BOARD MEMBERS PRESENT ELECTRONICALLY
Mr. Keith T. Parker, Rector
Mr. H. Benson Dendy III, Vice Rector
Mr. Peter F. Farrell
Ambassador Carmen Lomellin
Dr. Tonya Parris-Wilkins

OTHERS PRESENT
Mr. Jay Davenport, Vice President for Development and Alumni Relations
Mr. Jacob Belue, Esq., Associate University Counsel
Dr. Peter Buckley, Interim Senior Vice President for Health Sciences and CEO of VCUHS
Ms. Chelsea Gray, Assistant Secretary & Board Liaison to the VCU Board of Visitors
Ms. Karol Kain Gray, Senior Vice President and Chief Financial Officer
Dr. Gail Hackett, Provost and Senior Vice President for Academic Affairs
Ms. Karen Helderman, Executive Director for Audit and Compliance Services
Dr. Tomikia LeGrande, Vice Provost for Strategic Enrollment Management
Ms. Pamela Lepley, Vice President for University Relations and Chief Communications Officer
Mr. Mike Melis, Esq., University Counsel
Dr. Aashir Nasim Vice President of Institutional Equity, Effectiveness and Success

CALL TO ORDER AND INTRODUCTIONS
Mr. Keith T. Parker, Rector, called the meeting to order at 8:31 am Ms. Chelsea Gray conducted a roll call to see who was present. The meeting was being held in accordance with HB29, Governor's Amendment 28: Allow policy-making boards to meet virtually during emergency declarations. The meeting was held by electronic communication means via Zoom. The public was able to view the open session of the meeting via livestream at https://mssvideo.vcu.edu/BOV.

President Rao welcomed the new Board members, and thanked all the members of the Board for their service to VCU and in helping shape the priorities of the university. He reviewed the University’s priorities. President Rao also introduced Dr. Art Kellermann, soon to be Senior Vice President for Health Sciences and CEO of VCUHS, who will begin on October 1, 2020. He
concluded by stating he looks forward to working with the Board in addressing the challenges faced by higher education as well as during these times.

Mr. Parker also welcomed the new Board members and thanked them for their willingness to serve on the Board of Visitors of Virginia Commonwealth University. He encouraged the members to ask questions, make comments and be fully engaged as a board member. He reiterated and supported the President’s priorities. He concluded that each board member brings a strength to the board and we are delighted to be working with them to advance a University.

PUBLIC COMMENT PERIOD
Ms. Chelsea Gray, Assistant Secretary and Board Liaison, reminded the Board that written comments were to be received prior to the meeting via an online portal and that no responses were received. She then reminded the Board that there would be a public comment session at this meeting and that in accordance with the published procedures for public comment, one individual pre-registered to speak and there were no additional registrations immediately before the beginning of today’s meeting. She reminded the Board that the speaker would have 3 minutes to speak.

Ms. Gray called on Dr. Everett Carpenter, VCU Professor and President of the VCU Chapter of American Association of University Professors. Dr. Carpenter expressed concerns with the reopening of campus and explained it is critical to engage faculty.

Ms. Gray and Mr. Parker thanked Dr. Carpenter for his comments.

AUDIT & COMPLIANCE
Ms. Karen Helderman, Executive Director of Audit and Compliance Services, gave a presentation with an overview of the Division of Audit and Compliance Services, including a review of the oversight role of the Board of Visitors. A copy of the presentation is attached hereto as *Attachment A* and is made a part hereof.

Mr. Parker thanked Ms. Helderman for her presentation.

OVERVIEW OF ACADEMIC AFFAIRS
Dr. Gail Hackett, Provost and Senior Vice President for Academic Affairs, and Dr. Tomikia LeGrande, Vice Provost for Strategic Enrollment Management provided an overview of Academic Affairs, including the mission of the Provost’s office; Quest 2025; priorities of Academic Affairs focusing on both student success and program and faculty success. Dr. LeGrande provided information about enrollment and the current status. She also provided information on switching to online instruction during Spring/Summer 2020. A copy of the presentation is attached hereto as *Attachment B* and is made a part hereof.

Mr. Parker thanked Dr. Hackett and Dr. LeGrande for their presentation.
RELATIONSHIP BETWEEN VCU & VUCHS
Dr. Peter Buckley, Interim Senior Vice President for Health Sciences and CEO of the VCU Health System, provided an overview of the relationship between the two entities, specifically discussing the overlap related to the health sciences schools and the research centers and institutes with the university and the health system. Dr. Buckley also discussed the governance of the VCU Health System, reviewing its creation as an “Authority” and its specific purpose; delineating the areas of oversight of by the Board of Visitors and by the VCUHS Board of Directors and noted that five (5) members of the Board of Visitors are appointed to the VCU Health System Board of Directors by the Rector. A copy of the presentation is attached hereto as Attachment C and is made a part hereof.

Mr. Parker thanked Dr. Buckley for his presentation.

OVERVIEW OF 2021 BUDGET
Ms. Karol Kain Gray, Senior Vice President and Chief Financial Officer, presented an overview of the University’s FY 2021 Budget plan, reviewing the sources of funding and expenditures. She also reviewed the components of the Education and General (E&G) budget funds. Ms. Gray also reviewed the 2020-2021 Tuition and Mandatory Fees for resident undergraduates. She also reviewed the budget challenges created by COVID19. A copy of Ms. Gray’s presentation is attached hereto as Attachment D.

Mr. Parker thanked Ms. Gray for her presentation.

