



College of Humanities and Sciences  
Strategic Plan for 2018-2025

**Excellence Beyond Boundaries**

Office of the Dean  
College of Humanities and Sciences  
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## Table of Contents

<a href="#">Introduction</a>	1
<a href="#">Mission, Vision and Values</a>	2
<a href="#">Strategic Focus Areas</a>	3
<a href="#">Strategic Focus Area I – Student Success</a>	4
SFA I: Goal 1 - Strategies for Success and Key Performance Measures	4
SFA I: Goal 2 - Strategies for Success and Key Performance Measures	4
SFA I: Goal 3 - Strategies for Success and Key Performance Measures	5
<a href="#">Strategic Focus Area II – Supporting Excellence in our Faculty and Staff</a>	6
SFA II: Goal 1 - Strategies for Success and Key Performance Measures	6
SFA II: Goal 2 - Strategies for Success and Key Performance Measures	6
SFA II: Goal 3 - Strategies for Success and Key Performance Measures	7
SFA II: Goal 4 - Strategies for Success and Key Performance Measures	8
<a href="#">Strategic Focus Area III – Nationally Recognized Scholarship/Research</a>	9
SFA III: Goal 1 - Strategies for Success and Key Performance Measures	9
SFA III: Goal 2 - Strategies for Success and Key Performance Measures	10
SFA III: Goal 3 - Strategies for Success and Key Performance Measures	10
<a href="#">Strategic Focus Area IV – Authentically Collaborative Community Engagement</a>	12
SFA IV: Goal 1 - Strategies for Success and Key Performance Measures	12
SFA IV: Goal 2 - Strategies for Success and Key Performance Measures	13
SFA IV: Goal 3 - Strategies for Success and Key Performance Measures	13

Strategic Focus Area I: Key Performance Measures

Strategic Focus Area II: Key Performance Measures

Strategic Focus Area III: Key Performance Measures

**\*Key performance measures for Strategic Focus Area IV are integrated within the other strategic focus areas.**

## **Introduction**

The College of Humanities and Sciences strategic plan exemplifies the central role of our diverse College at Virginia Commonwealth University, a premier urban, public research university. The breadth of diverse disciplines in the biological sciences, humanities, mathematical and physical sciences, and social and behavioral sciences taught by our distinguished faculty provides students with the foundation to be agile and adaptable in a global environment. Diversity and inclusion for the College goes beyond our disciplines and is reflected in our culture and through teaching, research and community engagement. The CHS strategic plan is committed to preparing compassionate leaders in social and scientific innovation in a technologically advancing world who are prepared for careers across the breadth of 21st century opportunities. While providing a cohesive plan for coordinating our efforts to excel, the CHS strategic plan is an intricate complement to VCU's Quest 2025: Together We Transform strategic plan.

The collective wisdom and vision of our CHS faculty, staff, students and alumni were assimilated throughout a two-year process to develop this plan. Consistent with our commitment and strength in diversity and inclusion, our process included numerous opportunities for input from those who work in the College, our present and former students, and friends of the College. Phase one of our strategic planning development process included a review and update of our mission, vision and values statements; and the development of the strategic focus areas for our strategic plan. The CHS strategic planning steering committee reviewed our past mission and vision documents and feedback from our CHS leadership visioning sessions to develop topics of discussion that were presented to academic units, College committees, alumni focus groups and Staff Council. Additional input was gathered and synthesized from faculty feedback through an online, open comment format. Following numerous meetings to build consensus, the CHS strategic planning steering committee presented our CHS mission, vision and values statements, along with our four strategic focus areas.

Phase two of our strategic planning development process, directed by our CHS strategic planning leadership committee, reviewed the documents produced during phase one; conducted and reviewed a faculty online survey seeking input on goals that address our strategic focus areas (faculty survey response rate of 27%); reviewed the strategic plans from our peer institutions and institutions with similar colleges of arts and sciences; developed goals and strategies for achieving goals; and finally identified key performance measures (metrics that matter) for each goal.

The CHS strategic plan: Excellence Beyond Boundaries presents a path to excellence for our students, faculty and staff. The inclusive planning process has produced a unique and authentic strategic plan that presents a common understanding and context for our goals. This strategic plan clarifies our united effort to transform lives through teaching and learning in our classrooms, laboratories and with our communities.

## Mission, Vision and Values



### Mission

The mission of the College of Humanities and Sciences is to serve as the intellectual heart and soul of our institution and wider community.

The College of Humanities and Sciences:

- Prepares lifelong learners to participate actively as engaged and responsible citizens
- Propels scientific research and scholarship to improve the human condition, cure and treat diseases and promote healthy environments
- Grounds us in our history, critically examines our present human condition and empowers students to create more equitable local and global communities
- Provides communities with a passionate and creative workforce that serves as a powerful engine for economic development and innovative solutions to problems



### Vision

As the intellectual lifeblood of VCU and our community, the College of Humanities and Sciences seeks to inspire our students to explore their passions and dreams as individuals and provide the context to understand their place in the world and connections with others—locally, globally and throughout time. Most importantly, our educational and research environment addresses an array of technological, health-related and societal problems, as well as providing profound insights and reflections of what it means to be human and humane.



