BOARD MEMBERS PRESENT

Mr. John A. Luke Jr., Rector
Mr. H. Benson Dendy III
Mr. Todd Haymore
Dr. Robert Holsworth
Dr. Gopinath Jadhav
Mr. Edward McCoy
Ms. Colette W. McEachin, Secretary (left during closed session)
Rev. Tyrone E. Nelson
Mr. Keith Parker
Dr. Carol Shapiro
Dr. Shantaram Talegaonkar
Mr. G. Richard Wagoner, Jr.

BOARD MEMBERS ABSENT

Mr. Ronald McFarlane
Ms. Jacquelyn Stone
Mr. Stuart Siegel

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 1:20 p.m. in the James Cabell Library, Room 303, 901 Park Avenue, Richmond, Virginia. Mr. Luke acknowledged the passing of Ms. Phoebe P. Hall in January and how her presence on the Board will be missed.

APPROVAL OF THE AGENDA

Mr. Luke asked for a motion to approve the March 22, 2019 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 December 7, 2018, meeting. After motion duly made and seconded the minutes of the December 7, 2018, 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 noted the passing of Ms. Phoebe P. Hall and asked for a moment of silence. President Rao then read a resolution entitled “Resolution Recognizing Phoebe P. Hall”. Mr. Luke moved that the Board adopt the resolution. After motion made and seconded the Board unanimously adopted the Resolution Recognizing Phoebe P. Hall. A copy of the resolution is attached hereto as Attachment A and is made a part hereof.

President Rao then welcomed the newest member of the senior leadership team, Ms. Karen Helderman, executive director of Audit and Compliance Services.

He then updated the Board on the Children’s Hospital noting that the site work is underway, and the new College of Health Professions stating that the ribbon cutting on the new building occurred earlier in the week.

President Rao also commented on the Commonwealth’s budget as adopted by the 2019 Session of the Virginia General Assembly. He stated that VCU was once again the beneficiary of General Assembly support including: $6.8 million permanent funding for base operations and $3.1 million permanent financial aid that enables us to recommend freezing undergraduate tuition at current levels for next year; $105 million in construction funding for a new STEM building; and language authorizing the acquisition of the ABC Warehouse property.

President Rao then provided the Board an update on the priorities for FY 2020 including: accessibility and affordability; student success; graduation rate and reputation; and the Make It Real Campaign.

REPORT OF THE NOMINATING COMMITTEE

Mr. Luke stated that the nominating committee had met and moved on behalf of the Committee that Mr. John A. Luke, Jr., be elected to serve as Rector for a term ending June 30, 2019, that Mr. Keith Parker be elected Vice Rector for a term ending June 30, 2019 and Rector for a term beginning July 1, 2019. After motion duly seconded and discussion and discussion, the Board voted to elect Mr. John A. Luke, Jr., as Rector for a term ending June 30, 2019, and Mr. Keith Parker as Vice Rector for a term ending June 30, 2019 and as Rector for a term beginning July 1, 2019.

CLOSED SESSION

Mr. Luke moved that the Virginia Commonwealth University Board of Visitors convene into closed session pursuant to Section 2.2-3711 (A) (1) of the Freedom of Information Act for the discussion of personnel matters, more specifically relating to the contract of the President of Virginia Commonwealth University and to various faculty members regarding tenure recommendations, and the evaluation of performance of certain departments of Virginia Commonwealth University which will require performance evaluations of specific individuals in those departments including Athletics; and under
Section 2.2-3711(A)(2) for the discussion or consideration of admission or disciplinary matters or any other matters that would involve the disclosure of information contained in a scholastic record concerning any student of any Virginia public institution of higher education or any state school system, specifically regarding the selection of the Board of Visitor Student Scholarship recipient which requires disclosure of scholastic records; and under Section 2.2-3711(A)(3) of the Virginia Freedom of Information Act for the discussion or consideration of the acquisition of real property for a public purpose, or of the disposition of publicly held real property, where discussion in an open meeting would adversely affect the bargaining position or negotiating strategy of the public body specifically related to the acquisition of real property adjacent to the Monroe Park Campus and/or the MCV Campus; and under Section 2.2-3711(A)(7) and (8), for the discussion of legal advice concerning potential litigation and other legal matters; and under Section 2.2-3711 (A) (9), for the discussion of gifts, bequests, and fund-raising activities of Virginia Commonwealth University, namely the Named Funds and Spaces Report, and the Approved Named Funds under $50,000 Report; and under Section 2.2-3711 (A)(11) for the discussion and consideration of honorary degrees or special awards, specifically related to the Board of Visitors Scholarship, an Honorary Degree of Doctor Of Humane Letters, and the Edward A. Wayne Medal; and Section 2.2-3711(A)(29) for the discussion of the award of a public contract involving the expenditure of public funds, including interviews of bidders or offerors, and discussion of the terms or scope of such contract, where discussion in an open session would adversely affect the bargaining position or negotiating strategy of the public body.

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.

<table>
<thead>
<tr>
<th>Vote</th>
<th>Ayes</th>
<th>Nays</th>
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</thead>
<tbody>
<tr>
<td>Mr. John A. Luke, Jr., Vice-Rector</td>
<td>X</td>
<td>X</td>
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<td>Dr. Carol S. Shapiro</td>
<td>X</td>
<td>X</td>
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<td>Mr. H. Benson Dendy III</td>
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<td>Mr. Todd Haymore</td>
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<td>Dr. Robert D. Holsworth</td>
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<td>Dr. Gopinath Jadhav</td>
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<td>Mr. Edward McCoy</td>
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<td>Rev. Tyrone Nelson</td>
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<td>Mr. Keith Parker</td>
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<tr>
<td>Mr. G. Richard Wagoner, Jr.</td>
<td>X</td>
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</table>
Ms. Colette McEachin left the meeting during closed session. Dr. Talegaonkar left during closed session and was not present for the vote. All other members present during the vote responded affirmatively, the resolution of certification was adopted.

After the closed session Mr. Luke asked for a motion to approve the following items (i) the administration, faculty appointments and changes in status and other personnel actions as discussed in closed session including ratification of Ms. Karen Helderman as Executive Director of Audit and Compliance Services; (ii) approved the promotion and tenure recommendations as set forth and discussed in closed session; (iii) approval of the Honorary degree recipient, and the Edward A. Wayne medal recipients as discussed in closed session; (iv) approval of the BOV Scholarship recipient as discussed in closed session and awarding $5000 to each of the remaining two finalists; (v) the Named Funds and Spaces Report as discussed in closed session; (vi) authorizing the President and/or his designee to negotiate an appropriate sales price for the real estate tract and to transfer and sell the said real estate tract as discussed in closed session; and (vii) to authorize the Rector to finalize the amendment to President Rao’s contract as discussed in closed session. After motion duly made and seconded, the motion was unanimously adopted.

**RANKINGS – VCU AND INSTITUTIONS OF HIGHER EDUCATION**

Dr. Gail Hackett, Provost and Senior Vice President for Academic Affairs, gave a presentation on rankings of institutions of higher education including VCU. A copy of Dr. Hackett’s presentation is attached hereto as **Attachment B** and is made a part hereof.

Mr. Luke thanked Dr. Hackett for her report.

