other matters relating to the maintenance and security of the University's buildings and grounds and the care and preservation of the University's furnishings and equipment as may warrant its consideration.

D. **Emergency Preparedness:**

1. Review and recommend approval of plans pertaining to emergency preparedness and campus security.

E. **Administration:**

1. Review and approve the Committee charter annually and any significant updates to the charter.
2. Review and approve the annual Committee work plan and any significant changes to the plan.
3. Review the qualifications of the Committee members, staff and the level of staffing by the institution as needed.
4. Review annually the Deficit Disclosure.
5. Annual Investment Conflict of Interest Disclosure Statement.
7. Review reports of the Financial Integrity and Stewardship Committee as needed.
8. Review annually Agency Risk Management and Internal Control Standards (ARMICS)

F. **Tuition and Fees:**

1. Review and recommend tuition and fee charges if needed to provide guidance to the Board.

IV. **MEETINGS**

The Committee will meet at least four times annually. Additional meetings may occur more frequently as circumstances warrant. The Committee Chair should communicate with the Vice President of Finance and Administration prior to each Committee meeting to finalize the meeting agenda and review the matters to be discussed.
### A. General

1. Adopt a formal written charter that specifies the Committee’s scope of responsibility. The charter should be reviewed and updated as necessary.  
   
2. Maintain minutes of open session 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 meet in closed session (with or without members of senior management present) with the external auditors and/or the Vice President for Finance and Administration to discuss matters that the Committee or any of these groups believe should be discussed privately.  
   
5. Become well acquainted with all of the information and pertinent facts under the purview of the Committee.  
   
6. Implement best practices across the institution for financial management.  
   
7. Ensure that the institution is operating efficiently, effectively and appropriately with regard to the use of public and other funds to support its stated mission.  

### B. Financial Policy and Investments

1. Review recommendations of the Administration concerning new or revised financial policy and make appropriate recommendations to the Board of Visitors.  
   
2. Review financial assumptions upon which budgets are based.  
   
3. Review and recommend approval of the six-year financial plan and operating budget.  
   
4. Review and recommend approval of the six-year capital outlay plan and capital outlay budget, and all amendments to the plan.  
   
5. Review periodically and compare financial operating results with appropriate budgets and benchmarks.  
   
6. Approve major design changes to the VCU Optional Retirement Plan.  
   
7. Review annual financial statements and supporting schedules and report to the Board the results of that review.  
   
8. Serve, with the advice of the Investment Advisory Subcommittee, as an investment committee and oversee University investment policies and activities including direct management of the University's cash investment.
A=Annually; Q=Quarterly; AN=As Necessary

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<td>pool and monitoring of the policies and activities of the University-related private foundations.</td>
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<td>9. Review the BOV Fund</td>
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<td>10. Review the University Efficiencies</td>
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<td>11. Review the F&amp;A Dashboard</td>
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### C. Facilities Planning and Debt Management

1. Review and recommend approval of the master site plan. | X |
2. Review and recommend approval of plans for new construction and major renovation projects in accordance with Board-approved procedures. | X | X | X | X | X |
3. Review and recommend approval of the six year capital outlay program and amendments thereto. | X | X | | X |
4. Review and recommend to the Board all debt issuance and review debt management policies. | X | X | | X |
5. Review and recommend approval of property acquisition or disposition of real estate and other interests therein. | X |
6. Consider such other matters relating to the maintenance and security of the University's buildings and grounds and the care and preservation of the University's furnishings and equipment as may warrant its consideration. | X |

### D. Emergency Preparedness

1. Review and recommend approval of plans pertaining to emergency preparedness and campus security | X |

### E. Administration

1. Review and approve the Committee charter and any significant updates to the charter. | X | X |
2. Review and approve the Committee work plan and any significant changes to the plan. | X | X |
3. Review the qualifications of the Committee members, staff and the level of staffing by the institution. | X |
4. Review the Deficit Disclosure. | X | X |
5. Investment Conflict of Interest Disclosure Statement. | X | X |
6. Review the Investment Policy Statements – Asset Allocation | X | X |
7. Review reports of the Financial Integrity and Stewardship Committee | X |
8. Review the Agency Risk Management and Internal Control Standards (ARMICS) | X | X |
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### F. Tuition and Fees

1. Review and recommend tuition and fee charges.

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1 Annually in April a Special Meeting of the BOV may be held to discuss the Budget Plan and Proposed Tuition and Fees.
Proposal to Create a Graduate Certificate in Applied Statistics

Overview

This proposal seeks approval to create a 12-credit Graduate Certificate in Applied Statistics.

The purpose of the Graduate Certificate in Applied Statistics is to train students on the assumptions associated with applied statistics procedures and prepare them to apply the procedures to real data. Students will learn statistical packages that allow them to perform the procedures, and learn the proper interpretation of the results. Graduates will be able to apply the procedures in many high demand areas, including industry, government, and professional/financial businesses.

Method of Delivery

The certificate will be offered in a traditional, face-to-face format. All of the required courses currently exist, and are taught in university and department scheduled classrooms that have the necessary technology and software required of the courses. The university has sufficient resources to deliver this certificate program.

Target Implementation Date

Fall 2019

Demand and Workforce Development

The demand for statisticians has consistently grown over the past few decades, and according to the Bureau of Labor Statistics, overall employment of statisticians (and mathematicians) is projected to grow by 33% during the decade between 2016 and 2026, far exceeding the projected 7% increase for all such occupations. “Businesses will need these workers to analyze the increasing volume of digital and electronic data.”

According to U.S. News & World Report’s 2017 rankings, statistician is the best job in STEM, the best job in business, and the fourth best job overall. For 2018, the U.S. News & World Report again as statistician as the best job in STEM, the best job in business, and the sixth best job overall. These rankings factor in characteristics such as career satisfaction, salary, job growth, and advancement opportunities. The American Statistical Association states that “career statisticians have the opportunity to work in nearly any industry they are passionate about, which makes for a happy job! From improving the agriculture industry, to solving spatial analysis challenges for the fire department, to managing data science at the White House, and more, virtually every industry needs workers who are skilled in statistics.”

The need extends locally as well. The Richmond region hosts many state and local government agencies; Capital One and other financial institutions; the Federal Reserve; and several military-based opportunities, among many other places that need and employ statisticians.

1 https://www.bls.gov/ooh/math/mathematicians-and-statisticians.htm
2 http://thisisstatistics.org/2017-is-the-year-of-the-statistician/
External Competition

A search of the SCHEV Degree Inventory5 by Broad Program and Level reveals seven relevant certificate programs; three at George Mason University, two at George Washington University, one at Old Dominion University, and one at Virginia Commonwealth University. Only the certificate at Old Dominion University is similar to the Graduate Certificate we are proposing. The three at George Mason University are specific to a particular population that our certificate would not appeal to. The two at George Washington University are not focused on applied statistics. And the existing certificate at Virginia Commonwealth University is a post-baccalaureate certificate that consists of undergraduate courses as opposed to graduate level courses.

5http://research.schev.edu/degreeinventory/inventory_7.asp

Target Population

The certificate will target working professionals in government agencies and the financial sector who want to advance their careers by acquiring new skills and learning new topics in applied statistics. Individuals who are considering a graduate degree in statistics could also be targeted, as all courses in this program would transfer to a M.S. in statistics program.

Impact on Existing Programs/Policies

No existing program will be impacted by the creation of the Graduate Certificate in Applied Statistics.

Impact on Faculty

Faculty appointments in the certificate program are established by recommendation of the chair of the Department of Statistical Sciences and Operations Research in consultation with the certificate’s Program Director. The Program Director is a full-time faculty member in the department. All courses will be taught by full-time, tenure eligible faculty in the department, all of which have a PhD in statistics or a related field. No adjuncts will be used to teach in the certificate program.

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 (copying and contracts), and general administration (budgeting, forecasting, and enrollment management). Full-time faculty in the Department of Statistical Sciences and Operations Research will be the primary instructors in the proposed program and one of the faculty will serve as Program Director. No new positions will be created to initiate and sustain this certificate program. The university has adequate resources to offer and sustain this certificate program.

Benefit to the university

The Graduate Certificate in Applied Statistics will introduce VCU to new graduates, and to working professionals in the central Virginia area. In preparing students to excel in a high demand profession, VCU’s reputation in STEM-related disciplines will be enhanced.
Next Steps

January 31  University Council Academic Affairs and University Policy
February 7  University Council
February 11 President’s Cabinet
March 22  Board of Visitors

Full Proposal

See attached
Name of Certificate: Applied Statistics

CIP Code: 27.0501

Initiation Date: Fall 2019

Description of Certificate:
The purpose of the Graduate Certificate in Applied Statistics is to train students on the assumptions associated with applied statistics procedures and prepare them to apply the procedures to real data. Students will learn statistical packages that allow them to perform the procedures, and learn the proper interpretation of the results. Graduates will be able to apply the procedures in many high demand areas, including industry, government, and professional/financial businesses.

Target Audience:
The certificate will target working professionals in government agencies and the financial sector who want to advance their careers by acquiring new skills and learning new topics in applied statistics. Individuals who are considering a graduate degree in statistics could also be targeted, as all courses in this program would transfer to a M.S. in statistics program.

Time to Complete:
Full-time, non-degree seeking students can complete the certificate in one year (two semesters) with a course load of six credits each in a fall and spring semester. Part-time, non-degree seeking students can complete the certificate in two years (four semesters) with a three-credit load each semester. Degree-seeking students can complete the certificate in two years (four semesters) with a three-credit load each semester.

Admission:
The admission requirements outlined below will apply to all students. All applicants to the graduate certificate programs are required to meet the admission requirements of the VCU Graduate School. Applicants will be required to submit the following materials to the Graduate School Admissions Office:

- Application form and application fee
- Three letters of recommendation, professional and/or academic
- Official undergraduate transcripts from all schools attended
- A statement of purpose outlining career goals
- A resume stating relevant work experience

The Department of Statistical Sciences and Operations Research requires that students demonstrate the following:
• Have earned an undergraduate degree in an area related to applied mathematics, or in another discipline that requires mathematics through calculus and linear algebra, and statistics.
• Have computing/technology skills that would allow the student to learn and use several statistical software packages.

A maximum of 3 equivalent, graduate-level transfer credit hours at the 500-level or higher may count toward the certificate. The transfer credits are evaluated on a case-by-case basis to determine course equivalency. Credits from a degree already awarded cannot be applied toward the certificate.

International students will submit an official transcript evaluation from a recognized foreign educational credentials evaluation service accredited by the National Association of Credential Evaluation Service (NACES) or the American Association of Collegiate Registrars and Admissions Officers (AACRAO). International students must also provide proof that they can support themselves financially for the duration of the program.

Non-native English speakers will provide evidence of proficiency in English by one of the following:
• A Test of English as a Foreign Language (TOEFL) minimum composite score of 100 for the Internet Based Test (IBT) or 600 for the paper-based score
• An International English Language Testing Systems (IELTS) score minimum of 6.5 on the academic exam
• A passing score on the VCU English Language Program Compression test

Curriculum Requirements:
The curriculum will prepare students to work with data from a variety of disciplines and perform appropriate procedures to best analyze the data. The curriculum focuses on the assumptions associated with applied statistics procedures and how to verify the assumptions. The curriculum emphasizes appropriate statistical software packages for data analysis and the current workplace technologies for statistical applications.

Required Courses
Total Number of Credit Hours: 12 credit hours (minimum)
All courses are 3 credit hours

Courses
STAT 636, Machine Learning Algorithms
STAT 641, Applied Data Analysis
STAT 642, Design and Analysis of Experiments
STAT 643, Applied Linear Regression

Faculty:
Faculty appointments in the certificate program are established by recommendation of the chair of the Department of Statistical Sciences and Operations Research in consultation with the certificate’s Program Director. The Program Director is a full-time faculty member in the
department. All courses will be taught by full-time, tenure eligible faculty in the department, all of which have a PhD in statistics or a related field.

No adjuncts will be used to teach in the certificate program.

**Course Delivery Format:**
The certificate will be offered in a traditional, face-to-face format. All of the required and restricted elective courses currently exist, and are taught in university and department scheduled classrooms that have the necessary technology and software required of the courses. The university has sufficient resources to deliver this certificate program.

**Resources:**
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 (copying and contracts), and general administration (budgeting, forecasting, and enrollment management). Full-time faculty in the Department of Statistical Sciences and Operations Research will be the primary instructors in the proposed program and one of the faculty will serve as Program Director. No new positions will be created to initiate and sustain this certificate program. The university has adequate resources to offer and sustain this certificate program.

**Gainful Employment:**
The Applied Statistics graduate certificate is a Gainful Employment program. The certificate will come under Gainful Employment regulations.

**Course Descriptions:**

**STAT 636. Machine Learning Algorithms. 3 Hours.**
Semester course; 3 lecture hours. 3 credits. Enrollment restricted to students with graduate status in mathematical sciences, systems modeling and analysis, decision sciences and business analytics, or computer science, or by permission of the instructor. Includes an in-depth analysis of machine learning algorithms for data mining, equipping students with skills necessary for the design of new algorithms. Analyses will include framing algorithms as optimization problems and a probabilistic analysis of algorithms. Students will be exposed to current areas of research in the construction of data mining algorithms. Crosslisted as: OPER 636.

**STAT 641. Applied Data Analysis.**
Semester course; 3 lecture hours. 3 credits. Enrollment restricted to students who have completed a multivariate calculus course. Experience with mathematics or statistics software is strongly recommended. Introduction to applied data analysis intended primarily for graduate students in mathematical sciences and engineering. Topics include the fundamental ideas of descriptive statistics, elementary probability theory, statistical inference including tests of hypotheses and confidence intervals, ANOVA, principles of experimental design, correlation and linear regression analysis, categorical data analysis, and quality control. Focus is on the practical side of implementing these techniques using statistical software packages. Students may receive degree credit for only one of BIOS 543, STAT 441, STAT 541, STAT 543 or STAT 641.
STAT 642. Design and Analysis of Experiments I.
Semester course; 3 lecture hours. 3 credits. Prerequisite: graduate status in mathematical sciences or systems modeling and analysis, or permission of instructor. An introduction to the design and analysis of experiments. Topics include the design and analysis of completely randomized designs, one variable block designs, the family of Latin square designs and split-plot designs. Introductions are also given to multiple comparison procedures and contrasts, analysis of covariance and factorial experiments. Applications involve the use of a statistical software package.

STAT 643. Applied Linear Regression.
Semester course; 3 lecture hours. 3 credits. Prerequisite: MATH 200-201, STAT 212 and MATH 310 or equivalents. An introduction to the concepts and methods of linear regression analysis. Topics include simple linear regression, multiple linear regression, the impact of model misspecification, model selection criteria, residual analysis, influence diagnostics, diagnostic plots, multicollinearity, transformations and response surface methodology. Applications involve the use of a statistical software package.
Proposed Program Brief

Proposal to Create a Graduate Certificate in Cybersecurity Policy and Management

Overview

VCU seeks approval to offer a 12 credit graduate certificate in cybersecurity policy and management. The certificate also requires a non-credit bearing technical competency course. This program will be located in the L. Douglas Wilder School of Government and Public Affairs, Department of Homeland Security and Emergency Preparedness.

The purpose of the certificate is to educate professionals, managers, and future members of the homeland security field on key cybersecurity issues in policy, law, and decision-making. Students will learn to: 1) assess cybersecurity risk, 2) communicate with and between policy makers and contracted computer scientists, and 3) develop effective risk analysis and prevention plans, through an understanding of cybersecurity in historical, theoretical, legal and policy-oriented frameworks. The program will prepare graduates for employment positions with local, regional, or state government and private agencies.

Method of Delivery

The program will be taught exclusively online.

Target Implementation Date

Fall 2019.

Demand and Workforce Development

The primary motivation for the program is a very high state and national demand by employers and potential employees for training opportunities in cybersecurity. Discussions with regional cybersecurity experts (particularly Chief Information Officers) indicates that companies need personnel who are educated on cybersecurity policy, language, contracts, and potential impact of regulations and changes on their organization.

There is a dearth of cyber professionals, as noted by an array of agencies, including: the Office of the President, the Office of Personnel Management, the Bureau of Labor Statistics, the Department of Homeland Security, the National Governors Association, the United States Government Accountability Office, and several non-governmental organizations.

External Competition

No institute of higher education in Virginia offers a graduate degree in Cybersecurity Policy and Management. A number of institutions offer graduate degrees in cybersecurity—these are heavily predicated on either computer science, information systems, or a combination of the two disciplines. The proposed degree is instead oriented towards policy, legal, and organizational decision making issues surrounding the area of cybersecurity.

Target Population

The program will target two audiences. The first target population is working professionals who need to advance their knowledge of issues related to cybersecurity in law and policy, risk assessment, decision-making, and administrative issues. The second is students enrolled in one of the related graduate programs in the L. Douglas Wilder School of Government and Public Affairs (Criminal Justice, Homeland Security/Emergency Preparedness, Public Administration, Urban and Regional Planning) who may choose to pursue the proposed certificate program while pursuing their master’s degree.
**Impact on Existing Programs/Policies**

This certificate does not compromise or compete with any other certificate programs at VCU.

**Impact on Faculty**

Faculty appointments in the certificate program are established by recommendation of the chair of the Homeland Security and Emergency Preparedness program. The minimum requirement for faculty teaching in this certificate program is a graduate degree in an acceptable area dependent on the course, can range from homeland security, political science, public administration, computer science or a closely related field.

**Funding**

The program will incur some additional expenses in two areas: course development and adjunct faculty. Wilder School resources will be used to hire two adjunct faculty for the non-credit bearing technical competency course and two of the four credit-bearing courses. No other expenses will be incurred.

**Benefit to the university**

Since there are no similar programs in Virginia, the proposed degree will occupy a unique position. The online nature of the certificate will provide substantial access to students in the region, Commonwealth, and beyond. The certificate will serve current students, working professionals, and could draw students into other graduate programs.

**Next Steps**

<table>
<thead>
<tr>
<th>Date</th>
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<tbody>
<tr>
<td>January 31</td>
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<td>University Council</td>
</tr>
<tr>
<td>February 11</td>
<td>President’s Cabinet</td>
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<td>March 22</td>
<td>Board of Visitors</td>
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**Full Proposal**

See attached.

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Name of Certificate: Cybersecurity Policy and Management

CIP Code: 43.0303

Initiation Date: Fall 2019

Description of Certificate:

The purpose of the certificate is to educate professionals, managers, and future members of the homeland security field on key cybersecurity issues in policy, law, and decision-making. The public and private sectors identify the ability to contract out the technical aspects of cybersecurity and stress the unmet need for full time administrators and personnel with basic competencies in cyber issues and policies, especially effective decision-making and risk assessment.

Students who graduate from the certificate program will be prepared to: 1) assess cybersecurity risk, 2) communicate with and between policy makers and contracted computer scientists, and 3) develop effective risk analysis and prevention plans, through an understanding of cybersecurity in historical, theoretical, legal and policy-oriented frameworks. These skills will prepare new graduates for employment positions with local, regional, or state government and private agencies. For employed professionals, these skills will advance their existing skill set and facilitate effectively serving their organizational mission.

There is a dearth of cyber professionals, as noted by an array of agencies, including: the Office of the President, the Office of Personnel Management¹, the Bureau of Labor Statistics², the Department of Homeland Security³, the National Governors Association⁴, the United States Government Accountability Office⁵, and several non-governmental organizations⁶. The proposed certificate program represents a meaningful step towards addressing this deficit and enhancing public safety and agency effectiveness.

Target Audience:

There are two target populations: working professionals and enrolled graduate students.

One target population is working professionals who need to advance their knowledge of issues related to cybersecurity in law and policy, risk assessment, decision-making, and administrative issues. These working professionals might be persons recently assigned to cybersecurity responsibilities but lacking significant education in cybersecurity practices. These could be persons in public safety fields (policing, homeland security) or government agencies (such as Departments of Planning and Budget, Social Services, Taxation, Transportation). Any role where personal information security is prioritized represents a potential student target population.

A second target population is students enrolled in one of the related graduate programs in the L. Douglas Wilder School of Government and Public Affairs (Criminal Justice, Homeland Security/Emergency Preparedness, Public Administration, Urban and Regional Planning) who may choose to pursue the proposed certificate program while pursuing their master’s degree.

Time to Complete:

Full-time students will be able to complete the 12 credit hour program in one or two academic semesters. Part-time students will be able to complete the program in two to four academic semesters, taking one to two courses per academic semester.

Admission:

All applicants to graduate certificate programs are required to meet the admission requirements of the VCU Graduate School. Applicants will be required to submit the following materials to the Graduate School Admissions Office:

- Application fee
- Application form
- Three letters of recommendation, professional and/or academic
- Official undergraduate transcripts from all schools attended
- A statement of purpose outlining career goals
- A resume stating relevant work experience

International students will submit an official transcript evaluation from a recognized foreign educational credentials evaluation service accredited by the National Association of Credential Evaluation Services (NACES) or the American Association of Collegiate Registrars and Admissions Officers (AACRAO). International students must also provide proof that they can support themselves financially for the duration of the program.

Non-native English speakers will provide evidence of proficiency in English by one of the following:

- A test of English as a Foreign Language (TOEFL) minimum composite score of 100 for the Internet Based Test (IBT) or 600 for the paper-based score; or
• An International English Language Testing System (IELTS) score minimum of 6.5 on the academic exam.

Curriculum Requirements:

The proposed curriculum has been constructed based on conversations with persons in public and private sector agencies. Several critical need areas emerged from these discussions—understanding of legislative guidelines, ability to connect policy and the law, effective risk assessment, and communication with contract computer science and information security employees. The four core courses will provide subject matter knowledge on the complexities associated with current cybersecurity law and policy, the process of effective government decision making, comprehensive cybersecurity risk assessment, and a capstone which integrates all learning elements into practice.

Students who have little technology background will complete a Cybersecurity Foundations learning module prior to beginning the four required courses. For existing master’s students, the Wilder School Graduate Student Services and Advising Office and course instructors will actively inform students of the need to complete the non-credit bearing competency course. In addition, a pre-requisite of enrollment into HSEP 646 and HSEP 691 will be completion of the competency curriculum or verification comparable knowledge to receive a waiver.

Certificate Program Requirements:

The four core courses will be associated with two programs in the Wilder School of Government and Public Affairs: Homeland Security and Emergency Preparedness (HSEP) and Public Administration (PADM).

Total Number of Credit Hours: 12 credit hours
*New courses are asterisked

Core Courses – 12 credits
HSEP 628 Cybersecurity Law and Policy (3 credits)
*HSEP 646 Cybersecurity Risk Assessment (3 credits)
PADM 681 Governmental Decision Making (3 credits)
*HSEP 691 Capstone in Cybersecurity (3 credits)

Learning Module
The Cybersecurity Foundations learning module must be completed prior to taking any of the four required courses if the student has limited technology expertise. This learning module is a technical competency non-credit bearing course to establish basic vocabulary and comprehension of relevant technology concepts. Completion of this learning experience can be achieved by following a specified learning path and then successfully passing a skills assessment. Individuals with 1) a degree (undergraduate or graduate) in a technology field, 2) significant work experience in technology, or 3) an industry standard cybersecurity certificate (such as Certified Information Security Systems Professional or Security Plus), can request to have Cybersecurity Foundations waived. The Cybersecurity Foundations learning module will be graded as pass/fail.
Persons who do not successfully pass the Cybersecurity Foundations learning module will be allowed to retake it twice. Failure to pass the Foundations learning module precludes enrollment in the proposed certificate program. Although students enrolled in other Wilder School graduate programs (such as HSEP or PADM) may complete a course (such as HSEP 628 or PADM 681) as part of their degree, they will not be allowed to enroll in either of the dedicated Cybersecurity Certificate courses (HSEP 646 or HSEP 690) until they successfully complete, or receive a waiver, for the Cybersecurity Foundations learning module.

**Capstone**

The Capstone course is intended to synthesize all the cybersecurity knowledge areas—technology, law and policy, risk assessment, decision making. During the Capstone course, students will work on an applied cybersecurity project from existing sources/database or in concert with an agency partner, thereby connecting learned skills with application. This Capstone project will result in a course paper.

The student receives a letter grade for the final paper and overall course. If a student receives a C in the capstone course, the student may be placed on academic probation, in accordance with Wilder School policy, and will need to re-take the course the next semester it is offered. If a student receives a letter grade of a D or F or the student receives a C in re-take, the student may be dismissed from the proposed certificate program for lack of academic performance.