### Values

1. A liberal arts and sciences education enhances the general quality of life and provides a pathway for students to become more productive leaders, global citizens and members of our society. Such an education is a pathway for students to develop a deeply meaningful and successful life and career.
2. A dynamic, *inclusive* learning and working environment in which *diverse individuals* of differing cultural and intellectual perspectives and backgrounds, and differing life experiences are *welcomed, valued and supported* by our faculty and staff.
3. Transforming lives requires our full commitment to academic and scholarly excellence. The future excellence of the College of Humanities and Sciences must continue to support existing strengths in research, scholarship and academic programs, including community engagement, leading toward national distinction, while ensuring that the critical elements of all programs are supported to provide a pathway for future excellence.
4. Investments that we make in our students and communities transform our humanity in important ways that go beyond VCU in creating a more just and vibrant world.

## Strategic Focus Areas

To realize our vision and advance our mission and values we have defined four key strategic focus areas. Each focus area is supported by several specific goals that provide a foundation for and direct our planning and decision-making over the coming years.



### [Strategic Focus Area I](#)

Attain distinction in preparing students to be leaders in social and scientific innovation in a technologically advancing world and who are prepared for careers across the breadth of 21st century opportunities.



### [Strategic Focus Area II](#)

Support student success by ensuring that faculty and staff have the resources necessary, and the opportunities for career development, to engage students in state-of-the-art learning experiences.



### [Strategic Focus Area III](#)

Develop and advance nationally recognized scholarship, research and creative initiatives of students and faculty committed to addressing challenges in our urban Richmond community and beyond.



### [Strategic Focus Area IV](#)

Become a leader in integrating meaningful engagement with real-world challenges that support the development of global citizens.

## **Strategic Focus Area I**

Attain distinction in preparing students to be leaders in social and scientific innovation in a technologically advancing world and who are prepared for careers across the breadth of 21st century opportunities.



### **SFA I: Goal 1**

**Maximize positive transformations in each student's academic ambition and capabilities.**

*Strategies for Success and Key Performance Measures*

1. Enhance the use of existing advising systems so that relevant data on the progress of each student is made available to the appropriate advisers and faculty and in order for advisers and faculty to have clear pathways of communication and collaboration.
  - a. Achieve a 300:1 student to adviser ratio.
  - b. Increase the participation in reporting of early alerts, and improve the timeliness of these notifications.
2. Ensure early and proactive outreach to students who may be struggling in courses or who are unsure of their major or career outlook.
  - a. Increase number of students assisted/impacted by advising campaigns and initiatives.
  - b. Increase number of and support for groups (i.e., affiliation groups) that target populations with low graduation rates and other markers of performance.
  - c. Track and review students receiving grades of D and F, and who have withdrawn (DFW rate); retention rates; and graduation rates by year, major and demographic group each semester.
3. Increase opportunities and incentives for students to heighten excellence within and beyond the classroom.
  - a. Track grants for student/faculty research, conference attendance, fieldwork, publications, and so on.
  - b. Initiate a new student leadership development program within the College.
4. Provide opportunities for accelerated learning and degree completion.
  - a. Where academically appropriate, examine the efficacy of accelerated or three-year degree programs.



### **SFA I: Goal 2**

**Facilitate meaningful linkages between each student's academic work and relevant local, national and international community environments in preparation for careers in a diverse and evolving 21st century environment.**

*Strategies for Success and Key Performance Measures*

1. Expand opportunities for experiential learning for each student (see also SFA IV: Goal 1, p. 12).

- a. Increase and track funding for student expenses related to internships, education abroad, research and similar activities.
  - b. Provide support for faculty to develop departmental core courses that involve experiential learning.
  - c. Establish efficient review, approval and tracking process for affiliation agreements with sites for internship or clinical placements.
2. Ensure that each student has multiple opportunities to engage in work with diverse teams.
    - a. Provide support for faculty to develop departmental core courses that involve team building, conflict management and diversity awareness.
  3. Introduce each student to professionals and potential role models/mentors in their disciplines and related fields.
    - a. Host campus events involving student interaction with successful professionals across disciplines.
    - b. Create and track departmental level faculty–student mentor programs and opportunities.
    - c. Develop and implement at the College level a tool to formalize and track mentoring efforts (an analog to the School of Business’ BizConnect).
  4. Improved career services for all students.
    - a. Utilize VCU Career Services to provide support for career-related modules or courses.
    - b. Track the number of and attendance at workshops/speakers on career development at both the College and department level.
    - c. Increase and track the use of major maps.
    - d. Develop an alumni employment/career database.



### **SFA I: Goal 3**

**Provide opportunities and incentives for each student to build both the technical, disciplinary skill sets and broader interdisciplinary connections that are foundational to lifelong professional adaptability and personal growth.**

#### *Strategies for Success and Key Performance Measures*

1. Ensure that basic communications and critical thinking/analytical skills are embedded in core coursework for each student.
  - a. Working with the VCU Career Services, provide support and incentives for departments to encourage the development of student e-portfolios (multimedia).
  - b. Increase the number of and track grants for the development of core course components/modules that strengthen communications skills.
2. Incentivize innovative and unique interdisciplinary courses and curricula.
  - a. Develop and track formal College-level incentives for interdisciplinary courses/curricula to coexist with the new budget model.