**MARKETING UPDATE – STUDENT RECRUITMENT**

Ms. Pamela Lepley, Vice President for University Relations and Chief Communications Officer, gave a presentation on the student recruitment marketing campaign. A copy of Ms. Lepley’s presentation is attached hereto as **Attachment C** and made a part hereof.

Mr. Luke thanked Ms. Lepley for her report.

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

Dr. Carol Shapiro, Chair of the Academic and Health Affairs Committee stated that the Committee had eleven action items in connection with academic proposals. She moved on behalf of the Committee that the Board approve the following academic proposals:

(a) create of a new graduate certificate in Applied Statistics  
(b) create of a 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 in General Education
(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

After motion duly made and seconded, the Board unanimously approved the eleven academic proposals. Copies of the proposal summaries are attached hereto as Attachment D-1 through D-11 and are made a part hereof.

Dr. Shapiro also stated that the Committee had reviewed the Committee Charter and moves on behalf of the Committee that the Board approve the Committee Charter. After motion duly seconded and discussion, the Board unanimously approved the Committee’s Charter. A copy of the Committee Charter is attached hereto as Attachment E and is made a part hereof.

Dr. Shapiro also reported that Dr. Hackett notified the Committee that a contract had been executed with Noodle, the vendor for the university’s online academic programs. In addition, she noted that the Committee also received several presentations as follows:

- Dr. Tomikia LeGrande and Dr. Deborah Noble-Triplett provided an overview of the current landscape of international student enrollments in the United States and the university’s strategy in increasing international student enrollments;
- Dr. Maggie Tolan provided information on strategic career planning noting that VCU is working continuously with undergraduate students from freshman year through senior year to ensure they are in the right degree program and making personal connections that will lead to employment after graduation;
- Deputy Chief O’Berry with the VCU Police Department presented our annual safety report which highlighted both the impressive footprint for VCU Police jurisdiction and a decrease in robberies;
- Mr. Jacob Parcell provided the report of the student representative;
- Ms. Holly Alford provided the report of the faculty representative; and
- Mr. Nick Fetzer provided the staff representative report.

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:

- Thomas Briggs, Assistant Vice President of Safety and Risk Management, provided an update on the Enterprise Risk Management program, as well as the School of the Arts response to previously identified safety concerns.
- Jacqueline Kniska, the university’s compliance officer, shared compliance statistics related to ethics and compliance training. She also summarized the results of an effectiveness review of the University’s ethics and compliance program.

Mr. Parker also noted that the Committee reviewed the status of its dashboard measures, noting that several planned audits will start late due to staff turnover and an increase in special project work. Audit Services plans to requisition limited IT staff augmentation services to complete two IT audit.
He also reported that the Committee also received the results of one internal audit report and the current status of the annual audit work plan.

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:

- Overview of 2020-2026 Six Year Capital Outlay Plan
- Update on PULSE/GRTC
- Small, Women-owned, and Minorities Vendor procurement activities (SWAM)
- Debt Management Report
- Foundation Annual Reports
- Treasurer’s Report
- Sources and Uses of Funding for FY19
- Revenue and Expense Summary
- VCU Intercollegiate Athletics Programs yearend report for June 30, 2018
- VCU Health System Report
- Capital Projects Update
- Dashboards for Facilities and Finance
- Enrollment Report

Mr. Dendy also reported that the Committee had four action items that required Board action. The first is the approval of the VCU Master Plan, which was included in your Board material. He noted that the Master Plan aligns with the capital plan that will be before the Board in May 2019. Mr. Dendy moved on behalf of the Committee that the Board adopt the resolution entitled Resolution to Adopt the 2019 One VCU Master Plan. After motion duly seconded and discussion, the resolution was unanimously adopted. A copy of the resolution is attached hereto as Attachment F and is made a part hereof.

He stated that the second action item is approval of the amendments to the 2016-2022 VCU Six-Year Capital Outlay Plan due to increased costs for construction of chillers for Johnson Hall and Shafer Dinning to make room for the new STEM building; and for the MCV Campus Steam Line to provide sufficient steam delivery capacity for the VCU and VCUHS campuses at a cost not to exceed $5.7 million. Mr. Dendy moved on behalf of the Committee that the Board approve the amendments to the 2016-2022 VCU Six-Year Capital Outlay Plan to include the increased costs for the chillers for Johnson Hall and Shafer Dinning and the amendment to provide sufficient steam delivery capacity for VCU and VCUHS campuses at a cost not to exceed $5.7 million. After motion duly seconded and discussion, the Board approved the motion. A copy of the information provided is attached hereto as Attachment G and made a part hereof.

Mr. Dendy continued that the third action item is approval of the project plans for the Rice Rivers Center Research Facility that the Board approved in May 2018 as part of the 2018-2024 Six-Year Capital Outlay Plan. He reminded the Board that the project is to build a new 14000 GSF research facility and includes the construction of a single story building for laboratories for faculty, staff and student researchers focused primarily on river and wetland research at an estimated cost of $7.6 million. Mr. Dendy moved
on behalf of the Committee that the Board approve the project plans for the Rice Rivers Center Research Facility. After motion duly seconded and discussion, the Board unanimously approved the project plans for the Rice Rivers Center Research Facility. A copy of the project plans is attached hereto as Attachment H and made a part hereof.

Mr. Dendy stated that the last action item was approval and/or ratification of several easements. He moved on behalf of the Committee that the Board approve the following easements:

1. Amendment of Conservation Easement Authorization, VCU Rice Rivers Center
2. Sewer Easement Authorization, VCU Health System Adult Outpatient Facility
3. Easement Affirmation, Oliver Hill Way
4. Electrical Line Easement Affirmation, College of Health Professions Building
5. Water Line Easement Affirmation, College of Health Professions Building
6. Electrical Line Easement Affirmation, Gladding Residence Center

After motion duly seconded and discussion, the Board unanimously approved the motion to approve said easements and authorized the President and/or his designee to sign the appropriate documents to finalize said easements. A copy of the information pertaining to said easements is attached hereto as Attachment I and made a part hereof.

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 that there were several action items that needed Board approval.

He reminded the Board that the Association of Governing Boards for Universities and Colleges has recommended that governing boards should have a separate committee on Athletics. As a result of discussions with the university the Committee concurred with this recommendation. Mr. Luke then moved on behalf of the Committee that the Board approve a new standing committee, the Intercollegiate Athletics Committee, and that its members be John A. Luke, Jr., Keith Parker, H. Benson Dendy III, Stuart Siegel and Todd Haymore. After second duly made, the Board unanimously approved the creation of the Intercollegiate Athletics Committee as a new standing committee, and that the membership of the Intercollegiate Athletics Committee be John A. Luke, Jr., Keith Parker, H. Benson Dendy III, Stuart Siegel and Todd Haymore. Mr. Luke also moved on behalf of the Committee that the Athletic Facilities Advisory Group be dissolved. After motion duly seconded and discussion, the Board unanimously approved the dissolution of the Athletic Facilities Advisory Group.

Mr. Luke stated that the second item was approval of the Board of Visitors Bylaws and noted that the restated bylaws were in their board materials. He moved on behalf of the Committee that the Board approve the revised Board of Visitors Bylaws. After motion duly seconded and discussion, the Bylaws were unanimously adopted. A copy of the summary of the bylaw changes together with the adopted bylaws are attached hereto as Attachment J and K respectively and are made a part hereof.

