

# Strategic Plan

FOR THE FUTURE OF  
VIRGINIA COMMONWEALTH UNIVERSITY



A Report of the Commission on the  
Future of the University

Approved by the VCU Board of Visitors  
on September 9, 1993

## I.

### INTRODUCTION: TOWARD A STRATEGIC PLAN FOR VIRGINIA COMMONWEALTH UNIVERSITY

Recent events and trends in higher education (deep budget cuts and increased calls for accountability, for example) have served to remind us that no university can be all things to all people, and that critical choices must be made by any university that aspires to achieve or maintain genuine excellence. Universities, and the environments in which they function, are undergoing rapid change at present—and Virginia Commonwealth University is experiencing the full impact of this change. When the 21st Century arrives, VCU will be significantly different from the university we know today. Wisely, then, the Board of Visitors of the University asked its President to prepare a Strategic Plan to guide the University in its encounter with the uncertainties of the next decade.

Operational responsibility for preparing the Strategic Plan was delegated by the President to the University's Provost and Vice President for Academic Affairs, who in turn assembled a small staff to assist in this effort. A critical first step toward the Plan's development was the creation, early in 1992, of the Commission on the Future of the University (see Appendix A for a list of its members). Appointments to the Commission were made by the President, with the advice of the University's Deans. Its membership consisted of two Board of Visitors members; twelve faculty members (including the President of the Faculty Senate and the Chair of the Faculty Caucus); seven administrators (including five Deans); and two students. The Commission was chaired by the Provost. The Senior Vice President for Administration, the Vice President for Health Sciences, the Vice President for Research and Graduate Studies, and the Vice President for Advancement served as ex officio members. Each of the University's Schools was represented by at least one member; the Commission was asked, however, to deliberate and act from the perspective of the entire University, rather than operating primarily as a representative body.

Following interaction with several speakers and consultants, as well as some spirited discussions regarding its roles and responsibilities, the Commission began the task of analyzing, and reacting to, the large volume of data assembled for its use. The data included (1) a brief profile of the University (see Appendix B); (2) an environmental scan of those forces and trends, external to the University, that constitute its principal opportunities—and threats—over the next few years (see Appendix C); (3) a unit-by-unit analysis of the University's programs, both academic and administrative, aimed at identifying VCU's major internal strengths and weaknesses (criteria included centrality to the University's mission, level of demand, cost in relation to productivity, certain qualitative variables, and competitive position); and (4) reviews of selected strategic issues deemed critical to the University's future, under the general headings of enrollment size and mix, teaching and learning, research and scholarship, service,

technology, organizational structure, governance, administrative/support services, university life, and physical facilities and location(s).

These deliberations led to the preparation of a draft of the Strategic Plan, published on March 5, 1993, explicitly intended to generate review and comment by the University community. The full text of the Plan was printed in VCU Voice, the University's principal medium for communication with its faculty and staff; in addition, hundreds of copies of the Plan were distributed to individuals, groups, and organizations both inside and outside the University. Reactions were obtained, over the ensuing ten weeks, primarily in two ways. First, 38 hearings were held; four of these, two on each campus, were "open forums" for the discussion of any aspect of the Plan, while the other 34 were generally targeted to the interests of specific schools, departments, committees, boards, or other organizations. Some of these sessions were initiated by the Commission, while others were held in response to requests from affected groups; all such requests were honored. Most of the hearings were chaired by the Provost and were attended by several (generally between four and fifteen) members of the Commission, along with one or more members of the Strategic Planning staff. Second, approximately 200 individuals responded to the Commission's invitation to submit comments in writing. All responses to the draft, whether verbal or written, were ultimately compiled and organized for consideration by the Commission.

Finally, the Commission convened again in mid-May for the purpose of deciding how to revise the Strategic Plan in response to the hundreds of specific reactions and suggestions received from faculty, staff, students, alumni, community boards, and other constituent bodies. Extensive subcommittee work, as well as several lengthy meetings of the full Commission, culminated in its adoption of this Strategic Plan on June 4, 1993. The Plan was forwarded to the President for his review and approval; he in turn transmitted it to the University's Board of Visitors for final review and action.

The Commission on the Future of the University has addressed a number of important questions regarding who we are and who we want to be in the future. The resulting Strategic Plan may be viewed as the Commission's answer to the question: given what we now know about VCU's internal strengths and weaknesses, its external opportunities and threats, its competitive market situation, its internal issues in need of resolution, and the attitudes and preferences of its major constituent groups, what specific steps should the University take, over the next five to ten years, in order to achieve its objectives and fulfill its mission? The recommendations contained in this Plan reflect the Commission's encounter with a number of complex issues and difficult decisions, and it is obvious that individuals will differ in their degrees of satisfaction with the final outcome. Most will agree, however, that it is far better to create our future than to drift into it aimlessly. Hence the need for, and the critical importance of, VCU's strategic planning process.

## II. A VISION FOR VCU'S FUTURE

In November of 1989, the University's Board of Visitors adopted a "Virginia Commonwealth University Mission and Goals Statement." The final product of many months of intensive committee activity, this document states, and elaborates upon, VCU's mission as "a fertile and stimulating environment for learning, teaching, research, creative expression, and public service." The statement stresses the critical importance of "a faculty actively engaged in scholarship and creative exploration—activities that increase knowledge and understanding of the world, and inspire and enrich teaching." It underscores the diversity of VCU's student body, as well as the "local, state, national, and international communities" that the University serves through "its scholarly activities, its diverse educational programs, and its public service activities. As an institution of higher learning in a metropolitan center that is also the capital of the Commonwealth, the university enjoys unique resources that enrich its programs and offer special opportunities for contributing its intellectual and creative expertise in the development of innovative approaches to meet the changing needs of our society." The statement concludes with the presentation of thirteen specific goals for the University. These focus on undergraduate, graduate, and professional education; the University's scholarly climate; expanding the boundaries of knowledge through research and creative activity; racial and cultural diversity; developing and sustaining a faculty of the highest quality; health care education, research, and service; use of the urban environment as a laboratory; the liberal, visual, and performing arts; continuing education; flexibility in our course offerings and arrangements; interdisciplinary studies; and VCU's role as "Virginia's major urban university."

The University's Mission and Goals Statement provides a comprehensive and workable context for our Strategic Plan. Having revisited this document, the Commission on the Future of the University reaffirmed both its overall direction and its specific points. The Commission also chose, however, to expand upon some of these points, and to conceptualize them as "guiding principles" for the Commission's own work. The most important of these principles are the following:

- (1) At its core, VCU is a community of students, faculty, and staff learning together and valuing the rich intellectual, cultural, and human resources which they share.
- (2) Central to VCU's mission is the provision of high-quality programs of instruction for undergraduate, graduate, and professional students of diverse backgrounds and interests.
- (3) Equally important is a climate of scholarly inquiry that values scholarship in all its forms, including the generation of knowledge, the integration and dissemination of knowledge, creative activity, and scholarly reflection.

(4) VCU is inseparable from the urban environment in which it resides. Extensive interaction with the Richmond metropolitan region yields a two-way flow of benefits between University and community, and generates capabilities for addressing urban issues throughout the nation and world. VCU's proximity to the nation's Capital provides additional opportunities and resources that should be exploited.

(5) VCU reflects, through its students, faculty, and staff, the diverse multicultural and multinational character of Richmond and Virginia. VCU should continue to serve as a model for this diversity, and for creative responses to the issues that it generates.

(6) VCU currently occupies, and should actively seek to maintain, its position as the Commonwealth's largest doctoral-granting urban research university, and as the Commonwealth's most comprehensive health science center. Toward this end, VCU should emphasize those programs that have already achieved national and international stature. In particular, the University should build upon its substantial foundations in the biomedical sciences, the visual and performing arts, and the applied social sciences.

(7) As an overarching principle or "theme" for VCU, one which serves to organize the above (and other) principles into a coherent whole, the Commission suggests the concept of leadership. All of VCU's programs should strive for positions of leadership in their respective realms of activity—teaching, research, service, or some combination thereof. Indeed, VCU should manifest a level of excellence that leads to its recognition as a leader within the ranks of the nation's major urban universities.

## III. STRATEGIC DIRECTIONS FOR THE NEXT DECADE

As noted earlier, the Commission on the Future of the University has generated a number of recommendations intended to move VCU toward fulfillment of its overall mission. Since there is no reason to believe that State funding is likely to increase dramatically in the near future, these recommendations will necessitate a significant internal reallocation and redeployment of resources, along with a high level of success in raising funds from external sources.

The Commission's recommendations are presented below in ten separate categories, although logical overlap will be evident in some instances. The categories are (1) enrollment size and mix, (2) teaching and learning, (3) research and scholarship, (4) public service, (5) technology, (6) organizational structure, (7) governance, (8) administrative/support services, (9) university life, and (10) physical facilities and location(s).

## A. Enrollment Size and Mix

University Enrollment Services personnel have projected the University's growth to an enrollment of 25,000 to 26,000 students by the year 2005, compared with the 21,939 enrolled in the Fall of 1992. This projection takes a number of factors into account, including demographic trends among Virginia's college-age population, anticipated growth in graduate programs, and estimated retention rates. Growth in VCU's student enrollment to the projected level will necessitate enhancements in the University's physical facilities (including the possibility of additional sites—see Strategic Direction No. 15 under "J. Physical Facilities and Location") and other resources, both human and financial.