## **Strategic Focus Area II**

Support student success by ensuring that faculty and staff have the resources necessary, and the opportunities for career development, to engage students in state-of-the-art learning experiences.



### **SFA II: Goal 1**

**Bolster student success through meaningful teaching and learning relationships among faculty, staff and students.**

*Strategies for Success and Key Performance Measures*

1. Reduce current 42:1 student-to-instructor ratio to 20:1.
  - a. Assess and make public student-to-instructor ratios each semester in each unit.
  - b. Hire additional primarily tenure-track faculty and term faculty.
  - c. In the appropriate departments, hire graduate teaching assistants instead of adjunct instructors.
2. Increase the number of available classrooms to ease bottleneck courses and to offer a broader range of active learning environments.
  - a. Increase the total number of classrooms and specifically add classrooms designated for “active learning.”
  - b. Build/designate a new STEM building for teaching science lab courses.
3. Incentivize faculty and staff to engage with Center for Teaching and Learning Excellence (CTLE) programming (e.g., competitive stipends, faculty fellows positions and small grants for faculty development) or similar opportunities.
  - a. Track the number of faculty participating in CTLE programs.
  - b. Incorporate CTLE as an optional component of annual reports, third-year review and P&T evaluation for teaching excellence.
4. Recognize faculty and staff at all levels who engage in excellent teaching and mentorship practices.
  - a. Establish unit-level faculty awards for teaching and mentorship; establish a yearly conference/seminar/celebration on teaching and learning in the College at which the awardees speak.
5. Recognize faculty and staff at all levels who publish scholarship of teaching and learning (SoTL).
  - a. Increase and track the number of published books and articles, presentations at regional and national meetings, and technical reports related to SoTL.
  - b. Incorporate strategy to include SoTL into annual reports, third-year reviews and P&T evaluations for teaching excellence.



### **SFA II: Goal 2**

**Fund and promote the development of transformative learning experiences in domestic and global communities that “make it REAL” for students.**



*Strategies for Success and Key Performance Measures*

1. Provide support for the development of innovative approaches to existing courses or new curricular offerings.
  - a. Establish and track small grants for course development.
2. Enable faculty to develop service learning courses with Richmond community partners (or partners in other regions) by offering one-time stipends; encourage VCU to expand the scope of service learning beyond the Richmond area.
  - a. Increase the number of first-time service learning courses.
  - b. Increase the number of disciplines offering service learning.
  - c. Increase the total number of service learning courses and course components (i.e., individual units, course assignments, etc.).
3. Establish unit-level plans to coordinate experiential learning opportunities (e.g., internships, independent study, study abroad, etc.) providing for a more direct association of the relationship between these programs and the existing curriculum of each course of study.
  - a. Track and increase enrollment in for-credit REAL opportunities—internships, study abroad/domestic, independent study.
  - b. Identify and coordinate across units supervisors for our “Make it REAL” programs.
4. Support collaboration among faculty to create projects that our alumni donors or community and corporate sponsors would be interested in funding, similar to a GoFundMe process for faculty–alumni relations.
  - a. Raise funds through alumni donors and community sponsors and track the use of those funds.
  - b. Fund additional faculty-proposed transformative learning experiences.
5. Incentivize faculty to engage in public scholarship.
  - a. Increase VCU faculty’s visibility in the news, on well-respected blogs, and so on.
  - b. Incorporate public scholarship as an optional service component of annual reviews, third-year reviews and P&T evaluations for service excellence/scholarship excellence.



**SFA II: Goal 3**

**Enhance working relationships among staff, tenure-track, term and adjunct faculty in each department to improve communication and enhance teaching and research opportunities.**

*Strategies for Success and Key Performance Measures*

1. Work with Staff Council and Faculty Council to provide staff training and incentives to strengthen customer service and knowledge, skills and abilities.
  - a. Announce and schedule focused training opportunities for College staff (e.g., customer service, relationship building, working styles, etc.).
  - b. Create formal mentoring programs for full-time faculty, staff and adjunct faculty.

- c. Use Talent@VCU to encourage staff and faculty to identify and follow through on professional training and advancement opportunities.
2. Create professional development opportunities through pedagogical training and orientation initiatives for adjuncts so that they feel included in their home departments and have access to necessary resources.
  - a. Assess the needs and concerns of our adjunct faculty.
  - b. Develop and incorporate an orientation program and pedagogical training for adjuncts.
  - c. Make a formal comparison of student evaluations for adjuncts who have or have not completed pedagogical training offered by VCU.
  - d. Require units to develop clear procedures for assessing adjunct teaching and providing feedback in a timely manner.
  - e. Create a seat reserved for adjunct faculty on the Faculty Council and Faculty Senate (this requires a bylaws change).
  - f. Develop an adjunct listserv to better inform and engage adjunct faculty.