He continued the next action item is the approval of the Honorary Degrees and Other Special Awards Policy, which we discussed at the last meeting, with all recommendations of the Board now included. He noted the policy is included in their board materials. Mr. Luke moved on behalf of the Committee that the Board adopt the Honorary Degrees and Other Special Awards Policy. After motion duly
seconded and discussion, the Board unanimously adopted the Honorary Degrees and Other Special Awards Policy. A copy of the policy is attached hereto as Attachment L and is made a part hereof.

Mr. Luke went on to state that the final action item is the approval of the BOV Member Remote Participation in Meetings by Electronic Communication Means Policy. He reminded the Board that the original policy was adopted in 2015, and since then the Virginia General Assembly had made several changes to the Virginia Freedom of Information Act concerning a board members participation from a remote location. The BOV Member Remote Participation in Meetings by Electronic Communication Means Policy reflects those changes. Mr. Luke moved on behalf of the Committee that the Board approve the BOV Member Remote Participation in Meetings by Electronic Communication Means Policy. After motion duly seconded and discussion, the Board unanimously approved the policy. A copy of the policy is attached hereto as Attachment M and is made a part hereof.

REPORT OF THE UNIVERSITY RESOURCES COMMITTEE

Mr. G. Richard Wagoner, Chair of the University Resources Committee, 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 2019 Virginia General Assembly Session as well as the work of Government Relations at the both the federal and local level.

University Relations
Ms. Pamela Lepley, Vice President for University Relations provided a summary of communications highlights since the December 2018 including the Make It Real student recruitment campaign noting that it is in full swing and performing above targets.

Development and Alumni Relations
Ms. Samantha Marrs, Associate Vice President of Development and Alumni Relations, provided a review of the fundraising metrics and updates on the Make it Real Campaign noting that the campaign is at $702.8 million towards the goal of $750 million. It was also noted that the university’s development team won eight (8) southeastern district CASE awards in February including two national awards for increasing diversity in the profession and for customized receipting.

Mr. Luke thanked Wagoner for his report.

ADJOURNMENT

With no further business to come before the Board, Mr. John A. Luke, Vice-Rector adjourned the meeting at 4:15 p.m.
WHEREAS, Phoebe P. Hall was the co-founder, CEO and senior partner of Hall & Hall PLC, a law firm that she started with her husband, Franklin “Frank” P. Hall in 1969; and

WHEREAS, Phoebe P. Hall was the recipient of numerous honors and awards for her professional and volunteer contributions to the community, including the Leaders in the Law and Influential Women of Virginia, the Woman of Achievement Award. She was also named a Super Lawyer from 2011 to 2019, was elected a fellow of the Virginia Law Foundation, and was named to the inaugural class of the Virginia Lawyers Hall of Fame in 2018. She was an active supporter of a host of charitable causes, including the Alzheimer’s Association, the Virginia Commonwealth University Massey Cancer Center, and Wills for Seniors that provides free legal estate planning services to eligible seniors; and

WHEREAS, Phoebe P. Hall was appointed and served on the Virginia Commonwealth University Board of Visitors from 2015 when then-Governor Terry McAuliffe appointed her to serve the unexpired term of her late husband; and was re-appointed to a four-year term on the Board in July 2018; and

WHEREAS, Phoebe P. Hall served in leadership roles while a member of the Board of Visitors having served as Vice Rector of the Board and Chair of the Governance Committee for 2016-2017 fiscal year; and was elected Rector for fiscal years 2017-2018 and 2018-2019; and

WHEREAS, Phoebe P. Hall touched every aspect of Virginia Commonwealth University through her service on the Board of Visitors, the Virginia Commonwealth University Real Estate Foundation, the Virginia University Commonwealth Health System Board of Directors, and an advocate of the arts; and

WHEREAS, Phoebe P. Hall was a champion for Virginia Commonwealth University students, tirelessly working toward the betterment of the VCU experience, personally investing in student support, engaging with students both on and off campus, attending and supporting activities; and

WHEREAS, Phoebe P. Hall was the heart of the Board of Visitors during her tenure, bringing positive change to the University on behalf of students, faculty and staff; and

WHEREAS, Phoebe P. Hall encapsulated the true spirit of Virginia Commonwealth University, the qualities of leadership, integrity, honesty, compassion, strength and optimism; and

WHEREAS, the Virginia Commonwealth University Board of Visitors will deeply miss her joy, laughter and presence;

NOW, THEREFORE, BE IT RESOLVED, on this 22nd day of March 2019 that the members of the Virginia Commonwealth University Board of Visitors hereby posthumously recognize and salute Phoebe P. Hall as a person to emulate, and extend to her family, our sincere gratitude for the time and energy that she spent on behalf of Virginia Commonwealth University, and furthermore that this resolution be preserved in perpetuity in the permanent business records of the Board of Visitors.

_______________________________________
John A. Luke, Jr., Rector

_______________________________________
Michael Rao, Ph.D., President
College Rankings: What Does It Mean for VCU?

March, 2019
Purpose of Rankings

**Purpose:** Varied. Often to help students and parents narrow college choice, based on measures of quality. However, metrics vary tremendously and often do not reflect what was intended.

The *“Gold Standard” for Higher Education* in the 20th Century has been Ivy League schools & other elite private and public universities where excellence is defined by strict admissions standards and who is excluded.

As the knowledge economy requires more and more graduates with post-secondary credentials and therefore demands that public universities educate a more diverse student body, public higher education must move to different models of higher education, models where excellence and access are no longer mutually exclusive.

This is where the mission of Virginia Commonwealth University and a very few like Universities sit – redefining the goals of public higher education, and therefore, coming up with alternate models for evaluating excellence in public research Universities – where diversity & inclusion, access, and excellence are all equally emphasized.

This presentation will therefore provide an overview, first of the US News rankings methodology, identifying some of the metrics that are useful to us in evaluating VCU’s productivity. However, we will also identify areas in which the US News metrics are NOT useful or helpful, and how they reflect old ways of evaluating Universities.

We also present some initial information about a few other rankings that we can answer question about, and present in more detail at a later time.
Overview

• US News – We will go into this in detail to illustrate the issues that underlie rankings of Higher Education Institutions
  – Ranks institutions, categorized by Carnegie Classification, as well as academic programs; first national public research institution at #19

• Other Rankings: we present some basics, and can provide more information at a later time
  – Top American Research Universities from The Center for Measuring University Performance
    • Recognizes there is a high net cost for research activity
    • Ranks 158 public and private universities with >$40M federal science and expenditures in 2015 (represents 19% of institutions, but 92% of research expenditures)
  
  – Wall Street Journal/Times Higher Ed
    • 15 performance metrics grouped into four pillars: Resources, Engagement, Output, Environment; ranks 968 US colleges
  
  – Washington Monthly
    • Metrics include social mobility, research, and community and national service
    • Average of three most recent years
    • Out of 1,488 US colleges
U.S. News Ranking Categories and Factors