### STRATEGIC DIRECTION NUMBER 1

*Plan and manage the University's growth at every level, ensuring that its resources are allocated in a manner that is fully consistent with its stated mission.*

a. An enrollment management plan should be coordinated by the Executive Director of University Enrollment Services (UES). Since admissions procedures and decisions are critical to the University's overall quality and well-being, not just to those of individual programs, an effective system of enrollment management will necessitate central approval for proposed changes in unit-level admissions policies.

b. Consistent with the growth that is anticipated, we recommend steps to bring about:

(1) an entering class of approximately 2,000 freshmen each year, with an average SAT score greater than 1000;

(2) an entering class of approximately 1,700 transfer students each year. In accordance with the University's "articulation agreements" with community colleges, first priority should go to those possessing Associate degrees, second priority to those having completed at least one year of collegiate work, and third priority to those with only one semester of collegiate work;

(3) maintenance of the current mix of approximately 25% of the University's enrollment in graduate programs. Special attention should be directed to providing resources needed to maintain that mix and to enrollment procedures that will serve to improve the quality of VCU's master's and doctoral programs. Each such program should develop enrollment targets, limits, and requirements, with attention to the diversity of the student body and consistent with VCU's mission of providing educational opportunities for nontraditional and part-time students;

(4) maintenance of the Medical and Dental programs at their current levels;

(5) aggressive recruitment efforts to ensure continuation of VCU's highly diverse student population mix in terms of race, gender, age, and nation of origin;

(6) aggressive provision of support services and programs aimed at ensuring a high rate of retention throughout the University's student population;

(7) continued attention to improving the quality of admissions to the Honors program, targeting its enrollment at any given time to 5% of the undergraduate student body;

(8) continuation of the Summer Institute of Learning program, under the auspices of the Office of Academic Support, ensuring maximum efficiency to achieve the highest enrollment level consistent with current resources;

(9) continued support and additional resources to ensure that students with disabilities are provided equal opportunities in terms of program accessibility, retention efforts, and students services and activities;

(10) maintenance of VCU's commitment to the effective accommodation of part-time, evening, and off-campus students; and

(11) ensuring continued student accessibility to VCU through the careful maintenance of affordable tuition and fee charges and the availability of student aid.

## B. Teaching and Learning

Teaching and learning are central to VCU's mission as a public urban research university. One purpose of the University's strategic planning process is to develop an instructional strategy that builds upon its defined mission and existing strengths, and that responds creatively to trends influencing higher education. This strategy should position VCU to have a clearly defined niche within Virginia higher education, to develop regional, national, and international reputations in certain fields of instruction, and to become a national leader in defining the role of urban universities in the 21st century.

VCU should (1) provide a broad, high-quality undergraduate experience across the University and should target areas of excellence in graduate and professional education; (2) maintain its historic commitment to accessibility, while enhancing its reputation for quality and excellence; (3) maintain and enhance its distinctive reputation for offering instruction that bridges theory and practice through experiential learning; (4) continue to provide instructional programs in continuing and executive education with enhancement to these programs provided through a reward structure that will

ensure greater faculty participation; and (5) continue to meet its responsibility, as an urban university, for enhancing the intellectual, social, and cultural base of the community in which it resides.

## **STRATEGIC DIRECTION NUMBER 2**

*Strengthen and enhance the quality of the educational experience for the University's undergraduates.*

The University should develop a stronger, more coherent undergraduate experience. To achieve this goal, the following actions are recommended:

a. Undertake a comprehensive review of the University's undergraduate curriculum, focusing on what we teach, how much we teach, and how effectively. Intended in part to identify possible economies in the University's system of instruction, the review should consider (among other issues) the number of hours required for degrees, methods of instruction (including existing and potential uses of technology), the role of prerequisites, the use of adjunct faculty, and the formats in which instruction is offered.

b. Create a University task force charged with the responsibility of reviewing and revising general education requirements. The review and task force recommendations should address the following items: (1) the advisability of a general education requirement that includes a set of core courses that constitute the common educational experience of all students, balanced with distribution requirements across the College and Schools designed to meet specific general education objectives and coordinated with the Virginia Community College System's first thirty hours; (2) the advisability of a requirement or set of requirements that address distinctive features of Virginia Commonwealth University, including urban issues, using Richmond as a laboratory, and addressing issues of cultural diversity; (3) the feasibility of a required "service to the community" component; (4) appropriate uses of instructional technology; (5) the appropriate roles of the University's faculty and library, respectively, in imparting information literacy to all students; and (6) the manner in which the general education requirements should be structured and administered. The task force should begin immediately and report its recommendations no later than May 1994, and should take into account the 1990 Report of the Commission on the University of the 21st Century (the "U21 Report"), the Spring 1991 Final Report of VCU's Academic Planning Committee, and the eight areas for common general education approved by the University Undergraduate Curriculum Committee in 1989 (see page 3 of the 1992-94 Undergraduate Bulletin), as well as the Strategic Directions set forth in this Plan.

c. Develop an advising system that ensures the provision of high-quality academic and career advice, with particular emphasis on the freshman and sophomore years.

Toward this end, the advising recommendations presented in the October 1992 "Report of the Student Affairs Advising Study Team," calling for increased reliance on centralized advising in some instances, should be implemented. Departmental faculty must bear responsibility for the advising of junior and senior majors; advising of graduate students is a joint responsibility of the Graduate School, Deans' Offices, and departments. A computerized degree audit should be carried out for each student each semester.

d. Develop and implement a plan for the promotion of internships, cooperative education, and other forms of experiential learning in all relevant curricula.

e. Enhance the impact of student outcome assessment efforts by identifying criteria for demonstrating student accomplishment in general education and in major fields.

f. Implement periodic and systematic reviews of all undergraduate programs; to assist with this process, develop procedures for tracking students after their graduation from VCU.

g. Interdisciplinary collaboration should be promoted by identifying and eliminating any administrative or policy barriers to such collaboration.

h. The establishment of a dormitory-based Residential College should be explored. Such a facility could be constructed on the Gladding Center parking lot. Space for faculty mentors, food service, and a discussion center could be built. A topical focus could be developed to give the center a special niche; possibilities include the arts, public policy, Women's Studies, or the Honors program. All instruction need not be delivered in the center, but significant opportunities for student/faculty interaction should characterize this alternative living arrangement. Strategies for the inclusion of a cadre of commuter students should be explored as well.

i. Develop both monetary and non-monetary incentives and forms of recognition for high-quality instruction and advising.

j. Explore the possibility of developing short-term faculty exchange programs between VCU departments, as well as with other Richmond-area institutions.

k. Continue to internationalize the curriculum, the student body, and the faculty; establish incentives for students and faculty to study and teach abroad, and for students and faculty from other nations to study and teach at VCU.

### STRATEGIC DIRECTION NUMBER 3

*Strengthen and enhance the quality of the University's graduate programs.*

Graduate education is integral both to VCU's commitment to provide high-quality instruction and to the value it places on maintaining a climate of scholarly inquiry, including the generation of knowledge, the integration and dissemination of knowledge, creative activity, and scholarship. Through the training of graduate students and through their collaboration with faculty scholars, we equip students to assume leadership roles in the arts, business, education, health professions, and public service, as well as preparing the professoriate of the future.

- a. The University should proceed to appoint a Dean of the Graduate School who will be responsible for administering graduate education, and who will work with the Graduate Council as it carries out its responsibility for formulating and reviewing policies governing graduate education. The Dean of the Graduate School should report to the Vice President for Research and Graduate Studies who, in turn, should report to the Provost on matters concerning graduate education. There should be a reevaluation of the bylaws of the Graduate School; a reevaluation of requirements for membership on the Graduate Faculty; and an increase in the resources available for ongoing program review.
- b. VCU should develop new graduate programs that are consistent with its mission and build upon its strengths in interdisciplinary areas including biomedical research, the applied social sciences, and the arts. University Centers should be encouraged to develop graduate programs as well.
- c. VCU must address issues surrounding tuition rates and the adequacy of fellowship and graduate teaching assistantship support in order to compete effectively for the best available students nationally and internationally.
- d. VCU should give special attention to the preparation of graduate assistants both for their teaching responsibilities at VCU and for their role as the professoriate of the future.
- e. The development of graduate programs must remain consistent with the University's commitment to serve nontraditional and part-time students.
- f. The quality of life of graduate students needs to be evaluated and improved.

### STRATEGIC DIRECTION NUMBER 4

*Promote targeted areas of excellence among the University's educational programs, including the reallocation of resources where appropriate.*

The Commission reviewed information submitted by VCU academic units regarding their centrality to the University's mission, the level of demand for their programs, program costs in relation to productivity, certain qualitative variables, and their competitive positions. In addition, the University's Deans were asked to provide information regarding their high and low program priorities.

a. Based on its review of the above-mentioned information, the Commission compiled four distinct lists of programs: (1) potentially strong programs in need of University enhancement in order to advance to a higher level; (2) high-quality programs deemed able to rely on departmental and School/College resources for continued excellence; (3) potentially strong programs needing further review to determine the advisability of enhancement or diminution; and (4) programs identified as candidates for diminution, perhaps facilitating the reallocation of funds to other programs.

(1) The following programs are recognized for their strong potential, and are recommended for enhancement by the University. ("Additional resources" constitute the most obvious form of enhancement, but other steps are possible as well—reorganization that might improve the program's competitive stance, temporary exemption from certain regulations, special publicity efforts, etc.)

