The Development of a Strategic Planning Framework for VCU’s College of Humanities and Sciences

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January 3, 2014
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Liberal Studies for Early and Elementary Education
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CHS Report Summary:
The Development of a Strategic Planning Framework for VCU’s College of Humanities and Sciences

Key Findings

- VCU’s College of Humanities and Sciences (CHS) strategic planning framework consists of six primary components: Academic Faculty Support Systems, Administrative Efficiency and Optimization, College Interfacing and Exchanges, Development and Fundraising, Inclusive and Supportive Academic Contexts, and Undergraduate Teaching Excellence. Four of the six primary components above-referenced are multidimensional and as such are comprised of several domains that characterize and define strategic priorities for the college (Chapter 1).

- CHS stakeholders rated priorities as most important and impactful in the following components: Academic Faculty Support Systems, Administrative Efficiency and Optimization, and College Interfacing and Exchanges. Strategic priorities included in the Development and Fundraising component were rated as least important and impactful compared to priorities representative of other components (Chapter 2).

- Overall college stakeholders tended to agree on the relative importance and impact of priorities included in the six primary components and related domains (Chapter 3). However, individual differences in the endorsement of priorities between select units and the college as a whole, and stakeholders of varying affiliations within the college may be of significant import (Chapter 4).

VCU is in the midst of implementing an ambitious strategic plan, Quest for Distinction, with the goal of making VCU a premier, public, urban, research university recognized in the top 50 public universities as determined by rankings of the Center for the Measurement of University Performance. The College of Humanities and Sciences needed a strategic vision and a transparent plan to help guide its various stakeholders toward meeting the lofty aspirations of Quest.

During the fall semester of 2013, CHS Dean Jim Coleman sought input from the entire college community to help identify priorities to create a draft plan. Concept mapping was used to help characterize and define the identified priorities and to develop the framework for a strategic plan. This report describes the framework and provides interpretative guidance for future planning activities conducted by the college.
The Call: A Multidimensional Planning Framework for a Diverse and Evolving College of Humanities and Sciences

The CHS is home to about 800 faculty and staff who hold positions in a number of administrative departments, two schools and 21 academic departments and programs. Thus a strategic planning framework must be comprehensive, yet adaptable and nuanced in order to support the dynamic and evolving missions of the college and its core units.

During a college-wide planning exercise, CHS administrators, faculty, and staff identified 125 priorities that were best classified into six primary components. See Figure 1. These six components represent the basic structure of a strategic planning framework for the college.

Several components of the planning framework are multidimensional in nature. The significance of one versus multiple dimensions or domains is that some components are comprised of strategic priorities that coalesce or cohere to more discrete subthemes that further define a particular facet or feature of the framework. Importantly, components with a single dimension are not of any lesser significance or value than components with multiple dimensions or domains.

The CHS planning framework was determined to be reliable and valid based on multi-sample tests and well-established comparative fit indices. The strategic planning components and domains are described in Chapters 1 and 2. Additional information is available upon request.
Strategic Priorities for Academic Faculty Extend Beyond Requests for Higher Salary and Compensation

Academic Faculty Support Systems (AFS) is the largest component of the CHS strategic planning framework. This component consists of four domains (number of specific priorities): Pathways to Professional Success (7), Accountability and Performance-Based Incentives (6), Scholarship (15), and Empowering Academic Units (6).

Two of the four domains in the AFS component include strategic priorities related to salary and compensation (domains: Pathways to Professional Success, Accountability and Performance-Based Incentives). See Table 1. CHS stakeholders rated priorities related to increased salary as most important to their professional success. However, other priorities within these two domains were rated as very important and favorably impactful as well. For instance, priorities related to term-to-tenure position conversions, accountability measures for tenured faculty, and non-salary performance-based incentives were rated particularly high (Go Zone analyses, Chapter 2).

These other priorities are significant because the college may have greater autonomy and control in making decisions related to these specific priorities. In addition, these priorities may prove to be a less expensive, but similarly impactful and meaningful, alternative to salary increases for faculty and staff in the near-term.

Table 1. Selected Domains in the Academic Faculty Support Systems (AFS) Component: Means for Relative Importance and Relative Impact

<table>
<thead>
<tr>
<th>AUFS: Pathways to Professional Success</th>
<th>M Import</th>
<th>M Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>To raise faculty salaries to market rate.</td>
<td>6.49</td>
<td>6.43</td>
</tr>
<tr>
<td>To increase the number of tenure-eligible faculty.</td>
<td>6.14</td>
<td>6.17</td>
</tr>
<tr>
<td>To provide formal and routinized mechanisms for converting term faculty lines to tenure lines when it would benefit the department.</td>
<td>5.68</td>
<td>5.58</td>
</tr>
<tr>
<td>To provide more support to junior faculty members, in terms of seed funding and faculty mentorship.</td>
<td>5.45</td>
<td>5.48</td>
</tr>
<tr>
<td>To increase faculty pay rate for summer courses.</td>
<td>5.19</td>
<td>5.45</td>
</tr>
<tr>
<td>To invest in and maximize use of limited facilities and workspaces for faculty.</td>
<td>5.18</td>
<td>5.15</td>
</tr>
<tr>
<td>To provide more training for faculty and staff on financial areas and grants management.</td>
<td>4.42</td>
<td>4.76</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AUFS: Accountability and Performance-Based Incentives</th>
<th>M Import</th>
<th>M Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>To increase financial compensation for adjunct and collateral (term) faculty.</td>
<td>5.91</td>
<td>5.83</td>
</tr>
<tr>
<td>To provide department chairs with performance and/or retention funds to award to outstanding faculty each year.</td>
<td>5.62</td>
<td>5.66</td>
</tr>
<tr>
<td>To hire more classified staff at the department level so that faculty can focus on their teaching and research.</td>
<td>5.04</td>
<td>5.14</td>
</tr>
<tr>
<td>To hold tenured faculty responsible when they do not meet expectations.</td>
<td>5.47</td>
<td>5.09</td>
</tr>
<tr>
<td>To increase incentives and salary of A&amp;P faculty academic advisors.</td>
<td>4.91</td>
<td>4.97</td>
</tr>
<tr>
<td>To provide orientation for new adjunct faculty in all disciplines.</td>
<td>5.03</td>
<td>4.92</td>
</tr>
</tbody>
</table>
**Administrative Efficiency and Optimization is an Essential Cogwheel in the Professional Lifecycles of Administrators, Faculty, and Staff**

The Administrative Efficiency and Optimization component is one-dimensional and does not contain any discrete domains that provide additional structure to its priorities. This component consists of 16 priorities that focus on reallocating resources and streamlining college processes to improve the work productivity of CHS administrators, faculty, and staff.