**Faculty:**

Faculty utilized in the proposed certificate program will be two existing full-time faculty teaching in the Wilder School and two new adjunct faculty. Full-time faculty in the Homeland Security and Emergency Preparedness program and Public Administration program teach the two courses offered currently — HSEP 628 and PADM 681. The full-time faculty each hold a doctoral degree and have extensive experience in the field. One full time faculty member teaches and conducts research on Cybersecurity and Cyberterrorism issues. Another teaches and conducts research on government decision making.

Two adjunct faculty will be hired to teach HSEP 646 Cybersecurity Risk Assessment and HSEP 690 Capstone in Cybersecurity. The Cybersecurity Foundations learning experience will be developed and supervised by one of these new adjunct faculty members. Adjunct faculty will have significant experience in the field of cybersecurity (minimum six years) and will hold graduate degrees in a cybersecurity field (examples include but are not limited to computer science, information systems, cybersecurity). Utilizing adjunct faculty for these courses is appropriate as industry connections are critical in operationalizing classroom lessons.

Full-time and adjunct faculty will have experience and training in online education.

**Course Delivery Format:**

This program will be conducted in the online format. VCU will utilize Blackboard as the online course delivery platform. The Homeland Security & Emergency Preparedness, MA was approved as an online program and the two existing core courses—HSEP 628 and PADM 681—
required for this proposed program are offered online. Although the content of the Capstone Course will be offered online, students will be directly connected to agencies and will communicate with those agencies via email, phone, and Skype/Zoom as appropriate.

Resources:

Resources required to support the program include existing resources to support current programs such as student support services, faculty support services, and general administration. Two full-time faculty in the Homeland Security and Emergency Preparedness program will teach two of the four courses in the proposed certificate program, and one will serve as the program coordinator. Up to one course per semester will be part of the faculty’s normal four-course load.

Two adjuncts will be hired to teach the two new courses and the Cybersecurity Foundations learning module. Resources to support adjunct faculty will be provided by the department. The university has sufficient resources to offer and sustain this certificate program.

Gainful Employment:

This proposed certificate program will be a Gainful Employment program and come under Gainful Employment regulations.

Course Descriptions:

*New courses are asterisked

Core Courses

HSEP 628. Survey of Cyber Security. Semester course; 3 lecture hours. 3 credits. This course offers a survey of emerging strategic, legal and policy issues associated with computer network attack, exploitation and defense. Students will be introduced to research and developments across a range of issues and will engage with topics related to national security, homeland security and economic policy, and local governance. This course is designed to provide students with perspective on different technical, theoretical and policy issues and to enhance knowledge of cyber conflict conducted by both state and non-state actors.

*HSEP 646. Cybersecurity Risk Assessment. Semester course; 3 lecture hours. 3 credits. Risk is an integral element of cybersecurity. Assessing the key issues that pose threats to systems will serve as the predicate for the class. Key issues to be addressed include Confidentiality, Integrity, and Availability. The role and access of third party and contract vendors, the legal components of service contracts, the role of controls, regulations, and frameworks, and the importance and applicability of attestation documentation will all be considered.

PADM 681. Governmental Administrative Decision-making Processes. Semester course; 3 lecture hours. 3 credits. Identification of alternative decision-making processes in public sector
management environments. Choosing the proper method of the appropriate management-level theory and method of controlling administrative decisions within governmental organizations. Dealing with political, budgetary and personal constraints in achieving organizational goals.

*HSEP 690. Capstone in Cybersecurity. Semester course; 3 lecture hours. 3 credits. The Capstone class will provide students a forum to apply learned concepts in experiential, practical settings. Students will be connected with existing agencies, public and private, and will assist these agencies as they develop effective cybersecurity modalities. These real-world experiences will represent the foundation for learning in the class setting.
Virginia Commonwealth University
Proposed CIP Code Change Brief

Proposal to Change the CIP Code for Economics, M.A.

Overview
This proposal seeks to change the Classification of Instructional Programs (CIP) code for the M.A. degree in Economics from 52.0601 to 45.0603. CIP was developed by the U.S. Department of Education’s National Center for Education Statistics (NCES) to facilitate the organization, collection, and reporting of fields of study and program completions.

The recommendation to revise the CIP code for the M.A. degree in Economics derived from faculty discussion in the Economics Department. The Economics Department Graduate Committee examined the current CIP code and determined that it does not accurately reflect the core courses emphasis on econometrics. In 2016, the U.S. Department of Education classified this CIP code as a STEM designation. Degree programs with this CIP code are thus classified as a STEM designation degree.

Method of Delivery
Not applicable for this notification.

Target Implementation Date
Fall 2019

Demand and Workforce Development
Not applicable for this notification.

External Competition
There are a number of other institutions using CIUP code 45.0603. Aligning VCU’s M.A. program with these other institutions will improve the program’s visibility. See full notification Appendix B for a list of degree programs with this CIP code.

Target Population
Not applicable for this notification.

Impact on Existing Programs/Policies
No existing program will be impacted by this CIP code change.

Impact on Faculty
No faculty will be impacted by this CIP code change.

Funding
No resources will be impacted by this CIP code change.

**Benefit to the university**

Changing the CIP code to 45.0603 will make the M.A. in Economics more attractive to foreign applicants. The proposed CIP code has been assigned by the Department of Education with a STEM designation. Foreign students enrolled in a graduate program with STEM designation can extend their Optional Practical Training period (OPT) by 24 months. See full notification, Appendix B.

**Next Steps**

- January 31 - University Council Academic Affairs and University Policy
- February 7 - University Council
- February 11 - President’s Cabinet
- March 22 - Board of Visitors

**Full Notification for SCHEV**

See attached notification.
# Table of Contents

Nature of Proposed Change ..................................................... 1  
Background ............................................................................. 1  
Rationale .................................................................................. 1  
Curriculum ............................................................................... 1  
Resources ............................................................................... 2  
Appendix A .............................................................................. A-1  
Appendix B .............................................................................. B-1  
Appendix C .............................................................................. C-1
Nature of Proposed Change

VCU is requesting a change of the CIP code for the M.A. degree in Economics within the VCU School of Business from 52.0601 to 45.0603.

Background

The recommendation to revise the CIP code for the M.A. degree in Economics derived from faculty discussions in the Economics Department. The Economics Department Graduate Committee examined the CIP code and determined that it does not accurately reflect the intent of the program. Students take a number of core courses in econometrics. The change from CIP code 52.0601 to 45.0603 will better reflect the nature of the existing program.

Rationale

CIP code 45.0603 more accurately describes the M.A. in Economics at VCU. The M.A. program has at its core three econometrics courses that qualify the degree program for STEM classification as identified in the STEM Designated Degree Program List in Appendix A.

There are a number of institutions using CIP code 45.0603 for their Economics M.A. programs. Aligning VCU’s M.A. program with these other institutions will improve the program’s visibility. Improving the department’s visibility will bring additional recognition and prestige to the University. This change will also make our M.A. in Economics more attractive to foreign applicants and more competitive nationally. A list of similar degree programs using CIP code 45.0603 is provided in Appendix B.

Appendix A – STEM Designated Degree Program List
Appendix B – Similar Degree Programs Using CIP 45.0603

Curriculum

There have been no changes to the curriculum as a result of the proposed CIP code change.

The curriculum requirements and the number of credit hours for the degree program will remain the same.

Curriculum requirements

Core requirements – 18 credits
ECON 604 Advanced Microeconomic Theory (3)
ECON 607 Advanced Macroeconomic Theory (3)
ECON 612 Econometrics (3)
ECON 614 Mathematical Economics (3)
ECON 641 Economic Time-series Analysis (3)
ECON 642 Panel and Nonlinear Methods in Econometrics (3)

Required electives – 12 credits
Any graduate-level course(s) in business, economics, public policy, or statistics approved by adviser. (12)
Total credit hours (minimum) – 30 credits

Appendix C – Course Descriptions

Resources
The resources to change the name of this program are minimal. No business cards or other stationery are associated with this degree program. Other resources associated with the CIP code change are limited to a notation on the departmental web page. There are no additional costs to revise the webpage and the change can be completed with general webpage updates. No new resources will be requested from the state in order to change the CIP code of the M.A. in Economics.
Appendix A
STEM Designated Program List
**STEM Designated Degree Program List**
**Effective May 10, 2016**

The STEM Designated Degree Program list is a complete list of fields of study that DHS considers to be science, technology, engineering or mathematics (STEM) fields of study for purposes of the 24-month STEM optional practical training extension described at 8 CFR 214.2(f). Under 8 CFR 214.2(f)(10)(ii)(C)(2), a STEM field of study is a field of study “included in the Department of Education’s Classification of Instructional Programs taxonomy within the two-digit series containing engineering, biological sciences, mathematics, and physical sciences, or a related field. In general, related fields will include fields involving research, innovation, or development of new technologies using engineering, mathematics, computer science, or natural sciences (including physical, biological, and agricultural sciences).”

Accordingly, this list designates the following four CIP summary groups/series at the 2-digit CIP code level: Engineering (CIP code 14), Biological and Biomedical Sciences (CIP code 26), Mathematics and Statistics (CIP code 27), and Physical Sciences (CIP code 40). Any new additions to those areas will automatically be included on this STEM Designated Degree Program list. Consistent with the definition of “related field” above, related fields in this list include fields involving research, innovation, or development of new technologies using engineering, mathematics, computer science, or natural sciences. DHS designates these fields at the 6-digit level.

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Appendix B
Similar Degree Programs using CIP code 45.0603

Boston University, Graduate School of Arts & Sciences, M.A. in Economics

Duke University, Trinity College of Arts & Sciences, M.A. in Economics

Georgetown University, Georgetown College, M.S. in Economics

Northeastern University, College of Social Sciences and Humanities, M.A. in Economics

Penn State, College of the Liberal Arts, M.A. Program in Economics

Purdue University, Krannert School of Management, M.S. in Economics

Texas A&M University, Liberal Arts, M.S. in Economics

Tufts University, Graduate School of Arts and Sciences, M.S. in Economics

University of North Dakota, College of Business & Public Administration, M.S. in Applied Economics

University of Wisconsin at Milwaukee, College of Letters & Science, M.A. in Economics

University of Wisconsin at Madison, College of Agricultural & Life Sciences, M.S. in Agricultural & Applied Economics

Yale University, Graduate School, Department of Economics, Masters in International and Development Economics
Appendix C
Core Course Descriptions

ECON 604. Advanced Microeconomic Theory. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Prerequisite: ECON 614. Theory of prices and markets; value and distribution. Partial and general equilibrium analysis.

ECON 607. Advanced Macroeconomic Theory. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Prerequisite: ECON 614. National income analysis, monetary and fiscal theory and policy, and general equilibrium analysis.

ECON 612. Econometrics. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Prerequisite: ECON 501. Provides empirical content to the theoretical concepts of the economics by formulating and estimating models. Introduction to simultaneous equation problems in economics and the studies of production, demand, and consumption functions.

ECON 614. Mathematical Economics. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Prerequisites: ECON 203 with a minimum B grade and ECON 211; or ECON 210 and ECON 211. Economic analysis utilizing simple mathematical methods. Includes derivation and exposition of theories and the application of tools to widen the scope and increase the usefulness of economics.

ECON 641. Econometric Time-series Analysis. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Prerequisites: ECON 501 and ECON 614. Provides the analytical and programming tools needed to adeptly handle the statistical analyses of econometric time-series data. Topics include: stationarity, unit-roots, univariate time-series models, vector autoregressions and co-integration. These tools will be used to analyze movements in interest rates, exchange rates and equity markets as well as the transmission of monetary policy actions.

ECON 642. Panel and Nonlinear Methods in Econometrics. 3 Hours.
Semester course; 3 lecture hours. 3 credits. Prerequisites: ECON 612. Includes panel data analysis (fixed and random effects); identification and estimation of nonlinear models, limited dependent variable models (probit, logit, tobit, etc.), duration models; and hypothesis/specification tests. The techniques discussed in class will be used to analyze a variety of empirical questions. The course has an applications rather than a theoretical focus.
Virginia Commonwealth University
Proposed Degree Program Closure Brief

Proposal to Close the Anatomy and Neurobiology Ph.D.
in the School of Medicine

Overview
The School of Medicine of Virginia Commonwealth University requests approval to close the Doctor of Philosophy Degree in Anatomy and Neurobiology (Ph.D.) (CIP code: 26.0403). VCU has offered the Doctor of Philosophy in Anatomy and Neurobiology since 2007.

There have been no applications received for the Ph.D. program in Anatomy and Neurobiology since 2010. The last Ph.D. degree in Anatomy and Neurobiology was awarded in Spring 2012.

Method of Delivery
N/A

Target Implementation Date
Summer 2019

Demand and Workforce Needs
There is no demand for this degree program as no applications have been received since 2010.

External Competition
N/A

Target Population
There are no students currently in this program.

Impact on Existing Programs
There will be no impact on existing programs. Currently, students seeking doctoral training are enrolled in the interdepartmental Neuroscience Ph.D. Program.

Impact on Faculty
All faculty are reallocated to the Master’s degree in Anatomy and Neurobiology or the doctoral degree in Neuroscience.

Funding
The resources are reallocated to the Master’s program in Anatomy and Neurobiology in the School of Medicine

Benefit to University
The university reallocates resources to a viable program that serves a diverse group of students.

Pending internal approval
**Next Steps**

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</tbody>
</table>

**Full Proposal**
The full proposal to be filed with State Council of Higher Education of Virginia is attached.
# Table of Contents

- Proposed Intent to Discontinue .................................................. 1
- Background .............................................................................. 1
- Rationale for Intent to Discontinue ......................................... 1
- Critical Shortage Area ............................................................... 1
- Teach-Out Plan ........................................................................ 1
Virginia Commonwealth University

Proposed Intent to Discontinue
Virginia Commonwealth University (VCU) requests to discontinue the Doctor of Philosophy in Anatomy and Neurobiology (Ph.D.) degree program (CIP code: 26.0403). The program is located in the School of Medicine on the Medical College of Virginia (MCV) Campus in Richmond, Virginia.

Background
VCU has offered the Doctor of Philosophy in Anatomy and Neurobiology (Ph.D.) degree program since 2007 in the School of Medicine. Admission to the Ph.D. program was suspended in the Fall 2016 because no new applications had been received since 2010. Termination of the program is supported by the faculty in the Department of Anatomy and Neurobiology and the School of Medicine supports the closure of the program.

Rationale for Intent to Discontinue
With the introduction of the Doctor of Philosophy in Neuroscience (Ph.D.) degree program in 2010, the Ph.D. degree program in Anatomy and Neurobiology has not received any applications. With the exception of one student, all of the other students enrolled in the program at that time elected to transfer to the Ph.D. degree program in Neuroscience. The one student remaining in the Ph.D. degree program in Anatomy and Neurobiology graduated in 2012.

Critical Shortage Area
The Ph.D. degree program in Anatomy and Neurobiology is not in a critical shortage area.

Teach-Out Plan
There are currently no students enrolled in the in Ph.D. in Anatomy and Neurobiology degree program. The last student in the program completed their degree in 2012. The degree program will be discontinued after the summer semester 2019 graduation.
Virginia Commonwealth University
Proposed Program Brief

Proposal to Create a Bachelor of Science in Education in Early Childhood Education and Teaching

Overview

The Virginia Commonwealth University School of Education seeks to offer a Bachelor of Science in Education in Early Childhood Education and Teaching degree program (CIP 13.1210). The proposed program includes a degree requirement of a minimum of 120 credits. The proposed program is scheduled to be implemented beginning in the fall semester of 2019. The proposal has been prepared according to specialized State Council of Higher Education for Virginia (SCHEV) guidance in response to the General Assembly’s 2018 enablement of education degree programs for teacher preparation.

The purpose of the proposed B.S.Ed. in Early Childhood Education and Teaching degree is to prepare undergraduate students for roles as teachers and daycare providers of infants, toddlers, and young children in schools and community daycare/preschool settings. The program will focus on providing students with a solid foundation in child development, educational psychology and the role of the family and society in education. Students will be prepared to teach in diverse classroom settings through purposefully integrated fieldwork and internship experiences. The PK-3 concentration will emphasize working with young learners in inclusive settings and the value of play in early childhood instructional environments. Students will develop skills to advocate for equitable learning opportunities for all children.

Method of Delivery

The program will be taught in face-to-face and hybrid formats.

Target Implementation Date

Fall 2019.

Demand and Workforce Development

School divisions across the Commonwealth of Virginia are facing a critical shortage of fully licensed teachers and that shortage shows no sign of abating. Urban, high-needs school divisions are prone to teacher shortages. The proposal has been prepared in response to the General Assembly’s 2018 enablement of education degree programs for teacher preparation. This trend raises concerns for district leaders and VCU’s School of Education. As the largest research institution and producer of highly-qualified teachers in the Greater Richmond area, the VCU School of Education plays a pivotal role in addressing teacher shortage in these areas. In the 2018-19 school year, the Virginia Department of Education (VDOE) identified a critical shortage in ten teaching endorsement areas. The list of critical shortage areas in the Commonwealth, which are listed below.

1. Special Education
2. Elementary Education PreK-6
3. Middle Education Grades 6-8
4. Career and Technical Education
5. Mathematics Grades 6-12 (including Algebra 1)
6. School Counselor PreK-12
School divisions on average have received applications from three or fewer qualified candidates for vacancies in these teaching endorsement areas, which has led to the identification of critical shortages. Our proposal seeks to initiate a Bachelor of Science in Education in Early Childhood Education and Teaching degree program that prepares highly-qualified teachers in one of the highest priority areas of critical teacher shortages.

**External Competition**

Given the critical teacher shortage areas in the Commonwealth of Virginia, other institutions in the Commonwealth of Virginia will be responding to the General Assembly 2018 enablement of education degree programs for teaching preparation. Urban, high-needs school divisions are prone to teacher shortages. As the largest research institution and producer of highly-qualified teachers in the Greater Richmond area, the VCU School of Education plays a pivotal role in addressing teacher shortage in these areas.

**Target Population**

No specific target population of students will be recruited for the proposed degree program.

**Impact on Existing Programs/Policies**

This program does not compromise or compete with any other certificate or degree programs at VCU at the undergraduate level.

**Impact on Faculty**

Faculty appointments in the B.S.Ed. in Early Childhood and Teaching program are established by recommendation of the chair of the Department of Teaching and Learning. The minimum requirement for faculty teaching in this degree require a minimum of a Master’s degree in Education or related field in Early Childhood and experience teaching in k-12 or in community organizations. A doctoral degree is preferred.

**Funding**

There will be reallocations within three departments. The reallocation within the department reflects current faculty within the departments of Teaching and Learning, Foundations, and Counseling and Special Education who currently teach courses in the department who will change their teaching load to cover courses in the proposed undergraduate degree programs. The total reallocation within the School of Education includes faculty in departments outside of the program home who will refocus their teaching effort to include students in those programs into their new and/or existing undergraduate courses. In addition, clerical staff listed for these programs include reallocating the time of a student services employee to oversee clinical placements of these students from her current work of overseeing clinical placements of students in graduate programs that will be significantly decreasing in size and/or closing. New undergraduate advising staff in the target year will be devoting time to serving the students in these programs.

**Benefit to the University**
Virginia Commonwealth University has a strong commitment to diversity, equity and inclusion as described in its strategic plan. VCU’s School of Education has a similar mission and strategic plan to address the needs of Virginia’s urban school divisions and the surrounding communities. These programs provide initial licensure coursework and experiences that address the critical needs of students in our urban and high-needs school divisions. We have infused information into our programs to prepare future teachers to address the needs of a diverse group of students, including those who have experienced trauma, those who are English-language learners, those with disabilities who are included in general education classrooms, and those who struggle with learning and who are at risk of being identified with disabilities. This program allows the Virginia Commonwealth University School of Education to address the teacher shortage programs in Virginia by offering students a four-year undergraduate degree in teaching, rather than a five-year master’s program.

**Next Steps**

January 21  University Undergraduate Curriculum Committee  
February 28  University Council Committee on Academic Affairs and University Policies  
March 14  University Council  
March 11  President’s Cabinet (pending University Council approval)  
March 22  Board of Visitors  

**Full Proposal**

SEE FULL PROPOSAL IN ACADEMIC AND HEALTH AFFAIRS COMMITTEE MATERIAL.
Virginia Commonwealth University  
Proposed Program Brief

Proposal to Create a Bachelor of Science in Education Elementary Education and Teaching

Overview

The Virginia Commonwealth University School of Education seeks to offer a Bachelor of Science in Education (B.S.Ed.) in Elementary Education and Teaching degree program (CIP 13.1202). The proposed program includes a degree requirement of a minimum of 120 credits. The proposed program is scheduled to be implemented beginning in the fall semester of 2019. The proposal has been prepared according to specialized State Council of Higher Education for Virginia (SCHEV) guidance in response to the General Assembly’s 2018 enablement of education degree programs for teacher preparation.

The purpose of the proposed B.S.Ed. in Elementary Education and Teaching degree is to prepare undergraduate students for roles as teachers of young children in schools and community preschool settings. The program will focus on providing students with a solid foundation in child development, education psychology and the role of the family and society in education. Students will be prepared to teach in diverse classroom settings through purposefully integrated fieldwork and internship experiences. The B.S.Ed. in Elementary Education and Teaching prepares graduates to be reflective educators who demonstrate an in-depth understanding of science, social studies, and mathematics pedagogy and content as well as a commitment to balanced literacy approaches. Students will develop skills to advocate for equitable learning opportunities for all children.

Method of Delivery

The program will be taught in face-to-face and hybrid formats.

Target Implementation Date

Fall 2019.

Demand and Workforce Development

School divisions across the Commonwealth of Virginia are facing a critical shortage of fully licensed teachers and that shortage shows no sign of abating. Urban, high-needs school divisions are particularly prone to teacher shortages. The proposal has been prepared in response to the General Assembly’s 2018 enablement of education degree programs for teacher preparation. This trend raises concerns for district leaders and VCU’s School of Education. As the largest research institution and producer of highly-qualified teachers in the Greater Richmond area, the VCU School of Education plays a pivotal role in addressing the teacher shortage in these areas. In the 2018-19 school year, the Virginia Department of Education (VDOE) identified a critical shortage in ten teaching endorsement areas, which are listed below.

1. Special Education
2. Elementary Education PreK-6  
3. Middle Education Grades 6-8  
4. Career and Technical Education  
5. Mathematics Grades 6-12 (including Algebra 1)  
6. School Counselor PreK-12  
7. English (Secondary)  
8. Science (Secondary)  
9. Foreign Language PreK-12  
10. Health and Physical Education PreK-12

School divisions on average have received applications from three or fewer qualified candidates for vacancies in these teaching endorsement areas. This proposal seeks to initiate a Bachelor of Science in Education in Elementary Education and Teaching degree program that prepares highly-qualified teachers in one of the highest priority areas of critical teacher shortage.

**External Competition**

Given the critical teacher shortage in the Commonwealth of Virginia, other institutions in the Commonwealth of Virginia will be responding to the General Assembly 2018 enablement of education degree programs for teaching preparation. As the largest research institution and producer of highly-qualified teachers in the Greater Richmond area, the VCU School of Education plays a pivotal role in addressing teacher shortage in these areas, particularly in urban, high-needs school divisions that are more prone to teacher shortages.

**Target Population**

No specific target population of students will be recruited for the proposed degree program.

**Impact on Existing Programs/Policies**

The School of Education and the College of Humanities and Sciences will collaborate to support the initiative to prepare future teachers in four years as an effort to address the teacher shortage in the Commonwealth of Virginia.

**Funding**

There will be reallocations of current faculty within the departments of Teaching and Learning, Foundations, and Counseling and Special Education. The teaching loads for these faculty will change to include courses in the proposed undergraduate degree programs. This reallocation within the School of Education will include faculty in departments outside of the program home who will refocus their teaching effort to include students in those programs into their new and/or existing undergraduate courses. In addition, clerical staff listed for these programs include reallocating the time of a student services employee to oversee clinical placements of these students from her current work of overseeing clinical placements of students in graduate
programs that will be significantly decreasing in size and/or closing. New undergraduate advising staff in the target year will be devoting time to serving the students in these programs.