•Gerontology, Physical Therapy, and the Executive M.S. and Doctoral Programs in Health Administration in the School of Allied Health Professions

•Dance and Choreography, Communication Arts and Design, and the Ph.D. in Art History in the School of the Arts

•Biomedical Engineering program and M.S. in Genetic Counseling in the School of Basic Health Sciences

•The School of Business (it is recommended that the School undertake a strategic planning process addressing the enhancement of its traditional mission in undergraduate and graduate programs, faculty research, service in both the private and public sectors, continuing and adult education, executive education programs, international programs, and the School's relationship to other units within the University and the external community)

- History, Political Science, the M.F.A. in Creative Writing, and Afro-American Studies in the College of Humanities and Sciences

- M.D./Ph.D. program in the Health Sciences

- Master's-level Nurse Practitioner program in the School of Nursing

- Pharm.D. program in the School of Pharmacy

- M.S.W. program in the School of Social Work

(2) The following are recognized to be strong, high-quality programs of considerable importance to the University. The Commission urges that steps be taken at the Department and School/College levels to ensure their continued excellence.

- Painting and Printmaking and Sculpture in the School of the Arts

- Human Genetics, Microbiology and Immunology, and Pharmacology and Toxicology in the School of Basic Health Sciences

- Urban Studies and Planning in the School of Community and Public Affairs

- D.D.S. program in the School of Dentistry

- Psychology in the College of Humanities and Sciences

- M.D. program in the School of Medicine

- Undergraduate R.N. (weekend) program in the School of Nursing

- B.S. and Ph.D. programs in the School of Pharmacy

(3) The following programs are also recognized for their strengths and potential, but further review is needed prior to decisions regarding resource allocation:

- The Occupational Therapy program is recognized for its responsiveness to critical health-care needs. It is recommended, however, that the School of Allied Health Professions review this program toward the objectives of (a) differentiating more sharply between its undergraduate and graduate-level curricula, and (b) deciding at which of these two levels to concentrate the program's efforts and resources.

- It is recommended that the School of Education assess and report on major curriculum changes in the School, focusing on the resulting organizational

structure, allocation of resources, and distribution of faculty in relation to these changes. Special emphasis should be placed on the School's collaborative relationships with the College of Humanities and Sciences, and on the manner in which science and mathematics education will be carried out.

- The Foreign Languages program in the College of Humanities and Sciences should continue its current review process, with the objective of redirecting the program toward a more contemporary focus for foreign languages in an academic curriculum, including the effective use of instructional technology in teaching language fluency.

- The School of Mass Communications should continue the major review that is currently under way. Matters to be addressed should include (but not be limited to) the School's mission, curriculum, organizational location, and size.

(4) Based upon the Commission's review of all University academic units (the criteria employed, again, were centrality to the University's mission, level of demand, cost in relation to productivity, certain qualitative variables, and competitive position), as well as upon consideration of the Deans' priorities, it is recommended that the following programs be considered candidates for possible diminution. "Diminution" can take several forms, of course—down-sizing a program, redirecting or reorganizing it, combining it with another unit, or perhaps even eliminating it as a distinct program. In some cases the Commission has recommended a specific course of action; in others it has not, thereby implying the need for further review to determine the appropriate form of diminution.

- M.S./Professional and Categorical Program in Medical Technology; Patient Counseling (its transfer to MCV Hospitals is recommended); and Radiation Sciences (Radiologic Technology) (since it is the only Associate-level degree offered at VCU, serious efforts should be made to transfer this program to the community college system or, alternatively, to offer it as a certificate program at MCV Hospitals) in the School of Allied Health Professions

- Administrative Systems Management track in Management, and the Human Resources Management and Industrial Relations track in the Ph.D. in Business in the School of Business

- B.S. in Rehabilitation Services (its elimination as a major is recommended, as previously proposed by the Department of Rehabilitation Counseling) and M.S. in Recreation, Parks, and Tourism in the School of Community and Public Affairs

•The M.S.W. program offered by the School of Social Work in Southwest Virginia

•Mathematics 001 and English 001, both noncredit remedial courses, should be phased out at the earliest possible time (this assumes a transfer of responsibility for such courses to the community college system)

•There is considerable duplication and overlap of course content taught by a number of units throughout the University, and it is time to address this matter aggressively and thoroughly. Cross-listed courses, interdisciplinary team-teaching, merger of courses under University Center auspices, and outright elimination of duplicated courses are among the options that should be explored; new organizational structures may be appropriate in some instances. It is recommended that the Provost develop, by July 1, 1994, a plan for implementing a significant reduction in the number of such courses. Areas offering opportunities for reductions or new organizational structures include, but are not limited to:

- information systems and computer science
- statistics
- research methods
- operations research
- mathematics and decision sciences
- counseling and mental health
- administration and management
- public policy
- drug and alcohol abuse
- economics
- public health
- chemistry

Additional course reductions will be identified in the comprehensive review of the University's undergraduate curriculum that is recommended under Strategic Direction No. 2.

b. The University should support the establishment of an undergraduate engineering program, relying heavily on private sources of funding for the start-up costs of the program.

c. Strong efforts should be undertaken to obtain resources sufficient to establish several fully-funded endowed chairs in high-priority disciplines in the biomedical sciences, the creative arts, and the applied social sciences.

d. Steps should be taken to enhance recognition of the quality of VCU's instructional programs.

Recommendations include:

(1) Develop and implement a public relations plan for enhancing public recognition of VCU's excellence in appropriate areas.

(2) Relabel or rename programs or units so as to communicate more accurately their nature and roles to the outside world. For example, the Ph.D. in Urban Services should be renamed to reflect more accurately that program's School of Education base and focus; and the Ph.D. in Social Policy and Social Work should be renamed the Ph.D. in Social Work.

### C. Research and Scholarship

Scholarship is central to VCU's mission as a public urban research university. Essential to the life of the university is a faculty actively engaged in scholarship and creative exploration; these activities increase knowledge and understanding of the world, and inspire and enrich undergraduate and graduate teaching and continuing education. Research and creative endeavors require a scholarly climate that permeates the sciences, arts, humanities, and the professional disciplines. As one of the larger and more renowned medical settings in the U.S., further enhanced by an emerging, adjacent Biotechnology Research Park, MCV will continue to be a leader in biomedical research culminating in services and technology transfer that benefit the local and state economies. In its urban setting, VCU will be actively and vigorously engaged in social and educational research that will develop systems and methodology to attack the problems of inner cities. In its state capital setting, VCU will become a resource for research in public policy and health care delivery systems. In its historically rich and culturally diverse setting, VCU's humanistic inquiry and the applied and performing arts will raise the quality of life.

The Commission on the Future of the University endorses the U21 Report statement that "All scholarly inquiry, whether sponsored by external sources or not, is central to higher education's role as a primary creator of new knowledge."

### STRATEGIC DIRECTION NUMBER 5

*Promote the scholarly activities of the University community by facilitating opportunities for innovative research and creative activities.*

a. VCU should encourage scholarship and research in all fields in which we have faculty strength. Toward that end, the University should:

(1) coordinate the recruitment of new faculty, administrators, and staff among departments, schools, and University Centers in a manner that is consistent with the themes and priorities identified in this Strategic Plan;

(2) aggressively recruit and promote outstanding scholars with a view toward national recognition, for example through membership in the National Academy of Science, Institute of Medicine, Academy of Arts and Letters, etc.; the establishment of University



tion on its list of developmental priorities. Many of the actions recommended elsewhere in this Plan will depend heavily on technology for their successful implementation; hence the requisite resources must be made available. Progress in this regard will be facilitated by coordinating University information technology functions, which should also achieve economies of scale and improve efficiency.

#### **STRATEGIC DIRECTION NUMBER 8**

*Significantly upgrade the University's uses of information technology.*

- a. Create a new office for information technology, reporting directly to the Provost. This office should have responsibility for the University Libraries, University Computing Center, Academic Campus computing, and MCV Campus computing, as well as for media services and communication networks. (MCV Hospitals computing should remain separately administered, but in close coordination with the new office.) Flexibility and coordination must be prime considerations for the new office.
- b. Expedite the development of a comprehensive University network that facilitates collaborative interaction of faculty and students with others both internal and external to VCU; this will have many positive benefits, including the enhancement of faculty and student scholarly productivity. This network must be designed to span multiple campuses, to extend into the surrounding community, and to be compatible with emerging global academic standards.
- c. Aggressively seek to upgrade the effectiveness and efficiency of the University's instructional programs through creative applications of technology. Enhance the level of faculty reliance on technology for their instructional activities, and enhance student access to appropriate equipment and other facilities.
- d. Increase the use of distance-learning technology to deliver credit and noncredit instruction to the local area, the Commonwealth, and the nation, thus rendering VCU competitive with the distance-learning programs of other major Virginia universities.
- e. Provide sufficient human resources to ensure effective and efficient support for the implementation, integration, and maintenance of information technology.
- f. Improve procedures for accelerating the purchase of technological equipment.

#### **F. Organizational Structure**

As with any large and complex institution, a university should be organized in a manner that maximizes efficiency and coordination while minimizing costly duplication and overlap. Improvements in organizational structure can result in financial savings, and can position a university to take better advantage of external funding opportunities. Above all, a university's structure should reflect its basic mission, bringing that mission into clear focus and thereby facilitating its accomplishment.