**Retention & Graduation (22%)**
- 6 YR Graduation Rate (17.6%)
- 1st YR Retention Rate (4.4%)

**Social Mobility (5%)**
- Pell Graduation Rate (2.5%)
- Pell Comparative Graduation Rate (2.5%)

**Graduation Rate Performance (8%)**
- Graduation Rate Performance

**Student Selectivity/Excellence (10%)**
- Freshmen in Top 10% (2.25%)
- Test Scores (SAT/ACT) (7.75%)

**Financial Resources (10%)**
- Expenditures per Student FTE

**Faculty Resources (20%)**
- Class Size < 50 (8%)
- Faculty Compensation (7%)
- Faculty w/ Terminal Degree (3%)
- Student Faculty Ratio (1%)
- Proportion of FT Faculty (1%)

**Alumni Giving (5%)**
- Alumni Giving

**UG Academic Reputation (20%)**
- Peer Assessment (15%)
- HS Counselor Assessment (5%)
VCU – US News Ranking

Overall  Ret-Grad  Selectivity Rank  Faculty Resources  Financial Resources  Alumni Giving
<table>
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<th>U.S. News Measures</th>
<th>VCU</th>
<th>U of Alabama-Birmingham</th>
<th>U of Cincinnati</th>
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<th>U of Louisville</th>
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<td>Graduation &amp; Retention Rank</td>
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<td>87</td>
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<td>57</td>
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<td>Overperformance/Underperformance</td>
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<th>Florida State University</th>
<th>Ohio State University - Columbus</th>
<th>University at Buffalo - SUNY</th>
<th>University of California (UCLA)</th>
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</table>
US News Rankings vs Our Mission

• **Peer Assessment:** Heavily weighted in the ranking system (15%) and purely based on reputational survey from top academic officials (President, provosts, admissions officers). There are issues with reputational surveys.

• **Graduation/Retention Rates:** Strategic initiatives will result in a very slow improvement to this metric, due to using a 4 year average. Graduation rates are heavily affected by student demographics.

• **Class Size:** Biased towards small colleges. We can cap some courses and move our ranking a bit.

• **Student Selectivity (Test Scores):** Insensitive to institutions where test scores are not used in the admission decisions. We use it for financial aid decisions and for some programs. This is also a hallmark of the old “Gold Standard” of Higher Education.

• **Expenditures per student:** Resources are imperfectly related to quality. Does not include expenditures on sports, dorms, hospitals.

• **Alumni Giving:** For the last two years only for undergraduates. Favors older institutions with longer track records.

• **Faculty with highest degree in their field:** VCU has recently converted many adjunct position to full time term faculty positions, which is negatively influencing this metric.
## Where Can Improvements be Made?

<table>
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<tr>
<th>Measure</th>
<th>2019 USNWR Actual</th>
<th>2021 USNWR Estimated</th>
<th>Expected Change in Score (pts.)</th>
<th>Estimated effect on Rank *</th>
<th>Expected Cumulative Change in Rank</th>
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<tr>
<td>• Six Year Graduation Rate (4 yr. Avg.)</td>
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<td>65%</td>
<td>+1.00 to 1.25</td>
<td>4 to 5</td>
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<td>• % of Classes less than 20</td>
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<td>42%</td>
<td>+1.00 to 1.10</td>
<td>4 to 5</td>
<td>8 to 10</td>
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<tr>
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<td>7%</td>
<td>+0.25 to 0.50</td>
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<td>+4</td>
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</table>
US News School/Program Rankings

- School and Program rankings are made separately from the institutional rankings, and are entirely based on reputational surveys – but these reputational surveys are made by people in the field, who are much more aware of what is going on in various programs, so these reputational surveys tend to be more accurate overall. For example, Deans of Schools of Social Work read the literature published by faculty in Social Work at other institutions, go to the same conferences, see faculty presentations by faculty from different programs at other institutions, and become aware of what is going on at Social Work programs across the country.

- All reputational surveys, but particularly institutional reputational surveys, on the other hand, suffer far more from the Matthew effect.

- “The old saying does often seem to hold true: the rich get richer while the poor get poorer, creating a widening gap between those who have more and those who have less. The sociologist Robert K. Merton called this phenomenon the Matthew effect, named after a passage in the gospel of Matthew.” In Higher Education, this applies to older, more revered institutions continuing to be rated highly regardless of their true status, and younger, up and coming institutions, tend to take a much longer time to be recognized.