DIVERSITY AND INCLUSION
Dr. Aashir Nasim Vice President of Institutional Equity, Effectiveness and Success, presented an overview OF Quest 2025 Theme IV: Diversity Driving Excellence including (1) Advance institutional excellence, (2) Build and sustain the infrastructure, and (3) Establish diversity as an imperative. A copy of the presentation is attached hereto as Attachment E and is made a part hereof.

Mr. Parker thanked Dr. Nasim for his presentation.

ANNUAL GIVING & BOARD SCHOLARSHIP
Mr. Jay Davenport, Vice President for Development and Alumni Relations, provided an overview of the functions of Development and Alumni Relations. He also provided the history of Board of Visitors giving and provided information on the Board of Visitors Scholarship. A copy of the presentation is attached hereto as Attachment F and is made a part hereof.

Mr. Parker thanked Mr. Davenport for his presentation.

CLOSED SESSION
Rector Parker moved that the Virginia Commonwealth University Board of Visitors convene into closed session pursuant to Sections 2.2-3711(A) (8) of the Virginia Freedom of Information Act for the consultation from legal counsel regarding specific legal matters requiring the provision of
legal advice, more specifically relating the role of university counsel, the board’s legal duties and responsibilities, and the legal relationship between VCU and VCU Health System:

**Vote**

<table>
<thead>
<tr>
<th></th>
<th>Ayes</th>
<th>Nays</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Keith T. Parker, Rector</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Mr. Peter F. Farrell</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Ambassador Carmen Lomellin</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Dr. Tonya Parris-Wilkins</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

Mr. Dendy was not present for the vote. At that time the VCU board members and leadership members ended the open session Zoom and entered the closed session Zoom meeting.

**RECONVENED SESSION**
Following the closed session, the board members and leadership members returned to the open session Zoom. Rector Parker called the meeting to order. On motion duly made and seconded, the board reconvened in open session and 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.

**Vote**

<table>
<thead>
<tr>
<th></th>
<th>Ayes</th>
<th>Nays</th>
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</thead>
<tbody>
<tr>
<td>Mr. Keith T. Parker, Rector</td>
<td>X</td>
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<tr>
<td>Mr. Peter F. Farrell</td>
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<tr>
<td>Dr. Tonya Parris-Wilkins</td>
<td>X</td>
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</tbody>
</table>

Mr. Dendy was not present for the vote. All remaining members present responding affirmatively, the resolution of certification was adopted.

**ADJOURNMENT**
There being no further business, Mr. Parker, Rector, adjourned the meeting at 12:18 pm.
Audit and Compliance Services

• University and Health System Responsibilities
  ➢ Provides audit, integrity and compliance operations on behalf of the Boards
  ➢ Executive Director is accountable to the Boards through their respective audit and compliance committees

• University Functions
  ➢ University Audit and Management Services (Internal Audit)
  ➢ Integrity and Compliance Office
University Audit and Management Services (Internal Audit)

- Institute of Internal Auditor’s *International Standards for the Professional Practice of Internal Auditing*
- Risk-based audits of information systems, financial and compliance controls
- Investigative reviews
- Special requests
- Advisory services
- Audit reports provided in Audit, Integrity and Compliance Committee materials
Integrity and Compliance Office

• Oversees VCU’s Compliance and Ethics Program

• Utilizes compliance partners throughout the University

• Software provides visibility into areas of concern

• Compliance Program based on Chapter 8 of the US Department of Justice *Federal Sentencing Guidelines* – Seven Elements of an Effective Compliance Program
Integrity and Compliance Office

- **Standards & Procedures** — Code of Conduct, written policies and procedures
- **Oversight** — designated compliance officer and Board compliance committee
- **Education & Training** — education program on policies and expectations
- **Reporting** — methods to communicate concerns without fear of retaliation
- **Monitoring & Auditing** — track policy updates, analyze trends, staff surveys
- **Enforcement and Discipline** — enforce our compliance program by taking action
- **Response and Prevention** — analyze violations, refine or adopt policies, provide additional training
Michigan State’s Untouchable Board of Trustees

Members of the board have been accused of covering up Larry Nassar’s abuse, and yet they’ve somehow emerged from the scandal unscathed.

CAROLINE KITCHENER  SEP 26, 2018

Enron Board Aided Collapse, Senate Panel Says

July 1, 2006

The members of Enron Corp.’s board of directors contributed to the firm’s collapse by failing to curb the Houston energy trader’s risky accounting tactics, approving conflicts of interest, and rubber-stamping enormous cash payouts to executives, according to a hardly worried Senate report to be released today.

“...The board witnessed numerous indications of questionable practices by Enron management over several years, but chose to ignore them to the detriment of Enron shareholders, employees, and business associates,” the report said.

Penn State Board Of Trustees Respond To Coverup Allegations In Frech Report: ‘Speculation’

March 21, 2019 04:03 PM

U-Maryland Medical System CEO put on leave after board conflict scandal

HARRIS MEYER

The University of Maryland Medical System has put CEO Robert Chrencik on temporary leave of absence following reports that nine of the system’s 30 board members, including elected public officials, have substantial business deals with the system.