An important feature of this component is its focus on priorities designed to improve administrative operations within the college without linking needed improvements to new funding. For instance, a few “low cost” priorities rated most important and impactful in this component were: To significantly reduce the amount of paperwork that chairs and others are now required to do; To monitor and streamline data collection efforts and trainings by the College and University that serve to burden faculty; and to reduce redundancies by streamlining processes between the college and its academic units.

Considered collectively, these priorities are intended to enhance the administrative functioning of the college, which likely will improve the professional work experiences and productivity of college stakeholders.

**CHS Graduate Programs and Interdisciplinary Exchanges Serve as an Important Gateway to Local Neighborhood, Business and Research Communities**

The College Interfacing and Exchanges (CIE) component consists of two domains (number of specific priorities): Graduate Programming (9) and Interdisciplinary Exchanges (8). Strategic priorities in these domains were rated on average as very important and impactful and also served as a bridge to priorities in other domains.

The bridging values shown in Table 2 are the degree to which a component or domain serves as a link to other components, domains, or priorities in the planning framework. High bridging values suggest a high degree of interrelatedness between components and domains whereas low values indicate more discrete components and domains.

The CIE component had the highest average bridging value compared to other components. Strategic priorities within this component commonly intersected priorities located in other components including Development and Fundraising (DF), AFS (specifically the Research Scholarship domain), and Undergraduate Teaching Excellence (UTE, specifically the Engagement Principles domain).
Table 2. Bridging Values for Strategic Framework Components and Related Domains

<table>
<thead>
<tr>
<th>Framework Components and Domains</th>
<th>Bridging Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Faculty Support Systems (AFS)</td>
<td>0.51</td>
</tr>
<tr>
<td>Pathways to Professional Success</td>
<td>0.46</td>
</tr>
<tr>
<td>Accountability and Performance-Based Incentives</td>
<td>0.56</td>
</tr>
<tr>
<td>Empowering Academic Units</td>
<td>0.54</td>
</tr>
<tr>
<td>Research and Scholarship</td>
<td>0.48</td>
</tr>
<tr>
<td>Administrative Efficiency and Optimization (AEO)</td>
<td>0.35</td>
</tr>
<tr>
<td>(Same)</td>
<td>0.35</td>
</tr>
<tr>
<td>College Interfacing and Exchanges (CIE)</td>
<td>0.68</td>
</tr>
<tr>
<td>Graduate Programming</td>
<td>0.63</td>
</tr>
<tr>
<td>Interdisciplinary Linkages</td>
<td>0.72</td>
</tr>
<tr>
<td>Inclusive and Supportive Academic Contexts (ISAC)</td>
<td>0.54</td>
</tr>
<tr>
<td>Professional Development and Training</td>
<td>0.43</td>
</tr>
<tr>
<td>Culture of Inclusiveness and Wellness</td>
<td>0.54</td>
</tr>
<tr>
<td>Promote Diversity</td>
<td>0.65</td>
</tr>
<tr>
<td>Undergraduate Teaching Excellence (UTE)</td>
<td>0.44</td>
</tr>
<tr>
<td>Establishing Excellence in Teaching</td>
<td>0.52</td>
</tr>
<tr>
<td>Enhancing Undergraduate Education</td>
<td>0.09</td>
</tr>
<tr>
<td>Engagement Principles</td>
<td>0.71</td>
</tr>
<tr>
<td>Development and Fundraising (DF)</td>
<td>0.67</td>
</tr>
<tr>
<td>(Same)</td>
<td>0.67</td>
</tr>
</tbody>
</table>

Bridging values range from 0.00 (lowest) to 1.00 (highest)

Strategic priorities with the highest bridging values within this component were: To increase funding and logistic support to bring scholars to VCU (1.00); To host scholarly conferences and meetings of national and international prominence (.93).

Graduate Programming and Interdisciplinary Exchanges serve as catalyst for CHS program development and innovation with stakeholders representing local neighborhood, business and research communities.

Mixed Views Regarding the Emphasis Placed on CHS Development and Fundraising Priorities

Strategic priorities included in the Development and Fundraising (DF) component (one-dimensional; 7 priorities) were ranked consistently lower compared to other priorities across most units. However, there were notable rating differences based on CHS demographics. For instance, classified staff significantly endorsed DF priorities more than all academic faculty, but not Administrative and Professional faculty. See Table 3.

The CHS likely would benefit from implementing a coordinated set of DF strategies involving faculty and staff in ways that capitalize on their respective interests and expertise.
Chapter 1

Determining the Major Components of a Strategic Planning Framework for VCU’s College of Humanities and Sciences

Concept mapping was used to develop a strategic planning framework for VCU’s College of Humanities and Sciences (CHS). A total of 353 CHS administrators, faculty, and staff participated in online concept mapping activities that included brainstorming priorities to be included in a planning framework, sorting these priorities based on conceptual and practical similarities, and rating these priorities based on their relative importance and impact on academic units. The empirically derived planning framework included 125 stakeholder-generated priorities classified into six major planning components of which four were multidimensional in nature. The strategic planning framework components, including their multiple dimensions or domains, are described in this chapter.