**Benefit to the University**

Virginia Commonwealth University has a strong commitment to diversity, equity and inclusion as described in its strategic plan. VCU’s School of Education has a similar mission and strategic plan to address the needs of Virginia’s urban school divisions and the surrounding communities. These programs provide initial licensure coursework and experiences that address the critical needs of students in our urban and high-needs school divisions. The School of Education has infused information into the programs to prepare future teachers to address the needs of a diverse group of students, including those who have experienced trauma, those who are English-language learners, those with disabilities who are included in general education classrooms, and those who struggle with learning and who are at risk of being identified with disabilities. This program allows the Virginia Commonwealth University School of Education to address the teacher shortage programs in Virginia by offering students a four-year undergraduate degree in teaching, rather than a five-year master’s program.

**Next Steps**

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<tr>
<td>February 28</td>
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</tr>
<tr>
<td>March 14</td>
<td>University Council</td>
</tr>
<tr>
<td>March 11</td>
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<tr>
<td>March 22</td>
<td>Board of Visitors</td>
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**Full Proposal**

See attached. Full proposal can be viewed in Academic and Health Affairs Committee material.
Overview

The Virginia Commonwealth University School of Education seeks to offer a Bachelor of Science in Education (B.S.Ed.) in Secondary Education and Teaching (CIP 13.1205). The proposed program will begin with one concentration; engineering education. The proposed program includes a degree requirement of a minimum of 123 credits. The proposed program is scheduled to be implemented beginning in the fall semester of 2019. The proposal has been prepared according to specialized State Council of Higher Education for Virginia (SCHEV) guidance in response to the General Assembly’s 2018 enablement of education degree programs for teacher preparation.

The purpose of the proposed B.S.Ed. in Secondary Education and Teaching with a concentration in Engineering Education is to prepare students to serve as initially licensed teachers in 6-12 schools, and to serve as educators and leaders in schools and community-based settings. The program will focus on providing the students with a solid foundation in secondary education, engineering, mathematics and sciences to meet the requirements for licensure. Through the core education curriculum, students will become knowledgeable about professional roles and workplace responsibilities while learning basic abilities in the planning and implementation of engineering lessons for students in grades 6-12. The core curriculum instills fundamental knowledge and skills, with opportunities for observation and application in a variety of engineering settings. Through the core engineering, science, and mathematics curriculum, students will develop the content knowledge and skills of those fields in order to deliver relevant and rigorous lessons in engineering and integration of other content areas with engineering. Graduates will be prepared to work in public and private middle and high schools across the Commonwealth of Virginia, with particular focus in urban and other high-need areas. Graduates will be capable of working with diverse learners and adapting instructional programs based on the needs of the students and clients.

Method of Delivery

The program will be taught in face-to-face and hybrid formats.

Target Implementation Date

Fall 2019.

Demand and Workforce Development

School divisions across the Commonwealth of Virginia are facing a critical shortage of fully licensed teachers and that shortage shows no sign of abating. Urban, high-needs school divisions are prone to teacher shortages. The proposal has been prepared in response to the General Assembly’s 2018 enablement of education degree programs for teacher preparation. This trend raises concerns for district leaders and VCU’s School of Education. As the largest research institution and producer of highly-qualified teachers in the Greater Richmond area, the VCU School of Education plays a pivotal role in addressing the teacher shortage in these areas. In the
2018-19 school year, the Virginia Department of Education (VDOE) identified a critical shortage in ten teaching endorsement areas. The list of critical shortage areas in the Commonwealth, which are listed below.

1. Special Education
2. Elementary Education PreK-6
3. Middle Education Grades 6-8
4. Career and Technical Education
5. Mathematics Grades 6-12 (including Algebra 1)
6. School Counselor PreK-12
7. English (Secondary)
8. Science (Secondary)
9. Foreign Language PreK-12
10. Health and Physical Education PreK-12

School divisions on average have received applications from three or fewer qualified candidates for vacancies in these teaching endorsement areas, which has led to the identification of critical shortages. The proposal seeks to initiate a B.S.Ed. in Secondary Education and Teaching with a concentration in Engineering Education, a new licensure area that addresses critical needs in Mathematics and Science, while advancing the opportunity to prepare local students for careers in the Engineering field.

**External Competition**

Given the critical teacher shortage areas in the Commonwealth of Virginia, other institutions in the Commonwealth of Virginia will be responding to the General Assembly 2018 enablement of education degree programs for teaching preparation. Urban, high-needs school divisions are prone to teacher shortages. As the largest research institution and producer of highly-qualified teachers in the Greater Richmond area, the VCU School of Education plays a pivotal role in addressing teacher shortage in these areas. VCU will be one of the only universities that will prepare future teachers in this field.

**Target Population**

No specific target population of students will be recruited for the proposed degree program.

**Impact on Existing Programs/Policies**

This program does not compromise or compete with any other certificate or degree programs at VCU.

**Impact on Faculty**

Faculty appointments in the B.S.Ed. Secondary Education and Teaching program are established by recommendation of the chair of the Department of Teaching and Learning. The minimum requirement for faculty teaching in this degree require a minimum of a Master’s degree in Education or related field in Engineering and experience teaching in k-12 or in community organizations. A doctoral degree is preferred.

**Funding**

There will be reallocations within three departments. The reallocation within the department reflects current faculty within the departments of Teaching and Learning, Foundations, and Counseling and Special Education.
who currently teach courses in the department who will change their teaching assignments to cover courses in the proposed undergraduate degree programs. The total reallocation within the School of Education includes faculty in departments outside of the program home who will refocus their teaching effort to include students in those programs into their new and/or existing undergraduate courses. In addition, clerical staff listed for these programs include reallocating the time of a student services employee to oversee clinical placements of these students from her current work of overseeing clinical placements of students in graduate programs that will be significantly decreasing in size and/or closing. New undergraduate advising staff in the target year will be devoting time to serving the students in these programs.

**Benefit to the University**

Virginia Commonwealth University has a strong commitment to diversity, equity and inclusion as described in its strategic plan. VCU’s School of Education has a similar mission and strategic plan to address the needs of Virginia’s urban school divisions and the surrounding communities. These programs provide initial licensure coursework and experiences that address the critical needs of students in urban and high-needs school divisions. The School of Education has infused information into its programs to prepare future teachers to address the needs of a diverse group of students, including those who have experienced trauma, those who are English-language learners, those with disabilities who are included in general education classrooms, and those who struggle with learning and who are at risk of being identified with disabilities. This program allows the Virginia Commonwealth University School of Education to address the teacher shortage programs in Virginia by offering students a four-year undergraduate degree in teaching, rather than a five-year master’s program.

**Next Steps**

- January 21: University Undergraduate Curriculum Committee
- February 28: University Council Committee on Academic Affairs and University Policies
- March 14: University Council
- March 11: President’s Cabinet (pending University Council approval)
- March 22: Board of Visitors

**Full Proposal**

See attached.

Full proposal can be found in Academic and Health Affairs Committee material.
Virginia Commonwealth University
Proposed Program Brief

Proposal to Create a Bachelor of Science in Education in Health and Physical Education

Overview

The Virginia Commonwealth University School of Education seeks to offer a Bachelor of Science in Education (B.S.Ed.) in Health and Physical Education (CIP 13.1206). The proposed program includes a degree requirement of a minimum of 120 credits. The proposed program is scheduled to be implemented beginning in the fall semester of 2019. The proposal has been prepared according to specialized State Council of Higher Education for Virginia (SCHEV) guidance in response to the General Assembly’s 2018 enablement of education degree programs for teacher preparation.

The purpose of the proposed B.S.Ed. in Health and Physical Education is to prepare students to serve as licensed health and physical education teachers in PreK-12 schools, and to serve as educators and leaders in schools and community-based settings. The program will focus on providing students with the knowledge and experiences they need to successfully implement national and state health and physical education standards. Students will receive coursework enabling them to be successful in a variety of learning environments. Graduates will be prepared to work in public and private elementary, middle, and high schools across the Commonwealth of Virginia, with particular focus in urban and high-need areas. The health and physical education program consists of rigorous coursework and field experiences that will enable graduates to be leaders in the profession.

Method of Delivery

The program will be taught in face-to-face and hybrid formats.

Target Implementation Date

Fall 2019.

Demand and Workforce Development

School divisions across the Commonwealth of Virginia are facing a critical shortage of fully licensed teachers and that shortage shows no sign of abating. Urban, high-needs school divisions are prone to teacher shortages. The proposal has been prepared in response to the General Assembly’s 2018 enablement of education degree programs for teacher preparation. This trend raises concerns for district leaders and VCU’s School of Education. As the largest research institution and producer of highly-qualified teachers in the Greater Richmond area, the VCU School of Education plays a pivotal role in addressing the teacher shortage in these areas. In the 2018-19 school year, the Virginia Department of Education (VDOE) identified a critical shortage in ten teaching endorsement areas. The list of critical shortage areas in the Commonwealth, which are listed below.

1. Special Education
2. Elementary Education PreK-6
3. Middle Education Grades 6-8
4. Career and Technical Education  
5. Mathematics Grades 6-12 (including Algebra 1)  
6. School Counselor PreK-12  
7. English (Secondary)  
8. Science (Secondary)  
9. Foreign Language PreK-12  
10. Health and Physical Education PreK-12

School divisions on average have received applications from three or fewer qualified candidates for vacancies in these teaching endorsement areas, which has led to the identification of critical shortages. The proposal seeks to initiate a Bachelor of Science in Education in Health and Physical Education degree program that prepares highly-qualified teachers in one of the highest priority areas of critical teacher shortages.

**External Competition**

Given the critical teacher shortage areas in the Commonwealth of Virginia, other institutions in the Commonwealth of Virginia will be responding to the General Assembly 2018 enablement of education degree programs for teaching preparation. Urban, high-needs school divisions are prone to teacher shortages. As the largest research institution and producer of highly-qualified teachers in the Greater Richmond area, the VCU School of Education plays a pivotal role in addressing teacher shortage in these areas.

**Target Population**

No specific target population of students will be recruited for the proposed degree program.

**Impact on Existing Programs/Policies**

This program does not compromise or compete with any other certificate or degree programs at VCU.

**Impact on Faculty**

Faculty appointments in the B.S.Ed. in Health and Physical Education Teaching program are established by recommendation of the chair of the Department of Teaching and Learning. The minimum requirement for faculty teaching in this degree require a minimum of a Master’s degree in Education or related field in Health Education and experience teaching in K-12 or in community organizations. A doctoral degree is preferred.

**Funding**

There will be reallocations within three departments. The reallocation within the department reflects current faculty within the departments of Teaching and Learning, Foundations, and Counseling and Special Education who currently teach courses in the department who will change their teaching assignments to cover courses in the proposed undergraduate degree programs. The total reallocation within the School of Education includes faculty in departments outside of the program home who will refocus their teaching effort to include students in those programs into their new and/or existing undergraduate courses. In addition, clerical staff listed for these programs include reallocating the time of a student services employee to oversee clinical placements of these students from her current work of overseeing clinical placements of students in graduate programs that will be significantly decreasing in size and/or closing. New undergraduate advising staff will be devoting time to serving the students in these programs.
**Benefit to the University**

Virginia Commonwealth University has a strong commitment to diversity, equity and inclusion as described in its strategic plan. VCU’s School of Education has a similar mission and strategic plan to address the needs of Virginia’s urban school divisions and the surrounding communities. These programs provide initial licensure coursework and experiences that address the critical needs of students in urban and high-needs school divisions. The School of Education has infused information into its programs to prepare future teachers to address the needs of a diverse group of students, including those who have experienced trauma, those who are English-language learners, those with disabilities who are included in general education classrooms, and those who struggle with learning and who are at risk of being identified with disabilities. This program allows the Virginia Commonwealth University School of Education to address the teacher shortage programs in Virginia by offering students a four-year undergraduate degree in teaching, rather than a five-year master’s program.

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**Full Proposal**

See attached.

*Full proposal can be viewed in Academic and Health Affairs Committee material.*
Virginia Commonwealth University
 Proposed Program Brief

Proposal to Create a Bachelor of Science in Education
in Special Education and Teaching with a Concentration in General Education

Overview

The Virginia Commonwealth University School of Education seeks to offer a Bachelor of Science in Education (B.S.Ed.) in Special Education and Teaching (CIP 13.1001). The proposed program will begin with a concentration in General Education. The proposed program includes a degree requirement of a minimum of 123 credits. The proposed program is scheduled to be implemented beginning in the fall semester of 2019. The proposal has been prepared according to specialized State Council of Higher Education for Virginia (SCHEV) guidance in response to the General Assembly’s 2018 enablement of education degree programs for teacher preparation.

The purpose of the proposed B.S.Ed. in Special Education and Teaching/General is to prepare students to serve as initially licensed special education teachers in K-12 schools, and to serve as educators and leaders in schools and community-based settings. The program will focus on providing students with the tools they need to make a difference in the lives of children, youth and adults with disabilities. The proposed program will provide students with the knowledge and skills to become licensed special education teachers who work with children with high incidence disabilities, including students with learning disabilities, emotional disturbance and mild to moderate intellectual disability. Students will be able to recognize a child’s educational and social problems, to formulate effective and personalized/individualized instruction, and to consult with parents, teachers and administrators to incorporate accommodations and transitions across the child’s educational program. Students will be prepared to teach reading and language, mathematics, and other core content areas, and be prepared to apply classroom and behavior management, and social skills to students with diverse abilities and backgrounds. Graduates will be prepared to work in public and private elementary, middle, and high schools across the Commonwealth of Virginia, with particular focus in urban and high-need areas. Graduates will be capable of working with diverse learners and adapting instructional programs based on the needs of the students and clients.

Method of Delivery

The program will be taught in face-to-face and hybrid formats.

Target Implementation Date

Fall 2019.

Demand and Workforce Development

School divisions across the Commonwealth of Virginia are facing a critical shortage of fully licensed teachers and that shortage shows no sign of abating. Urban, high-needs school divisions are prone to teacher shortages. The proposal has been prepared in response to the General Assembly’s 2018 enablement of education degree programs for teacher preparation. This trend raises concerns for district leaders and VCU’s School of Education. As the largest research institution and producer of highly-qualified teachers in the Greater Richmond

Pending internal approval
area, the VCU School of Education plays a pivotal role in addressing teacher shortage in these areas. In the 2018-19 school year, the Virginia Department of Education (VDOE) identified a critical shortage in ten teaching endorsement areas. The list of critical shortage areas in the Commonwealth, which are listed below.

1. Special Education
2. Elementary Education PreK-6
3. Middle Education Grades 6-8
4. Career and Technical Education
5. Mathematics Grades 6-12 (including Algebra 1)
6. School Counselor PreK-12
7. English (Secondary)
8. Science (Secondary)
9. Foreign Language PreK-12
10. Health and Physical Education PreK-12

School divisions on average have received applications from three or fewer qualified candidates for vacancies in these teaching endorsement areas, which has led to the identification of critical shortages. The proposal seeks to initiate a Bachelor of Science in Education in Special Education and Teaching with a concentration in General Education degree program that prepares highly-qualified teachers in one of the highest priority areas of critical teacher shortages.

**External Competition**

Given the critical teacher shortage areas in the Commonwealth of Virginia, other institutions in the Commonwealth of Virginia will be responding to the General Assembly 2018 enablement of education degree programs for teaching preparation. Urban, high-needs school divisions are prone to teacher shortages. As the largest research institution and producer of highly-qualified teachers in the Greater Richmond area, the VCU School of Education plays a pivotal role in addressing teacher shortage in these areas.

**Target Population**

No specific target population of students will be recruited for the proposed degree program.

**Impact on Existing Programs/Policies**

This program does not compromise or compete with any other program at VCU at the undergraduate level. Currently, there is a post-baccalaureate certificate and a M.Ed. program in Special Education that leads to licensure for those who already possess a bachelor’s degree.

**Impact on Faculty**

Faculty appointments in the B.S.Ed. in Special Education and Teaching program with a concentration in General Education are established by recommendation of the chair of the Department of Teaching and Learning. The minimum requirement for faculty teaching in this degree require a minimum of a Master’s degree in Education or related field in Special Education and experience teaching in K-12 or in community organizations. A doctoral degree is preferred.

**Funding**
There will be reallocations within three departments. The reallocation within the department reflects current faculty within the departments of Teaching and Learning, Foundations, and Counseling and Special Education who currently teach courses in the department who will change their teaching assignments to cover courses in the proposed undergraduate degree programs. The total reallocation within the School of Education includes faculty in departments outside of the program home who will refocus their teaching effort to include students in those programs into their new and/or existing undergraduate courses. In addition, clerical staff listed for these programs include reallocating the time of a student services employee to oversee clinical placements of these students from her current work of overseeing clinical placements of students in graduate programs that will be significantly decreasing in size and/or closing. New undergraduate advising staff in the target year will be devoting time to serving the students in these programs.

**Benefit to the University**

Virginia Commonwealth University has a strong commitment to diversity, equity and inclusion as described in its strategic plan. VCU’s School of Education has a similar mission and strategic plan to address the needs of Virginia’s urban school divisions and the surrounding communities. These programs provide initial licensure coursework and experiences that address the critical needs of students in our urban and high-needs school divisions. The School of Education has infused information into its programs to prepare future teachers to address the needs of a diverse group of students, including those who have experienced trauma, those who are English-language learners, those with disabilities who are included in general education classrooms, and those who struggle with learning and who are at risk of being identified with disabilities. This program allows the Virginia Commonwealth University School of Education to address the teacher shortage programs in Virginia by offering students a four-year undergraduate degree in teaching, rather than a five-year master’s program.

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**Full Proposal**

See attached.

Full proposal can be viewed in Academic and Health Affairs Committee Material
Virginia Commonwealth University
Proposed Organizational Change

Proposal
The Virginia Commonwealth University School of Dentistry seeks approval to move the Bachelor of Science in Dental Hygiene (BS DH) from the Department of Oral Health Promotion and Community Outreach to the Dean’s Office.

Overview
The BS DH degree program, established in 1969, requires two years of liberal arts study followed by two years of study focusing on basic and dental sciences, dental hygiene science and theory, community health, and preclinical and clinical experiences. Upon successful completion of the program, graduates are eligible for national, regional and state board licensing examinations.

The change in the location of the degree program is consistent with the administration of the DDS and MSD degree programs, both housed within the Dean’s Office, School of Dentistry and not a specific department. This proposed change would better reflect the multi-departmental and multidisciplinary nature of the degree program. This change was approved by the Steering Committee of the School of Dentistry faculty.

Method of Delivery
The BS DH program is delivered in classroom and clinical settings. This organizational change will have no impact on method of delivery.

Target Implementation Date
Immediate.

Demand and Workforce Development
Employment of dental hygienists, according to the U.S. Department of Labor, is projected to grow 19 percent from 2014-2024. Ongoing research linking oral health to general health will continue to spur demand for preventive dental services provided by dental hygienists.

External Competition
N/A

Target Population
N/A

Impact on Existing Programs/Policies
There is no impact on existing programs and policies. The BS DH degree has previously operated under all School of Dentistry academic policies and will continue to do so. The BS DH program reports to the School of Dentistry Curriculum Committee, the same as the DDS and MSD degree programs.

Impact on Faculty
No impact on faculty.

Funding
This organizational move entails minimal expenses for recruitment materials.

Benefit to the university
Moving the BS DH program into the Dean’s Office will reflect professional practice models where dentists and hygienists work side by side in clinical settings. The degree programs being administered under the same administrative entity, Dean’s Office, will reflect this side by side practice. This move will enhance what is “real” in VCU’s dental hygiene program.

**Next Steps**

- **Early January:** Vice President Health Sciences Approval
- **Early January:** Vice President Academic Affairs Approval
- **February 28:** University Council on Academic Affairs and University Policy
- **March 14:** University Council
- **March 11:** President’s Cabinet (pending University Council approval)
- **March 22:** Board of Visitors

State Council of Higher Education for Virginia (SCHEV) approval is not required.
**Proposal**
The Virginia Commonwealth University School of Dentistry seeks approval to move the Doctor of Philosophy degree in Oral Health Research (PhD) from the Department of Oral and Craniofacial Molecular Biology to the Dean’s Office.

**Overview**
The PhD in Oral Health Research prepares students for research-oriented careers as independent scientists in academia, government and industry. The curriculum is specifically designed to provide a strong foundation in biochemistry, molecular biology and oral biology. Following completion of the research project and defense of the doctoral dissertation, graduates will have acquired the necessary methods, techniques and critical-thinking skills to become the next generation of scientific leaders.

The change in the location of the degree program is consistent with the administration of the Doctor of Dental Surgery (DDS) and Masters of Science in Dentistry (MSD) degree programs, both housed within the Dean’s Office, School of Dentistry and not a specific department. This proposed change would better reflect the multi-departmental and multidisciplinary nature of the degree program. This change was approved by the Steering Committee of the School of Dentistry faculty.

**Method of Delivery**
The PhD program is delivered in classroom and laboratory settings. This organizational change will have no impact on method of delivery.

**Target Implementation Date**
Immediate.

**Demand and Workforce Development**
According to the U.S. Department of Labor, Bureau of Labor Statistics, overall employment of dentists is projected to grow 19 percent from 2016 to 2026, much faster than the average for all occupations. Demand for dental services will increase as the population ages. The risk of oral cancer increases significantly with age. Therefore, the demand for dentists’ services will increase as studies continue to link oral health to overall health.

**External Competition**
N/A

**Target Population**
N/A

**Impact on Existing Programs/Policies**
There is no impact on existing programs and policies. The PhD program has previously operated under all School of Dentistry academic policies and will continue to do so. The PhD program reports to the School of Dentistry Curriculum Committee, the same as the DDS and MSD degree programs.

**Impact on Faculty**
No impact on faculty.
Funding
This organizational move entails minimal expenses for recruitment materials.

Benefit to the university
Moving the PhD program into the Dean’s Office will bring administration of this degree into alignment with all other degree programs within the school. All degrees are administered at the Dean’s Office level.

Next Steps

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State Council of Higher Education for Virginia (SCHEV) approval is not required.
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; the annual operating budget and financial statements for the Virginia Commonwealth University Health System Authority; and regular reports on the Virginia Commonwealth University Health System Authority's programs and fiscal management.

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.

**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 February 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 policies relating to student rights, responsibilities, conduct, concerns and discipline, including matters relating to the VCU Honor System, VCU Rules and Procedures, 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.
4. Review and oversee student policies relating to student media.