Board Chairman Stephen Burch announced that the board, at an emergency meeting Thursday, also voted to hire an independent firm to review board members’ contractual relationships with the system.
Typical Oversight Questions

• How does VCU’s compliance program compare to its peers?
• Are we satisfying the seven requirements of an effective compliance program?
• What are our most significant risks and how are we mitigating them?
• How are we monitoring and responding to misconduct?
• Are we effectively communicating our ethics and compliance commitment?
• How do senior leaders determine which risks to report to the Board?
• How is the Board assured that controls for key risks are working?
Integrity and Compliance Office

www.codeofconduct.vcu.edu
The Office of the Provost is dedicated to ensuring:

- A high-quality and engaged learning experience for all students.
- The recruitment and retention of a talented and diverse faculty.
- The availability of resources to ensure world-class teaching, scholarship, research and creative expression.
- A strong commitment to the global engagement of students, faculty and staff that transforms lives and communities.
Academic Affairs Priorities

**Students**
- 5-year strategic enrollment plan
- Creating a Student Financial Services Model
- Focus on Student Success
  - Central student success unit
  - 6-year graduation rate increased 37% in last decade
  - Enhanced/innovative advising
  - Early alert
  - Major maps
- REAL Initiative (Real, Experiential & Applied Learning)
- Residential Living Learning Programs
- Career services
- Closing the retention and graduation gap

**Programs**
- New program offerings to satisfy market demand
- Program review and accreditation
- Digital engagement and online learning
- Curricular/course transformation
  - Revising general education
  - Redesigning gateway courses
  - Revamping and increasing summer offerings

**Faculty**
- Targeting efforts to improve retention and satisfaction of faculty
  - Center for Teaching and Learning Excellence (CTLE)
  - Faculty mentoring program
  - Department chairs leadership development program
- Compensation plan to address short- and long-term concerns
- Implemented faculty cluster hiring process (iCubed) focused on under-represented groups; 15% increase in URM faculty last year
- Ongoing growth of research, particularly interdisciplinary
# Quest 2025: Outcomes Strategy

<table>
<thead>
<tr>
<th>Graduation and Retention Trends</th>
<th>Quest 2025 Goals</th>
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</thead>
<tbody>
<tr>
<td><strong>UG 1 year retention</strong></td>
<td></td>
</tr>
<tr>
<td>Fall 2013 Cohort</td>
<td>86.5%</td>
</tr>
<tr>
<td>Fall 2014 Cohort</td>
<td>85.8%</td>
</tr>
<tr>
<td>Fall 2015 Cohort</td>
<td>86.4%</td>
</tr>
<tr>
<td>Fall 2016 Cohort</td>
<td>83.0%</td>
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<tr>
<td>Fall 2017 Cohort</td>
<td>84.7%</td>
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<tr>
<td>Fall 2018 Cohort</td>
<td>83.1%</td>
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<tr>
<td><strong>URM</strong></td>
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<tr>
<td>Fall 2013 Cohort</td>
<td>85.1%</td>
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<td>84.7%</td>
</tr>
<tr>
<td>Fall 2018 Cohort</td>
<td>82.8%</td>
</tr>
<tr>
<td><strong>Men of Color (Black &amp; Hispanic)</strong></td>
<td></td>
</tr>
<tr>
<td>Fall 2013 Cohort</td>
<td>82.4%</td>
</tr>
<tr>
<td>Fall 2014 Cohort</td>
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<tr>
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<td>83.8%</td>
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<tr>
<td>Fall 2018 Cohort</td>
<td>82.5%</td>
</tr>
<tr>
<td><strong>Pell-recipient</strong></td>
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<tr>
<td>Fall 2013 Cohort</td>
<td>85.2%</td>
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<tr>
<td>Fall 2014 Cohort</td>
<td>83.6%</td>
</tr>
<tr>
<td>Fall 2015 Cohort</td>
<td>85.1%</td>
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<tr>
<td>Fall 2016 Cohort</td>
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<td>Fall 2018 Cohort</td>
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</tr>
<tr>
<td><strong>First gen</strong></td>
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<tr>
<td>Fall 2013 Cohort</td>
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<tr>
<td>Fall 2014 Cohort</td>
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<td>81.4%</td>
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<td>Fall 2016 Cohort</td>
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<td><strong>UG 2 year retention</strong></td>
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<td>Fall 2013 Cohort</td>
<td>77.4%</td>
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<tr>
<td>Fall 2014 Cohort</td>
<td>75.8%</td>
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<tr>
<td>Fall 2015 Cohort</td>
<td>77.1%</td>
</tr>
<tr>
<td>Fall 2016 Cohort</td>
<td>74.1%</td>
</tr>
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<td>Fall 2017 Cohort</td>
<td>75.2%</td>
</tr>
<tr>
<td><strong>URM</strong></td>
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<tr>
<td>Fall 2013 Cohort</td>
<td>75.5%</td>
</tr>
<tr>
<td>Fall 2014 Cohort</td>
<td>74.7%</td>
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<tr>
<td>Fall 2015 Cohort</td>
<td>76.0%</td>
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<td>Fall 2016 Cohort</td>
<td>71.8%</td>
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<td>Fall 2017 Cohort</td>
<td>73.9%</td>
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<td><strong>Men of Color (Black &amp; Hispanic)</strong></td>
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<td>Fall 2013 Cohort</td>
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<td>Fall 2014 Cohort</td>
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<td>Fall 2015 Cohort</td>
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<tr>
<td>Fall 2014 Cohort</td>
<td>72.6%</td>
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<tr>
<td>Fall 2015 Cohort</td>
<td>74.2%</td>
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<tr>
<td>Fall 2016 Cohort</td>
<td>69.6%</td>
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<td>Fall 2017 Cohort</td>
<td>71.7%</td>
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<tr>
<td><strong>First gen</strong></td>
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<td>Fall 2013 Cohort</td>
<td>75.3%</td>
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<tr>
<td>Fall 2014 Cohort</td>
<td>68.4%</td>
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<td>Fall 2015 Cohort</td>
<td>71.1%</td>
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<tr>
<td><strong>UG 6 year graduation</strong></td>
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<td>Fall 2013 Cohort</td>
<td>67.6%</td>
</tr>
<tr>
<td><strong>URM</strong></td>
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<tr>
<td>Fall 2013 Cohort</td>
<td>63.9%</td>
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<td><strong>Men of Color (Black &amp; Hispanic)</strong></td>
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<tr>
<td>Fall 2013 Cohort</td>
<td>58.1%</td>
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<tr>
<td><strong>Pell-recipient</strong></td>
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</tr>
<tr>
<td>Fall 2013 Cohort</td>
<td>63.2%</td>
</tr>
</tbody>
</table>