CONCEPT MAPPING ACTIVITIES

The CHS participant stakeholders completed three online concept-mapping activities during fall 2013. These activities included brainstorming, sorting, and rating. This section describes the stakeholders (unit affiliation, position, years) and their knowledge and perceptions of the college (CHS mission and values, perceived empowerment). Also presented is a brief overview of the stakeholders’ participation in the three online activities. A more detailed review is available upon request.

Stakeholders

Unit Affiliation. A total of 317 of 353 stakeholders provided useable data. Stakeholders represented all CHS academic units including the Dean’s office. The majority of stakeholders were affiliated with English (10.7%), Psychology (9.7%), Dean’s office (8.5%), School of World Studies (7.8%), Chemistry (7.5%), and Mathematics (6.9%). Faculty and staff in other academic units accounted for 44.2% of stakeholders. The remaining percentage of stakeholders did not list a unit affiliation. See Appendix A.
Type of Position. Academic faculty (74.1%) represented the largest percentage of stakeholders. More than half of the academic faculty stakeholders were tenured or tenure-eligible. Classified staff comprised the next largest percentage of stakeholders (13.8%) followed by Administrative and Professional faculty (8.2%). About 4% of stakeholders did not report a position type. See Figure 2.

Years of Service. About two-thirds (65.1%) of stakeholders reported 10 or fewer years of service. The majority of these stakeholders have been with the university from less than one year to five years. See Appendix A.

Knowledge of CHS vision, mission and value statements. Roughly 85% of stakeholders reported moderate to strong familiarity and knowledge of CHS vision, mission and value statements. See Figure 3.

Empowerment in the College. Stakeholders responded to an item that assessed their overall satisfaction in being able to demonstrate their professional agency within the College. Two-thirds of stakeholders (67%) reported moderate to extreme satisfaction. About 17% of stakeholders reported being somewhat to extremely dissatisfied in their ability to make autonomous decisions and to seek opportunities for professional growth. See Figure 4.
Brainstorming Activity

CHS stakeholders generated 613 statements to the following focus prompt: “To optimally meet the goals of Quest for Distinction, a specific priority for the College of Humanities and Sciences should be...” These statements were reduced to a final statement list of 125 strategic priorities.

The systematic reduction of statements occurred in four phases. The first phase focused on eliminating duplicated and unproductive statements (i.e., rants). The initial list of statements was reduced from 613 to 333 during this review phase. The second phase involved identifying, grouping, and selecting statements requiring little (i.e., grammatical or sentence structure) or no revision. The list of 333 statements was reduced to 188 during this review. The third phase focused on statement consolidation. Overlapping or similar statements were merged. This process reduced the statement list to 125 (the max number of statements recommended). The fourth review phase involved scanning the initial list of 613 statements and then determining if any of these priority statements were not represented in the final list. A total of four statements were replaced in the final list of 125 strategic priorities. See Appendices B and C for brainstormed statement lists.

Sorting Activity

The sorting activity required stakeholders to group the 125 brainstormed statements into conceptually similar categories. A subset of stakeholders (N=28) from the CHS Administrative Services Committee completed the sorting activity. Sorting data from one stakeholder was not useable.

Rating Activity

CHS stakeholders completed two rating scales assessing the relative importance and impact of the 125 strategic priorities: (1) Compared to other priorities listed for the College, how important is this specific priority toward optimally meeting the goals of Quest for Distinction? (2) If the College were to emphasize this specific priority, then how would this impact faculty and/or staff in your unit?
CONCEPT MAPPING ANALYSES
Data Analysis and Representation

Anonymous data from 317 CHS administrators, faculty, and staff were entered into the Concept Systems International software (see www.conceptsystems.com) and analysis began with construction from the sort information an N x N binary, symmetric matrix of similarities, Xij. For any two items i and j, a 1 was placed in Xij if the participant placed the two items in the same pile, otherwise a 0 was entered. The total N x N similarity matrix, Tij, was obtained by summing across the individual Xij matrices. Thus, any cell in this matrix could take integer values between 0 and the number of people who sorted the statements. The value indicates the number of people who placed the i,j pair in the same pile.

The total similarity matrix Tij was analyzed using nonmetric multidimensional scaling (MDS) analysis with a two-dimensional solution. The analysis yielded a two-dimensional (x,y) configuration of the set of statements based on the criterion that statements piled together most often were located more proximately in two-dimensional space while those piled together less frequently were further apart. The solution was limited to two dimensions consistent with previous recommendations emphasizing that, when an MDS configuration is desired primarily as the foundation on which to display clustering results, then a two-dimensional configuration is far more useful than one involving three or more dimensions. A goodness of fit statistic called the stress measure was computed to assess the degree to which the distances on the point map vary from the values in the similarity matrix. The resultant stress value for this planning exercise was .29, which is well within the range of values for 95% of concept mapping projects (Stress Index = .205 - .365) – a recognized measure for internal representational validity of the map.

The x,y configuration was then used as input for the hierarchical cluster analysis utilizing Ward’s algorithm as the basis for defining a cluster arrangement. Using the MDS configuration as input to the cluster analysis in effect forced the cluster analysis to partition the MDS configuration into non-overlapping clusters in two-dimensional space.
A "cluster map" was generated displaying the original statement points enclosed by polygon-shaped boundaries for the clusters – a conceptual model of multiple statements nested within interrelated clusters of meaning. This procedure was used to examine an initial cluster solution that was the maximum desirable for interpretation in this context. Successively lower cluster solutions were examined with a determination made at each level about whether the merger seems substantively reasonable. The suitability of different cluster solutions was examined so that the final number of clusters selected preserved the most detail and yielded substantively interpretable clusters of statements. Importantly, similar to latent factor approaches, interpretability remained an important criterion in determining the final number of clusters.

**Point Map**

Figure 5 shows the point map of the 125 brainstormed priority statements. MDS determined the location of each point on the map. Reliability was determined by generating multiple point maps across random samples of stakeholders completing the sorting activity.

**Figure 5. Point Map for CHS Strategic Planning Framework**
Cluster Map
Partitioning of points

Figure 6 shows the cluster map for the 125 brainstormed priority statements. Hierarchical cluster analysis partitioned the point space into 14 non-overlapping, clusters of strategic priorities.