#### **SFA II: Goal 4**

**Support the development of an environment in which the importance of improved teaching is encouraged, assessed and valued through promotion of term and tenured faculty.**

##### *Strategies for Success and Key Performance Measures*

1. Evaluate teaching using multiple means of measuring effective teaching and learning, including, but not limited to, student teaching evaluations.
  - a. Seek unit-level and College-wide input to develop guidelines for evaluating teaching.
  - b. Work with CTLE to create a rubric for evaluating teaching practices (management, engagement, assessments, etc.) that is discipline-specific.
2. Provide opportunities for improving teaching (faculty leaves, attendance at meetings or workshops, for example).
  - a. Track the number of faculty who attend workshops or meetings focused on teaching excellence, including CTLE activities.

## **Strategic Focus Area III**

Develop and advance nationally recognized student and faculty scholarship, research and creative initiatives committed to addressing challenges in our urban Richmond community and beyond.



### **SFA III: Goal 1**

#### **Recruit and retain exceptional faculty engaged in research/scholarship across the varied disciplines represented by the College of Humanities and Sciences.**

##### *Strategy for Success and Key Performance Measures*

1. Reduce reliance on part-time faculty.
  - a. Decrease the total percentage of part-time faculty.
2. Eradicate salary compression.
  - a. Increase and track the number of merit-based salary increases.
3. Increase strategic hires of full-time faculty.
  - a. Support and track the number of collaborative, multi-PI proposals submitted as a direct result of new hires.
4. Develop a mentoring plan for all new tenure-track and term faculty that incentivizes faculty to be mentors (e.g., recognition in promotion materials) and an enhanced orientation process for new faculty.
  - a. Track the fraction of faculty members who have assigned mentors.
  - b. Track the fraction of faculty members who act as mentors.
  - c. Develop a brief online survey to assess the effectiveness of mentorship and track the fraction of faculty members who indicate satisfaction with mentoring.
5. Increase availability of graduate student assistantships and funding for graduate students (make assistantships attractive by covering fees and increasing stipends to be competitive with peer institutions).
  - a. Increase the number of graduate students enrolled in degree programs.
6. Develop a plan for research space that allocates space for new faculty hires and their graduate students.
  - a. A comprehensive plan that allocates space for new and existing faculty and aligns with state recommendations for space utilization.
7. Develop a spousal hiring policy and multi-year enhancement plans.
  - a. Develop spousal hiring policy.
  - b. Increase and track the number of faculty spouses hired.
  - c. Increase and track retention of new hires.
8. Permanently fund and broaden access to the existing research support opportunities already sponsored by the College (e.g., Seed Awards, Catalyst Awards, grant workshops, writing days).
  - a. Increase and track the number of faculty attending these events.

- b. Increase and track the number of types of faculty submitting proposals.



### **SFA III: Goal 2**

**Increase the College’s involvement with and impact on the metropolitan Richmond area by evaluating change in the lives of Richmond-area residents.**

*Strategy for Success and Key Performance Measures*

1. Create a plan for the development of a center that focuses on urban outreach and impact.
  - a. Work with the Division of Community Engagement (DCE) to integrate services and develop a research center focused on urban challenges.
2. In collaboration with DCE and members of the community identify needs and challenges to better understand where to focus efforts.
  - a. Develop needs assessment reports that can be disseminated to the community.
  - b. Track the number of subsequent external grant submissions to target those identified needs.
3. Develop measures and maintain records of improvements in the lives of Richmond-area residents that are a direct or indirect result of the College’s student/teacher initiatives and publicize these records internally and externally.
  - a. Through personal contact record in detail—annually and longitudinally—tangible improvements in areas such as housing/homelessness, poverty reduction (jobs), health and education, child care and transportation.
  - b. Include “data” in annual reviews and reports.
4. Work with the Office of Advancement to secure funding for an annual symposium in the community to share the results of partnerships and collaborations between the university and community.
  - a. Once established, annually track the number of participants, speakers and presentations.
5. Initiate coordinated faculty methods for disseminating research findings to constituencies throughout the Richmond area.
  - a. Track the number of participants, speakers and presentations, online and in person.
  - b. Develop and track opportunities for dissemination of findings in non-academic settings such as social and news media.



### **SFA III: Goal 3**

**Expand VCU’s excellence in research by investing in the strengths and potential areas of growth of our students and faculty.**

*Strategy for Success and Key Performance Measures*

1. Develop a mock grant review panel and provide small compensation for reviewers.
  - a. Increase and track the number of external grant submissions by faculty.

- b. Track the number of successfully funded grants, specifically to record increases.
- 2. Provide pilot project funds for both faculty and students to support the growth of interdisciplinary projects that cross traditional boundaries.
  - a. Track the number of inter- and multidisciplinary pilot projects funded.
  - b. Track the number of subsequent external grant submissions based on those pilot projects.
- 3. Develop a plan to increase support for research and other initiatives that fall under the focus areas of Changing American Communities, Nanomaterials for Energy and Medicine, Data Science, and Mechanisms and Management of Addiction.
  - a. Track the increase in research and other initiatives in these areas.
  - b. Track measures related to inter- or multidisciplinary research, such as research publications, presentations, or proposals or new interdisciplinary courses.

## Strategic Focus Area IV

Become a leader in integrating meaningful engagement with real-world challenges that support the development of global citizens, and maintain VCU's Carnegie classification as a high research and high community-engaged university.