#### **STRATEGIC DIRECTION NUMBER 9**

*Make changes in the organizational structure of the University that are needed to enhance its ability to fulfill its teaching, research, and public service missions.*

- a. Establish a limited number of interdisciplinary University Centers consistent with the University's mission, its strengths, and its ability to use the urban environment as a laboratory for teaching and/or research. Each center should be characterized by a focused work plan, demonstrated evidence of multiple sources of revenue for support of its research, and a cadre of currently-productive faculty committed to the center's mission. The centers should be encouraged to develop new interdisciplinary degree programs where appropriate. Faculty members from all relevant disciplines should be eligible to affiliate with the centers for fixed terms; any teaching done under the centers' auspices should be considered to be part of the individual's regular teaching load. Centers should also serve as vehicles for joint hiring—that is, participation by two or more units in the process of hiring faculty of relevance to their shared interests. Those centers offering Ph.D. programs should be given high priority for fellowships. While modest levels of University support will undoubtedly be needed, centers will be urged to develop external sources of support to the greatest extent possible, and will be evaluated in part on the basis of their success in this regard.

Among the interdisciplinary centers to be developed are those targeted in the recently-produced Academic Medical Center Strategic Plan—Neurosciences, Cardiovascular, Oncology, Transplantation, and Primary Care. Additional centers should be developed in Public Policy (this center should develop and administer an interdisciplinary Ph.D. in Public Policy), Environmental Studies, Drug and Alcohol Abuse, and AIDS Studies. The University should be sufficiently flexible to respond in a timely manner to new societal problems and issues as they emerge. High priority should be given to centers featuring the cooperative participation of faculty from both campuses, and to already-existing centers that have established records of high-quality performance.

b. The Commission has recommended that, in order to ensure maximum coordination and efficiency of the training, research, and patient care activities characterizing a major academic health sciences center, the Vice President for Health Sciences and the Vice President for Research and Graduate Studies, acting jointly, should create a study team to advise them, no later than January 1, 1994, regarding the appropriate organizational structure of the Schools of Medicine, Dentistry, and Basic Health Sciences. This process is already under way.

c. The program, structure, and appropriate organizational location of the Nurse Anesthesia program, currently in the School of Allied Health Professions, should be referred to the Vice President of Health Sciences for study and review, involving both internal and external consultation. Decisions on this program should be made no later than September 30, 1993.

d. The School of Community and Public Affairs should be dissolved in its current form. The Provost should create a study team to advise her, no later than January 1, 1994, regarding (1) the most appropriate structure for accomplishing the University's urban affairs mission—whether a new school, a University Center, or some combination of these and/or other ideas, and (2) the appropriate organizational locations for the departments and programs now in Community and Public Affairs. (The Commission recommends the School of Allied Health Professions to be the best organizational home for the Department of Rehabilitation Counseling, and negotiations toward that end are already under way. The Commission also recommends that the subject matter covered in the B.S. in Safety and Risk Administration be continued, but not as a program based in the Department of Justice and Risk Administration; other locations for this subject matter should be explored, with emphasis on ensuring a strong interdisciplinary focus.)

e. The structure and functions of the Office of the Provost should be reviewed. This review should include (but not be limited to) an identification of appropriate structures and procedures for academic evaluation, program review, assessment, ongoing strategic planning, and other analytical functions.

## G. Governance

Excellent universities are characterized by strong, thoughtful, knowledgeable, and creative faculty leadership, working in collaboration with administrators. Open communication and review processes are crucial in such a governance model.

## STRATEGIC DIRECTION NUMBER 10

*Strengthen the voice and skills of the faculty in conducting the University's affairs.*

a. The composition and functions of the following units should be reviewed and clarified: (1) the Research Advisory Committee, (2) the Computing Policy Advisory Committee, (3) the Graduate Council, (4) the University Undergraduate Curriculum Committee, (5) the University Council, (6) the Faculty Senate, and (7) the Faculty Caucus.

b. The Provost should create a Task Force on Committees, with the assignment of reviewing the University's total committee structure and making recommendations regarding ways in which it might be streamlined.

c. Create a more efficient system of internal communication, so that all governance groups—the Faculty Senate, the Executive Budget Committee, the University Council, and other relevant bodies—report their activities in VCU Voice or other relevant media.

d. Provide training opportunities for academic administrators and faculty leaders, mandatory for new chair and Dean appointees but open to all, dealing with such matters as leadership, personnel management, budgeting, fund-raising, conflict resolution, grievance procedures, and recruiting.

e. Create a single, comprehensive University calendar, accessed electronically, listing all major events and activities.

## H. Administrative & Support Services

### STRATEGIC DIRECTION NUMBER 11

*Improve administrative and support services critical to fulfillment of the University's mission.*

a. Toward the end of fostering administrative structures and practices that encourage superior performance by all University employees, a Support Services Committee comprised of staff, faculty, and students should be formed in each Vice Presidential area. Reporting directly to the appropriate Vice President, each of these committees will be responsible for ensuring that the provision of administrative and support services is regularly evaluated and improved so as to meet the requirements of those individuals served in a timely, efficient, and effective manner.

b. The Commission's review of the University's administrative and support units—at all levels—led to the conclusion that substantial financial savings are a distinct possibility. A number of administrative services—involved with financial management, personnel, fund-raising,

public relations, computing, and other functions—are duplicated in numerous offices throughout the University. Accordingly, the Commission recommends the following actions:

(1) A major and comprehensive review of administrative structures and services throughout the University should be carried out, involving (a) outside expertise in university administrative structure—a management firm with solid university experience, or panels of appropriately-experienced reviewers from other universities, or some combination of the two; and (b) an internal administrative oversight committee, representing all major University constituencies (administration, faculty, staff, and students), to work closely with the external review team. The study should focus on (but not be limited to) the major areas of operation under each of the University's Vice Presidents, including both academic and administrative units.

(2) The Provost should ensure that a systematic, open, and regularized process for the evaluation of all administrative and support units is in place and working effectively. This should include the evaluation of all individuals holding Administrative and Faculty-Administrative appointments.

(3) All possible efforts should be made to reduce substantially the University's flow of paperwork, and to replace it, when appropriate, with electronic means of communication.

c. Examine the desirability and feasibility of an internally-provided University-wide comprehensive health care plan for all VCU employees.

d. Reorient and reorganize administrative and support services to insure maximum support for teaching, research, and service activities.

(1) Undertake a comprehensive service-quality review of administrative and support services to insure achieving flexibility, timeliness, and quality.

(2) Achieve a computing and information resource infrastructure adequate for realizing the research goals and aspirations of the institution.

(3) Improve organizational structure for communicating our research activities and findings to the public. Toward this end the University should review and strongly support excellent personnel in the Office of University Relations (at least one individual should have training and/or experience as a science reporter); educate faculty on the importance of their work to the public; and provide continuing support services for the Office of Governmental Relations in

its effort to educate state and federal legislators on research accomplishments at VCU. The Vice President for Research should periodically convene a small group of key investigators to review these issues.

(4) Budget the reserves needed for capital equipment, service, and maintenance.

e. Enhance the University's computing and technology resources to the levels needed for high-quality support of its instructional, research, and public service missions. To ensure a reasonable measure of compatibility among the University's computers, define a University-wide system of computing, and limit computer expenditures from Maintenance and Operations funds to those that are compatible with this system.

f. VCU's library resources have been enhanced significantly during the past two years. The increasing costs of library materials and technology and the need for continued growth and development, however, will necessitate an ongoing commitment of staff, operating funds, and acquisition funds. VCU should aspire to Association of Research Libraries standards as reasonable indicators of excellence for major research universities.

## I. University Life

Good universities are characterized by a strong sense of community; students, staff, and faculty work together with a common sense of purpose, and with a shared vision regarding the nature and importance of a high-quality university experience.

### STRATEGIC DIRECTION NUMBER 12

*Foster a climate that promotes a high quality of life for students as members of the University community.*

The academic experience in the classroom, learning experiences out of the classroom, the environment in which students learn, and the experience of being a part of the University—participating in its governance, developing leadership skills, developing responsibility as a member of the community—are among the factors contributing to the quality of life for students.

a. Create a task force to identify ways of enhancing the quality of the student life experience at VCU. The task force should consider how to:

(1) Improve the first-year experience of VCU students; improve services for older and returning adult students, commuter students, graduate students, international students, and disabled students.

(2) Enrich the out-of-class environment for students intellectually, culturally, and socially.

- Promote, encourage, and reward more out-of-class student-faculty contact.
- Enhance student cultural and social life through lecture series, concerts, and other activities and events.
- Provide more opportunities for recognition of student success.
- Emphasize service as a part of the VCU experience.
- Increase on-campus student employment and view it both as a retention technique and as a positive contribution to the quality of student life on campus.
- Increase the level of student representation and participation in decision-making at the University.
- Promote the formation of communities, such as residence hall and apartment groups, fraternities, and sororities, that can provide support to students in both academic and extracurricular activities.

b. Develop a strong sense of campus community.

(1) Develop a plan to improve VCU's sense of "campus," focusing both on the two campuses individually and on their unity as a single university. Concentrate on making the physical environment more comfortable and accessible for students.

(2) Continue to develop recreation facilities that respond to student needs.

(3) Encourage business people on Grace Street and in other nearby areas to develop businesses that respond to student needs and interests.

c. Increase parking options through the building of more parking decks and/or lots in close proximity to the campuses, with appropriate attention to security. (The Academic Campus Student Government Association has passed a resolution calling for the reallocation of student fee resources to parking. The Commission urges that this issue continue to receive a full hearing by the appropriate University officials.) A "Report of the University Parking Task Force" was recently issued, and appropriate administrative staff are preparing an implementation plan based on those recommendations which they consider feasible. This issue should be brought to a rapid and effective conclusion, with appropriate input from all affected constituent groups.

d. Improve the safety and security of VCU's environment.

(1) Continue and increase high-visibility security escort services, as well as security in parking areas and other appropriate areas of both campuses.