Figure 6. Cluster Map for CHS Strategic Planning Framework
Cluster Map
Primary Components and Domains

Figure 7 shows the cluster map for the 125 brainstormed priority statements. Hierarchical cluster analysis partitioned the point space into 14 clusters of strategic priorities that were interpreted as a multidimensional framework consisting of six primary components divided along a diagonal axis.

The lower half of the map represents components that describe “Who we are” as a college. The primary components in the lower half are: Academic Faculty Support Systems, Administrative Efficiency and Optimization, and Inclusive and Supportive Academic Contexts.

The upper half of the map represents components that describe “What we do” as a college. The primary components in the upper half are: Undergraduate Teaching Excellence, College Interfacing and Exchanges, and Development and Fundraising.

Figure 7. Cluster Map for CHS Strategic Planning Framework: Primary Components and Domains
Figure 8 presents the point rating map for relative importance. The point rating map is based on stakeholder responses to the item: *Compared to other priorities listed for the College, how important is this specific priority toward optimally meeting the goals of Quest for Distinction?* Participants rated each of the 125 priorities on a Likert-type scale (1 = Not at all Important; 7 = Very Important).

The layers associated with each priority statement number represents the average mean values. For instance, statements with one layer received an average importance rating of 2.81 to 3.54 on a 7-point scale, whereas statements with five layers received an average rating of 5.75 to 6.49 on a 7-point scale.

Appendix D presents the average ratings of importance for each priority by statement number.
Figure 9 presents the point rating map for relative impact. The point rating map is based on stakeholder responses to the item: *If the College were to emphasize this specific priority, then how would this impact faculty and/or staff in your unit?* Participants rated each of the 125 priorities on a Likert-type scale (1 = Unfavorably Impact; 7 = Favorably Impact).

The layers associated with each priority statement number represents the average mean values. For instance, statements with one layer received an average importance rating of 3.88 to 4.34 on a 7-point scale, whereas statements with five layers received an average rating of 5.71 to 6.17 on a 7-point scale.

Appendix E presents the average ratings of impact for each priority by statement number.
Cluster Rating Map
Relative Importance

The rating values of statement priorities within a cluster are averaged to determine the overall mean for a cluster or domain.

CHS stakeholders rated priority statements as less important in clusters or domains with one layer (4.36 to 4.59), whereas priority statements rated as more important were located within domains with multiple layers (4.59 to 5.51).

Figure 10 shows that strategic priorities in the following domains were rated as most important: Pathways to Professional Success (AFS component) and Accountability and Performance-Based Incentives (AFS component). Strategic priorities in the Engagement Principles (UTE component) and in Development and Fundraising (DF component) domains were rated of lesser importance.

Appendix D presents the average importance rating for all domains.
Cluster Rating Map
Relative Impact

The rating values of statement priorities within a cluster are averaged to determine the overall mean for a cluster or domain.

CHS stakeholders rated priority statements as less favorably impactful in clusters or domains with one layer (4.38 to 4.64), whereas priority statements rated as more favorably impactful were located within domains with multiple layers (4.64 to 5.66).

Figure 11 shows those strategic priorities in the Pathways to Professional Success domain (AFS component) was rated as the most favorably impactful. Strategic priorities in the Engagement Principles (UTE component) and in Development and Fundraising (DF component) domains were rated less favorably.

Appendix E presents the average impact rating for all domains.
In-Depth Analysis of Strategic Planning Framework Components and Related Domains

This chapter provides a detailed review of the strategic planning framework components and related domains. Go Zone analyses were conducted on each component and domain to determine which strategic priorities were perceived by CHS stakeholders to be most important and most impactful versus less important and less impactful. This tool also provides an empirical basis for the stratification of priorities based on opportunity management scenarios for the college. A specific utility of Go Zone analyses for CHS administrators is the identification of “low-cost” and “near-term” strategic priorities of maximal importance and impact for college faculty and staff.

ACADEMIC FACULTY SUPPORT SYSTEMS (AFS)

This AFS component consists of four related domains. The number of items (i.e., strategic priorities) for domains in this component ranges from 6 to 15. The average importance rating across domains is 5.27. The average impact rating across domains is #.

Domain #1: Research and Scholarship

This domain is represented by 15 strategic priorities. The average rating of importance for this domain is: 5.13. The average impact rating is: 5.21

Go-Zone Analysis. See Figure 12. The upper right quadrant (i.e., green zone) displays strategic priorities perceived to be most important and most favorably impactful. Six priorities fall within this zone.
Figure 12. Go Zone Analysis for Research and Scholarship

7. To significantly improve startup packages for new faculty.

1. To implement a 2-2 teaching load policy in the College, in particular for active researchers and scholars.
17. To encourage and promote faculty participation in international research conferences and projects.
87. To protect faculty researchers from administrative initiatives that detract from their productivity.
89. To recruit and retain high quality teacher/researchers.
97. To increase the number of research leave opportunities for tenure/eligible faculty at all ranks.
114. To offer small seed grants (~$5,000) for research and scholarly work.

18. To recruit faculty researchers with federal funding.
53. To construct or purchase wet-lab research space on Monroe Campus.
58. To create funding initiatives designed specifically for tenure-eligible faculty in the Humanities.
61. To focus more on providing funds to sustainability-related research.
70. To develop initiatives that support a visiting faculty scholars program.
110. To allow faculty greater autonomy and control in determining software and technologies for instructional purposes.
117. To expand services provided by the College grants office to make the funding process easier for faculty.

14. To resource and support faculty scholarship areas (e.g., creative expression, public works) not limited to community-based or health-related research.
Domain #2: Accountability and Performance-Based Incentives

This domain is represented by 6 strategic priorities. The average rating of importance for this domain is: 5.33. The average impact rating is: 5.25

Go-Zone Analysis. See Figure 13. The upper right quadrant (i.e., green zone) displays strategic priorities perceived to be most important and most favorably impactful. Two priorities fall within this zone.