- Another major factor in all reputational ratings, however: alumni are often positively biased towards their own institutions and/or programs. So institutions/programs with larger alumni bases tend to do better in all of these surveys.
Appendix
<table>
<thead>
<tr>
<th></th>
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<tr>
<td>Social Mobility</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pell graduation rate rank</td>
<td>Not a metric</td>
<td>Not a metric</td>
<td>Not a metric</td>
<td>Not a metric</td>
<td>Not a metric</td>
<td>Not a metric</td>
<td>43</td>
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<tr>
<td>Pell vs. Non Pell graduation rate rank</td>
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<td>Not a metric</td>
<td>Not a metric</td>
<td>Not a metric</td>
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<td>Not a metric</td>
<td>30</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>U.S. News Measures</th>
<th>VCU</th>
<th>College of William and Mary</th>
<th>George Mason University</th>
<th>Old Dominion University</th>
<th>University of Virginia</th>
<th>Virginia Tech</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall Rank</strong></td>
<td>157</td>
<td>38</td>
<td>136</td>
<td>215</td>
<td>25</td>
<td>76</td>
</tr>
<tr>
<td>High school counselor score</td>
<td>3.6</td>
<td>4.4</td>
<td>3.9</td>
<td>3.4</td>
<td>4.5</td>
<td>4.2</td>
</tr>
<tr>
<td>Peer Assessment rank</td>
<td>131</td>
<td>36</td>
<td>92</td>
<td>184</td>
<td>21</td>
<td>21</td>
</tr>
<tr>
<td><strong>Graduation &amp; Retention Rank</strong></td>
<td>132</td>
<td>42</td>
<td>117</td>
<td>212</td>
<td>26</td>
<td>66</td>
</tr>
<tr>
<td>Average freshman retention rate</td>
<td>85.5</td>
<td>95.2</td>
<td>87.7</td>
<td>80.25</td>
<td>96.7</td>
<td>93.25</td>
</tr>
<tr>
<td>Six-year Graduation rate (average)</td>
<td>61.5</td>
<td>90.7</td>
<td>69.2</td>
<td>52.5</td>
<td>94</td>
<td>83.5</td>
</tr>
<tr>
<td>Predicted</td>
<td>59</td>
<td>93</td>
<td>63</td>
<td>53</td>
<td>94</td>
<td>74</td>
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<tr>
<td>Single cohort</td>
<td>63</td>
<td>92</td>
<td>71</td>
<td>54</td>
<td>95</td>
<td>84</td>
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<tr>
<td>Overperformance/Underperformance</td>
<td>4</td>
<td>-1</td>
<td>8</td>
<td>1</td>
<td>1</td>
<td>10</td>
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<tr>
<td><strong>Faculty Resources Rank</strong></td>
<td>258</td>
<td>47</td>
<td>235</td>
<td>207</td>
<td>33</td>
<td>192</td>
</tr>
<tr>
<td>% Classes under 20 Students</td>
<td>32.5</td>
<td>49.1</td>
<td>30.9</td>
<td>37.3</td>
<td>53.8</td>
<td>27.3</td>
</tr>
<tr>
<td>% Classes of 20-49 students</td>
<td>49.1</td>
<td>43.7</td>
<td>55.5</td>
<td>52.5</td>
<td>31.2</td>
<td>50.4</td>
</tr>
<tr>
<td>% Classes of 50 or more Students</td>
<td>18.4</td>
<td>7.2</td>
<td>13.5</td>
<td>10.1</td>
<td>14.9</td>
<td>22.2</td>
</tr>
<tr>
<td>Student/faculty ratio</td>
<td>17.7</td>
<td>11</td>
<td>16.6</td>
<td>18</td>
<td>14.4</td>
<td>14</td>
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<tr>
<td>Faculty Compensation Rank</td>
<td>170</td>
<td>76</td>
<td>213</td>
<td>157</td>
<td>27</td>
<td>65</td>
</tr>
<tr>
<td>Faculty who are full-time</td>
<td>804</td>
<td>88.6</td>
<td>73.4</td>
<td>79.3</td>
<td>98</td>
<td>96</td>
</tr>
<tr>
<td>Number of full-time faculty</td>
<td>1,234</td>
<td>687</td>
<td>1,290</td>
<td>840</td>
<td>1,482</td>
<td>1,806</td>
</tr>
<tr>
<td>Full-time faculty with terminal degree</td>
<td>78</td>
<td>95.2</td>
<td>90.9</td>
<td>81.7</td>
<td>91</td>
<td>90.5</td>
</tr>
<tr>
<td><strong>Selectivity Rank</strong> (Student Excellence)</td>
<td>183</td>
<td>31</td>
<td>155</td>
<td>256</td>
<td>26</td>
<td>94</td>
</tr>
<tr>
<td>SAT 25th-75th percentile</td>
<td>1076-1292</td>
<td>1300-1480</td>
<td>1100-1290</td>
<td>980-1200</td>
<td>1310-1500</td>
<td>1180-1360</td>
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<tr>
<td>ACT 25th-75th percentile</td>
<td>21-28</td>
<td>29-33</td>
<td>24-30</td>
<td>19-26</td>
<td>29-33</td>
<td>25-30</td>
</tr>
<tr>
<td>Freshman in top 10% of HS class</td>
<td>17</td>
<td>81</td>
<td>17</td>
<td>9</td>
<td>89</td>
<td>38</td>
</tr>
<tr>
<td>Acceptance rate</td>
<td>77</td>
<td>36</td>
<td>81</td>
<td>86</td>
<td>27</td>
<td>70</td>
</tr>
<tr>
<td><strong>Financial Resources Rank</strong></td>
<td>142</td>
<td>109</td>
<td>215</td>
<td>263</td>
<td>50</td>
<td>123</td>
</tr>
<tr>
<td>Instructional budget per Student</td>
<td>$28,983</td>
<td>$33,965</td>
<td>$21,509</td>
<td>$16,427</td>
<td>$51,982</td>
<td>$31,640</td>
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<tr>
<td><strong>Alumni Giving Rank</strong></td>
<td>185</td>
<td>17</td>
<td>256</td>
<td>195</td>
<td>34</td>
<td>87</td>
</tr>
<tr>
<td>Average alumni giving rate</td>
<td>5.4</td>
<td>29.3</td>
<td>2.7</td>
<td>5.3</td>
<td>20.3</td>
<td>11.5</td>
</tr>
<tr>
<td><strong>Social Mobility</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pell graduation rate rank</td>
<td>43</td>
<td>298</td>
<td>89</td>
<td>162</td>
<td>272</td>
<td>245</td>
</tr>
<tr>
<td>Pell vs. Non Pell graduation rate rank</td>
<td>30</td>
<td>237</td>
<td>96</td>
<td>139</td>
<td>221</td>
<td>231</td>
</tr>
</tbody>
</table>
The Center for Measuring University Performance

<table>
<thead>
<tr>
<th>Total Research Expenditures</th>
<th>Federal Research Expenditures</th>
<th>Strong Financial Base</th>
<th>Faculty Quality – published research</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>• Endowment</td>
<td>• # of National Academy members</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Variety of faculty awards</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Degree Production</th>
<th>Annual Giving</th>
<th>Quality of Incoming Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Doctorate Granted</td>
<td></td>
<td>• Median SAT score</td>
</tr>
<tr>
<td>• Postdoctoral Appointees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEASURES</td>
<td>NATIONAL RANK</td>
<td>CONTROL RANK</td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Total Research</td>
<td>101</td>
<td>67</td>
</tr>
<tr>
<td>Expenditures</td>
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<td></td>
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<tr>
<td>Fed Research</td>
<td>86</td>
<td>53</td>
</tr>
<tr>
<td>Expenditures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Endowment</td>
<td>58</td>
<td>19</td>
</tr>
<tr>
<td>Annual Giving</td>
<td>111</td>
<td>71</td>
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<tr>
<td>National</td>
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<tr>
<td>Academy Member</td>
<td>99</td>
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<tr>
<td>Faculty Awards</td>
<td>178</td>
<td>115</td>
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<tr>
<td>Doctorate Granted</td>
<td>72</td>
<td>53</td>
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<tr>
<td>Post Doc Appointees</td>
<td>89</td>
<td>57</td>
</tr>
<tr>
<td>Median SAT</td>
<td>395</td>
<td>138</td>
</tr>
</tbody>
</table>
Center for Measuring University Performance

• These are very straightforward research rankings, thus, they do not pose many of the problems that other types of rankings do

• We may not wish to weight all of the factors the same way the authors do, but the metrics are helpful in allowing VCU to analyze our research productivity

• Two metrics that we might add are NSF and NIH research rankings – we aspire to be in the top 50 for NIH research and are close to that goal

• We also have quite a few faculty who are in the National Academies, but we are absent in one area: we do not have any National Academy of Science members, and we will be looking to remedy that omission
Wall Street Journal Times Higher Education

Engagement (20%)
- Student Survey four questions on engagement (7%)
- Student survey question on recommending the college (6%)
- Student survey two questions on interactions w/faculty (4%)
- IPEDS number of Bachelor degree programs offered (3%)

Resources (30%)
- IPEDS instructional expenses per student FTE (11%)
- IPEDS student-faculty ratio (11%)
- Elsevier total scholarly output (8%)

Output (40%)
- IPEDS 6yr grad rate (11%)
- Median earnings 10yrs after entry (12%)
- 3yr loan default rate (7%)
- Reputation Survey votes (10%)

Environment (10%)
- IPEDS % international students (2%)
- IPEDS student diversity (3%)
- IPEDS % 1st gen students and/or Pell (2%) recipients
- IPEDS faculty diversity (3%)
# Wall Street Journal Times Higher Ed US Colleges

<table>
<thead>
<tr>
<th>Institution</th>
<th>2018</th>
<th>2017</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCU</td>
<td>358</td>
<td>406</td>
<td>458</td>
</tr>
<tr>
<td>College of William and Mary</td>
<td>87</td>
<td>100</td>
<td>82</td>
</tr>
<tr>
<td>George Mason University</td>
<td>231</td>
<td>274</td>
<td>260</td>
</tr>
<tr>
<td>Old Dominion University</td>
<td>501-600</td>
<td>601-800</td>
<td>601-800</td>
</tr>
<tr>
<td>University of Virginia</td>
<td>51</td>
<td>56</td>
<td>50</td>
</tr>
<tr>
<td>Virginia Tech</td>
<td>106</td>
<td>123</td>
<td>134</td>
</tr>
</tbody>
</table>
Issues with the WSJ/THE Rankings