(2) Create a task force to evaluate security needs for the University.

e. Enhance academic advising.

(1) Advising is a fundamental part of helping students toward academic success. It is important that academic advising be recognized as an important responsibility and that those involved be accountable.

(2) Implement recommendations on academic advising from the Student Affairs Advising Task Force Report.

f. Use the recommendations from the Student Affairs Advising Task Force as a guide in determining resource needs for student affairs and in examining some of the management issues identified in the report.

### STRATEGIC DIRECTION NUMBER 13

*Enhance opportunities for staff development and rewards.*

No university can aspire to excellence without a high-quality cadre of staff members, and VCU is fortunate to have a support staff of considerable skill, efficiency, and dedication to the University's mission. It is important to the University's classified staff members that there be effective channels for communication between themselves and the administration and faculty; that the University is sensitive to multicultural and class issues as these impact on the treatment of classified staff; that appropriate training opportunities are in place; and that their accomplishments are recognized and rewarded.

a. Give classified staff a stronger voice in articulating their interests and concerns to the wider University community. One possible approach is expanded coverage in VCU Voice and other campus publications; another is enhanced roles and support for the various employee councils; another is the establishment of an ombudsman position to coordinate and convey employee concerns to the administration; and another is the allocation of membership slots on the University Council. These and other ideas should be explored, toward the end of integrating staff members more fully into the life of the University.

b. Facilitate continuing education and training at all levels, especially as appropriate to deal with new and emerging technologies. This might include mandatory participation in training programs for any person in a supervisory position; it might also include the provision of

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b. Facilitate continuing education and training at all levels, especially as appropriate to deal with new and emerging technologies. This might include mandatory participation in training programs for any person in a supervisory position; it might also include the provision of

“training days” as an employee benefit. These days could be accrued in a manner similar to annual leave and used for training at the discretion of the supervisor and employee. Training should function, and be readily perceived, as a pathway to upward mobility for the University’s staff members.

c. Ask the Board of Visitors to review the University’s Mission and Goals Statement so as to include recognition of staff contributions.

d. Create a task force to study and make recommendations regarding recognition/award programs for the classified staff, including bonuses.

e. The University’s administration should work with the State to create a “cafeteria” approach to benefits, enabling each employee to select that package which best meets her or his needs. Tuition waivers for family members, day care, health and disability insurance, a sick leave “bank,” and several other potential benefits should be explored.

#### **STRATEGIC DIRECTION NUMBER 14**

*Enhance opportunities for faculty development and rewards.*

A committee is currently at work on a major report which will contain recommendations for improving the faculty reward system. Upon the report’s completion, the University’s central administration, along with the Board of Visitors, will review it and make decisions regarding its implementation. That report and recommendations below call for the full support and development of faculty.

a. Review the infrastructure of faculty development opportunities particularly to enhance the areas of technology, interdisciplinary teaching, and interdisciplinary research.

b. Departments and Schools should continue to promote and support faculty study and research leaves, in accordance with University policies.

c. Establish a University-wide “teaching innovation fund,” similar to the faculty grants-in-aid fund.

d. Include adjunct and part-time faculty in department and school activities.

e. Implement programs to aid in the retention of women and minority faculty members with the goal of increasing the diversity of the tenured faculty. Bring visiting scholars, artists, scientists, and practitioners from diverse ethnic and national backgrounds to the University community.

f. The University’s administration should work with the State to create a “cafeteria” approach to benefits, enabling each employee to select that package which best meets her

or his needs. Tuition waivers for family members, day care, health and disability insurance, a sick leave “bank,” housing in the proposed Residential College, and several other potential benefits should be explored.

g. Employ all possible means to enhance interaction among faculty on the University’s two campuses.

#### **J. Physical Facilities and Location(s)**

##### **STRATEGIC DIRECTION NUMBER 15**

*Ensure that the University’s existing facilities are attractive and being used to maximum efficiency, and develop the additional space and facilities needed to fulfill its mission and accommodate anticipated growth.*

VCU’s two existing campuses should continue to function as the core of the University. The University’s anticipated growth, however, raises some serious physical facilities issues. As noted earlier, the “carrying capacity” of our current campus facilities is approximately 22,500 students. Given the likelihood of growth to 25-26,000 students by the year 2000, the continuing emergence of unique educational needs at locations throughout the Commonwealth, and the desirability of an enhanced range of continuing education opportunities at more convenient locations, additional off-campus sites and improvement of the existing campuses are required.

a. Strong consideration should be given to developing one or more “distributed campuses.” Such development should be fully consistent with the academic plans and initiatives set forth in this Strategic Plan, and should have the following characteristics:

(1) Likely locations include south of the James River, the far West End, and the I-95 corridor to the north-east of Richmond— perhaps, eventually, all three. (Should multiple locations be developed, current demographics suggest the foregoing to be the correct priority order.) Joint efforts with community colleges should be carefully considered.

(2) Convenience of transportation access (major highways and mass transit) should carry considerable weight in specific location decisions.

(3) The primary function of distributed campuses should be the delivery of instruction; accordingly, little emphasis should be placed on out-of-classroom student activities and on research facilities.

(4) Innovative applications of instruction technology should be stressed.

(5) Selected upper division (i.e. junior and senior) and graduate degree instruction should be targeted.

(6) No effort should be made to offer all, or even a large number, of the University's existing degree programs through the distributed campuses. Decisions regarding specific disciplinary offerings should be based on careful analyses of needs.

(7) The University's Northern Virginia site for graduate programs should be strengthened as well. Currently used primarily by Social Work, additional graduate programs should consider taking advantage of these facilities.

(8) A comprehensive facility for continuing education and conferences should be established.

**b.** Toward the end of ensuring efficient utilization of current facilities, we recommend that:

(1) A master space scheduling process should be adopted, permitting under-utilized space on either campus to be used for instruction and/or research originating on either campus.

(2) More expansive class scheduling should be introduced, including the use of weekends and early morning (7 and 8 a.m.) hours.

(3) The concept of space being "owned" by one department, college, school, or other unit should be nullified.

**c.** Attention should be given to the development of a University signage system that is more informative (with particular reference to the University Directory/Map posted in several locations).

**d.** The University's Architectural Review Committee should be asked to recommend ways in which art and design might be integrated more effectively into the University's environment. For example, a sculpture garden, highlighting student and faculty works, might be developed on University open space; student and faculty artwork might be displayed more frequently in University buildings; murals or mosaic works might be employed to enhance the exteriors of selected buildings.

**e.** Develop a comprehensive transportation plan for the University and encourage use thereof for movement of students around and between campuses, and to and from parking facilities.

**f.** Steps should be taken to enhance the "gateways" or visual entrances to VCU.

**g.** The University should move rapidly to achieve full compliance with the Americans with Disabilities Act.

**h.** The University should vigorously implement program of recycling and energy conservation, rendering VCU more cost-efficient and a model of environmental sensitivity. As a first step, a University-wide energy audit should be conducted. New facilities should be planned and designed for maximum energy efficiency. Attention should be addressed to the creative reuse of surplus computers and other equipment.

**i.** Once this Strategic Plan has been adopted, VCU should initiate the development of a master plan for the University's physical facilities and use of space. Among its other objectives, the master plan should strive to improve VCU's sense of "campus," focusing both on the two campuses individually and on their unity as a single University; enhance the University's image—and reality—as a safe and secure environment; and ensure a high level of aesthetic quality.

#### **IV. IMPLEMENTING THE PLAN**

##### **A. Reallocation of Resources**

Clearly, the cost savings identified in this Plan will not immediately generate large sums for reallocation, nor are they sufficient in any event to fund all targeted enhancements. Significant increases in state funding for the University are also highly unlikely in the foreseeable future. The program enhancements and initiatives outlined in the Strategic Plan will be possible, then, only if new sources of external funding are identified, and if the University's current resources are reallocated in accordance with the priorities identified in the Plan. Accordingly:

(1) The Executive Budget Committee should review all of the University's revenue sources for their relevance to elements of the Strategic Plan. A reallocation plan, relating specific revenue sources to specific Plan priorities, should be developed.

(2) The aforementioned comprehensive review of the University's administrative structures and services (see Strategic Direction No. 11) should have, as its target, an aggregate reduction of 15 % of the University's total administrative costs. (Across-the-board reduction strategies should be avoided; indeed, some administrative functions are in serious need of additional resources.) Strategies for accomplishing this reduction should include the reduction and redeployment of personnel, reduction of duplication, increased efficiencies, privatization, and the identification of functions that could be handled by staff in lower classifications. FTE's that have been transferred from academic to administrative use should receive special scrutiny.



(3) The Provost and Vice Presidents should develop a process to ensure that open positions and salary savings generated when positions become open are redeployed in accordance with the priorities enunciated in this Plan. This process should apply to all Vice Presidential areas.

(4) A plan should be developed to ensure that efforts of the University's Advancement program are directed toward raising funds for the enhancements identified in this Plan. The Advancement program should be rendered self-supporting at the earliest possible date—that is, it should be funded by means of a tax on dollars raised rather than relying on E & G dollars.

(5) At present a 1% "tax" has been assessed against all University units for 1993-94, creating a permanent, revolving fund of approximately \$1 million to be used in support of program enhancements identified in this Plan. Such taxation should be considered in the future only when all other possibilities have been exhausted. Future "taxes" should be targeted, not across-the-board.