Figure 13. Go Zone Analysis for Accountability and Performance-Based Incentives

100. To increase financial compensation for adjunct and collateral (term) faculty.
112. To provide department chairs with performance and/or retention funds to award to outstanding faculty each year.
3. To provide orientation for new adjunct faculty in all disciplines.
46. To increase incentives and salary of A&P faculty academic advisors.
121. To hire more classified staff at the department level so that faculty can focus on their teaching and research.
38. To hold tenured faculty responsible when they do not meet expectations.
Domain #3: Pathways to Professional Success

This domain is represented by 7 strategic priorities. The average rating of importance for this domain is: 5.51. The average impact rating is: 5.65

Go-Zone Analysis. See Figure 14. The upper right quadrant (i.e., green zone) displays strategic priorities perceived to be most important and most favorably impactful. Three priorities fall within this zone.

Figure 14. Go Zone Analysis for Pathways to Professional Success

- 21. To raise faculty salaries to market rate.
- 40. To provide formal and routinized mechanisms for converting term faculty lines to tenure lines when it would benefit the department.
- 91. To increase the number of tenure-eligible faculty.
- 36. To provide more training for faculty and staff on financial areas and grants management.
- 42. To increase faculty pay rate for summer courses.
- 51. To provide more support to junior faculty members, in terms of seed funding and faculty mentorship.
- 85. To invest in and maximize use of limited facilities and workspaces for faculty.
Domain #4: Empowering Academic Units

This domain is represented by 6 strategic priorities. The average rating of importance for this domain is: 5.12. The average impact rating is: 5.02

Go-Zone Analysis. See Figure 15. The upper right quadrant (i.e., green zone) displays strategic priorities perceived to be most important and most favorably impactful. Two priorities fall within this zone.

Figure 15. Go Zone Analysis for Empowering Academic Units
ADMINISTRATIVE EFFICIENCY AND OPTIMIZATION (AEO)

This AEO component consists of a self-representative domain. The number of items (i.e., strategic priorities) in this component is 16. The average importance rating across priorities is 5.00. The average impact rating across domains is 5.01.

Go-Zone Analysis. See Figure 16. The upper right quadrant (i.e., green zone) displays strategic priorities perceived to be most important and most favorably impactful. Eight priorities fall within this zone.

See Figure 16, next page.
Figure 16. Go Zone Analysis for Administrative Efficiency and Optimization

13. To provide support to academic units for advertising and promotions, print and social media communications, and website development.
47. To absorb or offset charges and fees to departments for use of university venues for sponsored events, e.g., visiting scholars or artists.

20. To develop mechanisms that increase faculty and staff involvement in college-level decisions that directly impact them.
22. To reduce redundancies by streamlining processes (e.g., paperwork) between the College and academic units.
29. To design a budgeting model that rewards departments and their faculty for developing more efficient and sustainable processes; innovation; workflow production; etc.
37. To reduce significantly the amount of administrative work that Chairs and others are now required to do (APR, AQR, WEAVE, etc.).
63. To receive a more equitable distribution of tuition dollars which accurately reflects the amount of instruction we provide to the university.
68. To review the college’s existing budget for inefficiencies as well as opportunities.
69. To increase the operating budgets of each department.
75. To monitor and streamline data collection efforts and trainings by the University and College that serve to burden faculty.

11. To increase administrative staffing in the dean’s office to support more timely processing of paperwork.
49. To decentralize GHS control to the department level so that units that have the resources can respond to “quest” like opportunities.
64. To link departmental funding to degree production.
74. To transfer some common sense decision making tasks to service center directors.
90. To include smaller GHS departments (e.g., Military Science) in the budget development and prioritization process, space allocation considerations, and future technology/security planning efforts.

26. To institute standard operating procedures related to grant processing, financial tasks, et cetera.
COLLEGE INTERFACING AND EXCHANGES (CIE)

This CIE component consists of two related domains. The number of items (i.e., strategic priorities) for domain in this component ranges from 8 to 9. The average importance rating across domains is 4.98. The average impact rating across domains is 5.05.

Domain #1: Interdisciplinary Exchanges
This domain is represented by 8 strategic priorities. The average rating of importance for this domain is: 4.82. The average impact rating is: 4.90.

Go-Zone Analysis. See Figure 17. The upper right quadrant (i.e., green zone) displays strategic priorities perceived to be most important and most favorably impactful. Three priorities fall within this zone.

See Figure 17, next page.
Figure 17. Go Zone Analysis for Interdisciplinary Exchanges

2. To host scholarly conferences and meetings of national and international prominence.
5. To increase funding and logistic support for activities (such as seminars, colloquia, workshops etc.) aimed at bringing scholars to VCU.
71. To provide more opportunities and support for cross-disciplinary, cross-departmental, and cross-campus collaboration.

16. To develop interdisciplinary centers and institutes within the college that cut across departments.
95. To build more partnerships and cooperation between and amongst the “hard” sciences “soft” sciences and humanities.
108. To increase funding for interdisciplinary and cross-department programs to include more administrative support for those programs.
109. To select a few signature programs (i.e., departments, centers) to invest in that will increase the national profile of the College.
125. To create a College-wide lecture series that incorporates multidisciplinary and interdisciplinary subjects.
**Domain #2: Graduate Programming**

This domain is represented by 9 strategic priorities. The average rating of importance for this domain is: 5.15. The average impact rating is: 5.14

**Go-Zone Analysis.** See Figure 18. The upper right quadrant (i.e., green zone) displays strategic priorities perceived to be most important and most favorably impactful. Three priorities fall within this zone.