• The areas of focus in the rankings appear relevant: engagement, resources, output, and environment

• However, the measures are problematic, for example:
  – Almost all of the measures of student engagement with learning are derived from a 12 item survey distributed across the country to students, with only a minimum of 50 students qualifying an institution for participation. We strongly question the validity of that small a sample no matter the reliability and validity of the survey, which also has not been established. We suspect that institutional differences within the state are probably due to sampling differences.
  – As another example, for the Resources metric, faculty productivity is measured by an Elsevier Publications author analysis of the number of research articles per faculty member, and that metric is posited to indicate research productivity. This is an indicator, but we feel a very flawed indicator. For example, despite VCU having the #1 Public School of the Arts in the Country, this metric does not account at all for the Creative activity in that School.
  – Finally, under the outcomes measure, the rankings use a survey of academic reputation based on the THE annual Academic Reputation Survey of leading scholars, asking respondents which institutions have the best reputation for excellence in teaching. This measure has all the usual problems that reputation surveys have, plus more – teaching is not usually something that academics make very visible, and so is much harder to evaluate than research reputation. We seriously question the validity of these metrics.
# Social Mobility (Best Bank for Buck)
- IPEDS all students grad rate
- Predicted grad rate
- IPEDS % receiving Pell
- IPEDS % 1st gen
- Predicted %Pell & 1st gen
- IPEDS avg net price for low-income students
- Median earnings of former graduates and dropouts
- Loan re-payment rate

# Research
- Total research spending (from CMUP and NSF)
- # Science and Engineering Ph.D. awarded
- # UG alumni gone to receive PhD
- # faculty awards
- # faculty in National Academies

# Community Service
- Size of military programs
- % alumni currently serving Peace Corps
- % federal work-study grant spent on community service projects
- Voting Engagement
<table>
<thead>
<tr>
<th>Peer Group</th>
<th>Institution</th>
<th>2017 Rank</th>
<th>2018 Rank</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Virginia Peers</strong></td>
<td>Virginia Commonwealth University</td>
<td>247</td>
<td>202</td>
<td>45</td>
</tr>
<tr>
<td></td>
<td>George Mason University</td>
<td>106</td>
<td>59</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>Old Dominion University</td>
<td>109</td>
<td>121</td>
<td>-12</td>
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<tr>
<td></td>
<td>University of Virginia</td>
<td>36</td>
<td>40</td>
<td>-4</td>
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<tr>
<td></td>
<td>Virginia Tech</td>
<td>19</td>
<td>48</td>
<td>-29</td>
</tr>
<tr>
<td></td>
<td>College of William &amp; Mary</td>
<td>121</td>
<td>64</td>
<td>57</td>
</tr>
<tr>
<td>Quest Peers</td>
<td>University of Alabama at Birmingham</td>
<td>124</td>
<td>189</td>
<td>-65</td>
</tr>
<tr>
<td></td>
<td>University of Cincinnati</td>
<td>214</td>
<td>254</td>
<td>-40</td>
</tr>
<tr>
<td></td>
<td>University of Illinois at Chicago</td>
<td>52</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>University of Louisville</td>
<td>221</td>
<td>169</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>University of South Carolina</td>
<td>211</td>
<td>194</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>University of South Florida</td>
<td>87</td>
<td>95</td>
<td>-8</td>
</tr>
<tr>
<td>Aspirational Peers</td>
<td>Florida State University</td>
<td>81</td>
<td>82</td>
<td>-1</td>
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<tr>
<td></td>
<td>Ohio State University</td>
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<td>105</td>
<td>107</td>
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<tr>
<td></td>
<td>UCLA</td>
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<td>9</td>
<td>6</td>
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<tr>
<td></td>
<td>University at Buffalo (SUNY)</td>
<td>146</td>
<td>144</td>
<td>2</td>
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<tr>
<td></td>
<td>University of Minnesota - Twin Cities</td>
<td>54</td>
<td>61</td>
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</tr>
<tr>
<td></td>
<td>University of Pittsburgh</td>
<td>143</td>
<td>87</td>
<td>56</td>
</tr>
</tbody>
</table>
Issues with Washington Monthly Rankings

• The areas of ranking sound persuasive and highly relevant to VCU: Social mobility, research, and community service

• However, actual ratings are highly problematic:
  – Rankings vary tremendously from year to year, with huge fluctuations indicating essential invalidity

  – How constructs are measured are problematic, for example, comparing schools by looking at graduates’ income is only valid if majors are controlled – e.g., if one school is a tech school, graduating a large number of engineers vs another, liberal arts school graduating a large number of liberal arts majors, income comparisons are close to meaningless as they reflect disciplinary/field differences.

  – Even the community service metrics are measured in ways that do not capture what VCU, a very highly community engaged institution, does. For example, metrics are focused on peace corps volunteers and work study grants focused on community projects – indicators of community service, but surely not the main factors indicative of a Universities’ community engagement.
Make it real.

FY19 Paid Advertising Campaign
Business objective
Establish VCU as the No. 1 higher education choice, inspire students to engage with us and ultimately apply.

Opportunity
Show that VCU is an environment with the “it factor” that resonates emotionally and pragmatically with a particular type of student.

Campaign strategy
VCU is an igniter that gives you a launch pad to soar into creative collisions, big and small, at every corner.
Audience

Primary
Gen Z prospective Ugrad students (ages 15-17)
- VA
- Regional footprint (NC, MD, NY, PA, DC)
- **NEW**: Heavy-up to specific out-of-state (OOS) metro markets

Secondary
Influencers (alumni, parents, peers, RVA community)
Media strategy

Shifted media weight to social and search media (77%)

Developed customized creative to align with social media and mobile

Added impressions to out-of-state through digital targeting
Paid media metrics (Oct 1, 2108 – Feb 28, 2019)

Served over 87M total impressions, on pace to deliver the full 101M by the end of the campaign.

Conversion rate is 1.42% and is exceeding goal of 1.0% (292,284 landing page sessions / 4,155 clicks to VCU.edu web pages)

Overall CTR of .83% is tracking ahead of >.8% goal.

Twitter and Search are performing extremely well with a 11.33% and 7.14% CTR respectively.
Delivered 48.5M+ digital impressions and are pacing ahead of schedule to deliver the total 49M+ impressions by the end of the campaign.
Out-of-state recruitment advertising pilot

Working closely with SEM, key geographic territories identified to focus media spend and research targeting to align with recruitment efforts

Tripled historical digital media spend for FY19 targeted in NC, DC, MD, NY/NJ and PA.