## Quest 2025 Goals

- UG 1 year retention: 90% (2024 Cohort)
- UG 2 year retention: 84% (2023 Cohort)
- UG 6 year graduation: 78% (2019 Cohort)
# Quest 2025: Enrollment Strategy

## Enrollment Trends

<table>
<thead>
<tr>
<th></th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
<th>Quest 2025 Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Enrollment</td>
<td>31,163</td>
<td>31,242</td>
<td>31,230</td>
<td>31,034</td>
<td>31,076</td>
<td>30,103</td>
<td>31,000</td>
</tr>
<tr>
<td>Newly enrolled freshmen</td>
<td>3,586</td>
<td>4,090</td>
<td>4,234</td>
<td>4,201</td>
<td>4,600</td>
<td>4,461</td>
<td>4,900</td>
</tr>
<tr>
<td>Newly enrolled transfers</td>
<td>2,287</td>
<td>2,022</td>
<td>2,069</td>
<td>1,911</td>
<td>1,708</td>
<td>1,672</td>
<td>2,000</td>
</tr>
<tr>
<td>Graduate enrollment (Masters+Doctoral) as % of total enrollment</td>
<td>15.2%</td>
<td>15.2%</td>
<td>14.9%</td>
<td>15.0%</td>
<td>15.0%</td>
<td>15.4%</td>
<td>15.0%</td>
</tr>
<tr>
<td>First Professional Enrollment</td>
<td>1,718</td>
<td>1,740</td>
<td>1,760</td>
<td>1,743</td>
<td>1,709</td>
<td>1,639</td>
<td>1,750</td>
</tr>
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</table>
### Quest 2025: Faculty Strategy

#### T&R Faculty Trends

<table>
<thead>
<tr>
<th></th>
<th>Fall 2014</th>
<th>Fall 2015</th>
<th>Fall 2016</th>
<th>Fall 2017</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>T&amp;R Faculty</td>
<td>2,229</td>
<td>2,264</td>
<td>2,274</td>
<td>2,338</td>
<td>2,446</td>
<td>2,497</td>
</tr>
<tr>
<td>Tenured/Tenure Track Faculty</td>
<td>969</td>
<td>958</td>
<td>959</td>
<td>972</td>
<td>1,027</td>
<td>1,040</td>
</tr>
<tr>
<td>% URM T&amp;R Faculty</td>
<td>8.3%</td>
<td>8.6%</td>
<td>9.0%</td>
<td>9.7%</td>
<td>10.1%</td>
<td>10.0%</td>
</tr>
</tbody>
</table>
**Quest 2025: National Research Prominence Strategy**

**Sponsored Research (in millions)**
- FY19 Goal = $275.0m

**Federal Research Awards - NIH (in millions)**
- FY19 Goal = $79.7m
- 2017-18: $78.9
- 2018-19: $89.9

**Federal Research Awards - All Other (in millions)**
- FY19 Goal = $62.3m
- 2017-18: $69.9
- 2018-19: $69.9

**Office of the Provost**
VCU Total Enrollment

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>First Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2015</td>
<td>31,242</td>
<td>1,740</td>
<td>5,451</td>
</tr>
<tr>
<td>Fall 2016</td>
<td>31,230</td>
<td>1,760</td>
<td>5,259</td>
</tr>
<tr>
<td>Fall 2017</td>
<td>31,034</td>
<td>1,743</td>
<td>5,282</td>
</tr>
<tr>
<td>Fall 2018</td>
<td>31,076</td>
<td>1,709</td>
<td>5,309</td>
</tr>
<tr>
<td>Fall 2019</td>
<td>30,103</td>
<td>1,639</td>
<td>5,292</td>
</tr>
</tbody>
</table>

Fall 2015: Undergraduate 24,051, Graduate 5,451, First Professional 1,740
Fall 2016: Undergraduate 24,211, Graduate 5,259, First Professional 1,760
Fall 2017: Undergraduate 24,009, Graduate 5,282, First Professional 1,743
Fall 2018: Undergraduate 24,058, Graduate 5,309, First Professional 1,709
Fall 2019: Undergraduate 23,172, Graduate 5,292, First Professional 1,639
Spring 2020 and Summer 2020
Switch to Online Instruction

Spring 2020
8,420 course sections
2,301 instructors
28,149 students

Summer 2020
2,942 course sections
1,014 instructors
10,277 students

Number of instructors and students are unduplicated counts.
Fall 2020 Course Sections by Modality

Data as of August 14, 2020

Online - 100% instructional content is delivered using electronic means.

Hybrid - 30% or more of course time is in person. The remainder is online/remote.

Blended - 1-29% of course time is in person. The remainder is online/remote.