Figure 18. Go Zone Analysis for Graduate Programming

- 6. To eliminate or help to offset the out-of-state fee differences for graduate students.
- 34. To become the intellectual resource for VCU and the broader Richmond community.
- 44. To increase the salaries/stipends of the Graduate Teaching Assistants to be competitive with other universities.
- 84. To increase the funds available to recruit highly qualified GTA for labs and recitations.
- 106. To provide health insurance and other benefits for graduate teaching assistants.
- 30. To explore the value of revenue generating Ph.D. programs.
- 56. To increase marketing and promotional support for our graduate programs.
- 123. To be more effective in utilizing graduate assistants for administrative support, classroom teaching, and lab instruction.
- 93. To build competitive Ph.D. programs in signature areas.
DEVELOPMENT AND FUNDRAISING (DF)

This DF component is a self-representative domain. The number of items (i.e., strategic priorities) in this component is 7. The average importance rating across domains is 4.35. The average impact rating across domains is 4.38.

Go-Zone Analysis. See Figure 19. The upper right quadrant (i.e., green zone) displays strategic priorities perceived to be most important and most favorably impactful. Three priorities fall within this zone.

Figure 19. Go Zone Analysis for Development and Fundraising

- 28. To place a greater value on alumni relations and fundraising activities to help bring the resources into the College and respective schools, departments, and programs.
- 59. To increase total number of endowments in the College.
- 81. To create a development and alumni organization appropriate for VCU’s largest and most complex college.
- 83. To be more actively involved in real business needs via partnering with local businesses to help advance knowledge that will be used in hospitals, politics, communications.
- 111. To create a communications/development position in some of the larger departments who can engage alumni on a more individual level.
- 62. To establish an alumni house outside of Richmond.
INCLUSIVE AND SUPPORTIVE ACADEMIC CONTEXTS (ISAC)

This ISAC component consists of three related domains. The number of items (i.e., strategic priorities) for domains in this component ranges from 5 to 10. The average importance rating across domains is 4.95. The average impact rating across domains is 4.91.

Domain #1: Professional Development and Training

This domain is represented by 10 strategic priorities. The average rating of importance for this domain is: 4.80. The average impact rating is: 4.62

Go-Zone Analysis. See Figure 20. The upper right quadrant (i.e., green zone) displays strategic priorities perceived to be most important and most favorably impactful. Five priorities fall within this zone.

See Figure 20, next page.
Figure 20. Go Zone Analysis for Professional Development and Training

105. To provide more professional development training opportunities for all College employees - faculty and staff.

39. To increase the salaries of classified staff to competitive levels throughout the College.

52. To focus on raising morale of staff with more professional development opportunities geared to specific duties.

76. To take seriously and find resolutions for employee complaints about not being treated fairly by his/her supervisor.

99. To follow through on appropriate measures in dealing with staff who are not performing adequately in their positions.

104. To provide opportunities for highly experienced and / or highly qualified staff to advance by using their knowledge & competencies.

23. To impose sanctions against department chairpersons / supervisors who provide unjustified annual reviews of faculty / staff performance.

31. To encourage staff member participation in the larger College and university efforts by allowing those who wish to add a small % of service to their EWP.

73. To establish a staff council that has a vote in College operational matters, which is consistent with the shared governance model in University Council.

96. To institute accountability measures for department administrators based on the degree to which they support and facilitate their faculty’s contributions to the four themes of Quest.
Domain #2: Culture of Inclusiveness and Wellness

This domain is represented by 6 strategic priorities. The average rating of importance for this domain is: 5.22. The average impact rating is: 5.04

Go-Zone Analysis. See Figure 21. The upper right quadrant (i.e., green zone) displays strategic priorities perceived to be most important and most favorably impactful. Two priorities fall within this zone.

Figure 21. Go Zone Analysis for Culture of Inclusiveness and Wellness

115. To advocate for VCU to find a way to offer domestic partner benefits.
77. To equalize gender inequities in pay.
124. To increase transparency of CHS administrative decisions.
27. To work toward a culture of empowerment and teamwork.
45. To be proactive in developing specific initiatives to promote employee wellness and work/non-work balance.
24. To ensure those in supervisory positions are encouraged to be non-biased.
**Domain #3: Promoting Diversity**

This domain is represented by 5 strategic priorities. The average rating of importance for this domain is: 4.85. The average impact rating is: 4.88

**Go-Zone Analysis.** See Figure 22. The upper right quadrant (i.e., green zone) displays strategic priorities perceived to be most important and most favorably impactful. Three priorities fall within this zone.

Figure 22. Go Zone Analysis for Promoting Diversity

55. To hire more minority faculty and administrators to reflect the demographic of students, especially in the sciences.
65. To promote an environment in which diversity is truly valued.
78. To increase ethnic diversity among faculty, specifically African American, Hispanic / Latino, and Pacific Islander.
86. To create and implement programs that promote an inclusive work environment.
119. To encourage more multicultural and sensitivity training for administrators and faculty.
UNDERGRADUATE TEACHING EXCELLENCE (UTE)

This UTE component consists of three related domains. The number of items (i.e., strategic priorities) for domains in this component ranges from 5 to 13. The average importance rating across domains is 4.95. The average impact rating across domains is 4.81.

Domain #1: Establishing Excellence in Teaching

This domain is represented by 13 strategic priorities. The average rating of importance for this domain is: 4.94. The average impact rating is: 4.91

Go-Zone Analysis. See Figure 23. The upper right quadrant (i.e., green zone) displays strategic priorities perceived to be most important and most favorably impactful. Six priorities fall within this zone.

See Figure 23, next page.
Figure 23. Go Zone Analysis for Establishing Excellence in Teaching

82. To provide greater autonomy to programs that would like to control the numbers of undergraduate majors via selection, testing, or tuition rate.

25. To value excellent teaching by providing rewards for high quality instruction and student mentorship.
41. To encourage and reward research activities that fully and productively engage undergraduate and graduate students.
43. To provide funded undergraduate research assistant lines in research active departments.
98. To prioritize funding for curriculum enhancement and innovation (e.g., capstone courses, upper-level courses).
103. To develop new research, teaching and office space that allows for growth of the unit and supports best practices in teaching and research.
122. To cap or limit the number of classes with large numbers of students.