Resulted in significant increase in OOS sessions on campaign landing page with ~65% originating outside of VA (last year ~30% from OOS)

New York tops the list at 18% with DC, NC and NJ averaging 9 -10%
# Web traffic source location from digital ads

<table>
<thead>
<tr>
<th>State</th>
<th>Sessions</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Virginia</td>
<td>106,567</td>
<td>35%</td>
</tr>
<tr>
<td>New York</td>
<td>56,053</td>
<td>18%</td>
</tr>
<tr>
<td>DC</td>
<td>30,692</td>
<td>10%</td>
</tr>
<tr>
<td>North Carolina</td>
<td>29,693</td>
<td>10%</td>
</tr>
<tr>
<td>New Jersey</td>
<td>27,494</td>
<td>9%</td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>20,950</td>
<td>7%</td>
</tr>
<tr>
<td>Maryland</td>
<td>12,681</td>
<td>4%</td>
</tr>
<tr>
<td>Tennessee</td>
<td>4,037</td>
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<tr>
<td>Georgia</td>
<td>3,742</td>
<td>1%</td>
</tr>
<tr>
<td>Connecticut</td>
<td>2,484</td>
<td>1%</td>
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<tr>
<td>Texas</td>
<td>1,637</td>
<td>1%</td>
</tr>
<tr>
<td>South Carolina</td>
<td>1,588</td>
<td>1%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>City</th>
<th>Sessions</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>New York</td>
<td>43,364</td>
<td>14%</td>
</tr>
<tr>
<td>Washington</td>
<td>30,692</td>
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</tr>
<tr>
<td>Virginia Beach</td>
<td>15,549</td>
<td>5%</td>
</tr>
<tr>
<td>Charlotte</td>
<td>15,031</td>
<td>5%</td>
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<tr>
<td>Philadelphia</td>
<td>13,649</td>
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<tr>
<td>Tysons</td>
<td>5,410</td>
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<td>Newark</td>
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<td>Charlottesville</td>
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<td>Richmond</td>
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<td>Dale City</td>
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<td>Atlanta</td>
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</tr>
<tr>
<td>Norfolk</td>
<td>2,935</td>
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</tbody>
</table>
Out-of-state recruitment research

Goal is to identify what motivates OOS applicants and the attributes that influence their decision to consider VCU. Messaging and creative strategies will be designed to address those mindsets and behaviors in FY20 campaign.

- Mind Full Insights is our strategic managing partner
- Hanover Research will conduct quantitative online research
- Measuring VCU’s brand health/awareness in VA and OOS
- Conducting research interviews with freshman students and parents

<table>
<thead>
<tr>
<th>Region</th>
<th>Students</th>
<th>Parents</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Local: Virginia</td>
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<td>2) Regional: Maryland</td>
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<tr>
<td>3) Regional: North Carolina</td>
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<tr>
<td>4) Regional: Washington, DC</td>
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<td>5) Regional: New York DMA</td>
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<td><strong>Total</strong></td>
<td><strong>1200</strong></td>
<td><strong>1200</strong></td>
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</table>
Student Success Campaign

Paid, Earned and Owned
This is the new American dream.

The American dream isn’t dead; it’s evolved. Revamped and rebuilt to meet the needs of an ever-changing world. At Virginia Commonwealth University, we’re realizing that dream by getting more well-trained, well-educated individuals into the workforce — ready to challenge the norm and reach the next level of success. Our graduation rate is on the rise, up 37 percent over the last decade. We’re the Gen Z of colleges, focused on making a difference through accessibility and excellence. That’s how we make it real.
Our results are also beginnings

At Virginia Commonwealth University, we are a catalyst for success. We’ve found that 17 percent of VCU graduates will more than double their earning power, among the highest of any university in the Mid-Atlantic. That is the very definition of social mobility. And it’s something we pride ourselves in at VCU.
Achieving the most improved graduation rates

In a seven-year span guided by our strategic plan, we increased the overall four-year graduation rate from 34 percent to 44.4 percent, and the six-year graduation rate from 57 percent to 67.4 percent. These increases were the highest among major public research institutions in Virginia, and our students from underrepresented groups experienced the most dramatic increase in graduation rates.
This is my real takeovers - Ashley (our UR student worker from the Ace-it program) had one of the highest engagement takeovers ever on the @Thisismyreal Instagram account. The takeover account is a great place for our students to tell their stories very authentically.
Think on This video series

Think on This is a new series from Virginia Commonwealth University that offers a peek into the minds of the people who are inspiring our students every day: our faculty.

Think on This: Tressie McMillan Cottom
35K views · January 22

Think on This: TyRuben Ellingson
34K views · January 29

Think on This: Paula Ferrada
52K views · February 5
VCU blasts into SpaceX Hyperloop finals

Hyperloop at VCU is one of 20 teams to advance to the final round of the international competition.

Christopher Jones, left, Jordan Chancellor, center, and Matthew Kozak work on Hyperloop pod controls at Bulkt, RVA. (Photo courtesy of VCU College of Engineering)
Virginia Commonwealth University
Proposed Program Brief

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.

External Competition

A search of the SCHEV Degree Inventory\(^5\) 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.

\(^5\)http://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

<table>
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<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>January 31</td>
<td>University Council Academic Affairs and University Policy</td>
</tr>
<tr>
<td>February 7</td>
<td>University Council</td>
</tr>
<tr>
<td>February 11</td>
<td>President’s Cabinet</td>
</tr>
<tr>
<td>March 22</td>
<td>Board of Visitors</td>
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</table>

Full Proposal

See attached See Academic and Health Affairs Committee Agenda for 3/22/2019 for full proposal.
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.

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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 a with a community or 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.

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 CIP 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. *Notification can be found in Academic and Health Affairs Committee Agenda for 3-22-2019.*
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.
Next Steps

| University Council Academic Affairs and University Policy Committee | 2/28/19 |
| University Council | 3/14/19 |
| President’s Cabinet | 4/15/19 |
| Board of Visitors | 5/10/19 |
| Submit to SCHEV | 5/13/19 |

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

See Academic and Health Affairs Agenda for 3-22-2019 for full proposal.
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 attached. For full proposal see Academic and Health Affairs Committee Agenda for 3-22-2019.
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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**Full Proposal**

See attached. For full proposal see Academic and Health Affairs Committee Agenda for 3-22-2019.
Virginia Commonwealth University  
Proposed Program Brief  

Proposal to Create a Bachelor of Science in Education in Secondary Education and Teaching with a Concentration in Engineering Education

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.

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**Full Proposal**

See attached. [See Academic and Health Affairs Agenda for 3-22-2019 for full proposal.](#)
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.

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.  See Academic and Health Affairs Agenda for 3-22-2019 for full proposal.
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
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. For full proposal see Academic and Health Affairs Committee Agenda 3-22-2019.
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.
Virginia Commonwealth University
Proposed Organizational Change

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**

- **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.
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
4. 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 and approve policies (including approving 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>
<tr>
<th>Frequency</th>
<th>Planned Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>A, Q, AN</td>
<td>Q1</td>
</tr>
<tr>
<td></td>
<td>Sep</td>
</tr>
</tbody>
</table>

#### A. General

1. **Review, update, and approve Academic and Health Affairs Committee charter**
   - Frequency: A
   - Planned Timing: Q1

2a. **Approve minutes of previous meeting**
   - Frequency: Q
   - Planned Timing: Q1, Q2, Q3, Q4

2b. **Maintain minutes of meetings**
   - Frequency: AN
   - Planned Timing: Q1, Q2, Q3, Q4

3. **Authorize investigations into any matters within the Committee’s scope of responsibilities**
   - Frequency: Q
   - Planned Timing: Q1, Q2, Q3, Q4

4. **Report Committee actions to the Board of Visitors with recommendations deemed appropriate**
   - Frequency: AN
   - Planned Timing: Q1, Q2, Q3, Q4

5. **Communicate in executive session, with general counsel**
   - Frequency: A
   - Planned Timing: Q1, Q2, Q3, Q4

6. **Review and approve Academic and Health Affairs Committee meeting planner for the upcoming year**
   - Frequency: Q
   - Planned Timing: Q1, Q2, Q3, Q4