### SFA IV: Goal 1

**Initiate, continue and maintain authentically collaborative, mutually beneficial local, state, national and global partnerships that meet community-specified needs and College student learning outcomes.**

*Strategy for Success and Key Performance Measures*

1. Expand opportunities for community engagement and experiential learning for College students by working collaboratively with the Division of Community Engagement (DCE) and the Global Education Office (GEO), College leadership, faculty and staff (see also Strategic Focus Area I).
  - a. Track and report on the number of service-learning, community-engaged and experiential learning classes in the College.
2. Working with the GEO, College leadership, faculty and staff will expand opportunities for learning abroad for students (see also Strategic Focus Area I).
  - a. Track and report on the number of learning abroad courses offered by the College.
3. Expand learning abroad opportunities to be inclusive of learning opportunities within the United States. This will present a lower-cost option for out-of-Virginia learning experiences, thereby giving more students the option for experiential learning in different environments/cultures (see also Strategic Focus Area I).
  - a. Track and report on the number of courses offered by the College outside of Virginia.
4. Provide support for student expenses related to internships, education abroad, research, and so on (see also Strategic Focus Area I).
  - a. Track and report the number of funding opportunities developed and provided.
  - b. Track staff increases for oversight and development of these programs.
5. Provide support for faculty to develop departmental core courses that involve experiential learning (see also SFA I: Goal 2, p. 5).
  - a. Track and report the amount of support provided to faculty for experiential learning courses.
  - b. Track and report the amount of support provided to faculty for the development of international partnerships, inclusive of applicable industry and non-governmental organization (NGO) partners.



## **SFA IV: Goal 2**

**Initiate study, discussion and reflection to promote and value the scholarship of engagement more fully and revise P&T guidelines as applicable to explicitly reflect community-engaged research/scholarship and experiential learning.**

*Strategy for Success and Key Performance Measures*

1. Clearly articulate a process for assessing community-engaged research and scholarship in annual reports and promotion and tenure review.
  - a. Revise P&T guidelines so that they reflect the University's articulated commitment in VCU's strategic plan (Quest 2025) to promote (and value) community-engaged research and experiential learning.
  - b. Recognize the time required to foster community relationships when conducting annual reviews.



## **SFA IV: Goal 3**

**Develop collaborative alignment with existing University campus initiatives (especially the DCE) that focus on meaningful engagement with real-world challenges to achieve greater impact.**

*Strategy for Success and Key Performance Measures*

1. Prepare faculty to lead and train students to navigate global communities, worldviews and interconnections in personal and professional contexts.
  - a. Track and report on alignment with campus initiatives and metrics from DCE, VCU, Globe, VCU Health and Monroe Park Campus units.
  - b. Seek out service opportunities for staff that meet community-identified needs and that also build cohesion within the applicable units (e.g., service days and projects).
  - c. Track and report on community-engaged staff service hours; encourage use of community service leave hours for all employees.
  - d. Track and report staff satisfaction with the activities and community impact.



### Strategic Focus Area I



Attain distinction in preparing students to be leaders in social and scientific innovation in a technologically advancing world and who are prepared for careers across the breadth of twenty-first century opportunities.

**Goal 1** : Maximize positive transformations in each student’s academic ambition and capabilities.

Key Performance Measures	Academic Year 2017-2018	Academic Year 2024-2025 Goal
a. College-wide student-to-advisor ratio	268:1	All individual units under <b>300:1</b>
b. Number of Student Success Collaborative campaigns and email campaigns/outreach	34 SSC Campaigns; 91 email outreach; 125 total	All units participating in SSC campaigns and outreach
c. Number of student affiliation groups (number of participants)	African American Student Mentoring Program; Latinx Student Mentoring Program	Track # of Participants
d. College-wide D grades, F grades, and withdrawals (DFW) for math and science introduction courses (CHEM, MATH, BIOL)	Table 1. DFW, Retention Rates, & Graduation Rates Across Demographic Groups	
e. First-year retention rate		
f. Six-year graduation rates		

**Goal 2** : Facilitate meaningful linkages between each student’s academic work and relevant local, national, and international community environments in preparation for careers in a diverse and evolving twenty-first century environment.

Key Performance Measures	Academic Year 2017-2018	Academic Year 2024-2025 Goal
a. Number of students participating in experiential learning (make it REAL initiative; research, study abroad, internships)	2858 students enrolled in 653 research 74 study abroad 1290 internship	100% increase is student participation



<b>b. Number of experiential learning courses in the College</b>	<b>109</b> courses	<b>100%</b> increase in courses offered
<b>c. Number of courses/programs developed specifically to address diversity and inclusion</b>	<b>53</b> courses <b>5</b> programs	Track Student Participation
<b>d. Number of departments offering mentoring programs (number of students participating in mentoring programs)</b>	<b>6</b> units offered programs to <b>2172</b> students	<b>100%</b> increase in programs and student participants
<b>e. Career preparation activities and programs</b>	<b>16</b> units offered programs to <b>1471</b> students	all <b>17</b> units and <b>200%</b> increase in student participation
<b>f. Develop alumni job-placements database</b>	In Progress	Initiate unit level participation in communicating with alumni

**Goal 3** : Provide opportunities and incentives for each student to build both the technical, disciplinary skill sets and broader interdisciplinary connections that are foundational to lifelong professional adaptability and personal growth.