32. To provide incentives for team-teaching, innovative teaching pedagogies, etc.
33. To support/reward departmental initiatives to diversity the modalities through which courses and programs are offered - e.g., on-campus, hybrid, online.
60. To research the efficacy of offering on-line courses.
67. To build dedicated space for the College that allows for more student and faculty interactions.
72. To offer well-designed distance learning courses for our students.

4. To modernize teaching lab spaces, either through renovation or building new spaces.
Domain #2: Enhancing Undergraduate Education

This domain is represented by 12 strategic priorities. The average rating of importance for this domain is: 4.92. The average impact rating is: 4.94.

Go-Zone Analysis. See Figure 24. The upper right quadrant (i.e., green zone) displays strategic priorities perceived to be most important and most favorably impactful. Six priorities fall within this zone.

See Figure 24, next page.
Figure 24. Go Zone Analysis for Enhancing Undergraduate Education

- To institute policies that prevent students from retaking the same course more than 3 times.
- To implement policies (e.g., minimum GPA) that hold undergraduate students to a higher standard of academic work.
- To cultivate an educationally enriched and intellectually engaging environment for our students.
- To restore the focus to providing a high quality liberal arts education.
- To reduce the number of students per class to provide each student with more engaged teaching experiences.

- To strengthen opportunities for students of all disciplines to explore the world as part of their academic work.
- To expand opportunities for undergraduate honors theses.
- To actively lobby VCU to create student living/learning opportunities focused on specific disciplines in the humanities and sciences.
- To provide more opportunities for undergraduate students to perform lab-based research projects.
- To develop a universal assessment of undergraduate writing across disciplines.
- To provide additional service-learning and study abroad opportunities for students.
- To create a multi-disciplinary, internationally focused curriculum that will help prepare our undergraduate students for the world in which they will work.
Domain #3: Engagement Principles

This domain is represented by 5 strategic priorities. The average rating of importance for this domain is: 4.52. The average impact rating is: 4.57.

Go-Zone Analysis. See Figure 25. The upper right quadrant (i.e., green zone) displays strategic priorities perceived to be most important and most favorably impactful. Two priorities fall within this zone.

Figure 25. Go Zone Analysis for Engagement Principles

54. To align and promote the College as the foundation learning experience from which all outside disciplines build upon.
92. To develop dynamic recruitment models that continue to increase the academic profile of incoming students, while maintaining the diversity of the student body.
12. To further define what community engagement means in terms of teaching, scholarship, and service.
88. To build a stronger relationship with ASPIRE (Academic Scholars Program in Real Environments).
102. To add and / or integrate into curriculum more coursework that explores LGBT issues and experiences, and have a better LGBT Index rating overall.
Chapter 3

CHS Strategic Framework: The Relative Importance and Relative Impact of Strategic Priorities

In Summary

This chapter describes the relational significance of components and domains that comprise the CHS strategic planning framework. Some components / domains rank very high in terms of importance and impact, whereas other components/domains rank considerably lower. Importantly, there is almost perfect positive agreement with respect to strategic priorities rated high in importance and their perceived favorable impact for the overall college. This chapter also presents detailed analyses for each academic unit within the college. Specifically, importance ratings for components/domains assigned by faculty and staff in each academic unit are compared to the average ratings for the overall college. Tests of significance highlight meaningful variations between the college and its academic units.

Pattern Matching and Significance Testing

Pattern matching is a bivariate comparison of average ratings for domains in the strategic planning framework. The “ladder graph” is a graphic representation of importance and/or impact ratings (high-to-low) for the entire college or a college subgroup such as an academic unit.

Pattern Matching coefficients approaching zero indicate little to no agreement between variables; coefficients approaching -1.00 indicate high levels of disagreement; and coefficients approaching +1.00 indicate high levels of agreement.

The following subjective value markers will be used for coefficients described in this chapter: No to Low Agreement / Disagreement ($r = 0.00$ to $-/+0.30$), Moderate Agreement / Disagreement ($r = -/+0.31$ to $-/+0.69$) and High Agreement / Disagreement ($r = -/+0.70$ to $-/+1.00$).

In addition, t-tests were computed between key stakeholder groups using the domain average ratings. Significance is reported at $p < .05$. 
**Pattern-Matching**

Figure 26 presents the bivariate comparison of cluster average ratings for Relative Importance and Relative Impact for **ALL CHS STAKEHOLDERS**.

**Figure 26 Summary.** Relative Importance Ratings. The top five domains were (1) Pathways to Professional Success, (2) Accountability and Performance-Based Incentives, (3) Culture of Inclusiveness and Wellness, (4) Graduate Programming and (5) Research and Scholarship. Importantly, the average importance ratings for these top five domains did not significantly differ; however, the Pathways and Accountability domains did significantly differ from the bottom half (or rungs of the ladder). Each of the top five domains significantly differed from Development and Fundraising.

Relative Impact Ratings. The top five domains were (1) Pathways to Professional Success, (2) Accountability and Performance-Based Incentives, (3) Research and Scholarship, (4) Graduate Programming and (5) Culture of Inclusiveness and Wellness. Importantly, the average impact ratings for these top five domains did not significantly differ; however, the Pathways domain did significantly differ from the bottom half (or rungs of the ladder). **Level of Agreement.** There is a strong positive correlation between priorities rated as highly important and priorities rated favorably impactful ($r = .95$) in the college.
**Pattern-Matching**

Figure 27 presents the bivariate comparison of cluster average ratings for AFRICAN AMERICAN STUDIES Relative Importance and CHS Relative Importance.

![Diagram](image)

**Figure 27 Summary. Relative Importance Ratings.** The top five domains for AFAM were (1) Pathways to Professional Success, (2) Promoting Diversity, (3) Culture of Inclusiveness and Wellness, (4) Accountability and Performance-Based Incentives and (5) Research and Scholarship. The Pathways domain was rated significantly more important than all other domains with the exception of Accountability, Promoting Diversity, and Culture of Inclusiveness and Wellness. **AFAM vs. CHS on Relative Importance Ratings.** AFAM stakeholders rated Promoting Diversity and Culture of Inclusiveness and Wellness domains significantly more important than the overall college. **Level of Agreement.** There is a moderate to strong positive correlation between the priorities rated by AFAM stakeholders and CHS stakeholders in general \( r = .73 \).
**Pattern-Matching**

Figure 28 presents the bivariate comparison of cluster average ratings for BIOLOGY Relative Importance and CHS Relative Importance.