**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 partnership
## Virginia Commonwealth University
### Board of Visitors

### Academic and Health Affairs Committee Meeting Planner

A=Annually; Q=Quarterly; AN=As Necessary

<table>
<thead>
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### A. General

1. **Review, update, and approve Academic and Health Affairs Committee charter**
   - Frequency: A
   - Planned Timing: Q

2a. **Approve minutes of previous meeting**
   - Frequency: Q

2b. **Maintain minutes of meetings**
   - Frequency: AN

3. **Authorize investigations into any matters within the Committee’s scope of responsibilities**
   - Frequency: Q

4. **Report Committee actions to the Board of Visitors with recommendations deemed appropriate**
   - Frequency: AN

5. **Communicate in executive session, with general counsel**
   - Frequency: AN

6. **Review and approve Academic and Health Affairs Committee meeting planner for the upcoming year**
   - Frequency: Q

7. **Monitor student academic success.**
   - Frequency: AN

### 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.**
   - Frequency: Q

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.**
   - Frequency: Q

3. **Review and approve proposals for the organization of the academic structure of the University.**
   - Frequency: AN

### 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; the annual operating budget and financial statements for the Virginia Commonwealth University Health System Authority; and regular reports on the Virginia Commonwealth University Health System Authority's programs and fiscal management.**
   - Frequency: AN
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**D. Academic research activities**

1. Review and approve research policies deemed to require Board of Visitor action.  
   Frequency: A  
   Planned Timing: Sep

2. Receive reports on research advances of faculty, interdisciplinary groups, and VCU institutes and centers.  
   Frequency: Q  
   Planned Timing: Mar

3. Receive reports on the relationship of research activities to local, regional, national and international economic development.  
   Frequency: AN  
   Planned Timing: May

4. Report annually on the state of the VCU research enterprise including the total research awards, expenditures, trends, and outlook.  
   Frequency: Q  
   Planned Timing: Sep

**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.  
   Frequency: X  
   Planned Timing: Sep

2. Review and approve policies and programs on equal employment opportunity and affirmative action.  
   Frequency: X  
   Planned Timing: Mar

3. Afford an opportunity for direct communication between Board members and members of the faculty.  
   Frequency: X  
   Planned Timing: Mar

4. Afford an opportunity for direct communication between Board members and members of the staff.  
   Frequency: X  
   Planned Timing: Mar

**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.  
   Frequency: X  
   Planned Timing: Sep

**G. Accreditation**

1. Review and approve policies and reports related to departmental, school, and institutional accreditation.  
   Frequency: X  
   Planned Timing: Sep

**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 February the spring of each year.  
   Frequency: X  
   Planned Timing: Feb

2. Review topical areas of interest related to the student experience and overall student engagement.  
   Frequency: X  
   Planned Timing: Mar

3. Review major fall and spring activities.  
   Frequency: X  
   Planned Timing: May

4. Review and monitor student academic success.  
   Frequency: X  
   Planned Timing: May

**I. Academic Success of Student Athletes**

1. Review and oversee matters relating to the intercollegiate athletic program.  
   Frequency: X  
   Planned Timing: Sep

**J. Student Rights and Responsibilities**
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1. Review and approve matters relating to student rights, responsibilities, conduct, complaints and discipline, including matters relating to the VCU Honor System and VCU Rules and Procedures.
   - X
   - X
   - 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

4. Review and oversee student policies relating to media.
   - 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
   - X
   - X
   - X
   - X
   - X

M. International Partnerships and Collaboration

1. Review and approve international partnerships
   - X
   - X
   - X
   - X
   - X

Last Revised: 8/5/2013 12:53 PM
Approved by BOV: Sept. 19, 2013
Revised: 03/11/2019
Approved by BOV: -----------------
RESOLUTION TO ADOPT THE ONE VCU 2019 MASTER PLAN

WHEREAS, a master plan identifies the physical framework necessary to support Virginia Commonwealth University’s (VCU) strategic priorities and vision; and

WHEREAS, the last major update to the campus master plan was adopted in 2013; and

WHEREAS, the transformational nature of the university’s current strategic plan, Quest 2025: Together We Transform and the VCU Health System’s current strategic plan, Vision by Design, along with the resurgence of the city of Richmond, requires a new master plan that aligns VCU’s strategic initiatives and mission with its physical environment; and

WHEREAS, VCU and VCU Health System worked collaboratively to incorporate the health system’s physical plan, as presented to the VCU Health System Authority Board of Directors, into the ONE VCU Master Plan; and

WHEREAS, VCU, together with its independent consultants, have been engaged in intensive study of future campus development since October 2017; and

WHEREAS, in excess of 175 meetings, interviews, input sessions, presentations and public open houses were conducted, engaging more than 1,500 participants from VCU and the community, all to share in developing the vision for the campus and providing feedback on the ONE VCU Master Plan; and

WHEREAS, members of the Board received regular updates and provided input throughout the process, including a presentation of the draft plan at the December 7, 2018, Board of Visitors meeting; and

WHEREAS, at the March 22, 2019 meeting of the Finance, Budget and Investment Committee of the Board of Visitors received a presentation on the final version of the ONE VCU Master Plan and the full Board has been provided the text of the plan, and its adoption is recommended by the Finance, Budget and Investment Committee;

NOW, THEREFORE, BE IT RESOLVED that the Board of Visitors of Virginia Commonwealth University hereby adopts on this 22nd day of March 2019 a new master plan entitled “ONE VCU Master Plan”, a copy of which is attached hereto as Exhibit A and is made a part hereof.
Introduction 03
Planning context 27
Guiding principles 43
A shared vision for the future 103
At Virginia Commonwealth University, we’re connected with the world around us and are uniquely integrated within our city’s urban culture. The work we do makes a difference because we’re out there on the ground, a part of the community, actively involved in improving lives any way we can. That’s how we make it real.

Together, VCU and VCU Health System serve as a premier urban, public research university and academic health center dedicated to advancing knowledge, student success and patient experience through engaging learning environments, health care that preserves and restores health for all people, research that expands knowledge, interdisciplinary collaborations that solve global challenges, sustainable partnerships that support the community, and a climate of diversity and inclusion.

Centrally located in the city of Richmond, Virginia, VCU’s unique architecture, natural resources and culture help shape a notably diverse campus community.

The ONE VCU Master Plan is the framework designed to support this important mission and aligns VCU’s physical environment with the VCU strategic plan, Quest 2025: Together We Transform, and the VCU Health System strategic plan, Vision by Design. The master plan identifies common goals and provides a shared, evidence-based vision for development to guide physical campus investments.

The first master plan in VCU’s history to set a unified vision for all VCU properties, the ONE VCU Master Plan is guided by the following six principles:
Student success
ensure student success and well-being through high-quality and appropriate teaching, learning, study and living spaces

Patient experience
design and develop spaces, facilities and amenities that allow for enhanced safety and patient experience in both inpatient and outpatient settings

Program synergies
advance a culture of interdisciplinary collaboration and discovery by developing shared spaces that inspire community, partnerships, research, innovation and creativity

Placemaking
celebrate and enhance VCU’s unique urban setting and rich history

Mobility and safety
promote a walkable, accessible, safe campus which is easy to navigate for the entire VCU community: students, patients, faculty, staff, alumni, neighbors and visitors

Unify the campus
strengthen the heart of each campus and the collective VCU identity through strategies that connect the campuses to each other and to the city of Richmond
Proposed Master Plan

KEY
- NEW CONSTRUCTION/RENOVATION
- EXISTING STRUCTURED PARKING
- VCU LEASED BUILDING
- EXISTING VCU BUILDING
In addition to the guiding principles, the five following bold moves provide the foundation for the ONE VCU Master Plan:

1. **Reimagine campus front doors**

   VCU competes at the highest level for students, patients, faculty and staff. First impressions and wayfinding matter — there is a profound and positive relationship between the built environment and student recruitment and retention (Reynolds & Valcik, 2007). A priority for the ONE VCU Master Plan was identifying the front doors for VCU and producing a vision that will improve first impressions, strengthen the arrival experience and wayfinding around campus, and enhance VCU’s overall sense of place and identity. Though there are distinct differences between the scale and operations of the Monroe Park and MCV campuses, it is important that the elements utilized to identify the front doors are consistent. Issues of mobility and safety are heightened on the MCV Campus, where patients and their families are often navigating the streets and sidewalks on their way to treatment — intuitive wayfinding and parking at the point-of-service are important and reduce patient and family stress (Ulrich, Quan & Zimring, 2004). A combination of markers, intersection improvements, streetscape amenities and architectural elements are proposed to improve wayfinding and enrich the VCU experience on both campuses. When these components come together, they have a transformative impact.

2. **Redefine the core of each campus**

   ONE VCU envisions iconic greens at the Monroe Park and MCV campuses, each supporting a new center of activity with a mix of uses that tie into an urban network of open spaces. Bookended by Cabell Library and a new student commons, the proposed iconic green on the Monroe Park Campus is an opportunity to realize an open space that is uniquely VCU in scale and character. The demolition and
replacement of the existing Commons and Temple Building not only addresses deferred maintenance and programmatic needs, but also provides a window of opportunity to realize an iconic open space not previously possible. The new iconic green facilitates movement between student life resources and the library to the north, the new student center and Cary Street Gym to the south, and academic buildings to the east and west. This central space will serve as a hub for collaboration, events, passive recreation and circulation.

At the heart of the MCV Campus, the Plan recommends expansion and enhancement to the existing green space located at East Clay Street and North 11th Street. The new green is central to campus, surrounded by a renovated McGuire Hall and a new Interdisciplinary Health Sciences Building on the Wood Memorial Building, Lyons Dental Building and McGuire Annex site. The central green provides much-needed open space and creates a new heart to campus that will serve as a gathering place for patients, visitors, students, faculty and staff and will facilitate east-west movement through campus.
Conceptual rendering of the proposed front door landscape enhancements at Broad and Belvidere streets.
3. **Improve, advance and connect VCU Health System assets**

Academic health centers are complex. The density of the MCV Campus makes orientation, movement and development even more challenging. Incorporating the existing VCU Health System facilities plan and collaborating on the future of the MCV Campus, the ONE VCU Master Plan improves the patient experience, advances interdisciplinary collaboration and discovery, and provides greater connectivity between buildings and open spaces. The Plan consolidates adult outpatient services, provides parking at the point of service and achieves all private inpatient rooms. New patient drop-off and vehicular circulation patterns provide easier access for patients. Improved pedestrian connections, both at the street level and above-grade, enhance safety and wayfinding for patients, faculty, staff and visitors. Enhanced open spaces, specifically the new central green, and streetscape improvements provide a sense of place for the MCV Campus. New interdisciplinary teaching and research facilities bring colleges and schools together by concentrating activity. Improving adjacencies encourages collaboration between disciplines.

4. **Create an arts and innovation hub at Broad and Belvidere**

National prominence is a key focus area for Quest 2025. Establishing an interdisciplinary hub of development that showcases some of VCU’s premier programs at the intersection of Broad and Belvidere streets not only displays national prominence, but also connects the campus to the greater Downtown Richmond Arts District. Complementing the recently completed Institute for Contemporary Arts’ (ICA) Markel Center at the southwest corner of Broad and Belvidere streets, the new Arts and Innovation Building on
the southeast corner will consolidate art and innovation and provide a front door for community engagement. Additionally, the proposed student gallery adjacent to the Markel Center will provide much-needed exhibit space for students in a location that is accessible to the larger VCU and Richmond community. Redevelopment of the current Honors College site with a new interdisciplinary art building will improve adjacencies between departments and will accommodate additional space needs for the School of the Arts. The programmatic synergies proposed at this key campus intersection will address priority space needs, reduce fragmentation of programs, tie into the city’s PULSE BRT (bus rapid transit) system, better connect the campus to Downtown Richmond and transform a key front door to campus.

5. Revitalize historic Franklin Street

Extending on axis from Capitol Square, Franklin Street originally developed as the prominent residential corridor of Richmond. It connects neighborhoods and major public parks and hosts a dedicated downtown bike lane. The historic houses along tree-lined West Franklin Street are synonymous with the heritage of VCU’s Monroe Park Campus. Although abounding with character, the buildings present common circulation, accessibility and programmatic challenges. The ONE VCU Master Plan sets a vision for modernizing and revitalizing the VCU buildings along Franklin Street while preserving their historic character. Building renovations that include rear additions across multiple houses will provide circulation, elevator access and new program space not otherwise possible. West of the Office of the President, 910 West Franklin St., the plan identifies an opportunity to convert the existing buildings back to residences for faculty and student apartments, creating an active faculty and student community on Franklin Street.
ONE VCU OUTCOMES

ONE VCU is a new plan and a call to action to implement a transformative vision for a unified campus. Analysis and engagement early in the planning process identified six primary challenges that the plan needed to address. The ONE VCU Master Plan addresses these challenges with projects that achieve a balance of financial feasibility, meet programmatic needs and realize open space opportunities. Every proposed project is complementary to a long-term vision closely aligned with the guiding principles.

Deferred maintenance

The physical campus environment has direct impact on recruitment, student success and patient experience. Two-thirds of prospective students view facilities as important to deciding where to go to college, and more than half say an attractive campus is essential (Reynolds & Valcik, 2007). Facilities also shape perceptions of intangible college choice elements such as the quality of the faculty, the value of the education and the safety of the campus (White, 2017). The quality and condition of facilities not only affects perception and recruitment but also impacts the ability to optimally use a space for its intended purpose. Like most universities across the country, VCU has a number of buildings built between 1950 and 1990 that are overdue for revitalization.

Currently VCU has a backlog of $127 million in costs associated with maintenance for academic, administrative and research facilities alone. This amounts to a renewal need of $397 million over a 10-year period (not including student life, athletics, health system and residential buildings). The Plan identifies projects to meet deferred maintenance needs and address obsolete facilities. Implementation of the ONE VCU Master Plan will reduce maintenance costs by an estimated $204 million, a 61 percent decrease, over the same period through a strategic combination of renovation, repurposing, demolition and new construction. Deferred maintenance issues addressed through the ONE VCU Master Plan will better position VCU’s facilities to meet current and future needs and increase efficiencies.
Quantitative needs for the university

The quantitative needs for the university were established through two planning studies — the 2016 Space Needs Assessment and the 2018 Undergraduate Housing Demand and Market Study. The outcomes of these studies determined the targeted needs for the ONE VCU Master Plan to address. The space needs assessment determined that an additional 1.4 million gross square feet of space is needed to realize the strategic and programmatic goals of the university. The largest needs are for teaching labs, research space, and recreation and athletics space. These findings were confirmed through stakeholder interviews during the ONE VCU process. The update to the undergraduate housing demand and market context for the Richmond campuses found that there is demand for an additional 700 to 1,000 beds on campus.

The ONE VCU Master Plan identifies projects that will address 82 percent of the space need during the planning timeframe. These projects not only meet programmatic needs but also present an opportunity to redefine areas of campus, create new connections and accommodate growth in key strategic areas. One hundred percent of the housing demand is accommodated with new residence halls primarily located along the Grace Street corridor. Given the correlation between academic achievement and on-campus living, accommodating additional housing was an important goal for the ONE VCU Master Plan.

Quantitative needs for the health system

The VCU Health System is committed to improving human life and providing the highest-quality, most comprehensive care. The physical environment plays an important role in achieving these goals and ensuring a high-quality patient experience. Facilities have been shown to reduce patient and family stress and accelerate healing through intuitive wayfinding, parking at the point of service, access to nature and natural lighting, and reduced noise levels (Ulrich & Zimring, 2004). Facilities also play an integral role in reducing staff exposure to infectious agents and other hazards potentially present in the healthcare environment (Jiang et al., 2003).
Two of the greatest space challenges identified by the VCU Health System that are addressed in the ONE VCU Master Plan are the percentage of private patient beds and the overcrowded and inefficient clinic facilities. Currently, 35 percent of patient beds are semi-private, and 65 percent are private. Given the fact that private patient rooms reduce length of stay, health care-acquired infections, patient movement and operating costs (Chaudhury, Mahmood & Valente, 2009), providing 100 percent private beds was a critical goal for the Plan. ONE VCU incorporates VCU Health System’s plan for a new Inpatient Hospital and Children’s Hospital that will provide 100 percent private patient beds and increase the number of inpatient beds by 14 percent to accommodate the projected inpatient volume growth.

The ONE VCU Master Plan addresses the inefficiency and overcrowding of existing clinical facilities with the construction of the Adult Outpatient Facility and by renovating and repurposing existing facilities to achieve more efficient clinical layouts and provide much needed office space. These plans include enhanced access to linear accelerators, imaging and operating rooms. The Plan accommodates a 20 percent growth in clinic space by 2025.

Open space quality

Green space and urbanism are both positively associated with student retention and satisfaction (Hajrasouliha & Ewing, 2016). Unfortunately, many of VCU’s front doors, open spaces and streetscapes are poorly defined and inconsistent in quality, with 24 percent of the overall campus open space being in poor or below-average condition. The ONE VCU Master Plan includes 7,450 linear feet of streetscape improvements along with two new greens that will serve as anchors for each campus. VCU will work closely with the city to implement streetscape improvement projects. VCU’s location in Richmond is also an opportunity for partnerships with the city to clarify campus front doors and coordinate key transit assets and streetscape improvements.
Parking

At present, driving constitutes 83 percent of all travel to the Monroe Park and MCV campuses by students, faculty and staff, with a higher rate of drive-alone trips by faculty and staff. Providing the appropriate amount of parking for visitors, students, faculty and staff is an important planning component. The amount and location of parking also needs to be supported by alternative forms of transportation, such as bike and public transit.

Parallel to the ONE VCU planning process, VCU conducted the VCU and VCU Health System Parking and Transportation Study to determine the demand and appropriate distribution of parking on campus. At the time of the study, VCU had an inventory of 12,370 parking spaces, with an additional lease of 2,550 spaces. The study determined that existing capacity on the Monroe Park Campus can be managed to meet future needs. In contrast, expected rapid growth on the MCV Campus will require an additional 2,700 parking spaces.

The ONE VCU Master Plan accommodates recommendations from the VCU and VCU Health System Parking and Transportation Study by increasing the number of patient and visitor parking spaces from 980 spaces to approximately 3,100 spaces. VCU will continue to look for ways to accommodate additional parking, coupled with implementing a new alternative transportation initiative aimed at encouraging students, patients and employees to consider alternatives to driving alone. VCU and VCU Health System will offer incentives to employees who ride the bus, carpool, walk or bike to work.

The location of parking is important to prioritizing pedestrian activity in the core of campus. The Plan relocates parking facilities and patient drop-offs away from major pedestrian thoroughfares. The proposed Adult Outpatient Facility, Inpatient Hospital and Children’s Hospital shift vehicular circulation away from the core of campus, thus enhancing the patient and visitor experience on their arrival to campus.
Summary

Implementation of the ONE VCU Master Plan will transform VCU’s physical campus in a way that supports the strategic direction of both the university and VCU Health System. The plan calls for 5.2 million net new gross square feet of renovation and new construction to meet VCU’s needs over the life of the plan. Between 2009 and 2018 VCU invested in more than 5.3 million gross square feet of renovation and new construction. Some projects, such as the renovation of and addition to Cabell Library, have been transformational. Other projects addressed deferred maintenance and programmatic needs. VCU will continue to invest in its physical campus to advance its national recognition as a premier urban, public research university and academic health center. The ONE VCU Master Plan provides recommendations that address the challenges currently facing the physical campus. The projects not only support the guiding principles but also address deferred maintenance, quantitative needs, the quality of open space, connectivity and parking in a coordinated and transformative way. Project implementation will be guided by VCU priorities, funding and phasing over the life of the Plan.
Recent capital investment projects: 2009 - 2018

KEY
- NEW CONSTRUCTION
- RENOVATION
ONE VCU proposed renovations & development

KEY

NEW CONSTRUCTION

RENOVATION
### CURRENT CHALLENGES

<table>
<thead>
<tr>
<th>DEFERRED MAINTENANCE</th>
<th>QUANTITATIVE NEEDS</th>
<th>OPEN SPACE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>$127M</strong> current backlog</td>
<td><strong>$1.4M GSF</strong> 2014 non-residential space need</td>
<td><strong>24%</strong> 20% of the open spaces on campus are in poor or below average condition</td>
</tr>
<tr>
<td><strong>$397M</strong> 10-year renewal need</td>
<td><strong>700-1,000 BEDS</strong> 2018 net new housing demand</td>
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*excludes student life, athletic, health system and residential buildings

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<thead>
<tr>
<th>PATIENT BEDS</th>
<th>CLINIC FACILITIES</th>
<th>PARKING FACILITIES</th>
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<tbody>
<tr>
<td><strong>35%</strong> semi-private beds</td>
<td><strong>OVERCROWDED &amp; INEFFICIENT</strong> clinical layouts</td>
<td><strong>980</strong> patient/visitor parking spots</td>
</tr>
<tr>
<td><strong>65%</strong> private beds</td>
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24%
## MASTER PLAN OUTCOMES

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<thead>
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<th>OPEN SPACE</th>
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<tbody>
<tr>
<td><strong>$204M</strong> current backlog</td>
<td><strong>82%</strong> of the space needs addressed in ONE VCU MASTER PLAN</td>
<td><strong>7,450 LINEAR FEET</strong> of streetscape improvements</td>
</tr>
<tr>
<td><strong>61%</strong> of backlog addressed</td>
<td><strong>100%</strong> net new housing demand increase</td>
<td><strong>2</strong> new iconic greens</td>
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*excludes student life, athletic, health system and residential buildings

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<th>PARKING FACILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>100%</strong> private beds</td>
<td><strong>20%</strong> growth accommodated through 2025</td>
<td><strong>3,100</strong> patient/visitor parking spots</td>
</tr>
<tr>
<td><strong>15%</strong> inpatient beds matching growth in projected inpatient volume</td>
<td><strong>EFFICIENT</strong> convenient clinic layouts including enhanced access to Linear Accelerator, Imaging and Operating Rooms, etc.</td>
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ONE VCU 2019 Master Plan
The goal of the master plan is to align the physical campus with the mission and programmatic goals of VCU. Master planning coordinates where physical campus investments are made. It does not set the strategic direction of the university or health system, nor does it provide a funding mechanism for projects. If a project has a physical component, however, the master plan sets the framework for locating and phasing the project. Together with the strategic plan and capital plan, the master plan provides a shared vision that guides development and implementation.

Through a collaborative process, a master plan makes recommendations for investments that best reflect shared values, strategic initiatives and ambition for national distinction. Master plans are evidence-based and utilize facility data, previous studies and emerging ideas to inform future projects. A successful plan is a financially feasible roadmap to meet priority space needs, address deferred maintenance and realize transformative projects. Recommended projects are funded and realized through the university’s regularly-updated capital plan. A flexible framework for decision making, a master plan anticipates change but may require periodic updates to account for new evidence, circumstances and opportunities.

Previous VCU master plan efforts in 1993 and 2004 guided periods of significant institutional growth. The 2013 VCU 2020 Master Site Plan Update revised the recommendations from 2004, including planning for additional research facilities, new meeting and gathering spaces, and additional on-campus student housing.

The ONE VCU Master Plan continues the ethos of planning but forges a new direction. A deliberate holistic approach to planning for all of VCU — the VCU and VCU Health System teams worked in close collaboration to coordinate planning activities and develop the ONC VCU Master Plan which supports both Quest 2025 and Vision by Design. Informed by significant research (34 internal VCU studies, 15 city and regional studies, academic evidence) and advised through a higher level of VCU and community engagement than in the past, the result is a community-involved, evidence-based VCU roadmap that is transformational.
The ONE VCU Master Plan is the result of a five-phase process with facilitated, interactive workshops that engaged members of the VCU and surrounding community in dialogue, fact-finding and decision-making. The workshops included interview sessions, walking tours, community open houses and concept development that continuously evolved the plan’s development. The planning team was led by Ayers Saint Gross, a national design firm with expertise in planning for higher education and included a broader consultant team local to Richmond with diverse expertise in campus heritage, landscape architecture, civil engineering, cost estimating and financial feasibility.

At the onset of the planning process, VCU established that the following governance committees would guide the ONE VCU Master Plan:

- **VCU Board of Visitors (BOV):** VCU’s governing body. The BOV provided input and direction on the ONE VCU Master Plan and have the ultimate authority for its adoption. The BOV also approves individual university capital projects.

- **VCU Health System Authority Board of Directors (BOD):** VCU Health System’s governing body. They provide input and direction and have oversight for VCU Health System projects in the ONE VCU Master Plan. The BOD approves VCU Health System capital projects.

- **Executive Sponsors:** Executive Sponsors are composed of the members of the VCU President’s Cabinet including the provost and vice presidents, VCU Health System leadership and University Counsel. The Executive Sponsors provided input at regular intervals, established high-level priorities and rendered decisions. A subset of this group formed the Executive Sponsors Prioritization Subcommittee, which provided frequent and swift guidance to the process.

- **Facilities Planning Steering Committee (FPSC):** The FPSC is a representative group of leaders from the university and VCU Health System covering every major area of operations, and includes student, faculty and staff members as well as board representatives. The committee provided input and guidance at their bi-monthly meetings, and streamlined decisions for the Executive Sponsors.
• **Master Plan Working Group:** This is a facilities planning leadership workgroup with representation from across the university and VCU Health System, including student representatives, that provided key insights and guidance to the FPSC. Members of this group served as the nucleus of the focus groups employed during the process.

Throughout the planning process, the planning team met with smaller focus groups to gather more detail about certain units and aspects of VCU. Additionally, nine public open houses were held at key points in the process to ensure engagement with the wider VCU and Richmond community, as well as meetings with local neighborhood associations.
ENVIRONMENTAL SURVEY: assessment of the existing conditions and engagement with campus stakeholders to determine the opportunities and challenges on campus. The planning team toured campus and reviewed, coordinated and synthesized recent and ongoing studies.

THEMES AND ISSUES: the synthesis and summary of findings from the Environmental Survey and the identification of priorities and principles that informed planning and design efforts.

DESIGN: the active exploration of individual solutions, system-wide improvements or integration, and scenario modeling to collectively assess potential campus development.