Flexible option provides live-stream for student flexibility

<table>
<thead>
<tr>
<th>Modality</th>
<th>Instructor Count for All Course Section Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Person</td>
<td>972</td>
</tr>
<tr>
<td>Online</td>
<td>1,389</td>
</tr>
<tr>
<td>Hybrid</td>
<td>499</td>
</tr>
<tr>
<td>Blended</td>
<td>222</td>
</tr>
<tr>
<td>Total Instructor Count (unduplicated)</td>
<td>2,234</td>
</tr>
</tbody>
</table>

First Professional Sections: 100%

Graduate Sections:
- In Person: 4.6%
- Online: 26.3%
- Hybrid: 4.6%
- Blended: 3.8%

Undergraduate Sections:
- In Person: 12.1%
- Online: 42.2%
- Hybrid: 16.7%
- Blended: 6.2%

Total Sections = 8,392
- In Person: 36.0%
- Online: 46.7%
- Hybrid: 12.1%
- Blended: 5.2%
Fall 2020 Course Enrollment by Modality

First Professional Students
- In Person: 100%

Graduate Students
- In Person: 47.0%
- Online: 5.4%
- Hybrid: 4.3%
- Blended: 13.4%

Undergraduate Students
- In Person: 75.0%
- Online: 6.8%
- Hybrid: 4.9%
- Blended: 11.5%

Total Course Enrollment = 131,353
- In Person: 66.9% (n=87,912)
- Online: 17.0% (n=22,265)
- Hybrid: 11.5% (n=15,129)
- Blended: 4.6% (n=6,047)

Data as of August 14, 2020
Online@VCU Support to Faculty

694

Total number of faculty who received assistance in preparing for Fall 2020

(On-demand Courses, Teaching Online Course, Designing Online Course, Flexible Design Program)
VCU Health System Overview

August 26, 2018
VCUHS

• Separate legal entity

• 1996 – General Assembly established the Medical College of Virginia Hospitals Authority – certain facilities, operations, employees and obligations of MCV Hospitals (formerly a division of VCU) transferred to the Authority

• 2000 – General Assembly changed the name to VCU Health System Authority
VCUHS

• VCUHS given greater operational flexibility than typical state agency

• Higher Ed. Restructuring Act giving greater operational flexibility to institutions of higher education was not passed until 2005
VCUHS PURPOSES

• Provide healthcare – including indigent care
• Serve as the principal teaching and training hospital for VCU Health Sciences
• Support education, research, and public service activities of VCU Health Sciences
• Operate and manage general hospital and other health care facilities – earning revenues necessary for operations
VCUHS POWERS

• Sue & be sued in its own name
• Locate & maintain offices
• Contract; conduct business; accept gifts; borrow money & issue bonds; procure insurance; purchase, own and sell property
VCUHS POWERS (contd.)

• Eminent domain
• Charge for services & facilities
• Create, have ownership in, and/or control public or private entities; participate in joint ventures
• Invest its operating funds
VCUHS POWERS (contd.)

• Exempt from taxation, Personnel Act, Workforce Transition Act, Administrative Process Act, and Public Procurement Act
• Adopt policies and regulations governing access to, conduct on, and use of its property that have the force of law – enforced by campus police, or VCUHS can establish police
VCUHS

• “Upon dissolution of the Authority, all assets of the Authority, after satisfaction of creditors, shall revert to the University”

Va. Code Sec. 23.1-2428
VCUHS GOVERNANCE

• Board of Directors = 19 appointed & 2 ex officio
• Governor = 6 nonlegislative citizens (2 physician-faculty from list submitted by SOM through VP)
• Speaker of House = 5 (2 p-f from list)
• Senate Comm. on Rules = 3 (1 p-f from list)
VCUHS GOVERNANCE (contd.)

• Shared Governance
• VCU BOV Rector appoints 5 nonlegislative citizen members serving on the VCU BOV
• VCU President and VCU VP for Health Sciences are *ex officio* members with voting privileges
• More Shared Governance
• VCU President = Chairman of VCUHS Board
• VCU VP Health Sciences = VCUHS CEO
VCUHS GOVERNANCE (contd.)

• CEO selection, removal, and conditions of appointment, including salary, shall be made jointly by VCU and VCUHS boards at a joint meeting

• Ultimately, if boards disagree, VCU President decides
ATTACHMENT D

VCU Board of Visitors

New Member Orientation

Karol Kain Gray, SVP and CFO
August 26, 2020
Overview of FY 2021 Budget
## Sources Summary (in thousands)

**Virginia Commonwealth University – 2020-2021 University Budget Plan**

<table>
<thead>
<tr>
<th>FY 2020-2021 Sources</th>
<th>Educational &amp; General Programs</th>
<th>Sponsored Programs</th>
<th>Student Financial Assistance</th>
<th>Hospital Services</th>
<th>Total University</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Direct Costs</td>
<td>Direct Admin. Costs</td>
<td>Enterprises</td>
<td>Qatar</td>
<td>Funds</td>
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<tr>
<td>State General Fund</td>
<td>$ 195,225</td>
<td>$ 14,013</td>
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<td>Direct Appropriations</td>
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<td>Central Transfers</td>
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<td>-</td>
<td>-</td>
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<tr>
<td>State General Fund</td>
<td>$ 195,225</td>
<td>$ 14,013</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
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<tr>
<td>Nongeneral Funds</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Student Tuition and Fees</td>
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<td>54,819</td>
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<td>82,683</td>
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<td>Other Sources</td>
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<td><strong>Total Nongeneral Funds</strong></td>
<td><strong>413,685</strong></td>
<td><strong>274,416</strong></td>
<td><strong>43,000</strong></td>
<td><strong>145,479</strong></td>
<td><strong>53,584</strong></td>
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<tr>
<td>Transfers (in out)</td>
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<td>(10,026)</td>
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<tr>
<td><strong>Total University Sources</strong></td>
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<td><strong>288,429</strong></td>
<td><strong>32,974</strong></td>
<td><strong>145,479</strong></td>
<td><strong>53,584</strong></td>
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</table>
### FY 2020-2021 Uses