7. **Monitor student academic success.**
   - Frequency: A
   - Planned Timing: Q1, Q2, Q3, Q4

#### 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: Q

#### 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: Q
   - Planned Timing: Q1, Q2, Q3, Q4
<table>
<thead>
<tr>
<th>Frequency</th>
<th>Planned Timing</th>
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<tbody>
<tr>
<td>A</td>
<td>Q</td>
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<td></td>
<td>Q1</td>
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<tr>
<td></td>
<td>Sep</td>
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<tr>
<td>Q1, Q2, Q3, Q4 based on Fiscal Year (July – June)</td>
<td>A</td>
</tr>
</tbody>
</table>

### D. Academic research activities

1. Review and approve research policies deemed to require Board of Visitor action. | X |
2. Receive reports on research advances of faculty, interdisciplinary groups, and VCU institutes and centers. | X |
3. Receive reports on the relationship of research activities to local, regional, national and international economic development. | X |
4. Report annually on the state of the VCU research enterprise including the total research awards, expenditures, trends, and outlook. | X | X- | X |

### E. Faculty and staff employment, rights and responsibilities, and professional development

1. Review and approve policies governing the compensation, tenure, promotion, recruitment, retention, rights and responsibilities, and development of the faculty. | X | X | X | X | X | X |
2. Review and approve policies and programs on equal employment opportunity and affirmative action. | X |
3. Afford an opportunity for direct communication between Board members and members of the faculty. | X | X | X | X | X |
4. Afford an opportunity for direct communication between Board members and members of the staff. | X | X | X | X | X |

### F. Admissions and retention

1. Review and approve policies governing the admission and retention of undergraduate, graduate and professional students to all divisions of the University. | X |

### G. Accreditation

1. Review and approve policies and reports related to departmental, school, and institutional accreditation. | X |

### H. Academic Success of Students

1. Review nominations and make the final selection of the recipient(s) of the Board of Visitors Award at a regularly scheduled meeting in February the spring of each year. | X | X |
2. Review topical areas of interest related to the student experience and overall student engagement. | X | X | X | X | X |
3. Review major fall and spring activities. | X | X | X |
4. Review and monitor student academic success. | X |

### I. Academic Success of Student Athletes

1. Review and oversee matters relating to the intercollegiate athletic program. | X | X | X |

### J. Student Rights and Responsibilities
### A. Frequency

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Planned Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>A=Annually; Q=Quarterly; AN=As Necessary</td>
<td></td>
</tr>
<tr>
<td>Q1, Q2, Q3, Q4 based on Fiscal Year (July – June)</td>
<td>A</td>
</tr>
<tr>
<td></td>
<td>Sep</td>
</tr>
</tbody>
</table>

### 1. Review and approve matters (including approving policies) relating to student rights, responsibilities, conduct, complaints/concerns and discipline, including matters relating to the VCU Honor System and VCU Rules and Procedures. |

### 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 media. |

### K. Student Services

1. Review and oversee matters relating to financial aid, housing services, counseling, student health, 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 Collaboration

1. Review and approve international partnerships |

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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
THE ONE VCU MASTER PLAN

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
A TRANSFORMATIVE, BOLD VISION

In addition to the guiding principles, the 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>24% 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

<table>
<thead>
<tr>
<th>Patient Beds</th>
<th>Clinic Facilities</th>
<th>Parking Facilities</th>
</tr>
</thead>
<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% of the open spaces on campus are in poor or below average condition.
# MASTER PLAN OUTCOMES

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

<table>
<thead>
<tr>
<th>PATIENT BEDS</th>
<th>CLINIC FACILITIES</th>
<th>PARKING FACILITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% private beds</td>
<td>20% growth accommodated through 2025</td>
<td>3,100 patient/visitor parking spots</td>
</tr>
<tr>
<td>15% 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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</table>
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 ONE 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.
PROCESS

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.

Walking tour during the design phase of the Master Plan process
### Schedule

<table>
<thead>
<tr>
<th>PROJECT KICK-OFF</th>
<th>ENVIRONMENTAL SURVEY</th>
<th>THEMES + ISSUES</th>
<th>DESIGN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kick-off Meetings</td>
<td>Campus Tour + Interviews + Listening Sessions</td>
<td>Campus Analysis + Draft Analysis Summary</td>
<td>Draft Program Themes + Principles + Concept Framework Plan</td>
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**Working Group**
- X X X X X X X

**Facilities Planning Steering Committee**
- X

**Executive Sponsor Prioritization Sub-Committee**
- X X X X X X X

**Executive Sponsors**
- X

**Board of Visitors**
- X

**Key Engagement**
- X

**Health System Authority Board of Directors**
- X

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**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
Alignment with Strategic Plans

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
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 reach 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.
LEED certification

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

01
CAPITALIZE on VCU’s urban location with an academic health center to promote real world experiences that prepare students as global citizens and leaders.

02
LOCATE formal and informal student spaces throughout campus to support creativity, interdisciplinary collaboration, studying and teamwork.

03
MODERNIZE student support spaces, student commons and wellness facilities to ensure student success and well-being.

04
PROVIDE 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.

05
RENOVATE AND RE-PURPOSE buildings and sites for the highest and best use, recognizing that not all spaces can serve all uses.

06
BUILD new space strategically when existing space cannot satisfy the program or is better suited to meet other needs.
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.
PATIENT EXPERIENCE

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 PRIVATIZE 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.
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

**KEY PROJECTS IMPACTING GUIDING PRINCIPLE**

**ONE VCU PROJECTS**

**PROGRAM CLUSTERS**

**PROPOSED BRIDGE CONNECTION**

* DENOTES PROJECTS IN MULTIPLE GUIDING PRINCIPLES
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.
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

GRACE

MARSHALL

STATE CAPITOL

GOVERNMENT CENTER

VCU MEDICAL CENTER

PROPOSED PARKING

LEIGH

CLAY

BROAD

CARY

FRANKLIN

MAIN
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 CAMPUSES
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

KEY
- PROPOSED BUILDINGS
- PROPOSED OPEN SPACE
- EXISTING BUILDINGS
- LEASED BUILDINGS
- PARKING STRUCTURE

RENOVATION
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.
Electrical Line Easement Affirmation
College of Health Professions Building

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](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.

**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.

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 several substantive changes as follows:

a. Section 6 (B) line 2 - changed “the Board shall at that time elect a Rector.” to read “the Board shall at the time action on the recommendation and elect a Rector.”

b. Section 6 (B) line 4 – changed “the Board shall at that time elect a Vice-Rector and Secretary” to read “the Board shall at that time act on the recommendation and elect a Vice-Rector and Secretary”

c. Section 7(B)(2) – added a new standing committee entitled Intercollegiate Athletics Committee.

d. 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

e. 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 act on the recommendation and 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 act on the recommendation and 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 (other than the Rector) 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 act on the recommendation of the Nominating Committee.

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
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
Biotechnology Research Park Corporation Board of Directors. The President is a member of the faculty of the University.

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 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 March 22, 2019.
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: March 22, 2019

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.

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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 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.

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/

Related Documents

Overview and instructions for submission can be found 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 (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:** 03/22/2019

### 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.

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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: 03/22/2019

**FAQs**

There are no FAQs associated with this policy and procedures.