Key Performance Measures	Academic Year 2017-2018	Academic Year 2024-2025 Goal
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<b>a. Number of collaborative programs with VCU Career Services</b>	<b>11</b> units offered programs in collaboration with VCU Career Services	all <b>17</b> units offering programs in collaboration with VCU Career Services
<b>b. Number of interdisciplinary courses and curricula</b>	<b>5</b> programs with an additional <b>59</b> courses	Strategically consider new interdisciplinary programs

**Table 1.**  
**DFW Rates, Retention Rates, and Graduation Rates**  
**Across Demographic Groups**

<b>DFW Rates</b>	<b>Academic Year 2017-2018</b>	<b>Academic Year 2024- 2025 Goal (20% reduction)</b>
BIOL 101	28.0%	22.4%
BIOL 151	31.3%	25.0%
BIOL 152	18.4%	14.7%
BIOL 205	57.7%	46.2%
BIOL 300	28.5%	22.8%
BIOL 310	41.2%	33.0%
CHEM 101	46.6%	37.3%
CHEM 102	33.2%	26.6%
CHEM 301	41.2%	33.0%
CHEM 302	35.6%	28.5%
CHEM 309	42.6%	34.1%
MATH 141	39.0%	31.2%
MATH 151	43.2%	34.6%
MATH 200	41.1%	32.9%
MATH 201	32.4%	25.9%

<b>Retention (first-year)</b>		<b>80.9% return for 2nd year</b>	<b>90% return for 2nd year (12% increase)</b>
American Indian/Alaskan	Female	100.0%	100.0%
American Indian/Alaskan	Male	33.3%	37.3%
Subtotal: American Indian/Alaskan		66.7%	74.7%
Asian	Female	89.3%	100.0%
Asian	Male	81.5%	91.3%
Subtotal: Asian		86.5%	96.8%
Black/African American	Female	83.5%	93.5%
Black/African American	Male	82.7%	92.7%
Subtotal: Black/African American		83.3%	93.3%
Hispanic/Latino	Female	77.4%	86.7%
Hispanic/Latino	Male	81.2%	90.9%
Subtotal: Hispanic/Latino		78.6%	88.1%
International	Female	82.6%	92.5%
International	Male	80.0%	89.6%
Subtotal: International		81.6%	91.4%
Two or More Races	Female	77.4%	86.7%
Two or More Races	Male	69.1%	77.4%
Subtotal: Two or More Races		74.9%	83.8%
Unknown	Female	86.4%	96.7%
Unknown	Male	83.3%	93.3%
Subtotal: Unknown		85.3%	95.5%
White	Female	78.2%	87.6%
White	Male	80.0%	89.6%
Subtotal: White		78.8%	88.3%

**Graduation Rates  
(six-year)**

**61%  
overall**

**70%  
(15% increase)**

American Indian/Alaskan	Female	<b>90.9%</b>	<b>100.0%</b>
American Indian/Alaskan	Male	<b>60.0%</b>	<b>69.0%</b>
Subtotal: American Indian/Alaskan		81.3%	93.4%
Asian	Female	<b>71.5%</b>	<b>82.2%</b>
Asian	Male	<b>60.7%</b>	<b>69.8%</b>
Subtotal: Asian		66.3%	76.2%
Black/African American	Female	<b>62.1%</b>	<b>71.4%</b>
Black/African American	Male	<b>60.0%</b>	<b>69.0%</b>
Subtotal: Black/African American		61.5%	70.7%
Hawaiian/Pacific Islander	Female	<b>50.0%</b>	<b>57.5%</b>
Hawaiian/Pacific Islander	Male	<b>28.6%</b>	<b>32.9%</b>
Subtotal: Hawaiian/Pacific Islander		36.4%	41.8%
Hispanic/Latino	Female	<b>56.1%</b>	<b>64.5%</b>
Hispanic/Latino	Male	<b>44.9%</b>	<b>51.7%</b>
Subtotal: Hispanic/Latino		52.1%	59.9%
International	Female	<b>58.3%</b>	<b>67.1%</b>
International	Male	<b>40.9%</b>	<b>47.0%</b>
Subtotal: International		47.1%	54.1%
Two or More Races	Female	<b>72.1%</b>	<b>82.9%</b>
Two or More Races	Male	<b>57.7%</b>	<b>66.3%</b>
Two or More Races	N/R	0.0%	0.0%
Subtotal: Two or More Races		65.3%	75.1%
Unknown	Female	<b>66.1%</b>	<b>76.0%</b>
Unknown	Male	<b>61.9%</b>	<b>71.2%</b>
Subtotal: Unknown		64.9%	74.7%
White	Female	<b>64.7%</b>	<b>74.4%</b>
White	Male	<b>54.4%</b>	<b>62.5%</b>
Subtotal: White		60.3%	69.4%



## Strategic Focus Area II



Support student success by ensuring that faculty and staff have the resources necessary, and the opportunities for career development, to engage students in state-of-the-art learning experiences.