<table>
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<tr>
<th>Educational &amp; General Programs</th>
<th>Sponsored Programs</th>
<th>University Financial</th>
<th>Student Financial Assistance</th>
<th>Hospital Services</th>
<th>Total University</th>
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<tbody>
<tr>
<td><strong>Programs</strong></td>
<td><strong>Direct Costs</strong></td>
<td><strong>Facilities &amp; Admin. Costs</strong></td>
<td><strong>Auxiliary Enterprises</strong></td>
<td><strong>Qatar</strong></td>
<td>** Funds**</td>
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<td>Instruction</td>
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<td>$ -</td>
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<td>Research</td>
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<td>Institutional Support</td>
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<td>Operation and Maintenance of Plant</td>
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<td>Auxiliary Enterprises</td>
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<td>-</td>
<td>152,919</td>
<td>-</td>
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<tr>
<td>Hospital Services</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td><strong>Subtotal Uses</strong></td>
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<td>(4,628)</td>
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<td><strong>Addition to Reserves</strong></td>
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<td>(5,463)</td>
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<td><strong>Anticipated COVID-19</strong></td>
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<tr>
<td>&amp; Enrollment Adjustments</td>
<td></td>
<td>-</td>
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<td>-</td>
<td>-</td>
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<td><strong>Contingencies</strong></td>
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<td><strong>Subtotal Contingencies and Transfers</strong></td>
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<td>-</td>
<td>1,760</td>
<td>(7,440)</td>
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<tr>
<td><strong>Total University Uses</strong></td>
<td>$618,936</td>
<td>$288,429</td>
<td>$32,974</td>
<td>$145,479</td>
<td>$39,990</td>
</tr>
</tbody>
</table>

(1) Per the state budget, nongeneral fund appropriation from E&G programs and from Auxiliary Services was required to be transferred to Student Financial Assistance to more accurately reflect aid to students.
## Total University Budget FY20-21: $1.3B

### in thousands

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
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<tr>
<td>State Appropriations</td>
<td>$195,225</td>
</tr>
<tr>
<td>Student Tuition and Fees</td>
<td>$401,979</td>
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<tr>
<td>Sales &amp; Services, Other</td>
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<tr>
<td>Sponsored Research</td>
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<tr>
<td>Student Financial Assistance</td>
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<td>Gifts</td>
<td>$53,584</td>
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<tr>
<td>Auxiliary</td>
<td>$145,479</td>
</tr>
<tr>
<td>Other</td>
<td>$75,530</td>
</tr>
</tbody>
</table>

- **Total University Budget:** $1,300,000
- **E&G Budget:** $618,796
- **Other:** $75,530
- **State Appropriations:** $195,225
- **Student Tuition and Fees:** $401,979
- **Sales & Services, Other:** $21,592
- **Sponsored Research:** $321,403
- **Student Financial Assistance:** $76,056
- **Gifts:** $53,584
- **Auxiliary:** $145,479

*VCU*
Key Facts

• VCU Tier III Institution, along with UVA, VT, JMU and W&M

• 91 % resident undergraduates

• Cost of attendance for 20-21 academic year is $31,697 for undergraduate residents and $53,761 for undergraduate non-residents

• Bond ratings - Moody’s Aa3; S&P AA-

• Debt burden ratio – FY19 was 3.82%; internal benchmark is 5%; state benchmark is 6%

• Total budget, including the VCUHS, is $5.2B
Fall 2019 Resident vs Non-Resident Undergraduates

*Source: SCHEV E03 Report*
Avg. Indebtedness of Resident Undergraduates Among Virginia Tier III Institutions

*Source: SCHEV EOM02 Report*
Resident Pell Recipients

*Source: SCHEV EOM02 Report

VCU, 23%
GMU, 19%
VT, 16%
JMU, 10%
UVA, 10%
W&M, 10%

VCU, 25%
GMU, 26%
VT, 16%
JMU, 14%
UVA, 13%
W&M, 14%

VCU, 32%
GMU, 34%
VT, 19%
JMU, 19%
W&M, 16%
UVA, 14%

*Source: SCHEV EOM02 Report*
Challenges/Opportunities

• Flat tuition increase for last two fiscal years

• Maintain bond ratings

• Budgetary challenges during pandemic; ability to grow enrollment

• Aging Infrastructure/Master Plan - $524M of capital needs identified over next ten years; $298M (57%) are priority needs (backlog or coming due in the next three years)
Questions
ATTACHMENT E

Overview of our university’s diversity and inclusion strategies
Quest 2025: Together We Transform

• Theme I: Student Success
  – Transform the lives of our distinctive and diverse students

• Theme II: National Prominence
  – Achieve preeminence as a 21st century public research university

• Theme III: Collective Urban and Regional Transformation
  – Create collective community change

• Theme IV: Diversity Driving Excellence
  – Commit to inclusive excellence
Theme IV: Diversity Driving Excellence

- **Advance institutional excellence** through a commitment to diversity, inclusion and equity fostered through a culture of appreciation and respect.
- **Build and sustain the infrastructure** to enhance diversity, inclusion and equity at all levels of the university to support teaching, research, scholarship, creative expression and service.
- **Establish diversity as an imperative** in the development and implementation of strategies and policies in decisions regarding resource allocation.
I. Advance Institutional Excellence

- Basic Assumptions (Culture and Climate)
  - Diversity through inclusion and engagement drive an organization’s performance
  - Diversity’s impact is realized when environments are fair, open, collaborative and empowering.
  - Inclusive environments lead to greater diversity, as well as intrinsic work experiences and organizational confidence and trust that positively influence performance.
I. Advance Institutional Excellence