## B. Implementation

As a companion piece to this Strategic Plan, an "implementation plan" has been developed. The implementation plan focuses on (a) identification of the individuals responsible for implementing each of the Strategic Plan's recommendations; (b) a brief description of the tasks to be carried out by those individuals; and (c) a time frame for their work. The implementation plan is an important vehicle for ensuring that the Strategic Plan is indeed implemented in a full and timely manner.

It is also important, however, that this Strategic Plan not be viewed as a static and permanent blueprint for the University's future. External opportunities and threats will undoubtedly change from time to time—as will the University's internal strengths and weaknesses—and VCU must be sensitive and responsive to these changes. Accordingly, the President and Provost should ensure that strategic planning for the University's future is an ongoing process, and that the Plan itself is updated on a regularly-scheduled basis.

### APPENDIX A:

#### *Members of the Commission on the Future of the University*

Louis Abbey  
Professor, Oral Pathology

Donald Abraham  
Professor and Chair, Medicinal Chemistry

Richard Arenstein  
Member, VCU Board of Visitors

Stephen Ayres  
Dean, School of Medicine

Frank Baskind  
Dean, School of Social Work

John Berglund  
Professor, Mathematical Sciences and Director, Honors Program

Margaret Biber  
Professor and Chair, Physiology

Joseph Chinnici  
Associate Professor, Biology and President of the Faculty Senate

Bernardine Clarke  
Associate Professor, Maternal-Child Nursing

Murry DePillars  
Dean, School of the Arts

Barbara Ford  
Director, University Library Services

Chris Green  
Student, Student Government Association Senator

Stephen Harkins  
Professor, Gerontology

David Hiley  
Dean, College of Humanities and Sciences

Robert Holsworth  
Professor and Chair, Political Science

Nancy Langston  
Dean, School of Nursing

Amanda Mahle  
Student, Pharmacy

Alan McLeod  
Professor and Chair, Teacher Education

John Moeser  
Professor and Chair, Urban Studies and Planning

Michael Pratt  
Professor and Chair, Economics

Henry Rhone  
Assistant Vice Provost for Student Affairs

Mary Snyder Shall  
Assistant Professor, Physical Therapy and Chair, Faculty  
Caucus

Dixon Whitworth, Jr.  
Member, VCU Board of Visitors

Grace Harris (Chair)  
Provost and Vice President for  
Academic Affairs

#### ***Ex officio members***

Donald Bruegman  
Senior Vice President for  
Administration

William Dewey  
Vice President for Research and Graduate Studies

John Jones  
Vice President for Health Sciences

Peter Wyeth  
Vice President for Advancement

Barbara Fuhrmann  
Director of Academic Planning

#### ***Staff***

Michael Brooks  
Special Assistant to the Provost for Strategic Planning

Michael Dyer  
Research Associate

Laura Burke  
Research Assistant

Julie Precious  
Research Assistant

#### **APPENDIX B:**

##### ***A Brief Profile of VCU***

Virginia Commonwealth University (VCU) was created through the merger of two distinguished state institutions of higher education. The Medical College of Virginia (MCV), founded in 1838, evolved as the medical department of Hampden-Sydney College, became an independent institution in 1854, and was eventually state-affiliated in 1860. Its counterpart, the Richmond School of Social Work and Public Health, was established in 1917 and became the Richmond division of the College of William and Mary in 1925. In 1939

the name was changed to the Richmond Professional Institute of the College of William and Mary. RPI severed its relationship with William and Mary to become an independent state institution in 1962. Finally, MCV and RPI merged on July 1, 1968, to form Virginia Commonwealth University (VCU), thus establishing the state's premier urban university.

The 31.1 acre MCV Campus is located in the downtown area and contains MCV Hospitals, the fourth largest university teaching hospital in the nation. The 34 acre Academic Campus is in the historic Fan District of Richmond. The governing body of the University is a Board of Visitors whose sixteen members are appointed by the Governor.

VCU enjoys a broad discipline base comprised of eleven academic schools, one academic college, and the School of Graduate Affairs. The schools on the MCV Campus are Allied Health Professions, Basic Health Sciences, Dentistry, Medicine, Nursing, and Pharmacy. On the Academic Campus are the College of Humanities and Sciences (including the School of Mass Communications), and the Schools of the Arts, Business, Community and Public Affairs, Education, and Social Work.

Within these areas, numerous degree options are offered including one associate degree program, fifty-seven baccalaureate programs, thirteen post-baccalaureate certificate programs, sixty master's degree programs, two "first professional" programs (Medicine and Dentistry), and nineteen doctoral programs. The University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. Joint programs exist with the University of Richmond, the University of Virginia, Virginia Polytechnic Institute and State University, and Virginia State University.

#### **Students**

One of VCU's chief objectives is to promote diversity among its student body. Of the 21,939 students enrolled in the Fall of 1992:

- 59% were women
- 22% were minorities (14% African-Americans)
- 44% were 25 or older
- 93% were Virginia residents, 7% were from 47 other states, 2 territories and 71 other countries

Due in part to the fact the VCU is Virginia's largest urban university:

- it has one of the largest evening programs in the nation with 21% of its student body classified as evening students in Fall 1992
- 37% of its Fall 1992 students attended on a part-time basis
- the mean student credit hours for Fall 1992 full-time students was 15 for undergraduates, 13 for graduates
- there were 792 summer sections of regular courses taught as well as 245 sections of independent studies in Summer 1992

Graduation and retention rates were as follows:

- 44% of all freshmen and 57% of all transfers who entered in Fall 1985 graduated within seven years
- 79% of all freshmen who entered in Fall 1989 returned the following year while 58% returned for the third year

Due to limited resources and difficult economic times:

- VCU's tuition and fees increased roughly 20% between the 1991-1992 and 1992-1993 academic years
- a total of \$59,081,612 in financial aid was awarded to VCU students during the 1992-1993 academic year

### Faculty and Staff

In the Fall of 1992 VCU accounted for 13,982 total employees, making it the largest employer in the city of Richmond. Among these, 5,539 were MCV Hospital employees, which was the largest number of any organizational unit at VCU.

VCU had 1,476 instructional faculty members in the Fall of 1992. Of these:

- 70% were male, with the highest percentage (88%) in the School of Dentistry
- 89% were white, with the highest percentage (97% ) in the School of Nursing
- 5% were Asian, with the highest percentage (7%) in the School of Medicine
- 5% were black, with the highest percentage (19%) in the School of Social Work
- the largest age group was from 40 to 49 years of age (38%) and the smallest age group was 30 and under (below 1 %)
- 5% were over the age of 65 with the highest percentage of this group from the School of Business (14%)

Among the instructional faculty in the Fall of 1992:

- 28% held the academic rank of Professor, with the highest percentage (43%) in the School of Basic Health Sciences
- 45% had over 10 years of service at VCU with the highest percentage in the School of Basic Health Sciences (62%)
- 54% were tenured, with the highest percentage (77%) in the School of Community and Public Affairs

### University Advancement

As of August 1992 there were 82,553 living alumni. The School of Business had the largest number (13,624); the School of Basic Health Sciences had the fewest (1,139).

### University Library Services

VCU houses two libraries including Cabell Library on the Academic Campus and Tompkins-McCaw Library on the MCV Campus. For the fiscal year 1991-1992, these libraries:

- held 985,619 cataloged volumes
- held 263,471 government documents
- held 2,099,230 microforms
- held 8,502 serial subscriptions
- loaned 24,012 items to other libraries through interlibrary loans
- borrowed 4,363 items from other libraries through interlibrary loans

### APPENDIX C:

#### *Responding to VCU's External Environment*

Virginia Commonwealth University is confronted with a world undergoing rapid and significant change. Major transformations of the economy, rapidly changing technology, and the increasing diversity of the population will present new challenges to higher education in the coming years.

As this century closes, VCU will encounter enrollment growth pressure in an era when state and federal resources are stagnant or declining. In addition, the competition for those resources will increase significantly. This comes at a time when higher education is facing heightened public scrutiny over rising tuition rates and perceived declines in the amount of time faculty members spend in the classroom.

Since many of the issues that VCU must confront in the future originate beyond the walls of the institution itself, strategic planning must be conducted within the framework of these external opportunities and threats.

The environmental scan features an identification of the major forces and trends, external to the University, that will provide VCU with both opportunities and threats over the next few years. The environmental scan is based on interviews with key experts and on a review of dozens of relevant documents. The report describes current forces and trends under the headings of (1) demographics, (2) economics/finance, (3) legal/political, (4) health care, (5) education, (6) research/scholarship, and (7) technology. This section provides a summary of the forces and trends identified in the environmental scan that VCU is likely to confront as it moves toward the year 2000 (the full report, summarized here, is included in a companion volume of materials employed in VCU's Strategic Planning process).

#### A. Demographics

While the population growth rate for the U.S. as a whole has slowed, with growth being concentrated in fewer places, Virginia has fared well—being one of only eight states gaining seats in the U.S. House of Representatives between 1980 and

1990. Within Virginia, this growth has been largely concentrated in the "Golden Crescent" that links Northern Virginia, Richmond, and the Tidewater area. As the population of the Richmond-Petersburg region approaches one million by the end of the decade, that growth will become increasingly decentralized as Chesterfield, Henrico, and Hanover Counties continue to attract residents while the City of Richmond's population continues to decline.

The U.S. population is aging as the older half of our age structure is growing faster than the younger half. Yet a baby boom echo is filtering through our schools that will end the downward trend in the number of high school graduates by the mid-1990's. Additionally, the population is becoming more diverse as the growth rates of black, Asian and Hispanic groups outpace that of whites and the American middle class continues to shrink, polarizing the economic status of American families.