DRAFT PLAN: the synthesis of interrelated planning solutions identified by the stakeholders as a cohesive, supportive campus and facilities response to VCU’s priorities and strategic direction.
**FINAL SOLUTIONS AND IMPLEMENTATION:** the final plan that represents a comprehensive fabric of campus development solutions, coordinated and presented to those who participated in the planning process and charged with its implementation.
The ONE VCU Master Plan was developed in conjunction with frequent engagement through a variety of tools and mediums. Town halls, interviews, workgroups and presentations allowed for in-person discussion sessions and one-on-one time with stakeholders. Some workshops included interactive components where participants identified locations on a map or wrote comments on graphic boards that were compiled and analyzed for use in the next project phase. Over 175 meetings were held with over 1,500 participants throughout the plan.

Digital communication through a website and social media accounts complemented in-person sessions by providing easy access to presentation materials and a contact forum for stakeholders and community members who were unable to attend in-person sessions or wanted additional information. Throughout the planning process the website included blog posts with additional information and timely plan updates.

Comments received through both in-person and digital mediums were a vital part of the planning process, as they helped to shape and refine the plan. Throughout the planning process the website logged over 19,000 unique visits.
Students, faculty, staff, and the community participating in an open house held at the University Student Commons
The purpose of ONE VCU is to align VCU’s strategic initiatives and mission with its physical environment. ONE VCU is guided by two strategic plans: VCU’s Quest 2025: Together We Transform and VCU Health System’s Vision by Design. The key themes identified in each plan served as the foundation for ONE VCU’s guiding principles.

**Quest 2025**

Quest 2025: Together We Transform defines flexible, realistic, strategic and operational priorities to achieve collective goals for VCU. The plan responds to the broad challenges facing many public institutions today: rising costs and access to an affordable education, growing cynicism of allocating resources to public higher education, and increasing competition for national prominence.

The strategic plan outlines a six-year initiative with implementation focused on four themes:

- **Student success**: transform the lives of our distinctive and diverse student population through a university culture that supports every student’s success through inquiry, discovery, innovation, civic engagement and creative expression

- **National prominence**: distinguish VCU as a preeminent urban public research university by growing areas of strength as researchers, innovators and educators

- **Urban and regional transformation**: mobilize VCU’s human capital and economic resources, collaborating with the community to address social and health inequities

- **Diversity driving excellence**: translate our value philosophy of diversity and inclusion into practices related to excellence and success
VCU Health System Strategic Plan: Vision by Design

Vision by Design is a strategic plan for the VCU Health System and VCU health sciences college and schools to improve operational efficiencies and adapt to changes in an evolving health care system through a variety of strategies, or vision pathways. The strategic plan provides pathways to preserve, sustain and advance the tripartite mission of the VCU Health System, which was established to preserve and restore health for all people, to seek the cause and cure of diseases through innovative research, and to educate those who serve humanity.

The three strategic themes and imperatives from Vision by Design are:

- **Education, research and innovation**: focus clinical and population health innovation and research; enhance education

- **Top performance**: optimize value equation, achieve top level performance, embrace top quality for clinical delivery, and continue the High Reliability Organization journey

- **Care for the commonwealth**: focus strategically on population health and value, expand access, grow reach through partnerships and network development, and develop services and patient experiences that meet the needs of our community
SUSTAINABILITY

VCU has maintained a strong commitment to sustainability since 1991 with the signing of the Talloires Declaration followed by the Second Nature Climate Neutrality Commitment (formerly the American College and University Presidents’ Climate Commitment) in 2008. The signing of this commitment spurred the creation of the Office of Sustainability and the creation of the VCU Sustainability Committee that oversees the Climate Action Plan (CAP) implementation, recommends greenhouse gas (GHG) emissions reduction projects, and communicates and engages with internal and external stakeholders to further the objectives of the CAP.

As signatories to the Second Nature Climate Neutrality Commitment, VCU aims to neutralize greenhouse gases emitted on the campus and become carbon-neutral with no net GHG emissions, a goal VCU is striving to achieve by 2050. To align with the goals established in the VCU Sustainability Plan 2015-2020, the ONE VCU Master Plan further reinforces VCU’s commitment to building to LEED standards, upgrading fixtures to sustainable alternatives, reducing greenhouse gas emissions, and supporting more sustainable means of transportation to, from and within the campus.
VCU is committed to reducing its environmental footprint through new construction and renovation that meets the standards of Leadership in Energy & Environmental Design (LEED) certification. LEED certification provides independent verification of a building’s sustainable and regenerative qualities whether relating to design, operations or maintenance. The ONE VCU Master Plan proposes new construction and renovation to at a minimum achieve LEED Silver Standards.
Energy and greenhouse gas emissions

The ONE VCU Master Plan calls for a net increase of 5.2 million square feet of space. To respond to the increase, future construction and renovation will need to address and emphasize strategies that reduce greenhouse emissions to support VCU’s mission of achieving carbon neutrality by 2050. This could include the utilization of efficient buildings systems and fixtures, improving aging on-campus infrastructure and relying on alternative energies.
**Alternative transportation**

As part of the master planning process, VCU completed a comprehensive parking and transportation study that identified tactics to mitigate future parking demand. To meet parking demand now and into the future, VCU and VCU Health System are working together to encourage students, patients and employees to consider alternatives to driving alone. In addition to the regular cost and environmental benefits of using alternative forms of transportation, VCU and VCU Health System will offer incentives to employees for turning in their VCU parking permit. A dedicated website will consolidate resources offered at VCU, VCU Health System, the City of Richmond and GRTC, the city’s transit system, so employees can explore what works best for them.

VCU is committed to integrating bus and bike needs with the larger city network. VCU will seek partnerships to reduce redundant bus lines and offer easy and efficient connections for the VCU community. Enhanced streetscapes will also create walkable, accessible and safe environments for individuals. Coordinating with the city in its effort to implement proposed bike routes will continue to better connect campuses.
Guiding Principles
GUIDING PRINCIPLES

The ONE VCU Master Plan is informed by six guiding principles. Together the guiding principles provide a long-term roadmap for the university and health system to transform the physical campus in a way that makes it more accessible, sustainable, welcoming and uniquely VCU. Shaped by a large cross-section of stakeholder engagement sessions, each principle guides and supports the plan to achieve the goals of the strategic plans Quest 2025: Together We Transform and Vision by Design.
Student success
ensure student success and well-being through high-quality and appropriate teaching, learning, study and living spaces

Patient experience
design and develop spaces, facilities and amenities that allow for enhanced safety and patient experience in both inpatient and outpatient settings

Program synergies
advance a culture of interdisciplinary collaboration and discovery by developing shared spaces that inspire community, partnerships, research, innovation and creativity

Placemaking
celebrate and enhance VCU’s unique urban setting and rich history

Mobility and safety
promote a walkable, accessible, safe campus which is easy to navigate for the entire VCU community: students, patients, faculty, staff, alumni, neighbors and visitors

Unify the campus
strengthen the heart of each campus and the collective VCU identity through strategies that connect the campuses to each other and to the city of Richmond

The strategies and projects that support each principle are described in the following sections.
Ensure student success and well-being through high-quality and appropriate teaching, learning, study and living spaces.

Student success is a key focus area for Quest 2025. VCU strives to establish an inclusive campus environment that removes barriers to graduation, fosters community engagement and provides interdisciplinary spaces that bring people together. Facilities play a role in attracting students and ensuring they have the appropriate spaces to learn and live so they can make an impact today while preparing for tomorrow. On-campus living is strongly associated with student retention and graduation rates (Hajrasouliha & Ewing, 2016). Freshman students at VCU who live on-campus consistently outperform those that live off-campus with grade point averages .31 higher than those that do not. Similarly, fall semester-to-fall semester persistence rates at VCU are better among students who live on-campus (84 percent) as opposed to students who live off-campus (79 percent).

Providing facilities and spaces that meet the academic, research, student life, athletic and engagement needs is critical to support VCU’s mission.

The new and renovated facilities proposed in the ONE VCU Master Plan will create high-quality spaces that reinforce the campus cores and main streets as inclusive centers of activity between students, faculty and the greater Richmond community. Research shows that the student center carries significant weight in the perception of the university’s quality, accounting for 26 percent (White, 2017). Other facilities that students consider when deciding to enroll include: facilities related to a student’s major; classrooms; residence halls; libraries; and exercise/recreation facilities (Reynolds & Valcik, 2007). A new commons and wellness center is a priority need for VCU and will provide modern spaces to support the entire VCU community and advance student recruitment, wellness and success. Proposed housing on Grace Street will enhance the corridor as a residential street, adding 700 net new beds. Additional facilities including the proposed interdisciplinary health sciences building and interdisciplinary classroom and lab building will improve the quality of teaching space on the Monroe Park and MCV Campuses. Development of high-quality landscapes and hardscapes campus-wide will provide much needed open spaces for living, working, learning and playing.
## PRINCIPAL STRATEGIES

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<tr>
<td><strong>01</strong></td>
<td><strong>04</strong></td>
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<tr>
<td><strong>CAPITALIZE</strong> on VCU’s urban location with an academic health center to promote real world experiences that prepare students as global citizens and leaders.</td>
<td><strong>PROVIDE</strong> high-quality and appropriate teaching, learning, research, study and living spaces that accommodate modern instructional pedagogies, participation in research, and support living and learning goals.</td>
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<tr>
<td><strong>02</strong></td>
<td><strong>05</strong></td>
</tr>
<tr>
<td><strong>LOCATE</strong> formal and informal student spaces throughout campus to support creativity, interdisciplinary collaboration, studying and teamwork.</td>
<td><strong>RENOVATE AND RE-PURPOSE</strong> buildings and sites for the highest and best use, recognizing that not all spaces can serve all uses.</td>
</tr>
<tr>
<td><strong>03</strong></td>
<td><strong>06</strong></td>
</tr>
<tr>
<td><strong>MODERNIZE</strong> student support spaces, student commons and wellness facilities to ensure student success and well-being.</td>
<td><strong>BUILD</strong> new space strategically when existing space cannot satisfy the program or is better suited to meet other needs.</td>
</tr>
</tbody>
</table>
Student Success

KEY
- KEY PROJECTS IMPACTING GUIDING PRINCIPLE
- ONE VCU PROJECTS
- OPEN SPACE
- CAMPUS MAIN STREETS
- DENOTES PROJECTS IN MULTIPLE GUIDING PRINCIPLES

ONE VCU 2019 Master Plan
Conceptual rendering of the proposed future academic buildings and student commons and wellness facility on the new iconic green.
KEY PROJECTS

Student commons and wellness facility
A new integrated student commons and wellness facility on Cary Street addresses the programmatic needs identified in the 2017 Student Affairs Facilities Study for additional meeting spaces and overall demand for space that is modern and of high quality. The facility, located on the current Thalhimer Tennis Center site, allows for adjacencies to other student-centered facilities such as Cary Street Gym and Fields, Cabell Library, Shafer Court Dining, and undergraduate residence halls. The co-location of programs places wellness at the center of university life and communicates the priority placed on holistic well-being. The existing undersized University Student Commons will be demolished once construction of the new facility is complete. Thalhimer Tennis Center and Fields will be relocated.

Recreation facility
Accommodating indoor and outdoor recreation space on an urban campus with a student population as large as VCU is a challenge. The ONE VCU Master Plan identifies opportunities to accommodate additional recreation space on campus. A turf field is proposed on the top of West Main Street Deck to provide additional outdoor field space. The proposed fieldhouse on the 500 Academic Centre site will provide much needed court space and group exercise space to supplement existing facilities at the Cary Street Gym and Larrick Student Center. VCU will continue to explore other opportunities to accommodate club sports and recreation leagues on or near campus.
Student housing
ONE VCU identified multiple sites for new undergraduate housing with the goal of accommodating 700 to 1,000 new beds. Placing new housing on the Grace Street corridor enhances vibrancy and activity along the campus main street. Additional housing sites include wrapping the West Main Street Parking Deck and the corner of Harrison and Broad streets. One of the first housing projects will likely be a new residence hall on the 700 West Grace St. site. This project will accommodate approximately 470 beds, replacing the honors housing in the Honors College building. The building will engage the street with an active ground floor. Space currently in the Facilities and Financial Services Building needs to be relocated to allow the new residence hall to be built.

West Hospital renovation
The future of West Hospital has been a topic of conversation for many decades. It currently houses office space for the university and health system but has an inefficient layout with challenging building systems and is in need of revitalization. Based on a concurrent detailed study focused on West Hospital, the ONE VCU Master Plan recommends the building be renovated for housing and office space.
Science, Technology, Engineering and Math (STEM) Building

The highest priority for the College of Humanities and Sciences is additional instructional labs. The college needs additional labs to meet their instructional needs and major renovation or replacement of the existing labs in the Oliver Hall – Physical Sciences Wing. Demolition of the Franklin Street Gym will allow for a new STEM teaching facility on Franklin Street. The program includes instructional wet and dry labs and classrooms for teaching chemistry, biology, physics, math, psychology and kinesiology.
Franklin Street additions and renovations

Although abounding with character, the buildings along Franklin Street present common circulation, accessibility and programmatic challenges. Office and academic uses require ADA accessibility, although there are exceptions permitted for the adaptive reuse of historic structures. On a case-by-case basis, some of the Franklin Street houses have been marginally improved with a ramp to the first floor, and a select few have been retrofitted with an elevator. It is a priority for VCU to provide accessibility and, at the same time, maintain the historic character of the adapted homes. A building addition that provides circulation and elevator access via the rear of multiple adjacent houses is an efficient approach for meeting accessibility needs while minimizing the impact to the historic character of Franklin Street.

ONE VCU includes two solutions for the historic homes along Franklin Street. The first is restoring them to residential use for faculty and student apartments, an ideal solution for the homes west of the Office of the President as many of the existing offices will be accommodated elsewhere in the plan. Residential use minimizes the impact to the historic structures while taking advantage of existing accessibility improvements. Additionally, the unique characteristics of the original living spaces, such as fireplaces, become desirable attributes as opposed to layout challenges.

The second solution functionally unifies the historic homes along Franklin Street across from the new STEM building. The new bar-shaped connector will be set behind the historic houses in place of the existing additions, outbuildings and garages to the rear. It will provide modern classroom and laboratory space for the College of Humanities and Sciences conveniently adjoined to the corresponding departmental offices. The project will incorporate careful restorations to the historic façades of the buildings. This project, in concert with the STEM building, modernizes and revitalizes the academic use of Franklin Street while preserving the historic character and iconic streetscape of the university’s heritage.
Student gallery

The 2016 Space Needs Assessment indicated a need for more exhibit and gallery space on campus. The recently completed Institute for Contemporary Arts’ (ICA) Markel Center at the southwest corner of Broad and Belvidere streets brings the most important, cutting-edge contemporary art exhibits in the world to campus and the city of Richmond. The ONE VCU Master Plan recommends building a student gallery adjacent to the Markel Center to provide much-needed exhibit space for students in a location that is accessible to the larger VCU and Richmond community.

Future academic buildings on the iconic green

Construction of a new commons and wellness building enables demolition of the existing commons building and construction of a new iconic green on the Monroe Park Campus. The iconic green will be anchored by the Cabell Library to the north and new commons and wellness building to the south. The east and west sides of the green include sites for future academic space. The interdisciplinary classroom and lab building will enable the demolition of the Temple Building and the replacement of the Physical Sciences Wing of Oliver Hall. The remaining sites, including Oliver Hall, have been identified as ideal sites for interdisciplinary teaching, learning and student space.
Oliver Hall renovation / replacement

The Physical Sciences Wing of Oliver Hall needs major renovation or replacement. The existing labs require modernization and can be renovated or relocated to the new interdisciplinary classroom and lab building. If they are relocated, the Oliver Hall site is ideal for interdisciplinary teaching, learning and student space.

Welcome Center

VCU’s existing Welcome Center is located on Broad Street. While there is proximate garage parking, the location does not provide the best first impression of campus or provide a natural starting point for a campus tour. Redevelopment of the Singleton Center site will co-locate the Welcome Center, Admissions and Alumni meeting spaces in a single building with capacity for additional programs. Its central location will enhance the visitor, alumni and prospective student arrival experience and there is the opportunity to provide proximate parking on the site.

Athletic Village

During the ONE VCU planning process, VCU Athletics conducted their own planning study to relocate and consolidate facilities. An off-campus site will accommodate a new tennis center, practice fields, a baseball stadium and field house.
Design and develop spaces, facilities and amenities that allow for enhanced safety and patient experience in both inpatient and outpatient settings.

A patient experience that is welcoming, pleasant and intuitive is vital for a leading medical center. Open space, streetscape and front door improvements will enhance the overall safety and wayfinding for patients and visitors navigating the campus. Similarly, addressing the demand for parking and locating it at points of service will enhance both patient and visitor convenience. After reputation, convenience is the highest consideration when choosing a clinic for patients of all age groups (Graham et al., 2015).

New inpatient and outpatient facilities will allow for backfill and renovation opportunities of existing buildings to improve programmatic adjacencies and overall quality of space. The Adult Outpatient Facility and associated parking consolidates the majority of adult outpatient clinics on Leigh Street, a major thoroughfare, with clear drop-off and an easily accessible parking garage. The Inpatient Hospital and Children’s Hospital will provide all private inpatient rooms for greater privacy and comfort. The facilities will meet present needs of VCU Health System patients while providing the flexibility for future patient care methods.
PRINCIPAL STRATEGIES

01
CONSOLIDATE adult outpatient clinics to improve environments, support clinical care models and provide for team member integration/collaboration.

02
PRIVATE ALL inpatient rooms in the new towers resulting in 100 percent private inpatient rooms for all health system facilities.

03
ENHANCE wayfinding throughout the outpatient experience.

04
PLACE parking at the point of service while adding to the current space allotment and accommodating future patients, visitors and staff parking needs.

05
DESIGN space that will meet the present needs of VCU Health System patients and providers, ensuring the space is flexible for redesign based on future care models.

06
UTILIZE core principles related to work integration, research, education and collaboration for the design of all new spaces.

07
DETERMINE back-fill options for vacated space throughout campus, particularly North Hospital, that support the VCU Health System and university operations and enhance the patient experience.

08
ENHANCE and support the Children’s Hospital experience and support the needs of the Massey Cancer Center patients by providing new state-of-the-art facilities.
Patient Experience

KEY
- KEY PROJECTS IMPACTING GUIDING PRINCIPLE
- ONE VCU PROJECTS
- OPEN SPACE
- INTERNAL BUILDING CONNECTIONS
- PROPOSED BRIDGE CONNECTION
* DENOTES PROJECTS IN MULTIPLE GUIDING PRINCIPLES

Proposed Navy Hill Redevelopment
Nelson Clinic and Ambulatory Care Center renovation
Children’s Hospital
Main Hospital
Inpatient Hospital
North Hospital renovation
Massey Cancer Center
CENTRAL GREEN
PROPOSED BRIDGE CONNECTION
One VCU 2019 Master Plan
KEY PROJECTS

**Adult Outpatient Facility**

Redevelopment of the former Virginia Treatment Center for Children (VTCC) site, at the corner of 11th and Leigh streets, into a hub for comprehensive outpatient care will transform the VCU Health System and the MCV Campus. A new building, the Adult Outpatient Facility (AOF), provides consolidation of adult outpatient clinics to improve environments, support clinical care models, and provide for team member integration and collaboration. The AOF includes a new parking structure with more than 1,000 parking spaces, and enhanced ease of access at points of service. At 15 levels, the building acts as a welcoming gateway and marker for the MCV Campus from the northwest. In addition to the building itself, the redevelopment of the VTCC block will improve the public realm with street trees, wide sidewalks and an inviting ground floor.

**Nelson Clinic and Ambulatory Care Center renovation**

The opening of the AOF provides the opportunity to decant, renovate and backfill the Nelson Clinic and Ambulatory Care Center (ACC). Renovated facilities will serve health system needs: Pauley Heart Center, swing space, landing space, office space and other needs. It could also be used as flex space as spaces across the MCV Campus are redeveloped, renovated and revitalized.
Conceptual rendering of the proposed Adult Outpatient Facility
Credit: HDR
Children’s Hospital

Expansion of the Children’s Hospital of Richmond (CHoR) on the Marshall Street Pavilion site will complete VCU’s comprehensive, integrated health care facility exclusively for children’s inpatient and outpatient care. The new facility will replace the existing pediatric inpatient unit with private rooms and also will provide new operating rooms, imaging capacity, emergency services and family amenities — all dedicated to children and their families. The expansion will provide 86 patient beds with the option to add, as required in the future, additional patient beds. This project also includes shelled space above the CHoR Pavilion. The Children’s Hospital expansion will have connectivity into the CHoR Pavilion on several levels and will utilize the same lobby and drop-off. The building is proposed at 16 levels above grade and four levels below grade with additional parking to support the complex. Bridge connections into the building will cross over 11th Street, run alongside Sanger Hall, cross over Marshall Street and connect into the Gateway Building.
Inpatient Hospital

Redevelopment of the Patient and Visitor Parking Deck allows for a new Inpatient Hospital and expands patient care units as well as clinical, public and support services. The new Inpatient Hospital will contain all private rooms, resulting in 100 percent private inpatient rooms for all health system facilities. It will connect directly into the Critical Care Hospital to the south and, because of its proposed massing, will be seen from Interstate 95 as a gateway and marker for the campus from the northeast. A new, expanded patient care drop-off will be off Leigh Street at 12th Street, allowing more direct access, space for queuing and additional open space. A new parking structure will provide over 2,000 parking spaces and enhanced ease of access at points of service. It will require the demolition of the Strauss Research Lab, the Tompkins-McCaw Library, and the Patient and Visitor Parking Deck.

North Hospital renovation

Similar to the AOF enabling the renovation of Nelson Clinic and the ACC, the Inpatient Hospital will allow for the renovation of North Hospital. All inpatient beds will be relocated to the new Inpatient Hospital, eliminating all inpatient stays in the North Hospital. The VCU Health System will evaluate the backfill program based on future needs.
Advance a culture of interdisciplinary collaboration by developing shared spaces that inspire community, partnerships, research, innovation and creativity.

The Master Plan promotes VCU’s culture of collaboration, innovation and creativity by prioritizing projects that strategically improve and form new connections between programs. Projects identified in the ONE VCU Master Plan are interdisciplinary in nature, bringing together different programs and schools to improve adjacency, reduce fragmentation, and foster collaboration and discovery. New facilities for arts, innovation and engagement located adjacent to the Institute for Contemporary Arts and the city of Richmond’s Arts District, will consolidate arts functions, create new opportunities for community interaction, and incorporate innovation and engagement components. New interdisciplinary facilities can include interprofessional space, shared simulation space and collaboration areas that serve as campus-wide resources.
PRINCIPAL STRATEGIES

01 ENSURE programs and facilities support innovation, collaboration and transformative learning and discovery outside of college or departmental boundaries.

02 CONCENTRATE activity and improve critical adjacencies to strategically support healing and prevention, creative expression, interdisciplinary research and interprofessional education, scholarship and practice.

03 PRIORITIZE infill development opportunities and projects to densify campus and fulfill multiple clinical, academic and facility goals.

04 BALANCE the need for stronger physical relationships between research and clinical functions with the need for program growth.

05 CREATE spaces that are flexible to meet the needs of specific functions, not specific departments.

06 MAXIMIZE the impact of research programs by enhancing existing research infrastructure support (core facilities, building systems, utility infrastructure).
Program Synergies

KEY

- KEY PROJECTS IMPACTING GUIDING PRINCIPLE
- ONE VCU PROJECTS
- PROGRAM CLUSTERS
- PROPOSED BRIDGE CONNECTION
* DENOTES PROJECTS IN MULTIPLE GUIDING PRINCIPLES

HEALTH SCIENCES

Transdisciplinary Neurosciences Building

Adult Outpatient Facility

Interdisciplinary Health Sciences Building, Library, and Innovation Center

Inpatient Hospital

McGuire Hall renovation

Sanger Hall revitalization

State Capitol

ONE VCU 2019 Master Plan 69
KEY PROJECTS

Transdisciplinary Neurosciences Building

Neurosciences research is critical to achieving VCU’s goals for national prominence. However, neuroscience investigators across both campuses reside in more than 20 different locations that comprise over 200,000 square feet of space. This makes collaboration challenging and reduces efficient use of shared resources and equipment. Moreover, these facilities are outdated, unable to accommodate even current needs, and are not viable options (either functionally or financially) for continued expensive renovations. A new building for transdisciplinary neuroscience is critical to recruitment and retention of top talent to promote collaborative, interdisciplinary research. It will provide space to co-locate neuroscience research, provide flexibility for future growth, help decant space in Sanger Hall and McGuire Annex, and serve as near-term swing space to facilitate redevelopment of the Wood/Lyons site. This building needs to be in proximity to clinical services and the hospital to fully embrace its role in facilitating translational research at VCU.