- Basic Assumptions (Culture and Climate)
  - Diversity through inclusion and engagement drive an organization's performance.
  - Diversity’s impact is realized when environments are fair, open, collaborative and empowering.
  - Inclusive environments lead to greater diversity, as well as intrinsic work experiences and organizational confidence and trust that positively influence performance.
I. Advance Institutional Excellence

2019 CAMPUS CULTURE AND CLIMATE RATINGS

VCU Inclusive Excellence monitors and reports on the university’s progress toward a more diverse and inclusive culture and climate. Major and administrative units are assessed every 18 months and are rated and ranked based on their performance on three indicators: diversity, climate, and engagement. We encourage you to review the HEDP to determine whether your current or prospective academic and administrative commitment aligns with expectations for a more diverse and inclusive culture and climate.

### RANKINGS

<table>
<thead>
<tr>
<th>Rank</th>
<th>Overall Rank</th>
<th>Academic Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>School of Pharmacy</td>
<td>3.00</td>
</tr>
<tr>
<td>2</td>
<td>School of Nursing</td>
<td>3.17</td>
</tr>
<tr>
<td>3</td>
<td>School of Social Work</td>
<td>3.48</td>
</tr>
<tr>
<td>4</td>
<td>School of Humanities and Sciences</td>
<td>4.00</td>
</tr>
</tbody>
</table>

**KEY**

- **1.85**
- **3.48**
- **3.54**

**NOTES:** Ratings based on weighted average across indicators.
I. Advance Institutional Excellence
I. Advance Institutional Excellence

VCU Students’ Stories of Struggle, Strength and Solidarity During COVID-19

NYLAN NTABAZI, FORENSIC SCIENCE ’22
I. Advance Institutional Excellence
I. Advance Institutional Excellence

Remote Instruction

The March 31, 2020 Climate Advisory (CA-2020-02) is based on a representative sample of VCU students. VCU student enrollment began teaching courses via remote instruction (e.g., at home). A total of 267 students, or 44.4% of the total sample pool, were prompt to remote instruction has its pros and cons. Are you feeling about your sense of connection to campus during this period? A total of 345 students, or 46.8% of the total sampling population, responded within 24 hours. Student sentiment scores can range from -1.00 (negative) to +1.00 (positive). Both actual and adjusted (re-coded) sentiment scores are presented in the summary of the findings. VCU senior administrators, deans, and chancellors are asked to consider these findings in their decision-making process.

REOPENING CAMPUS, STUDENT SURVEY

About the May 21, 2020 survey administration, Institutional Equity, in collaboration with Institutional Research and Decision Support (IRDS), administered the VCU Fall 2020 Planning Student Survey to continuing undergraduate, graduate and first professional students. The brief eight-item survey presented a range of fall 2020 campus reopening scenarios to students and assessed (a) students’ ability to adapt to fall calendar and instruction scenarios, course delivery modes, and mid-semester transitions; (b) their perceived ability to adhere to campus safety and risk mitigation measures enacted by the university; and (c) students’ confidence in community and residential housing scenarios. A total of 27,370 students were invited to complete the survey, of which 9,824 students (41.3% response rate) have completed at least one version of the survey.

STUDENTS’ BELONGINGNESS

The April 13, 2020 Climate Advisory (CA-2020-03) is based on Climate data collected on April 1 from a representative sample of VCU students. VCU students responded to the prompt “What is remote instruction has its pros and cons. Are you feeling about your sense of connection to campus during this period?” A total of 345 students, or 46.8% of the total sampling population, responded within 24 hours. Student sentiment scores can range from -1.00 (negative) to +1.00 (positive). Both actual and adjusted (re-coded) sentiment scores are presented in the summary of the findings. VCU senior administrators, deans, and chancellors are asked to consider these findings in their decision-making process.

RETURN TO CAMPUS, FALL 2020

About the April 23, 2020 survey administration, Climate was administered on April 23, 2020 to a representative sample of 602 VCU students. VCU students responded to the prompt “Are you feeling about returning to campus this fall semester?” A total of 281 students, or 46.7% of the total sampling population, responded within 24 hours. The observed sample consisted of 74.3% women, 47.1% minority, 29.9% PhD-eligible and 24.3% first-generation students across 54 degree programs and majors. Student sentiment scores ranged between -1.00 (negative) to +1.00 (positive). Both actual and adjusted (re-coded) scores are presented. Below, we provide a summary of the findings.
Theme IV: Diversity Driving Excellence

- **Advance institutional excellence** through a commitment to diversity, inclusion and equity fostered through a culture of appreciation and respect.
- **Build and sustain the infrastructure** to enhance diversity, inclusion and equity at all levels of the university to support teaching, research, scholarship, creative expression and service.
- **Establish diversity as an imperative** in the development and implementation of strategies and policies in decisions regarding resource allocation.
II. Build and Sustain Infrastructure

- Basic Assumptions
  - Audit fiscal and operations and adjusted workflow processes to increase efficiency and effectiveness
  - Reorganization bringing Equity and Access Services (EAS) under IES for continuity between compliance, education and transformation
  - Formalize organizational relationships and strategic communication platforms to facilitate scaling of initiatives and programs
  - Develop and implement low cost – high impact programs for employees and students to cultivate and promote success
- Audit fiscal and operations and adjusted workflow processes to increase efficiency and effectiveness
- Reorganization bringing Equity and Access Services (EAS) under IES for continuity between compliance, education and transformation
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II. Build and Sustain Infrastructure

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  - Audit fiscal and operations and adjusted workflow processes to increase efficiency and effectiveness
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  - Develop and implement low cost – high impact programs for employees and students to cultivate and promote success

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Psychological Readiness and Return to Campus

Virginia Commonwealth University’s highest commitments are focused on employee well-being, equity and inclusion. We make our commitments real by weaving them into everything we do— including this online course. Issues of equity and inclusion are especially important to make prominent as we address psychological readiness to return to campus because the very experiences of inequality, bias and discrimination negatively impact psychological well-being and safety. We have a shared responsibility to create a campus where we are included, cared for, safe and engaged.