Demographic changes that occurred in higher education during the last decade, and are projected to continue throughout the 1990's, largely reflect the demographic characteristics of the nation as a whole. While enrollment figures grew during the 1980's, growth was more dramatic in some parts of the country than others. Projections indicate that higher education enrollments will continue to grow particularly in the South, Southwest, and West.

American colleges and universities are becoming more diverse as growth rates in enrollment of blacks, Asians, and Hispanics outpace that of whites. The number of foreign students studying at U.S. institutions continues to increase. As the nation ages, so too does the college student. While there are an increasing number of older students enrolled in higher education, the baby boom echo will send a new generation of traditional-age students into our nation's colleges and universities beginning in the mid-1990's. The enrollment of first-time freshmen has been surpassed by transfer students. Women continue to outpace men enrolled in higher education and the number of disabled Americans going to college is increasing and should continue to increase as more opportunities for them open up as a result of the Americans with Disabilities Act.

As the student body becomes more diverse, the faculty is becoming older. Anticipated mass retirements in the late 1990's and into the early 21st Century have generated concern as to the future supply of new faculty members.

A major issue VCU must address involves size: how big do we want to become, how big can we become, and how big should we become? Enrollment management will be key in order to insure orderly growth and to maintain the diverse composition of the student body and the faculty. As growth within the Richmond area becomes increasingly suburban, VCU will have to explore the need for a distributed campus. Concurrently, VCU must also address its social responsibility as an urban university.

## **B. Economics/Finance**

Graduates of higher education must be prepared to participate in a global economic environment. As multinational corporations continue to expand, foreign investment increases and economic competition among advanced nations or groups of nations intensifies. In a world with instantaneous global communication, the U.S. must have quality educational programs that emphasize science, technology, foreign languages, history, and cross-cultural studies if we are to maintain a leadership position in the world.

The 1990's will see a conversion of the U.S. to a peace economy following the end of the Cold War. The effects of defense down-sizing will be more pronounced in Virginia than in most areas of the country, with Northern Virginia and Hampton Roads being directly affected.

The restructuring of the national economy from an industrial to service base will continue although growing numbers of clustered technology-based industries will evolve.

Virginia's economic growth in the 1990's will be slower than in the 1980's. To rebound from the recession, Virginia will need to take steps to become a leader in scientific and technical research and the commercialization of emerging technologies.

On the financial front, the intensifying competition for funds among federal and state programs amidst a growing political sentiment for governmental fiscal restraint will likely result in a decrease in federal and state financial support for higher education over the next decade. Colleges and universities will increasingly be forced to generate their own revenues. Higher education institutions will place a growing reliance on tuition and fee revenues, this at a time when family savings rates are declining and the level of consumer debt is rising.

Federal financial aid has shifted away from grants and toward loans, creating an added burden upon new graduates and having major implications for graduate school attendance as well as college savings for the next generation of students. Despite Virginia's efforts to increase the amount of student aid funds available, the effort will only meet half the demand. Faced with soaring costs, students are looking for less expensive educational alternatives. While public colleges and universities win the cost battle over private institutions, less-expensive community colleges will become an increasingly attractive option to four-year schools.

While competition for state funds is increasing, so too is the competition for charitable giving. Corporate philanthropic support to education has increasingly shifted toward primary and secondary education as opposed to higher education. With the decline in governmental and philanthropic support, endowment funds may be required to finance a higher portion of education and research costs over the next decade.

The challenge for VCU will be how to do more with less. The key decisions involve not only cost versus ability to pay, but program priority issues as well. Unnecessary duplication should be eliminated, thereby freeing resources for priority needs. Alternatives to state funding and tuition-based funding will also have to be examined.

### C. Legal/Political

Budget pressures at both the federal and state levels have contributed to a political environment in higher education characterized by increased governmental regulation and demands for accountability. Facing adverse public opinion, due largely to the rapid increase in the cost of attending college, higher education has seen increased external interest in faculty productivity. In Virginia, higher education will face increased competition for scarce government dollars that are being consumed by Medicaid and corrections.

The reauthorization of the Higher Education Act is designed to expand middle class access to financial aid through revision of Pell grant formulas and opening eligibility of the Stafford Loan program. It is unlikely, however, that new funds will be appropriated to federal student aid programs, thus increasing the competition for financial assistance.

Higher education will face an increasingly litigious society that sues over outcomes rather than processes. In addition to traditional areas of litigation (such as employment disputes and contracts), student rights, admissions, and evaluations (grades) are growing sources of conflict. The Supreme Court recently handed down rulings on minority participation at predominantly white institutions and on the banning of hate speech. In civil rights legislation, the Americans with Disabilities Act will open up new opportunities for people with disabilities.

Accountability has become a major political issue as higher education is forced to respond to increasing external controls. Future public support will be tied to demonstrated performance in relation to mutually agreed-upon goals. An emphasis on better public relations will be critical. VCU will need to address the opportunities as well as the constraints of being located in the State Capital, and examine how to take better advantage of its proximity to Washington, D.C.

### D. Health Care

New challenges will confront the health care professions over the next decade. Key among the issues is the dramatic increase in health care costs; this, coupled with the fact that many Americans lack adequate health insurance coverage, will hinder accessibility and utilization for a large segment of the population. AIDS will continue as a national health crisis and substance abuse remains a major societal problem. As the population continues to age, diseases of the elderly will likely prevail. The demand for long-term care and home health care will increase. The shift from inpatient to outpatient care will continue. While increasingly complex medical technologies continue to advance science and medicine and the future of biotechnology holds much promise, a host of ethical and financial implications regarding the role of technology in health care will continue to be raised.

Challenges to health professions schools will include the need to develop a more community-based curriculum; to promote health care needs of our society (such as the need for

primary care providers); and to teach students to promote health, to consider costs of treatment in decision-making, and to communicate more effectively with patients and their families.

VCU must examine how to build upon the presence of a major health care center for the benefit of the entire University. How can current health care trends serve as a basis for more interaction between the University's two campuses? As a major center for health care research, VCU must explore ways to improve the research resources available for biotechnology and other areas. How will current health care trends impact the way MCV defines and implements its health care responsibilities, both internal and external to the University, in the future?

### E. Education

The environment of higher education is becoming increasingly competitive. Elimination of regional consortia increases competition among Virginia's public four-year institutions. Rising tuition rates are resulting in growing competition from community colleges, and the development of corporate in-house training programs increases competition from the private sector. Competition for new faculty members will increase as well.

Multicultural literacy needs will increase as globalization of the economy accelerates. The expansion of the U.S.'s high-tech industries raises the need for improved science and math skills, yet one in seven college-bound Virginia high school graduates require remedial work in college. Higher education will be called upon to become more involved with the public schools.

Shrinking government budgets and rising tuition will result in an increased demand for accountability from legislators, taxpayers, parents, and students. Monitoring of faculty workload and productivity will occur as will an increased demand for emphasis on teaching and a renewed commitment to undergraduate education. The criteria for accreditation are changing to measure institutional effectiveness focusing on outcomes assessment.

The increase in adult students will result in higher education having to be more responsive to that population's special needs. While the demand for more professional programs has increased in recent years, significant growth has been shown in interdisciplinary programs as well.

VCU must sharpen its definition of educational mission and clientele. Positions on remedial education, general education requirements, and the mix of first-time freshmen versus transfer students need to be revisited. VCU must identify interdisciplinary areas, at both undergraduate and graduate levels, that it wishes to encourage.

## F. Research/Scholarship

Academic institutions will rely increasingly on private-sector support for research and development funding; federal grants for academic R&D declined during the 1980s. Competition for research funding will increase, reflecting expansion of the number of universities and colleges that undertook research during the last decade. State funding for academic research will increasingly be used as a tool for economic development.

Federally-sponsored research will become subject to increased governmental control. The growth in Congressional earmarking, providing research grants without merit-based peer review, and the recovery of indirect costs incurred on research projects are among the more controversial issues.

Funding for research is expected to increase in the areas of health care, the roots of crime, and the environment.

VCU must identify and tap newly-emerging sources of funding for research, including expanded university-business connections. The University should explore interdisciplinary opportunities that utilize the urban environment as a laboratory for research. Given widespread perceptions of a decline in teaching effort at the expense of research, VCU must demonstrate the extent to which research and good teaching are mutually reinforcing, and improve its ability to communicate the results and importance of its research to the general public. And VCU must resolve where research resides in the University's priority/reward structure.

## G. Technology

Perhaps nowhere is change more rapid than in the area of computers and information technology. Electronic classrooms that mix computers with audiovisual technology, and contain work stations instead of desks; first-rate libraries that contain no printed materials; and nationwide distance-degree programs that can reach millions of households are among the new technologies that are changing the structure and delivery of higher education.

Technological changes involve increased automation, increased use of computers and increased development of high-speed communication systems: these developments will impact personnel in virtually every function of the university. Advances in office technology and communications will create new and more efficient ways of performing routine administrative and academic support tasks. User-friendly technologies will attract more members of the university community as users. Multimedia workstations and their associated networking infrastructure will augment or substitute for traditional teaching methods and advances in computer technology will enable the research of more complex issues.

Over the next 10 years, information technology will drastically increase the options that students have in accessing education; advances in communications technology will reduce geography as a barrier to "placcbound" working adult

students. Time and location of instruction in the future can potentially be determined by students, not the institution or instructor.

The key decision for VCU will involve determining where technology resides in its priority system. How can VCU make better use of technology to fulfill University objectives and what resources will be needed to accomplish these objectives?