Interdisciplinary Health Sciences Building, Library and Innovation Center / Perkinson Building renovation

Redevelopment of the Wood Memorial Building, Lyons Dental Building and McGuire Annex site will be transformative for the MCV Campus. Wood, Lyons and McGuire Annex have outlived their useful life as academic and research buildings, are not the highest and best use of the land, and are ideal candidates for demolition. With the proposed AOF to the west and the proposed inpatient hospital to the east, the block can support additional density. The new building will be a central hub for the MCV Campus and a connector between the new clinical buildings to the east and west through an expanded bridge system supporting interaction between education, research and patient care. This new building will connect into Perkinson and have a front door on the central green at 11th and Clay streets. Redevelopment of this site also allows for improved streetscape conditions and an active ground floor along 10th and 11th streets.
The program elements proposed in the Interdisciplinary Health Sciences Building, Library and Innovation Center include the health sciences schools of Dentistry and Pharmacy as well as interdisciplinary space for all health sciences colleges and schools to come together. Its central location on the MCV Campus makes it an ideal place for collaborative functions and shared spaces. Collaboration and serendipitous interactions are further enhanced through the proposed bridge system and the relationship of the building to the proposed central green. Interdisciplinary program elements might include additional interprofessional education space, simulation space, classrooms and shared cores. The final and critical program element for the interdisciplinary building is a new, 21st century health sciences library and innovation center with food and coffee and providing academic resources, study space, meeting space and offices.

McGuire Hall renovation

Included in the revitalization of the Wood, Lyons and McGuire Annex site is the renovation of McGuire Hall, a historic building on the MCV Campus. Due to its size, original construction and internal layout, the recommended renovation is conversion to office space. The rear of the building, where it connects to the McGuire Annex, will need to be reconstructed after demolition of the Annex. This is a unique opportunity for stronger connectivity between McGuire Hall and the new central green to the west and the proposed Interdisciplinary Health Sciences Building, Library and Innovation Center to the north.
Conceptual rendering of proposed Transdisciplinary Neurosciences Building and landscape improvements at 9th and Turpin streets
Sanger Hall revitalization

Sanger Hall, the largest research building on the MCV Campus, is a gateway to campus from 11th Street. It also houses academic and administrative offices and centrally scheduled classrooms and lecture halls. While there are complex challenges with the building, significant investment has already been made to renovate labs and improve infrastructure. The ONE VCU Master Plan recommends a phased approach for continued renovation.

Interdisciplinary Arts Education Building

The School of the Arts is spread across 28 buildings, limiting efficiency and collaboration. Many of the buildings also have significant deferred maintenance that needs to be addressed. Redevelopment of the Honors College site provides a new building to meet the 150,000 assignable square feet of need and reduce the fragmentation of departments. The proposed site places the interdisciplinary building near other art facilities as well as innovation, humanities and sciences, and student housing reinforcing a new hub of activity. The new building will allow space in the Pollak Building to be vacated, freeing the site for future development.
Interdisciplinary classroom and lab building

The new iconic green on the Monroe Park Campus should be surrounded by diverse programmatic uses. The green serves as a nexus of programmatic synergies bringing together academic and student life programs in the center of campus. After the University Student Commons is replaced, a new interdisciplinary classroom and lab facility can be constructed along the iconic green. The building will include teaching space that will serve the entire campus including the replacement of outdated labs in Oliver Hall Physical Sciences Wing and space in Temple Hall to meet the needs of humanities and sciences.

Future engineering building

With the expected growth of the College of Engineering, particularly in computer science, information systems and data science, as well as computer and software engineering, a new interdisciplinary building will accommodate current needs of the school and address demand for the foreseeable future. This will satisfy the need for additional office, classroom and research space. It will also provide a space where students and industry can come together and collaborate by providing studio and innovation space.
Future arts facility

The corner of Leigh and Belvidere streets is a prominent arrival route to campus from Interstate 95. The site is ideal for a programmatic use that showcases VCU’s prominence and connects with the greater Richmond community. The ONE VCU Master Plan identifies the site for future art programs that will accommodate the needs of multiple School of the Arts departments and benefit the local community.

Johnson Hall conversion

Johnson Hall will require significant renovation to maintain the quality of housing desired to support student success. If housing demand can be accommodated on other sites in a more efficient and financially sustainable way, Johnson Hall can be renovated for another use. If the building cannot accommodate modern academic space, it can be converted to office space for faculty, staff and administration. This central location will improve adjacencies for units that are spread across multiple buildings and provide a more accessible location for units in Franklin Street houses.
PLACEMAKING

Celebrate and enhance VCU’s unique urban setting and rich history.

Placemaking is the art and science of creating public spaces where people want to gather (Walljasper, Fried & Project for Public Spaces, 2007). As an important element in the appeal of an institution, a successful campus should have a strong, coherent sense of place, recognized through the design and materials of buildings and outdoor spaces which communicate its values. As an urban university, placemaking creates engaging and welcoming spaces that emphasize VCU culture and identity within the vibrant, historic context of the city of Richmond.
PRINCIPAL STRATEGIES

01 ENSURE the physical campus results in a sense of pride from the VCU and Richmond community.

02 DEVELOP and clarify the “front doors” of campus with a consistent character that communicates wayfinding and the VCU identity.

03 IDENTIFY iconic places on each campus that should be celebrated and preserved.

04 CREATE a cohesive network of landscapes throughout campus that are inviting for patients, students, visitors, faculty, staff, alumni and neighbors.

05 OPTIMIZE green space on both campuses and connect to citywide parks and resources.

06 ACTIVATE campus street corridors and open spaces.

07 DESIGN welcoming places that accommodate a broad range of experiences and users: patients, students, visitors, employees, faculty, staff, alumni and neighbors.
Conceptual rendering of intersection enhancements at Broad and Belvidere looking south towards the proposed Arts and Innovation Building and the VCU Institute for Contemporary Art
KEY PROJECTS

VCU Front Doors

The ONE VCU Master Plan identifies eight new primary vehicular front doors, or thresholds, six secondary vehicular front doors and five new pedestrian front doors. The design and construction of these front doors will provide a clear sense of arrival to campus and aid in campus wayfinding for pedestrians, bicyclists and vehicles. These front doors are identifiable markers for VCU and are not intended to separate VCU from the city or act as a barrier in any fashion. Front door locations will apply consistent use of campus materials through a variety of features including landscapes, seat walls and intersection improvements.

Monroe Park Campus iconic green

Bookended by Cabell Library and a new student commons and wellness center, the proposed central green on the Monroe Park Campus is an opportunity to realize an open space that is uniquely VCU in scale and character. The new iconic green facilitates movement between student life resources and the library to the north, the student commons and wellness center and Cary Street Gym to the south, and academic buildings to the east and west. This central space will serve as a hub for collaboration, events, passive recreation and circulation. Construction of the iconic green requires the redevelopment of the University Student Commons and Temple building sites.
MCV Campus central green

The MCV Campus is densely developed, which makes the need for attractive and welcoming open spaces even more important. While the intersection of East Clay and 11th streets currently has green space, it is not heavily used because of its function, design and adjacencies. Through a commitment to preserve and renovate McGuire Hall, the opportunity to redevelop three existing buildings sites, and the need for better east-west movement through campus, the East Clay Street and North 11th Street intersection is the perfect opportunity to expand and enhance the existing green space to create a new central green. The new Interdisciplinary Health Sciences Building, Library and Innovation Center will front this central green space, activating the area and creating a new heart to campus.

Plaza at 9th and Turpin streets

With additional development extending north of Leigh Street and the recent completion of the strong pedestrian corridor adjacent to the College of Health Professions Building, the intersection of 9th and Turpin streets is prime for a new pedestrian-oriented plaza. The proposed demolition of Cabaniss Hall will provide for a strong pedestrian connection from 8th Street, while a main entrance from the proposed Transdisciplinary Neurosciences Building will help activate the new pedestrian plaza.
Grace Street ‘Campus Main Street’

The Grace Street corridor between Harrison and Belvidere streets will be enhanced to emphasize both VCU and public-oriented mixed-use development, with retail, restaurant and service amenities on the first floor and housing on the upper floors. The streetscape of Grace Street will emphasize pedestrian-friendly spaces, including small pocket parks, and furnishings to encourage informal gathering and outdoor dining.

Clay Street ‘Campus Main Street’

Similar to the Grace Street corridor, Clay Street will emphasize the pedestrian experience and will offer convenient, direct and pleasant access to significant buildings on campus. The enhanced corridor will extend from the historic block between 10th and 11th streets and will connect with the new central green and continue into the proposed Navy Hill redevelopment area. The Navy Hill project proposes to reopen Clay Street between 5th Street and 10th Street, which will enhance connectivity to the MCV Campus.
**Harrison streetscape**

As the western edge of the Monroe Park Campus, there is an opportunity to develop streetscape improvements on Harrison Street while also better defining the western edge of campus. Streetscape improvements on the east side of the street are proposed to include broader sidewalks, seating areas, improved lighting and streetscape planting, all scaled to be compatible and sensitive to the residential Fan District to the west.

**Presidential residence**

Currently, VCU doesn’t have a presidential residence. During the planning process, the Planning Team studied models at other urban institutions. Most residences are located on the edge of campus and the programmatic uses vary from strictly a residence to a residence with event space. Using these models as a starting point, the ONE VCU Master Plan recommends further study to determine the best location and program for a presidential residence at VCU.
MOBILITY AND SAFETY

Promote a walkable, accessible, safe campus which is easy to navigate for the entire VCU community: students, patients, faculty, staff, alumni, neighbors, and visitors.

With two well-established campuses one mile apart, the ONE VCU Master Plan promotes safe and accessible routes between and within each campus. Focus areas will improve the walking experience within each campus core and additional multi-modal initiatives will establish more direct and intuitive means to connect between the two campuses. Broad, Grace, Marshall and Clay streets are the focus for enhanced pedestrian, walkable streetscapes serving both the VCU community and the larger Richmond community.
PRINCIPAL STRATEGIES

01 CLARIFY the arrival experience to campus with improved signage and wayfinding and ensure visitor and patient destinations are easily accessible and identifiable.

02 CREATE a healthy and active campus supported by consistent and reliable transit.

03 IMPROVE walkability and mobility between all areas of campus by enhancing dedicated pedestrian and bike routes.

04 PROMOTE personal and pedestrian safety through clear sightlines and distinct intersections and crosswalks.

05 WORK with the city to expand the bike share system and bicycle infrastructure throughout Richmond.

06 RETAIN vehicular access and parking at the campus edges.

07 PROVIDE accessible and inclusive facilities on campus that accommodate all users.
Mobility and Safety

KEY
- DEDICATED BIKE ROUTE
- GRTC #5 ROUTE
- PULSE BRT ROUTE
- CAMPUS CONNECTOR ROUTE
- PEDESTRIAN INTERSECTION IMPROVEMENTS
- PULSE BRT STOPS
- PRIMARY ARRIVAL ROUTES
- PROPOSED PARKING

CONVENTION CENTER
PULSE ROUTE
GOVERNMENT CENTER
VCU MEDICAL CENTER

State Capitol
CARY
GRACE
FRANKLIN
MAIN
BROAD
MARSHALL
CLAY
LEIGH
Conceptual rendering of proposed intersection improvements at Franklin and Shafer streets
KEY PROJECTS

Intersection improvements

The ONE VCU Master Plan targets 11 intersections in need of pedestrian-oriented accessibility and safety improvements. The priority locations for improvements are the intersections at Franklin and Shafer streets, Main and Linden streets, and 11th and Marshall streets. They are heavily traversed pedestrian routes with frequent vehicular movement. Intersections will be retrofitted to provide safe, effective pedestrian crossings. Adjacent underutilized space on campus will be revitalized as convenient, informal gathering spaces.

Bus transportation

Working closely with the city of Richmond’s own planning efforts and recent infrastructure improvements, VCU is integrating their bus and bike needs with the larger city network. Partnering with the Greater Richmond Transit Company offers the opportunity to eliminate redundancy in transit services, widen the service area for VCU campus users, and strengthen
the relationship between VCU, GRTC and the City of Richmond. Leveraging the new GRTC services should be investigated, allowing VCU to support its future growth, primarily on the MCV Campus.

**Bike infrastructure**

VCU is committed to supporting efforts that implement the proposed bike network developed as part of the city of Richmond’s Bicycle Master Plan. The established Floyd Avenue Bike Boulevard and the Franklin Street Cycle Track connect through the Monroe Park campus, creating the need for safe shared corridors for both pedestrians and cyclist. Furthermore, a north-south bike lane along 9th Street would improve north-south connections to the MCV campus.

**Parking**

New buildings, such as the Welcome Center, 8th Street Parking Deck expansion, new parking deck at the I-Lot, Adult Outpatient Facility, Children’s Hospital and Inpatient Hospital will provide convenient parking at the perimeter of the campuses. The VCU community will be encouraged to park in these locations and walk, bike or use the bus network to get to their destinations. To meet parking demand now and into the future, VCU and VCU Health System are working together to encourage alternatives to driving alone. In addition to the regular cost and environmental benefits of using alternative forms of transportation, VCU and VCU Health System will offer incentives to employees for turning in their VCU parking permit.
UNIFY THE CAMPUS

Strengthen the heart of each campus and the collective VCU identity through strategies that connect the campuses to each other and to the city of Richmond.

ONE VCU strengthens the heart of each campus by enhancing open spaces encompassed by academic, student life and clinical buildings while looking outward to integrate the campus with the city. Potential partnerships should be explored to provide direct, timely and reliable transit between campuses, eliminate redundancy, widen the service area and strengthen collaboration. Improved bicycle infrastructure will encourage alternate means of travel, and leveraging partnership opportunities will help strengthen VCU, the city and the community. ONE VCU suggests continuing to locate select outward-facing programs between the campuses that bring people together to increase collaboration and connectivity.
**PRINCIPAL STRATEGIES**

**01**
TRANSFORM the indoor and outdoor environment to create a distinct, recognizable heart of each campus.

**02**
INTEGRATE VCU’s setting to a growing city rich in technology, innovation, finance, research, government and health care.

**03**
CAPITALIZE on partnership opportunities to improve the character and quality of development and streetscapes between the campuses.

**04**
CONNECT VCU resources with partners to address community-identified needs and opportunities.

**05**
STRATEGICALLY locate programs between the campuses that serve both campuses and the community, and bring people together to increase collaboration and connectivity.

**06**
ENSURE direct, timely and reliable transit connections between campuses.
Unify the Campus

KEY
- DEDICATED BIKE ROUTE
- GRTC #5 ROUTE
- PULSE BRT ROUTE
- CAMPUS CONNECTOR ROUTE
- PULSE BRT STOP
- KEY PROJECTS IMPACTING GUIDING PRINCIPLE
- VCU PRESENCE BETWEEN CAMPUS

One Capitol Square-
VCU Health

State Capitol

Theater Row-
Health Sciences

Jackson Center-
VCU Health

PROPOSED
NAVY HILL
REDEVELOPMENT

PULSE ROUTE

GRACE

FRANKLIN

MAIN

CARY

LEIGH

CLAY

BROAD

MARSHALL

GRTC #5 ROUTE

PULSE BRT ROUTE

DEDICATED BIKE ROUTE

KEY PROJECTS IMPACTING GUIDING PRINCIPLE

VCU PRESENCE BETWEEN CAMPUS

VCU PRESENCE BETWEEN CAMPUS

PULSE BRT STOP

VCU PRESENCE BETWEEN CAMPUS

KEY PROJECTS IMPACTING GUIDING PRINCIPLE

VCU PRESENCE BETWEEN CAMPUS

PULSE BRT STOP

VCU PRESENCE BETWEEN CAMPUS
KEY PROJECTS

Arts and Innovation Building

Art and innovation are two areas of national prominence for VCU. They also tie into the larger Richmond community. Locating these programs on the edge of the Monroe Park Campus, towards downtown, helps to unify the campuses and increase access to these programs. The proposed Arts and Engagement Building will be located on the southeast corner of Broad and Belvidere streets, consolidating arts and innovation programs in a single location. Included within this space will be a community engagement element to support faculty, staff and students. Along with the Institute for Contemporary Arts’ Markel Center, the building will enhance the Broad and Belvidere front door and provide a link to the Downtown Richmond Arts District. The new space will relocate programs from the Singleton Center for the Performing Arts so that the site can be redeveloped in the future.

Proposed Navy Hill redevelopment

The proposed Navy Hill redevelopment calls for a new mixed-use development that will revitalize downtown Richmond with retail, housing and other program elements. VCU and VCU Health System support of the project and are exploring potential partnerships that are consistent with the six guiding principles in the ONE VCU Master Plan.
A shared vision for the future
A SHARED VISION FOR THE FUTURE

The ONE VCU Master Plan is a framework for transformational change. The first of its kind in VCU’s history, the plan is a holistic and collective vision for the university and VCU Health System.
Proposed central green and Interdisciplinary Health Sciences Building, Library and Innovation Center.
The guiding principles for the ONE VCU Master Plan are not exclusive to the Richmond campuses. Aspects of the principles translate to VCU’s branch campuses and satellite locations as well. These locations are critical to the mission of VCU and VCU Health System. They expand patient care in the community and offer unique learning opportunities in different settings. While the ONE VCU Master Plan did not include detailed planning for these sites, they are part of the physical environment that contributes to VCU’s identity.

The branch campuses and satellite locations include:

- Southwest Virginia Higher Education Center
- VCUarts Qatar
- VCU Health System satellite locations
- VCU Rice Rivers Center
- VCU School of Medicine Inova Fairfax Campus
- VCU School of Pharmacy Inova Campus
- VCU School of Pharmacy University of Virginia Division
The planning team conducted a site visit to the Inger and Walter Rice Center for Environmental Life Sciences (VCU Rice Rivers Center) during the ONE VCU process to understand the unique resource the Center provides for VCU and the facility needs for the site. Located 15 miles southeast of Richmond on the James River, the 494 acres Rice Rivers Center is dedicated to experiential instruction, environmental research and community engagement. Currently, the Walter L. Rice Education Building provides teaching facilities, including a conference room, laboratories and administrative space, and functions as a hub of field-based academic instruction and K-12 educational programming. The Inger Rice Lodge provides accommodations for up to 22 visiting researchers, students and other groups to work at the center and environs for days or weeks. The site has capacity to add additional lodging facilities in the future to accommodate growth as needed. The center’s mission is also supported by auxiliary facilities including a boat house on the James River, a restored nature cabin and the Kimages Wetlands Pavilion. In 2018, the center hosted nearly 200 events, ranging from VCU field classes and technical symposia to family days for VCU faculty and staff. The highest priority for the Rice Rivers Center is a planned research laboratory complex, which will break ground in the summer of 2019 and take a year to complete. The 14,000-square-foot laboratory and office space will dramatically enhance researchers’ ability to conduct their work on-site and will facilitate new collaborations. Researcher teams will gain needed space and support facilities such as an environmental chemistry analysis laboratory and a geospatial data analysis laboratory. Meeting space also will be provided for idea-sharing and regular lectures by guest scientists and environmental managers.
The ONE VCU Master Plan provides a roadmap for the physical campus that will help VCU achieve national recognition as a premier urban, public research university and academic health center. Through an open and inclusive process, key principles and metrics were identified that address major challenges and align with VCU’s strategic goals. This shared vision will guide implementation of over 5.2 million gross square feet of proposed renovation and new construction for the next 12-15 years and beyond. The plan recommends a combination of major facility investments, targeted demolitions, and strategic enhancements to existing infrastructure that will help transform the physical campus. Recommended projects will be incorporated into VCU’s regularly updated capital plan and will be funded through a variety of potential sources including general funds, university debt, auxiliary funds, VCU Health System, fundraising and public-private partnerships.

The ONE VCU Master Plan creates a vision where innovation and achievement will continue to bring the university and health system into the national spotlight. The Monroe Park and MCV campuses — enhanced, reimagined, transformed — will be exciting, thriving spaces for expanding the boundaries of knowledge and creative expression, improving the quality of health care and furthering civic engagement. While unanticipated development opportunities and needs may inevitably arise, ONE VCU’s six guiding principles and associated strategies provide the flexibility to ensure new projects align with the VCU and VCU Health System strategic mission and vision. From buildings, green space, walkways and other physical campus features, the ONE VCU Master Plan provides a collective vision for experiencing VCU and ensures a space for anyone who wants to create, heal, learn or serve.
A. Recreation facility
B. Student housing
C. Student gallery
D. Future Arts facility
E. Arts and Innovation Building
F. Franklin Street additions and renovations
G. Interdisciplinary Arts Education Building
H. Future academic building
I. Welcome Center
J. STEM Building
K. Future academic buildings on the iconic green
L. Interdisciplinary classroom and lab building
M. Student commons and wellness facility
N. Student housing and recreation facility
O. Future engineering building
P. I-Lot parking deck
Q. 8th Street Parking Deck expansion
R. Transdisciplinary Neurosciences Building
S. Future academic building
T. Adult Outpatient Facility
U. Interdisciplinary Health Sciences Building, Library, and Innovation Center
V. Inpatient Hospital
W. Children’s Hospital
X. Monroe Park Campus iconic green
Y. Plaza at 9th and Turpin Streets
Z. MCV Campus central green

A. Johnson Hall renovation
b. Oliver Hall renovation/replacement
c. Perkinson Building renovation
d. McGuire Hall renovation
e. Nelson Clinic and Ambulatory Care Center Renovation
f. North Hospital renovation
g. Sanger Hall revitalization
h. West Hospital renovation


Amendment to the 2016-2022 Six-Year Capital Plan
Johnson Hall and Shafer Court Dining Center Chilled Water Plants

Background

The Franklin Street Gym will be demolished in order for VCU to construct the VCU School of Humanities & Sciences, Science, Technology Engineering and Math (STEM) building. Currently, the Franklin Street Gym, Johnson Hall and Shafer Court Dining Center are served by a single chilled water plant, located in the Gym scheduled for demolition. Therefore, replacement chilled water plants must be constructed to serve the remaining two buildings, Johnson Hall and Shafer Court Dining Center.

Initially, this project combined the construction of the new STEM building and replacement of the chillers for Johnson Hall and Shafer Court Dining Center for $3 million, however, the university would be unable to meet the City of Richmond’s noise ordinance using this option due to the location of the chillers in the project plans.

Considerations

This project constructs independent chiller plants for each facility, therefore an amendment is required to make this a stand-alone capital project. Due to the scope of work changes, a budget increase is also required.

The total estimated cost to construct both chilled water plants is $5.7 million. The project will be funded with Auxiliary Funds. VCU does not anticipate any incremental change in operating cost.

Recommendation

Authorize amendment of the 2016-2022 Six-Year Capital Plan to increase funding for new chillers to $5.7 million to serve Johnson Hall and Shafer Court Dining Center.
Amendment to the 2016-2022 Six-Year Capital Plan
MCV Campus Steam Line Installation

Background

The MCV Campus steam line installation project was authorized in September 2017 as part of the 2016-2022 Six-Year Capital Plan as a $4 million project funded from MCV Campus Steam Plant Auxiliary Reserves. The steam line was identified as a priority in 2017 to provide sufficient steam delivery capacity for proposed VCU and VCU Health System construction and facilities. A portion of the project required redesign due to changes in VCU Health System’s master plan. VCU now seeks to increase the 2016-2022 Six-Year Capital Plan to accommodate the increased costs of redesign and construction. The additional costs above $4.33 million will be funded by VCU Health System.

Considerations

The amendment will increase the budget for this project to $5.7 million. The MCV Steam Plant Auxiliary Reserve will fund $4.33 million and the increase resulting from these changes, approximately $1.37 million, will be funded by VCU Health System. VCU does not anticipate any incremental change in operating cost.

Recommendation

Authorize amendment of the VCU Six-Year Capital Plan to increase the budget not to exceed $5.7 million.
Project Plan Authorization
VCU Rice Rivers Center Research Facility

Background:
This project is to build a new 14,000 GSF research facility on state-owned land at the VCU Rice Rivers Center. The property is located at 3701 John Tyler Memorial Highway, Charles City County, Virginia. The project includes the construction of a single story building for VCU faculty and staff focused primarily on river and wetland research. This will accommodate the William & Mary Center for Conservation Biology, a premier avian research unit in the mid-Atlantic region, by providing flexible research labs, space for research equipment, office space for faculty, staff and student researchers, and storage space.