This course is designed for all VCU faculty and staff. Individual contributors and managers. It complements the reboarding courses you have already completed. The focus of these courses was our joint commitments and responsibilities to create a physically safe and
Theme IV: Diversity Driving Excellence

- **Advance institutional excellence** through a commitment to diversity, inclusion and equity fostered through a culture of appreciation and respect.
- **Build and sustain the infrastructure** to enhance diversity, inclusion and equity at all levels of the university to support teaching, research, scholarship, creative expression and service.
- **Establish diversity as an imperative** in the development and implementation of strategies and policies in decisions regarding resource allocation.
III. Establish Diversity As Imperative

- **Basic Assumptions**
  - Committees, task forces and workgroups on diversity and inclusion must result in actions that build and sustain community trust and leadership integrity.
  - Heart and mind leadership must coincide with policy implementation and resource allocation to move forward organizations.
  - Training and education must be complementary modules throughout employee and student lifecycles to promote personal and professional growth and development... thriving organizations.
III. Establish Diversity As Imperative

Taskforce on Individual, Institutional and Systemic Bias

- Basic Assumptions
  - Committees, task forces and workgroups on diversity and inclusion must result in actions that build and sustain community trust and leadership integrity
  - Heart and mind leadership must coincide with policy implementation and resource allocation to move forward organizations
  - Training and education must be complementary modules throughout employee and student lifecycles to promote personal and professional growth and development... thriving organizations

Call Me By My Name
Recognizing the right to use names other than your legal name, to identify with the gender you know yourself to be and to utilize the pronouns that best fit you.

Title IX Not Anymore Training
Preventing and Responding to Discrimination
Overview of our university’s diversity and inclusion strategies
BOV Orientation
Jay Davenport, Vice President, Development & Alumni Relations
August 26, 2020

ATTACHMENT F
Five Priorities

- Maintain Fundraising Momentum
- Expand Alumni Engagement
- Continue Advancement Sophistication
- Plan Next Campaign
- Continue to Build Culture of Philanthropy
Fundraising

MCV Campus
- Dentistry
- Health Professions
- Massey
- Medicine
- Nursing
- Pharmacy
- VCU Health

Collaborative
- Presidential Engagement
- Principal Giving
- Corporate Relations
- Foundation Relations
- Planned Giving
- University Development

MP Campus
- Arts
- Athletics
- Business
- Education
- Engineering
- Honors

- H&S
- ICA
- Libraries
- Life Sciences
- Social Work
- Wilder
Alumni

Alumni Programs
- Alumni Career & Professional Development
- Reunion & Recognition Events
- Service & Philanthropy

Outreach & Engagement
- Alumni Affinity Programs
- Student & Recent Graduate Programs
- Regional Programs
- School Based Alumni Officers

Board Management
- MCVAA Board of Trustees
- VCUA Board of Governors
- Regional Chapters
Operations

Advancement Services
- Gifts & Records Management
- Information Systems
- Prospect Development
- Liaison with Foundations

Budget & Finance
- DAR Consolidated Budget
- Alumni Budget

Strategic Marketing & Engagement
- Annual Giving
- DAR Communications
- Donor Relations & Events

Talent Management
- Recruitment & Retention
- Professional Development
- Human Resources & Training
### VCU Campaign History

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<thead>
<tr>
<th>Name of Campaign</th>
<th>Dates of Campaign</th>
<th>Dollar Goal</th>
<th>Amount Raised</th>
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<td>$52 Million</td>
<td>$62 Million</td>
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<tr>
<td>Partners for Progress</td>
<td>1992 - 1999</td>
<td>$125 Million</td>
<td>$168 Million</td>
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<tr>
<td>The Campaign for VCU</td>
<td>2000 - 2007</td>
<td>$330 Million</td>
<td>$410 Million</td>
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<tr>
<td>Make It Real Campaign for VCU</td>
<td>2013 - 2020</td>
<td>$750 Million</td>
<td>Final Report in December</td>
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</table>
Make It Real Campaign Pillars

**People**
Attract, support and retain the finest students and faculty through scholarships, professorships and endowed chairs. Provide students with purposeful, hands-on learning and living experiences and faculty with support for start-up research ideas.

**Innovations**
Create new interdisciplinary partnerships and centers of excellence to offer students and faculty the right environments for meaningful research and learning experiences that will expand the university's ability to solve complex local and global challenges through inquiry and discovery.

**Environments**
Provide world-class facilities, equipment and materials to expand the university's research capacity. Increase the impact and sustainability of VCU's community partnerships and its resources in education, health and workforce development.
## BOV Giving History

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>BOV Giving Participation</th>
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</thead>
<tbody>
<tr>
<td>FY 2018</td>
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<td>FY 2019</td>
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<td>FY 2020</td>
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The Board of Visitors Scholarship Award recognizes the achievements of a student who has outstanding academic achievement, leadership, and has provided service to the university and to the community at large. The recipient receives a scholarship equal to one year tuition and fees.

The Board intends that this scholarship be a fully endowed scholarship and expects full Board participation via donations each year.