## V.

### A GUIDE TO IMPLEMENTING THE STRATEGIC PLAN

#### PREFACE

A strategic plan is a means by which an organization evaluates processes, structures decision making, builds consensus within the organization for decisions and actions, coordinates desired actions, and focuses resources to insure that decisions and actions result in the organization's movement in desired directions.

This guide to implementation is designed to assist Virginia Commonwealth University to define tasks, assign responsibilities, establish priorities, schedule decisions and actions, make decisions, and take actions called for in "A Strategic Plan for the Future of Virginia Commonwealth University" as approved by the Board of Visitors in September 1993.

This guide calls for adherence to the following principles of implementation:

- unity of control with the provost reporting directly to the president; each person assigned responsibility for one of the fifteen strategic directions is accountable directly to the provost; the director of academic planning will work with the provost and responsible persons in managing the implementation process;
- distribution of responsibility and authority within each strategic planning direction;
- regular and frequent communication throughout the university community concerning implementation of the strategic plan;
- oversight and control of the resource allocation implications of the implementation plans;
- evaluation and revision as part of the ongoing planning and management process;
- establishment of a regular and ongoing cycle of strategic planning.

## INTRODUCTION

This guide to implementation is intended to serve as a tool for administrators, faculty, staff and students who are responsible for implementing the strategic plan of Virginia Commonwealth University. This guide contains an outline of the procedures, structures, assignments, and scheduling needed to implement the plan. All those responsible for implementing the plan should use the guide to help them move from the strategic plan itself to specific decisions and actions leading to realization of the goals articulated in the strategic plan.

This guide assumes that, to be useful, strategic directions must produce decisions and actions made in the best interest of the university as a whole. The guide therefore delineates structures and lines of accountability that bring persons within the university together to coordinate decision making and action.

The guide also assumes that regular and frequent communication between those charged with implementing the strategic plan and the wider university community is essential. To this end, established mechanisms for communication, such as meetings, *VCU Voice* articles, and reports to various governance groups, will be used to communicate the university's progress on the strategic plan. In addition, the provost and the individuals responsible for the implementation of the fifteen strategic directions will develop additional means for communicating the status of their work.

Finally, the guide assumes that responsibility and accountability for implementation of the strategic plan must be clearly and publicly stated. Ultimately, it is the president's responsibility to see that the strategic plan is implemented. He has charged the provost with the responsibility of implementing the strategic plan. Obviously, the provost cannot implement the strategic plan alone. Therefore, implementation of each of the plan's strategic directions has been assigned to one or two senior administrators who are developing more specific action plans for each item within that strategic direction. The appendix to this guide outlines those plans.

## LEVELS OF DECISION MAKING AND ACTION

The strategic plan calls for decisions and actions at several levels throughout the university. Some actions clearly require decisions and actions that cut across departments, programs, and schools. Other actions address concerns within a specific unit or division of the university, while still others fall to one particular office or department. Since the strategic plan addresses decisions and actions which must be taken on a number of levels throughout the university, implementation requires structures and procedures for the coordination of decision making and action. In establishing these structures and procedures, this guide honors the following principles:

- decisions and actions will occur at the level closest to the point of implementation;

- where decisions and actions cross boundaries, all persons with responsibility for the overlapping areas will be consulted in framing the decision and planning and implementing the action;

- mechanisms for monitoring and reporting decisions and actions will be established.

## ACCOUNTABILITY

### A. Strategic Direction Responsibility.

As noted in the introduction, the provost has been assigned responsibility for implementing the strategic plan. To facilitate this process, each strategic direction is assigned to one or more senior administrators. As a group, these administrators will monitor implementation of the strategic plan. They will direct and coordinate the efforts of the appropriate members of the university administration and faculty toward the objectives set forth in the strategic plan; assure that all decisions and actions called for by the strategic plan are acted upon in a timely manner; evaluate and report progress toward the completion of the strategic plan; hold one another accountable for implementing the strategic plan; and monitor implementation plans to ensure they are cost-effective and consistent with the university's priorities.

The responsible administrators will establish priorities for specific actions called for within each strategic direction; determine appropriate time frames for actions to be taken; determine procedures and delegate responsibility for actions falling within the particular strategic direction; determine costs and resource demands of actions planned in pursuit of the particular strategic direction; and report on progress and issues within the particular strategic direction, including the coordination of action with actions planned within other strategic directions.

### B. Council of Advisors.

The provost will also establish a Council of Advisors to provide a thoughtful, university-wide perspective on progress toward the goals of the strategic plan. The Council of Advisors will be broadly representative of the university and will be composed of faculty, staff and students. It will be charged with overseeing and guiding the implementation of the current plan; planning for and conducting a mid-course evaluation and revision of the current plan; planning for the next strategic planning cycle; and providing a communications linkage between the administrators charged with implementation and the wider university community.

### C. Communication Plan

Progress in implementing the strategic plan will be communicated widely, using regular reports in established media (e.g. *VCU Voice*) and in established meetings (e.g.

Council of University Administrators, University Council, Faculty Senate, and Student Government), as well as in special reports from the provost.

#### **D. Planning and Reporting Format**

The provost and the director of academic planning will develop a common planning and reporting format and will direct each administrator responsible for a strategic direction to use the format for planning and reporting on progress related to each action within the strategic direction.

#### **E. Financial Plan**

Once all procedures for implementing the strategic plan are developed, a companion to this guide will be developed. The Strategic Financial Plan Guide will address financial planning designed to assure implementation of the strategic plan. It will be developed in response to the financial implications of the specific actions identified by those charged with responsibility for implementation and within the context of the university's projected budget expectations and limitations.

### **PLANNING CALENDAR**

Both the strategic plan and this guide assume that the university is already functioning within the framework of strategic planning; the adoption of the strategic plan by the Board of Visitors and its implementation by the university are now ongoing in a dynamic and self-renewing process. Modification of plans and the development of a new strategic plan will occur even as the current plan is being implemented. The calendar for planning is as follows:

- A.** Every aspect of the current strategic plan will be fully implemented by September 1999, giving this plan a six-year life.
- B.** Each person responsible for the implementation of a strategic direction will regularly report to the provost and the Council of Advisors on the status of goals under his or her direction, with written reports being provided semiannually, in May and December of each year.
- C.** The provost will summarize these reports and present her report to the president and the Board of Visitors in January and July of each year.
- D.** The Council of Advisors will thoroughly review and revise the current plan beginning in September 1995, and will develop a revised plan for 1996-1999.
- E.** A new strategic plan will be developed for the period beginning with the year 2000, with the next cycle of strategic planning beginning by January 1997.

### **ONGOING EVALUATION**

Ongoing evaluation is an expectation of the implementation of the strategic plan. The purpose of this evaluation is to provide information about the appropriateness and the effectiveness of particular strategies and/or actions. The Council of Advisors will identify key areas of the plan that require evaluation, the criteria for evaluation, and the time frame for evaluation. The provost will report the results of this evaluation.



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## STRATEGIC DIRECTIONS AND ASSIGNMENTS

	<b>Strategic Directions</b>	<b>Responsible Person(s)</b>
<b>SD1</b>	Plan and manage the university's enrollment at every level, ensuring that its resources are allocated in a manner that is fully consistent with its stated mission.	William Bost, Executive Director of Enrollment Services
<b>SD2</b>	Strengthen and enhance the quality of the university's undergraduate program.	Alvin Schexnider, Vice Provost for Undergraduate Studies & Associate Vice- President for Academic Affairs
<b>SD3</b>	Strengthen and enhance the quality of the university's graduate program.	William Dewey, Vice-President for Research and Graduate Studies
<b>SD4</b>	Promote targeted areas of excellence among the university's educational programs, including the re-allocation of resources where appropriate.	Grace Harris, Provost and Vice-President for Academic Affairs; John Jones, Vice-President for Health Sciences
<b>SD5</b>	Facilitate innovative research and creative activities.	Alvin Schexnider, Vice Provost for Undergraduate Studies & Associate Vice-President for Academic Affairs; William Dewey, Vice-President for Research and Graduate Studies
<b>SD6</b>	Achieve ranking among the top 50 universities in the nation in terms of external funding for research.	William Dewey, Vice-President for Research and Graduate Studies
<b>SD7</b>	Enhance the university's public service presence in the surrounding community, state, and region.	Sue Ann Messmer, Interim Vice-Provost for Continuing Studies and Public Service
<b>SD8</b>	Significantly upgrade the university's uses of information technology.	Barbara Ford, Director of University Library Services
<b>SD9</b>	Make organizational changes in the university necessary to enhance teaching, research, and service.	Grace Harris, Provost and Vice-President for Academic Affairs; John Jones, Vice-President for Health Sciences
<b>SD10</b>	Strengthen the voice and skills of the faculty in conducting the university's affairs.	Grace Harris, Provost and Vice-President for Academic Affairs
<b>SD11</b>	Improve administrative and support services critical to fulfillment of the university's mission.	Donald Bruegman, Senior Vice-President for Administration
<b>SD12</b>	Foster a climate that promotes a high quality of life for students as members of the university community.	Richard Wilson, Vice-Provost for Student Affairs
<b>SD13</b>	Enhance opportunities for staff development and rewards.	Stephen Moore, Assistant Vice-President for Human Resources
<b>SD14</b>	Enhance opportunities for faculty development and rewards.	Grace Harris, Provost and Vice-President for Academic Affairs
<b>SD15</b>	Ensure that the university's existing facilities are attractive and being used to maximum efficiency, and develop additional space and facilities to fulfill its mission and accommodate anticipated growth.	Donald Bruegman, Senior Vice-President for Administration