The VCU Board of Visitors approved this project in May 2018 as part of the 2018-2024 Six-Year Capital Plan. The BOV also approved the architect selection for this project in May 2018.

Estimated Timeline:
● Complete Planning: June 2019
● Construction Starts: September 2019
● Construction Complete: September 2020

Recommendation:
Authorize project plans for the Rice Rivers Center Research Facility.
Approval of Project Plans
Rice Center Research Building

Site Plan
Approval of Project Plans
Rice Center Research Building

Floor Plan
Amendment of Conservation Easement Authorization
VCU Rice Rivers Center

**Background**
Constructed in 2016 by the Virginia Department of Transportation (VDOT), the Virginia Capital Trail is a 52-mile dedicated multi-use trail connecting Richmond and Williamsburg along Virginia’s historic Route 5 corridor. A portion of the Virginia Capital Trail runs through a portion of a VCU Rice Rivers Center property easement (the “Conservation Easement”).

VCU granted the Conservation Easement to The Nature Conservancy, a global conservation nonprofit, on a portion of VCU’s Rice Rivers Center property on September 27, 2010. The Conservation Easement allows for the construction of the Virginia Capital Trail to be no more than 6 feet wide and made of a permeable surface. The Virginia Capital Trail, as built by VDOT, is approximately 12 feet wide and paved.

**Considerations**
Amending the Conservation Easement allows for the Virginia Capital Trail compliance. It modifies the easement to permit the wider width and the non-permeable materials actually used in the construction of the Virginia Capital Trail.

The amendment also updates the Conservation Easement to bring it up to current required standards which is needed for continued funding for wetland restoration and monitoring.

The amendment does not affect the value of the VCU Rice Rivers Center nor the value of the underlying Conservation Easement. The university will not incur any costs associated with the amendment.

**Recommendation**
Authorize the President or his designee to execute the Amendment to the Conservation Easement.
Sewer Easement Authorization
VCU Health System Adult Outpatient Facility

**Background**

VCU Health System is building a new Adult Outpatient Facility on the MCV Campus which requires new sewer service. The current location of the existing sewer easement conflicts with the location of the new building footprint. The university owns the land and grants easements to the City of Richmond for access to install, operate, and maintain equipment. In this case, the City of Richmond will install new underground 12" sewer lines and related equipment in a 16-foot easement on university property located behind 1000, 1008, and 1016 East Clay Street.

**Considerations**

The City of Richmond will vacate the existing sewer line and easement and transfer it back to the university in exchange for the new sewer easement. The new easement does not affect the value of the property and the university will not incur any costs associated with the easement.

**Recommendation**

Authorize the new sewer easement to the City of Richmond and accept the City's transfer of the prior easement.
Easement Affirmation
Oliver Hill Way

Background
908 Oliver Hill Way, LLC ("908 LLC") is the owner of the property located at 908 Oliver Hill Way, which is directly adjacent to the MCV Steam Plant located at 1040 Oliver Hill Way. 908 LLC has some building improvements that encroach upon the MCV Steam Plant property by a few inches.

The owner of the 908 Oliver Hill Way property requested a temporary 25 foot construction easement as well as a variable-width permanent easement, for when construction is complete, to maintain their building. In exchange, the university will receive a permanent access easement across 908 LLC’s property which allows for additional ingress and egress to the university’s facilities deemed necessary by Facilities Management.

This easement has already been signed and recorded by the parties on October 4, 2018. The current Board policy requires that the Board of Visitors approve all easements. It had been previously understood that the authority was delegated to the President and his designee.

To view the deed of easement, visit administration.vcu.edu/bov.

Considerations
The easement to 908 LLC does not affect the use of the university’s property. The easement from 908 LLC is beneficial to the university and will increase its property’s value. The university will not incur any costs associated with the easement.

Recommendation
Ratify the conveyance of the easement to 908 Oliver Hill Way, LLC, and the acquisition of the easement from 908 Oliver Hill Way, LLC.
Background

The university is building the new College of Health Professions (formerly “Allied Health”) building on the MCV Campus.

This easement has already been signed and recorded by the parties on January 10, 2018. The current Board policy requires that the Board of Visitors approve all easements. It had been previously understood that the authority was delegated to the President and his designee.

New electrical lines and facilities are needed to service the new College of Health Professions building. The university granted the Virginia Electric and Power Company, doing business as Dominion Energy, an easement to install and maintain a new electrical line.

To view the deed of easement, visit administration.vcu.edu/bov.

Considerations
The easement does not affect the value or use of the university’s property. The university will not incur any costs associated with the easement.

Recommendation

Ratify the conveyance of the electrical easement to the Virginia Electric and Power Company, doing business as Dominion Energy.
Water Line Easement Affirmation
College of Health Professions Building

Background

VCU is building the new College of Health Professions (formerly “Allied Health”) building on the MCV Campus.

This easement has already been signed and recorded by the parties on August 13, 2018. The current Board policy requires that the Board of Visitors approve all easements. It had been previously understood that the authority was delegated to the President and his designee.

A new water line is needed to service the new College of Health Professions building. The university granted the City of Richmond a variable width easement to install and maintain the new water line.

To view the deed of easement, visit administration.vcu.edu/bov.

Considerations
The easement does not affect the value or use of the university’s property. The university will not incur any costs associated with the easement.

Recommendation

Ratify the conveyance of the water line easement to the City of Richmond.
Electrical Line Easement Affirmation
Gladding Residence Center

**Background**

VCU entered into a ground lease documents for the construction of the new Gladding Residence Center.

An electrical line easement has already been signed and recorded by the parties on October 14, 2016. The current Board policy requires that the Board of Visitors approve all easements. It had been previously understood that the authority was delegated to the President and his designee.

New electrical lines and facilities were needed to service the new Gladding Residence Center. VCU granted the Virginia Electric and Power Company, doing business as Dominion Energy, an easement to install and maintain a new electrical line. Virginia Electric and Power Company, doing business as Dominion Energy, has transferred the prior easement area back to the university.

To view the deed of easement, visit [administration.vcu.edu/bov](http://administration.vcu.edu/bov).

**Considerations**

The easement does not affect the value or use of the university’s property. The university will not incur any costs associated with the easement. The prior easement area has been transferred back the university.

**Recommendation**

Ratify the conveyance of the electrical easement to the Virginia Electric and Power Company, doing business as Dominion Energy and accept back the transfer of the prior easement area.
SUMMARY OF PROPOSED VCU BOARD OF VISITORS BYLAW CHANGES

I. Article I – no changes

II. Article II – Board of Visitors

The majority of changes to this Article were formatting changes. However, there were two substantive changes as follows:

a. Section 6 (D) – clarified that Vice Rector automatically becomes Rector upon permanent disability, death, resignation of the Rector or should rector become otherwise permanently unable to perform the duties of Rector. Board will then elect new Vice Rector for the end of the term. This partial term does not prohibit an individual from serving an additional two full-terms thereafter.

b. Section 7(B)(2) – added a new standing committee entitled Intercollegiate Athletics Committee..

c. Section 7 (B) (4) – Deleted the paragraph on the Investment Advisory Subcommittee. With the creation of VCIMCO, this subcommittee is no longer needed. If required a new subcommittee can be created in accordance with the bylaws

d. Section 7 (D) – clarified that the nominating committee purpose shall include a review of board leadership succession. The need for creation of a second nominating committee was deleted based upon past practice. The Rector and Rector-elect would simply be added as members to the Nominating Committee.

III. Article III

1. Section 1 – The President of the University

Added language that allows the president

(a) to establish and modify as he or she deems necessary the internal administrative structure of the University,

(b) to appoint or provide for the appointment of administrative officers

(c) requires the president to report these actions to the Board at its next regular meeting.

2. Section 2 – Other Officers

(a) Amended the titles of Vice President for Academic Affairs and Provost to Senior Vice President for Academic Affairs and Provost.

(b) Amended the title of Vice President for Finance and Budget to Senior Vice President and Chief Investment Officer.

(c) Amended the title of Vice President for Health Sciences to Senior Vice President for Health Sciences.

(d) Clarified that the President could make the appointments of these three Senior Vice Presidents and seek Board ratification of same.
(e) In addition, deleted the requirement of Board approval of VP positions to comport with providing the President the ability to establish and modify the internal administrative structure of the University in section 1.

3. Section 4 – Faculty

(a) Added language that clarifies that the Board has delegated to the President the authority to establish faculty positions, appoint and/or reappoint faculty, approve faculty promotions (except tenure), faculty emeritus state and to determine leaves of absence and termination of faculty members.

(b) The Board still is required to approve faculty tenure.

(c) In addition, the Board has given the President the authority to hire, set the compensation for and implement salary increases for all university employees in accordance with VCU’s human resources policies.

(d) Clarified that Academic Deans require board approval.

4. Article V – Added a new Article V that delineates the insurance coverage for BOV members is through the Commonwealth.

5. Article VI - Miscellaneous Provisions

(a) The school seal will be attached to these bylaws as an Appendix.
SECTION 1. NAME

The Board of Visitors of Virginia Commonwealth University is a corporation under the name and style of “Virginia Commonwealth University”. The institution shall be known as Virginia Commonwealth University (“VCU”).

SECTION 2. PRINCIPAL OFFICE OF THE BOARD.

The principal office of the Board shall be located, and all meetings held, as far as practical, in the City of Richmond.

ARTICLE II
BOARD OF VISITORS

SECTION 1. GOVERNING BODY.

The University shall be governed by the Board of Visitors (“Board”) and shall at all times be under the control of the General Assembly of the Commonwealth of Virginia.

SECTION 2. PURPOSE OF THE BOARD.

As set forth by the General Assembly, the Board is formed for the purpose of establishing and maintaining a university consisting of colleges, schools, and divisions offering undergraduate and graduate programs in the liberal arts and sciences and courses of study for the professions and such other courses of study, as may be appropriate, and in connection with the purpose, the board may maintain and conduct hospitals, infirmaries, dispensaries, laboratories, research centers, power plants, and such other facilities as it deems proper.

SECTION 3. COMPOSITION, APPOINTMENT, MEMBER TERMS, REMOVAL AND RESIGNATION OF MEMBERS.

A. Composition and Appointment. The Board shall consist of 16 members appointed by the Governor of the Commonwealth of Virginia, subject to confirmation by the General Assembly, and shall serve until their successors have been appointed and confirmed.

B. Member Term Limits. Members shall be eligible to serve for two four-year terms, which may be served consecutively. However, a member appointed by the Governor to serve an unexpired term is eligible to serve two additional four-year terms.
C. **Removal of Members.** If any member of the Board fails to attend (i) the meetings of the Board for one year without sufficient cause, as determined by a majority vote of the Board, or (ii) the educational programs for governing boards presented by the State Council of Higher Education for Virginia, as required by the Code of Virginia, in the member’s first two years of membership without sufficient cause, as determined by a majority vote of the Board, the remaining members of the Board shall record such failure in the minutes at the Board’s next meeting and notify the Governor, and the office of such member shall be vacated.

Additionally, the Governor has the authority to remove from office for malfeasance, misfeasance, incompetence, or gross neglect of duty any member of the Board and fill the vacancy resulting from the removal. Each appointment to fill a vacancy shall be subject to confirmation by the General Assembly.

D. **Member Resignation.** Any Board member may resign at any time by providing notice of the date of resignation to the Governor, with a copy of said notice being provided to the Rector and a copy to the Assistant Secretary of the Board, so that the Board can take measures to accommodate said resignation. Such resignation shall take effect at the time specified in such notice and, unless otherwise specified therein, the acceptance of the resignation shall not be necessary for it to take effect.

**SECTION 4. TRANSPARENCY.**

The Board shall have the following responsibilities as set forth in the Code of Virginia related to transparency and open government:

1. Comply in all respects with the Commonwealth of Virginia’s Freedom of Information Act (“FOIA”).

2. Comply with the additional open meeting requirements for Institutions of Higher Education, including but not limited to:
   a. Adopt and post conspicuously on the VCU website these Bylaws;
   b. Describe on the VCU website the Board’s obligations under FOIA;
   c. Conduct all discussions and actions on any topic not specifically exempted by FOIA in open meeting;
   d. Give public notice of all meetings in accordance with FOIA; and
   e. Approve in open meeting any action taken in closed session as required by FOIA.

3. Notify and invite the Attorney General’s appointee or representative (the legal counsel of the institution) to all meetings of the Board, Executive Committee, and other Board committees.

4. The Board shall provide to the General Assembly and the Governor an annual executive summary of its interim activity and work no later than the first day of each regular session of the General Assembly. This report shall be submitted in accordance with procedures stipulated by law.

**SECTION 5. MEETINGS.**

A. **Regular Meetings.** The Board shall meet at least four times a year on dates and in places (within Richmond as far as it is practical) set by the Rector. The annual meeting will be the last regular meeting of the fiscal year.

B. **Special Meetings.** Special meetings of the Board may be called by the Rector, or in the absence or disability of the Rector, by the Vice-Rector, or by any three members. The requests shall be submitted to
the Assistant Secretary to the Board, who has the ministerial responsibility for making arrangements for the special meeting. The purpose, date, time, and place will be specified in the call for the special meeting.

C. Notice. At least three days’ notice in writing (which may be by email) shall be provided and shall include the purpose, date, time, and place except that notice of an emergency meeting shall be reasonable under the circumstances and notice to the public shall be given contemporaneously with notice provided to members.

D. Quorum and Votes. A simple majority of the members constitutes a quorum. Unless otherwise required by statute, actions of the Board are taken by simple majority of those present and voting. The Board or any of its committees may meet without a quorum present, however no official action may be taken at said meeting. Notice of such meeting shall be required if required by FOIA.

E. Order of Business. The order of business at meetings shall be determined by the Rector.

F. Electronic Meetings. The Board may adopt a policy on electronic meetings or participation in an electronic meeting as permitted by FOIA.

SECTION 6. OFFICERS OF THE BOARD.

A. Officers. The officers of the Board shall be the Rector, Vice-Rector and Secretary, and shall be appointed from the Board membership. Either the Rector or Vice-Rector shall be a resident of the Commonwealth of Virginia.

B. Election of Officers. The Nominating Committee shall make its recommendation for Rector at the first regular Board meeting of the calendar year and the Board shall at that time elect a Rector. The Nominating Committee shall make a recommendation to the Board for the Vice-Rector and Secretary at the annual meeting and the Board shall at that time elect a Vice-Rector and Secretary. The Board may decide in its discretion to postpone the election for the Vice-Rector and Secretary until after July 1, and if so postponed the election shall occur at the next scheduled Board meeting.

C. Rector.

1. Election and Term. The Board shall elect a Rector-Elect at the first meeting of the calendar year; the Rector-Elect will take the office of Rector on July 1 for a one-year term. The Rector may be re-elected for one additional term. However, there shall be no limitation on the number of non-consecutive terms an individual may serve as Rector.

2. Powers and Duties. The Rector shall have the following duties and responsibilities:

   a. preside at all Board meetings;
   b. in consultation with the Vice Rector appoint the members of each committee (both standing and ad hoc), including the Chair and Vice Chair;
   c. act as spokesperson or representative of the Board; and
   d. perform such other duties as are generally expected of the presiding officer or that are imposed by statute, these Bylaws, or action of the Board.

The Rector shall be a member, ex officio, with full voting rights, of all committees of the Board and shall be counted as a member in determining the quorum.
The Rector and the President shall work closely to develop the agenda for Board meetings and to submit reports and other communications to the Board. The Rector facilitates communication between the Board and the Administration. The Rector is normally anticipated to be one of the members of the Board to serve on the Board of Directors of the Virginia Commonwealth University Health System Authority.

D. Vice-Rector.

1. **Election and Term.** The Board, at its Annual meeting, or such other time as the Rector and Rector-Elect shall determine but in no event later than the first regular meeting of the fiscal year, elects a Vice-Rector who shall serve for a one-year term commencing on July 1, or on such date as a successor has been elected, whichever is later. The Vice-Rector may be re-elected for one additional term. However, there shall be no limitation on the number of non-consecutive terms an individual may serve as Vice-Rector.

2. **Powers and Duties.** The Vice-Rector shall assume the duties and have the powers of the Rector in the absence or temporary disability of the Rector.

   In the event of the death, permanent disability or resignation of the Rector, or should the Rector become otherwise permanently unable to perform the duties and functions of the office, the Vice Rector will become Rector for the remainder of the term, and a new Vice Rector will be elected. This partial term shall not prohibit an individual from being elected to two one-year terms as set forth herein.

   The Vice-Rector shall perform other duties as requested by the Rector or the Board.

   The Vice-Rector shall be a member, ex-officio, with full voting rights, of all committees of the Board and shall be counted as a member in determining the quorum.

E. Secretary and Assistant Secretary

1. **Election and Term.** The Board, at its Annual meeting, or such other time as the Rector and Rector-Elect shall determine but in no event later than the first regular meeting of the fiscal year, elects a Secretary, who shall serve for a one-year term or until a successor has been elected. The Secretary may be re-elected for one additional term. However, there shall be no limitation on the number of non-consecutive terms an individual may serve as Secretary.

2. **Powers and Duties.** The Secretary shall preside at the meetings of the Board and its Executive Committee in the absence of the Rector and Vice-Rector, and shall perform such other duties as are incident to the office or as may from time to time be assigned by the Rector that may include reviewing the minutes. Any of the enumerated duties of the Secretary may be delegated to an Assistant Secretary as set forth in Article II, Section 6, subsection (E)(3) below.

3. **Assistant Secretary.** The Board may appoint, in consultation with the President, an Assistant Secretary to the Board, who shall perform any or all of the duties of the Secretary, except for the duty to preside at the meetings of the Board and its Executive Committee. Specifically, the Assistant Secretary shall attend all meetings of the Board of Visitors and the Executive Committee and prepare minutes of such meetings and after approval by the Board, shall sign the minutes and record same in the permanent records of the Board, and shall authenticate and certify true and exact copies of documents that have been approved by the Board to comply with both internal and external requests. The Assistant Secretary shall provide proper notice of all meetings of the Board as required by these Bylaws and by law. In addition the Assistant Secretary shall assist the Board in the discharge of its official duties, and shall under the
immediate direction of the President, perform such other duties as may be assigned to him or her by the Board, the Vice-Rector, the Rector, or the President.

The Assistant Secretary’s term shall continue until such time as a successor is appointed, or the individual is no longer employed as Board Liaison by the University, whichever first occurs.

F. Inability or Incapacity of an Officer to Serve.

1. Replacement. Except as set forth in Section D. 2. of this article, if an elected Officer of the Board resigns, or is, or will be, unable to serve for a period in excess of thirty (30) days of their elected term, the Rector shall timely call a special meeting of the Nominating Committee to recommend another member of the Board to serve instead.

2. Election. The Board shall vote at its next regularly scheduled meeting to elect the nominee.

Alternative language: If the Board has a regularly scheduled meeting within two (2) weeks of such nomination, the entire Board shall vote on that nominee. If the Board does not have a regularly scheduled meeting within that time period, the Rector shall timely call a meeting of the Executive Committee which shall have the power to vote to elect the nominee.

3. Terms of office. Officers elected through these provisions shall serve the remainder of (or the entirety as the case might be) of the replaced Officer’s term.

SECTION 7. COMMITTEES

A. Executive Committee.

1. The Executive Committee shall be comprised of the Rector, Vice-Rector, Secretary, the Chairs of the standing committees, and two members-at-large who shall be elected by the Board at the first regular meeting of the year. The Rector shall serve as the Chair, and the Vice-Rector shall serve as the Vice Chair.

2. The Executive Committee shall be authorized to convene and exercise the full power and authority of the Board between meetings of the Board whenever circumstances require immediate action to address matters of an urgent nature, or as the Board may otherwise direct. All Board members shall be notified of meetings and provided the agenda and any documents distributed for such meetings. Any Board Member who wishes to do so may attend an Executive Committee meeting.

3. Consistent with the provisions of Virginia law, the Executive Committee shall assure that the following activities are conducted and completed as necessary:

- Development of a statement of governance setting forth the Board's role for recommendation to and adoption by the Board;
- Periodic review of the Board's Bylaws and recommendation of amendments as deemed necessary and appropriate;
- Provide advice to the Board on committee structure, appointments, and meetings, as deemed necessary and appropriate;
- Develop an orientation and continuing education process for Board members that includes training on the FOIA;
- Creation, monitoring, oversight and review of compliance by Board members with a code of ethics for Board members; and
• Development of a set of qualifications and competencies for membership on the Board for approval by the Board and recommendation to the Governor.

4. A simple majority of the members of the Executive Committee shall constitute a quorum. In the event a quorum is not present, other members of the Board may be appointed by the Rector to serve in the place of absent members on an ad hoc and temporary basis in order that a quorum be attained.

5. The Assistant Secretary to the Board shall promptly inform all members of the Board of any action taken by the Executive Committee. The Rector shall report actions taken by the Executive Committee at the next regularly scheduled meeting of the Board.

B. Standing Committees. The Rector-Elect in consultation with the Rector shall appoint the members of each standing committee. The Rector-Elect shall designate the chair and vice-chair of each committee, except that the Chair of the Governance and Compensation Committee shall be the Vice-Rector.

The Rector, the full Board, the President, or the President’s designee may refer matters to a standing committee. In addition to the specific responsibilities provided by these Bylaws, the standing committees shall have any other duties and responsibilities assigned by the Board or the Rector.

A simple majority of the members of a committee shall constitute a quorum. In the event that a quorum is not present, other members of the Board may be appointed by the Rector to serve in the place of absent members on an ad hoc and temporary basis in order that a quorum may be attained.

Each standing committee shall adopt and have approved by the Board a charter outlining its roles and responsibilities. Each standing committee shall also prepare an annual work plan to be shared with the Board.

Each standing committee shall report to the Board at the next regularly scheduled Board meeting.

Each standing committee has the authority to approve the minutes of its meetings without further Board approval. Unless otherwise specifically provided by the Board, the decisions and recommendations of standing committees are advisory and shall be approved and ratified by the Board of Visitors.

The Board shall have the following standing committees:

1. **Academic and Health Affairs Committee.** The primary purpose of the Academic and Health Affairs Committee shall be to assist the Board in fulfilling its fiduciary responsibilities by providing oversight and making recommendations to the Board on all policies and plans 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, regarding the following areas:

   • Strategic enrollment management
   • Academic quality
   • Student issues
   • Faculty issues
   • Athletics
   • Research
2. **Intercollegiate Athletics Committee.** The primary purpose of the Intercollegiate Athletics Committee shall be to assist the Board in fulfilling its fiduciary responsibilities for oversight of the University’s intercollegiate athletics program including but not limited to the following areas of athletics policy:

- Finances of the athletics programs, including budgeting, expenditures, and fund balances
- Student-athlete health and safety
- Admissions and academic policies for student-athletes including academic progress and integrity
- Institutional compliance with applicable rules and regulations, including those of the National Collegiate Athletic Association (NCAA) and the Conference
- Ethical behavior
- Athletics personnel
- Athletic facilities, including capital expenditures and debt

3. **Audit, Integrity and Compliance Committee.** The primary purpose of the Audit, Integrity, and Compliance Committee shall be to assist the Board in fulfilling its fiduciary responsibilities related to oversight of:

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

4. **Finance, Budget and Investment Committee.** The primary purpose of the Finance, Budget and Investment (FBI) Committee shall be to assist the Board in fulfilling its objectives and fiduciary responsibilities related to specific policy/policies and oversight of:

- University finances and investments
- University policies on debt management
- University facilities planning, design, construction and renovation
- University purchase and divestiture of land, including any easements

5. **Governance and Compensation Committee.** The primary purpose of the Governance and Compensation Committee shall be to assist the Board in fulfilling its objectives and responsibilities related to applicable policies and oversight of:

- Board and University Governance Issues
- Relationship with affiliated VCU Entities
- Board Nominations to Governor
- Presidential Evaluation and Compensation Process
- Board Self-Evaluation
• Review of Board Bylaws

6. University Resources Committee. The primary purpose of the University Resources Committee shall be to assist the Board in fulfilling its fiduciary responsibilities by monitoring and overseeing activities related to:

- Generating resources and stakeholder support of the University’s strategic goals, particularly in the areas of government relations
- Development and alumni relations
- Public relations and marketing communications.