**Goal 1** : Bolster student success through meaningful teaching and learning relationships among faculty, staff, and students.

Key Performance Measure	Academic Year 2017-2018	Academic Year 2024-2025 Goal
a. Number of tenure track faculty (TTF) and number of term faculty (TF)	268 TTF; 176 TF	Shift from <b>61% TTF</b> to <b>70% TTF</b>
b. College-wide student-to-faculty ratio	<b>Table 2. Number of Majors to Unit Faculty and Student Credit Hours Taught to Unit Faculty</b>	
c. Number of faculty from underrepresented groups	<b>444</b> total faculty members; <b>120</b> faculty members from underrepresented groups; <b>13</b> fewer than previous year - 89% retention rate ( <b>22</b> international)	Track changes and retention rates for faculty from underrepresented groups
d. Number of Graduate Teaching Assistants compared to number of adjunct faculty	<b>300</b> GTAs; <b>295</b> adjuncts	Shift funding from adjunct positions to GTAs
e. Reliance on adjunct faculty (total student credit hours (SCH) for the College and SCH taught by adjunct faculty)	<b>363,034</b> total SCH; <b>63,437</b> SCH taught by adjunct	Reduce reliance on adjunct faculty from <b>17.5</b> to <b>10%</b>
f. Increase in office space and research laboratory space (STEM Building)	In Progress	Address space needs for teaching science labs and for office and lab space for new faculty

h. Number of faculty participating in CTLE programs/services	39 faculty members	Increase by addressing other metrics focused on excellence in teaching
h. Acknowledge CTLE participation for annual evaluations and promotion and tenure review	all 17 units acknowledge CTLE participation	Develop college-wide promotion and tenure policy for CTLE participation
i. Establish and recognize unit level and College wide teaching awards	2 units have teaching awards	all 17 units recognizing teaching excellence

**Goal 2** : Fund and promote the development of transformative learning experiences in domestic and global communities that “make it REAL” for students.

Key Performance Measure	Academic Year 2017-2018	Academic Year 2024-2025 Goal
a. Number of service learning courses (number of students enrolled)	35 (841 students enrolled)	100% increase in student participation
b. Number of for-credit "Make it REAL" experiences (number of students enrolled)	109 courses (2858 students enrolled; 653 research 74 study abroad 1290 internship)	100% increase in student participation
c. Number of donor-supported transformative learning experiences ( number of student participants)	5 (20 student participants)	100% increase in student participation

**Goal 3** : Enhance working relationships among staff, tenure-track, term, and adjunct faculty in each department to improve communication and enhance teaching and research opportunities.

Key Performance Measure	Academic Year 2017-2018	Academic Year 2024-2025 Goal
a. Number of staff training programs and number of participants	None recorded	Document programs and number of participants

b. Staff mentoring programs and number of participants	None recorded	Document programs and number of participants
c. Number of targeted training programs for adjunct instructors	1 training program	all 17 units with training programs

**Goal 4** : Support the development of an environment in which the importance of improved teaching is encouraged, assessed, and valued through promotion of term and tenured faculty.

Key Performance Measure	Academic Year 2017-2018	Academic Year 2024-2025 Goal
a. Number of academic units with clearly defined measures of effective teaching and learning	10 units report having clearly defined measure of effective teaching	all 17 of units with clearly defined measures of effective learning
b. Number of faculty supported to participate in programs/conferences focused on teaching excellence	63 faculty members participated in programs	100% increase in faculty member participation

A cornerstone of our data informed decision-making process is transparency. The data presented in Table 2 is information that is important in our decision-making, but does not preclude our commitment to providing our students and community with an educational experience anchored in the broad goals of a liberal arts education. Peer-institutional data and important national trends are also considered.

**Table 2.**  
**Number of Majors by Number of Unit Faculty and**  
**Student Credit Hours Taught by Number o Unit Faculty**

Academic Unit	Academic Year	Academic Year
	2017-2018	2024-2025 Goal
	# of Majors: Unit Faculty	# of Majors: Unit Faculty
African American Studies	14 majors: 6 faculty members	
Biology	2,015 majors: 42 faculty members	
Chemistry	503 majors: 41 faculty members	
English	384 majors: 36 faculty members	
Forensic Science	371 majors: 9 faculty members	
Gender, Sexuality & Women's Studies	38 majors: 8 faculty members	
History	248 majors: 24 faculty members	
Kinesiology & Health Sciences	1,467 majors: 13 faculty members	
Mathematics & Applied Mathematics	186 majors: 50 faculty members	
Philosophy	181 majors: 10 faculty members	
Physics	99 majors: 21 faculty members	
Political Science	584 majors: 14 faculty members	
Psychology	1,511 majors: 49 faculty members	
Robertson School of Media & Culture	1,005 majors: 22 faculty members	
Sociology	234 majors: 13 faculty members	
Statistical Sciences & Operations Research	45 majors: 18 faculty members	
School of World Studies	437 majors: 42 faculty members	

Academic Unit	Academic Year	Academic Year
	2017-2018	2024-2025 Goal
	Student Credit Hours (SCH)	Student Credit Hours (SCH)
	SCH: Unit Faculty	SCH: Unit Faculty
African American Studies	3,625 SCH: 6 faculty members	
Biology	44,175 SCH: 42 faculty members	
Chemistry	31,784 SCH: 41 faculty members	