In addition, the University Resources Committee shall recommend to the Board the naming of any physical facility or part thereof or any programmatic element of the University as outlined in the Board approved "Policy Guidelines on Recognition of Donors and Friends."

D. Subcommittees. Each standing committee may establish and appoint subcommittees as necessary, subject to Board approval. Subcommittees are subject to the same procedural rules as the primary committee.

E. Nominating Committee. The Rector shall appoint a Nominating Committee which shall have as its purpose the nomination of candidates for Rector, Vice Rector and Secretary of the Board for the succeeding year pursuant to Article II, Section 6(B) above, and shall periodically review board leadership succession. Upon election of the Rector for the succeeding year, the Rector and Rector-Elect shall become members of the Nominating Committee.

F. Ad Hoc Committees. The Rector may, from time to time appoint ad hoc committees of the Board, as the Rector deems necessary for the good conduct of Board and University affairs. Each such committee shall have a chair and at a minimum two additional members, all of whom shall be appointed by the Rector. The duties of all ad hoc committees shall be specified and reported to the Board by the Rector at the time of the appointment. Ad hoc committees are not required to have written charters.

ARTICLE III
ADMINISTRATIVE OFFICERS
AND
OTHER EMPLOYEES OF THE UNIVERSITY

SECTION 1. THE PRESIDENT OF THE UNIVERSITY

A. Chief Executive Officer. The President of the University (“President”) shall be the chief executive officer of the University.

B. Appointment. The President shall be appointed by the Board and serves at its pleasure.

C. Powers and Duties. The President in addition to serving as the chief executive officer of the University, shall also serve as President of the Virginia Commonwealth University Health System Authority, and shall also sit on the Virginia Commonwealth University Health System Authority Board of Directors (VCUHS Board) and by statute shall be the Chair of the VCUHS Board. In addition, the President shall also serve on the Virginia Biotechnology Research Partnership Authority Board of Directors and the Virginia
As chief executive officer of the University, the President shall have the following powers and duties:

- The President shall have the responsibility for the operation of the University in conformity with the purposes and policies determined by the Board;
- In addition to the positions of other officers identified and established in Article III, Section 2 below, the President shall have the power to establish and modify as he or she deems necessary the internal administrative structure of the University and shall appoint or provide for the appointment of all administrative officers, making a report of his or her actions thereon to the Board at the next regular meeting;
- The President shall act as an advisor to the Board and shall have responsibility for recommending to the Board for consideration those policies and programs which in the opinion of the President will best promote the interests of the University;
- The President shall have the authority to oversee and to administer the policies of the Board;
- The President shall be the primary contact between the Board and the University;
- The President shall provide oversight and shall be accountable for the management of the University;
- The President shall have responsibility for the oversight of strategic planning and implementation as established by the Board;
- The President shall promote the development of both public and private resources to support the mission of the University;
- The President shall recommend an annual budget;
- The President shall serve as the primary spokesperson for the University;
- The President shall manage all matters delegated by the Board, including personnel matters;
- The President shall fulfill all statutory duties; and
- The President shall perform such other duties as may be required by the Board.

C. Evaluation of the President. The Board shall be responsible for oversight of the President’s performance, and is required by statute to meet with the President annually to deliver an evaluation of the President’s performance. The Governance and Compensation Committee of the Board shall be the committee to oversee such evaluation. Changes to the President’s employment contract shall be made only by a vote of the majority of the Board’s members.

SECTION 2. OTHER OFFICERS

A. Provost & Senior Vice President for Academic Affairs

1. Appointment. The Provost & Senior Vice President for Academic Affairs is the Chief Academic Officer and reports to, and serves at the pleasure of the President. The President, subject to Board ratification, shall select the Provost & Senior Vice President for Academic Affairs.

2. Powers and Duties. The Provost & Senior Vice President for Academic Affairs shall have all the powers and duties regarding academic matters that the President delegates to that office. The Provost & Senior Vice President for Academic Affairs shall be the President’s deputy and is empowered to act on behalf of the President in all respects in the event of the absence, unavailability or disability of the President.
B. Senior Vice President & Chief Financial Officer

1. Appointment. The Senior Vice President & Chief Financial Officer of the University reports to and serves at the pleasure of the President. The President, subject to Board ratification, shall select the Senior Vice President & Chief Financial Officer.

2. Powers and Duties. The Senior Vice President & Chief Financial Officer shall have all the powers and duties related to financial management and such other duties that the President delegates to that office.

C. Senior Vice President for Health Sciences of Virginia Commonwealth University

1. Appointment. The Senior Vice President for Health Sciences of Virginia Commonwealth University is the Chief Academic Officer for the Health Sciences Schools of the University. By statute, this officer also serves as chief executive officer of the Virginia Commonwealth University Health System Authority. The initial appointment and initial compensation and any reappointment of this position shall be made jointly by the Board of Visitors and the VCU Health System Authority Board of Directors at a joint meeting of said Boards. After such appointment or reappointment, the base compensation for this position shall be approved by the VCU Board of Visitors and the VCUHS Authority Board of Directors, respectively. Each board shall take into account the recommendations from the President.

2. Powers and Duties. The Senior Vice President for Health Sciences shall have all the powers and duties for those responsibilities that the President delegates to that office and as set forth by statute.

D. Delegation of Authority. Upon consultation with the Rector, the President shall have interim authority to conclude any appointment or action otherwise requiring Board approval, subject to ratification by the Board. The President also shall report to the Board in advance any extraordinary appointment or compensation action that, in the judgment of the President, warrants such reporting to the Board.

SECTION 3. EXECUTIVE DIRECTOR OF AUDIT AND COMPLIANCE SERVICES

1. Appointment. The Board, in consultation with the President, appoints, evaluates, and sets the compensation for the Executive Director of Audit and Compliance Services.

2. Powers and Duties. The Executive Director of Audit and Compliance Services shall have the powers and duties that are assigned by the Audit, Integrity and Compliance committee, in consultation with the President.

SECTION 4. FACULTY

A. Faculty. The general faculty consists of the President, Provost & Senior Vice President for Academic Affairs, deans, directors, professors, associate professors, assistant professors, research professors, associate research professors, assistant research professors, assistant, associate and full professors of clinical subjects, instructors and other ranks or titles as approved by the President.

B. Tenure of Faculty. The Board, on recommendations from the President, shall approve all faculty tenure decisions.

C. Delegation of Authority. The Board hereby delegates to the President the authority to establish faculty positions, appoint and/or reappoint faculty, approve faculty promotions and faculty emeritus status, and to determine leaves of absence for and termination of faculty members. The President shall also have the
authority to hire, set the compensation for and implement increases, state decreed or otherwise, for all university employees in accordance with VCU’s human resources policies.

Academic dean appointments shall require Board approval. Upon consultation with the Rector, the President shall have interim authority to make any academic dean appointment or take any action in connection with the academic dean appointment, subject to ratification by the Board.

ARTICLE IV
CONFLICT OF INTEREST
COMPLIANCE

Each member of the Board shall comply with state statutes regulating conflict of interest which may include filing an annual financial disclosure statement and completion of required conflict of interest training.

ARTICLE V
LIABILITY

To the extent they are acting in their capacity as members of the Board and within the scope of their authority, all members of the Board are considered to be officials of Virginia Commonwealth University and the Commonwealth of Virginia. Each member of the Board who is engaged in carrying out the duties and responsibilities of a Board member is covered as set forth in the Risk Management Plan, which is established by the Commonwealth’s Department of the Treasury, Division of Risk Management, with the approval of the Governor. Coverage is subject to the terms and exclusions set forth in the Plan. The Commonwealth’s Division of Risk Management has final responsibility for interpretation and determination of coverage under the Plan. A copy of the plan can be obtained from VCU’s Director of Insurance and Risk Management in VCU’s Safety and Risk Management office.

ARTICLE VI
MISCELLANEOUS PROVISIONS

SECTION 1. SEAL.
The corporate seal of the University is the seal displayed in and/or appended to these Bylaws, as appendix A.

SECTION 2. ASSESSMENT OF BOARD PERFORMANCE.

At least every two years, the Board shall assess its performance. The Rector shall determine the method of assessment, subject to Board approval. The Governance and Compensation Committee shall thereafter conduct said board self-assessment.

SECTION 3. CONDUCT OF BUSINESS.

Unless otherwise specified by these Bylaws, all Board and committee meetings, actions, and rulings shall be guided by the most current edition of Robert’s Rules of Order.

SECTION 4. SUSPENSION OR AMENDMENT OF BYLAWS.

A. Procedure. These Bylaws may be amended in whole or in part at any meeting of the Board of Visitors by a majority vote of all members present at said meeting, provided the Governance and Compensation
Committee has submitted its views on the amendment to the Board and that notice of the amendment was included in the regular notice of the meeting.

**B. Suspension.** Any provision of the Bylaws may be suspended at any regular or special meeting of the Board by a majority of the members present at said meeting.

**C. Ratification.** No action taken in violation of the Bylaws shall be effective unless ratified in accordance with the Bylaws.

**Effective Date.** The foregoing Bylaws shall go into effect immediately upon approval; revised September 17, 1992; revised November 17, 1994; revised May 19, 1995; revised May 16, 1997; revised September 17, 1998, effective January 1, 1999; revised February 11, 1999; revised November 14, 2002; revised August 24, 2006; revised August 9, 2007; revised February 11, 2010; revised April 15, 2013; revised May 9, 2014; revised December 12, 2014; revised February 12, 2015; revised May 8, 2015; revised March 23, 2016; revised and restated October 31, 2017; revised 2019.
[DRAFT] Awarding Honorary Degrees and Other Special Awards

Policy Type: Local - Board of Visitors
Responsible Office: Office of the President
Initial Policy Approved: March 2001
Current Revision Approved:

Policy Statement and Purpose
This policy addresses the requirements and processes for awarding Honorary Degrees and other Special Awards on behalf of the President and the Board of Visitors.

Table of Contents

Who Should Know This Policy .......................................................... 1
Definitions .................................................................................. 1
Contacts ...................................................................................... 3
Policy Specifics and Procedures .................................................... 2-5
Forms ......................................................................................... 5
Related Documents ....................................................................... 5
Revision History .......................................................................... 5
FAQs ............................................................................................. 5

Who Should Know This Policy
Members of the university community who nominate, review, and/or manage the award process, or serve on any related committees are responsible for familiarizing themselves with the contents and provisions of this policy.

Definitions

Honorary Degree – An honorary degree is a doctorate degree conferred, upon someone who is not a current student of the institution, to honor the recipient for which the university has waived the usual requirements, such as matriculation, residence, a dissertation and the passing of comprehensive examinations. It confers no privileges, rights or academic credentials on the individual receiving the Honorary Degree. The
Honorary Degree Policy

Honorary Degree is bestowed based on information known and available at the time of conferral.

Contacts

The Office of the President officially interprets this policy. The Office of the President is responsible for obtaining approval for any revisions as required by the policy Creating and Maintaining Policies and Procedures through the appropriate governance structures. Please direct policy questions to the Office of the President and Assistant Secretary to the Board of Visitors.

Policy Specifics and Procedures

Honorary Degree

The Honorary Doctor of Humane Letters is one of Virginia Commonwealth University’s highest forms of recognition for an individual who has made outstanding societal contributions such as scholarship, public service, humanitarianism, science or art. The award of the Honorary Doctor of Humane Letters is made to:

- Honor individuals who have distinguished themselves through extraordinary achievements in scholarship, the professions, or other creative endeavors;
- Reflect and elevate individuals who embody and model the university’s most fundamental commitments and values by honoring those whose accomplishments and achievements in their fields of endeavor serve as exemplars;
- Assist in demonstrating university appreciation for outstanding commencement speakers.

To preserve the prestigious honor such a degree carries, all Honorary Degrees are awarded with great care and respect. When determining eligibility, the university will consider that the public may associate recipients with the university indefinitely. There must be sufficient rationale why an individual is recognized and their specific contribution to the university community or society as a whole.

Candidates for Honorary Degrees must be persons of great accomplishment and high ethical standards who exemplify the ideals of Virginia Commonwealth University. Honorary degrees are conferred in accordance with university policies, including its nondiscrimination policy, and are based upon facts known at the time the degree is conferred. Factors to be evaluated in awarding degrees include but are not limited to:

- Intellectual distinction in a particular field.
- Extraordinary achievement, which the university wishes to acknowledge.
- Extraordinary contribution to the university, Commonwealth of Virginia, nation, world, or society.
- Sufficient stature to bring additional prestige to the university.
Current and former members of the VCU Board of Visitors, Emeriti Faculty, and current employees may be considered for an Honorary Degree on a case-by-case basis. Only one Honorary Degree can be awarded to an individual and consideration of potential future acts cannot serve as the basis for the award of an Honorary Degree.

An Honorary Degree is usually conferred at a commencement ceremony and must be approved by the Board of Visitors in advance of the ceremony. An Honorary Degree will not be presented in absentia unless posthumously.

The Board’s conferral of an honorary degree does not give the individual holding such degree the right to or interest in continuing to hold such degree. The Board of Visitors, in its sole discretion, has the authority to revoke Honorary Degrees. The Special Awards Committee shall make a recommendation to revoke an Honorary Degree to the President, who shall make a recommendation to the Board of Visitors. In addition, a member of the Board of Visitors may make a direct recommendation to the Board to have an Honorary Degree revoked.

The reasons for revoking an Honorary Degree include, but are not limited to the following:

1) The honoree engaged in conduct inconsistent with the mission and/or values of VCU,
2) Facts are discovered that negate the accomplishments that were cited as the basis for awarding the Honorary Degree, or
3) The honoree’s conduct injures the reputation of the VCU or the Commonwealth of Virginia.

The President or the Rector of the Board of Visitors (through the Assistant Secretary to the Board of Visitors) will notify the honoree of the revocation. The Board of Visitors’ determination is final.

**Edward A. Wayne Medal**

The Edward A. Wayne Medal is named after the former Chairman of the Commission to Plan for the Establishment of a Proposed State-Supported University in the Richmond Metropolitan Area (the “Commission”). The Commission recommended, and the General Assembly approved, the establishment of Virginia Commonwealth University in 1968. In addition, Mr. Wayne, who was a past president of the Federal Reserve Bank, served as VCU’s first vice-rector.

The Edward A. Wayne Medal is a high honor bestowed by the university for extraordinary generosity and service to VCU and the community. To be eligible, an individual must have:

a) served as a volunteer leader in a major role for a campaign or fund drive at VCU,
b) demonstrated a commitment to the Commonwealth and its citizens through leadership and/or personal philanthropy,
c) served in a leadership role for one of the university’s related foundations, advisory boards or alumni associations, or
d) contributed a leadership gift to the university.

An individual may receive only one Edward A. Wayne Medal from VCU. The Edward A. Wayne Medal is usually awarded at a commencement ceremony and must be approved by the Board of Visitors in advance of the ceremony. The Edward A. Wayne Award Medal will not be presented in absentia unless posthumously.

Presidential Medallion
The Presidential Medallion is a high honor bestowed by Virginia Commonwealth University and is awarded in recognition of outstanding contributions by a member of the university community. The award will recognize extraordinary achievement in the world of learning and dedication to Virginia Commonwealth University as evidenced by a series of outstanding contributions to several areas of university life. In order to recognize outstanding contributions by members of the university community, the President recommended, and the Board of Visitors approved, the establishment of this award in March 1984. An individual may receive only one Presidential Medallion from VCU. The Presidential Medallion is usually awarded at a commencement ceremony or during the annual Faculty Convocation upon recommendation of the President. The Presidential Medallion will not be presented in absentia unless posthumously.

Current members of the VCU Board of Visitors and current employees of the university are generally not eligible for the Presidential Medallion.

NOMINATIONS AND APPROVALS

Honorary Degrees
Nominations are generally solicited from the representative bodies of the university’s key stakeholder groups and submitted to the Office of the President and Assistant Secretary to the Board of Visitors for consideration in advance of a Board of Visitors regularly scheduled meeting. The President (or designee) will review the recommendations and make the final selection for presentation to the Board of Visitors for approval.

The Board of Visitors makes the final decision related to the Honorary Degree and there is no appeal process.

Special Awards
Nominations for Special Awards such as the Edward A. Wayne Medal or Presidential Medallion are solicited from the representative bodies of the university’s key stakeholder groups, including but not limited to the following:

- **Edward A. Wayne Medal**: Board of Visitors University Resources Committee, Development and Alumni Relations Division, Council of Deans, Council of Chairs, etc.
- **Presidential Medallion**: Alumni of the university, alumni groups, Faculty and Staff Senates, University Council, President’s Cabinet, Student Government Associations, student groups, Council of Deans, etc.

Recommendations are made to the Special Awards Committee, which makes recommendations to the President. The President shall present the nominations for the Honorary Degree and the Edward A. Wayne Medal to the Board of Visitors for final approval. Reasonable efforts should be made to notify the nominating body or individual of the Board’s final decision on all selections.

The Board of Visitors makes the final decision related to the Edward A. Wayne Medal, and the President makes the final decision related to the Presidential Medallion. Once those decisions have been made, there is no appeal process.

**SPECIAL AWARDS COMMITTEE**

The Special Awards Committee (the “Committee”) is comprised of individuals appointed and charged by the President and/or his designee(s) to receive nominations, and to review and make recommendations for:

(a) Commencement ceremony speakers,
(b) Honorary degree recipients,
(c) Edward A. Wayne Medal recipients, and
(d) Presidential Medallion recipients.

While the President makes the final selections and/or decisions related to recipients of the Edward A. Wayne Medal and Presidential Medallion, it is not without significant support and assistance from the work of the Special Awards Committee and an open nominations process. All members of the Committee are expected to serve in an impartial manner—free of conflicts or the appearance thereof. If a personal or professional conflict exists, the affected individual must disclose such conflict or bias to the Committee Chairs. The Committee Chairs shall establish a written process to determine whether any conflict(s) exist.

Committee members **may** include:

- Members of the President’s Cabinet
- Board Liaison
- Faculty representative
- Staff Senate representative
- Board representative
- Members from the Student Government Association
- Other individuals as determined by the President
The President shall appoint the chair or co-chairs of the Special Awards Committee by no later than July 1 of each year and reserves the right to modify the Committee’s membership as necessary. Upon appointment, the Chair (or Co-Chairs) of the Special Awards Committee shall convene a meeting of the Committee by no later than the end of September.

By no later than December 31 of each year, the Committee shall:

- Develop or revise the process and timeline for soliciting and receiving nominations.
- Solicit a list of nominations of potential Honorary Degree recipients from the representative bodies of the university's key stakeholder groups, to include profiles of each nominee, resumes/CVs or biographical sketches, and justifications for selection based on the policy criteria.
- Create or update a running list of nominations for commencement speakers covering a three-year period and including alternates for each year.
- Develop a list of recommendations for Special Awards (e.g., Edward A. Wayne Medal and Presidential Medallion) from the representative bodies. Each Award shall have no less than two (2) nominations with profiles of each nominee, resumes/CVs or biographical sketches, and justifications for selection based on policy criteria.
- Develop or revise the recommended procedures for revocation of Honorary Degrees.
- Present the Committee’s recommendations to the President for selection or deliberation.

Forms

Nomination forms that are required in this process can be found on the Office of the President’s website specifically [https://president.vcu.edu/nominations/](https://president.vcu.edu/nominations/)

Related Documents

Overview and instructions for submission can be found [https://president.vcu.edu/nominations/](https://president.vcu.edu/nominations/)

Revision History

This policy revokes and replaces any and all policies related to conferring Honorary Degrees and/or awarding the Edward A. Wayne Medal and/or the Presidential Medallion.
FAQs

If the request is not approved for awarding an Honorary Degree, the Edward A. Wayne Medal, or the Presidential Medallion is there an appeal process?

The Board of Visitors makes the final decision related to the Honorary Degree and the Edward A. Wayne Medal, and there is no appeal process.

The President makes the final decision regarding the Presidential Medallion and there is no appeal process.

Can an Honorary Degree be revoked?

Yes. The Board of Visitors makes the final determination on whether an Honorary Degree may be revoked. Such determination is made upon the recommendation (a) a direct recommendation from a member of the Board of Visitors to the Board to have an Honorary Degree revoked; or (b) upon the recommendation of the President to the Board of Visitors, and an evaluation and recommendation of the necessity for such action by the Special Awards Committee.

The reasons for revoking an Honorary Degree include, but are not limited to the following:

1. The honoree engaged in conduct inconsistent with the mission and/or values of VCU.
2. Facts are discovered that negate the accomplishments that were cited as the basis for awarding the Honorary Degree, or
3. The honoree’s conduct injures the reputation of the VCU or the Commonwealth of Virginia.

If the Board of Visitors decides that the Honorary Degree should be revoked, is there an appeal process?

No, once the Board of Visitors has revoked the degree there is no appeal process.
BOV Member Remote Participation in Meetings by Electronic Communication Means

Policy Type: Local – Board of Visitors  
Responsible Office: Office of the President  
Initial Policy Approved: 09/18/2015  
Current Revision Approved: _____________

Policy Statement and Purpose

In accordance with the Virginia Freedom of Information Act (FOIA), Virginia Code § 2.2-3700, et. seq., the Board of Visitors (“the Board”) has established a written policy allowing for and governing participation of its members in meetings by electronic communication means in the event of (a) a personal matter, or (b) temporary or permanent disability or other medical condition.

This policy shall apply, strictly and uniformly, to the entire membership and without regard to the identity of the individual member requesting remote participation or to the matters slated for consideration or vote at the meeting.

Participation by an individual member from a remote location is authorized only when a quorum of the Board is physically assembled at the primary meeting location and the voice of the remote participant is able to be heard by all persons at the primary meeting location. The fact of the disability or other medical condition that prevented physical attendance or the nature of the personal matter and the remote location from which the member participates will be recorded in the meeting minutes.

Individual participation from a remote location shall be approved unless such participation would violate this policy or FOIA. If such participation from a remote location would violate this policy or FOIA, such disapproval will be recorded in the Board minutes with specificity.

When individual remote participation is due to a personal matter, such participation is limited by law to two meetings of the Board per member within one calendar year.

This policy applies to all committees and subcommittees of the Board.

Table of Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who Should Know This Policy</td>
<td>2</td>
</tr>
<tr>
<td>Definitions</td>
<td>2</td>
</tr>
<tr>
<td>Contacts</td>
<td>2</td>
</tr>
<tr>
<td>Procedures</td>
<td>2</td>
</tr>
</tbody>
</table>
Who Should Know This Policy

All Board of Visitor members (“Board members”) as a matter of normal course are responsible for knowing this policy and familiarizing themselves with its contents and provisions.

Definitions

Electronic communication
The use of technology having electrical, digital, magnetic, wireless, optical, electromagnetic, or similar capabilities to transmit or receive information.

Quorum
A term used to describe the minimum number of members of the Board that must be present at any of its meetings to make the proceedings of that meeting valid. For a committee meeting a quorum is a majority of members serving on said committee. For Board meetings, a quorum is a majority of the Board members.

Primary meeting location
Published location of the meeting of the Board, committee, or subcommittee.

Remote location
Refers to an alternative location for a Board member other than the main location where the physical quorum is present. The remote location need not be open to the public and must have a physical address that is recorded in the Board minutes.

Contacts

The Office of the President officially interprets this policy. Please direct policy questions to the Board liaison in the Office of the President.

Procedures

The Board member needing to participate from a remote location must notify either the Rector or Committee Chair as the case may be, without unreasonable delay on or before the day of a meeting, that such member is unable to attend the meeting at the primary meeting location due to (i) a
temporary or permanent disability or other medical condition; or (ii) a personal matter, identifying with specificity the nature of the personal matter.

The Board shall approve participation from a remote location unless such participation would violate this policy or FOIA. Board disapproval of participation from a remote location shall be recorded in the Board minutes with the specific rationale for such disapproval. The Board minutes shall include the address of the remote location from which the Board member participated along with the fact that the Board member participated remotely due to a temporary or permanent disability or other medical condition or due to a personal matter along with the specific nature of the personal matter cited by the Board member.

The Board will arrange for the voice of the remote participant to be heard by all persons at the primary meeting location.

Forms

There are no forms associated with this policy.

Related Documents

1. Virginia Code §2.2-3700, et. seq.
2. Board of Visitors Bylaws

Revision History

Originally adopted: 09/18/2015
Amended: ______________

FAQs

There are no FAQs associated with this policy and procedures.