<b>English</b>	<b>15,920 SCH: 36</b> faculty members	
<b>Forensic Science</b>	<b>2,560 SCH: 9</b> faculty members	
<b>Gender, Sexuality &amp; Women's Studies</b>	<b>4,778 SCH: 8</b> faculty members	
<b>History</b>	<b>12,563 SCH: 24</b> faculty members	
<b>Kinesiology &amp; Health Sciences</b>	<b>17,240 SCH: 13</b> faculty members	
<b>Mathematics &amp; Applied Mathematics</b>	<b>36,383 SCH: 50</b> faculty members	
<b>Philosophy</b>	<b>7,582 SCH: 10</b> faculty members	
<b>Physics</b>	<b>22,469 SCH: 21</b> faculty members	
<b>Political Science</b>	<b>15,806 SCH: 14</b> faculty members	
<b>Psychology</b>	<b>32,750 SCH: 49</b> faculty members	
<b>Robertson School of Media &amp; Culture</b>	<b>16,753 SCH: 22</b> faculty members	
<b>Sociology</b>	<b>14,637 SCH: 13</b> faculty members	
<b>Statistical Sciences &amp; Operations Research</b>	<b>12,980 SCH: 18</b> faculty members	
<b>School of World Studies</b>	<b>36,791 SCH: 42</b> faculty members	





### Strategic Focus Area III



Develop and advance nationally recognized student and faculty scholarship, research, and creative initiatives committed to addressing challenges in our urban Richmond community and beyond.

**Goal 1** : Recruit and retain exceptional faculty engaged in research/scholarship across the varied disciplines in the CHS.

Key Performance Measure	Academic Year 2017-2018	Academic Year 2024-2025 Goal
a. Number of Catalyst Awards (number of applicants)	5 awards (30 applicants)	50% increase in awards
b. Number of Seed Grant Awards (number of applicants)	20 awards (28 applicants)	Maintain Program
c. Number of Eminent Scholar Awards	Scholar program developed	18 total; 3 per year for a 5-year Award
d. Annual salary increases to reach peer institution average	3% faculty increase	≥ 3% per year
e. Number of a full-time faculty serving as mentors and number of faculty being mentored	94 mentors; 68 mentees	100% increase
f. Number of graduate students supported with extramural funding	7 units funding 119 students (40 with partial funding)	50% increase in extramurally supported graduate students
g. Number of grant development workshops (number of participants)	1 (n = 30)	100% increase

**Goal 2** : Increase the College’s involvement with and impact on the metropolitan Richmond area by evaluating change in the lives of Richmond-area residents.

Key Performance Measure	Academic Year 2017-2018	Academic Year 2024-2025 Goal
a. Number of collaborations with the Division of Community Engagement	10 units collaborated	all 17 units collaborating
b. Number of grants submitted and awarded that are in partnership with our community	29 submitted; 11 awarded	25% increase

c. Number of programs/activities that promote our collaborative programs to the community	11 units coordinated activities	all 17 units coordinating activities
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**Goal 3** : Expand VCU’s excellence in research by investing in the strengths and potential areas of growth of our students and faculty.

	<b>Academic Year 2017-2018</b>	<b>Academic Year 2024-2025 Goal</b>
<b>Key Performance Measure</b>		

a. Number of external grant submissions, number of awards, and total grant funding expenditures	196 submitted, 65 awarded, and \$17,772,319 total grant funding expenditures	25% increase
b. Number of inter- and cross-disciplinary proposals submitted/number of proposals funded	35 submitted; 11 awarded	25% increase
c. Number of grant proposals that address our 4 research priorities (Changing American Communities; Nanomaterials for Energy and Medicine; Data Science; Mechanisms and Management of Addiction)	<b>Table 3. Grant Proposals and Awards for Research Priorities</b>	
d. Number of externally funded Summer Fellowships	18	100% increase
e. Peer-reviewed publications, books (scholarly monographs), book chapters, editorial scholarship	578 peer-reviewed publications 22 books 72 book chapters 32 publications of editorial scholarship	20% increase
f. Number of scholarly contributions to the Scholarship of Teaching	15 scholarly contributions	25% increase

g. Total grant funding dollars	\$15,701,043	25% increase
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**Table 3.  
Grant Proposals and Awards for Research Priorities**

Research Priority	Academic Year 2017-2018	Academic Year 2024-2025 Goal
<b>Changing American Communities (number of proposals submitted and number of awards)</b>	<b>20</b> submitted; <b>7</b> awarded	<b>25% increase in awards</b>
<b>Nanomaterials for Energy and Medicine (number of proposals submitted and number of awards)</b>	<b>16</b> submitted; <b>7</b> awarded	<b>25% increase in awards</b>
<b>Data Science (number of proposals submitted and number of awards)</b>	<b>11</b> submitted; <b>5</b> awarded	<b>25% increase in awards</b>
<b>Mechanisms and Management of Addiction (number of proposals submitted and number of awards)</b>	<b>32</b> submitted; <b>10</b> awarded	<b>25% increase in awards</b>