**Figure 28 Summary. Relative Importance Ratings.** The top five domains for BIO were (1) Accountability and Performance-Based Incentives, (2) Pathways to Professional Success, (3) Empowering Academic Units, (4) Culture of Inclusiveness and Wellness and (5) Establishing Excellence in Teaching. The top five domains did not significantly differ. The Accountability and Pathways domains were rated significantly more important than the bottom six domains. **BIO vs. CHS on Relative Importance Ratings.** BIO stakeholders and CHS stakeholders in general did not significantly differ in their ratings of domains. **Level of Agreement.** There is a strong positive correlation between the priorities rated by BIO stakeholders and CHS stakeholders in general ($r = .80$).
**Pattern-Matching**

Figure 29 presents the bivariate comparison of cluster average ratings for CHEMISTRY Relative Importance and CHS Relative Importance.

**Figure 29 Summary. Relative Importance Ratings.** The top five domains for CHEM were (1) Pathways to Professional Success, (2) Graduate Programming, (3) Empowering Academic Units, (4) Administrative Efficiency and Optimization and (5) Accountability and Performance-Based Incentives. The top five domains did not significantly differ. The Pathways domain was rated significantly more important than the bottom seven domains. **CHEM vs. CHS on Relative Importance Ratings.** CHEM stakeholders and CHS stakeholders in general did not significantly differ in their ratings of domains. **Level of Agreement.** There is a strong positive correlation between the priorities rated by CHEM stakeholders and CHS stakeholders in general ($r = .85$).
**Pattern-Matching**

Figure 30 presents the bivariate comparison of cluster average ratings for **ENGLISH** Relative Importance and CHS Relative Importance.

![Figure 30](image)

**Figure 30 Summary. Relative Importance Ratings.** The top five domains for ENGL were (1) Pathways to Professional Success, (2) Graduate Programming, (3) Research and Scholarship, (4) Promoting Diversity and (5) Accountability and Performance-Based Incentives. The top five domains did not significantly differ. The Pathways domain was rated significantly more important than the bottom three domains. **ENGL vs. CHS on Relative Importance Ratings.** ENGL stakeholders and CHS stakeholders in general did not significantly differ in their ratings of domains. **Level of Agreement.** There is a moderate to strong positive correlation between the priorities rated by ENGL stakeholders and CHS stakeholders in general ($r = .69$).
**Pattern-Matching**

Figure 31 presents the bivariate comparison of cluster average ratings for **FORENSIC SCIENCE** Relative Importance and CHS Relative Importance.

![Figure 31: Relative Importance Ratings](chart)

**Figure 31 Summary. Relative Importance Ratings.** The top five domains for FRSC were (1) Accountability and Performance-Based Incentives, (2) Pathways to Professional Success, (3) Culture of Inclusiveness and Wellness, (4) Empowering Academic Units and (5) Administrative Efficiency and Optimization. The top five domains did not significantly differ. The Accountability and Pathways domains were rated significantly more important than the bottom six domains. **FRSC vs. CHS on Relative Importance Ratings.** FRSC stakeholders rated Culture of Inclusiveness and Wellness as significantly more important than CHS stakeholders in general. **Level of Agreement.** There is a strong positive correlation between the priorities rated by FRSC stakeholders and CHS stakeholders in general ($r = .80$).
Pattern-Matching

Figure 32 presents the bivariate comparison of cluster average ratings for GENDER SEXUALITY AND WOMEN’S STUDIES Relative Importance and CHS Relative Importance.

**Figure 32 Summary. Relative Importance Ratings.** The top five domains for GSWS were (1) Promoting Diversity, (2) Pathways to Professional Success, (3) Accountability and Performance-Based Incentives, (4) Research and Scholarship and (5) Engagement Principles. The top five domains did not significantly differ. The Promoting Diversity domain was rated significantly more important than all other domains. **GSWS vs. CHS on Relative Importance Ratings.** GSWS stakeholders and CHS stakeholders significantly differed in their ratings of importance for Promoting Diversity, Accountability, Research and Scholarship, and Engagement Principles. GSWS stakeholders rated each of these domains significantly more important than the college. **Level of Agreement.** There is a low to moderate positive correlation between the priorities rated by GSWS stakeholders and CHS stakeholders in general \((r = .39)\).
**Pattern-Matching**

Figure 33 presents the bivariate comparison of cluster average ratings for **HEALTH AND HUMAN PERFORMANCE Relative Importance** and CHS Relative Importance.

![Diagram showing bivariate comparison of cluster average ratings]

**Figure 33 Summary. Relative Importance Ratings.** The top five domains for HHP were (1) Culture of Inclusiveness and Wellness, (2) Empowering Academic Units, (3) Accountability and Performance-Based Incentives, (4) Pathways to Professional Success and (5) Research and Scholarship. Of the top five domains, Culture of Inclusiveness was rated significantly higher than Research and Scholarship. The Culture of Inclusiveness and Wellness domain also was rated significantly more important than the bottom seven domains. **HHP vs. CHS on Relative Importance Ratings.** HHP stakeholders and CHS stakeholders in general significantly differed in their ratings of importance for Culture of Inclusiveness and Wellness and Empowering Academic Departments. HHP stakeholders rated each of these domains significantly more important than the college. **Level of Agreement.** There is a moderate to strong positive correlation between the priorities rated by HHP stakeholders and CHS stakeholders in general ($r = .76$).
Pattern-Matching

Figure 34 presents the bivariate comparison of cluster average ratings for HISTORY Relative Importance and CHS Relative Importance.

**Figure 34 Summary. Relative Importance Ratings.** The top five domains for HIST were (1) Pathways to Professional Success, (2) Research and Scholarship, (3) Culture of Inclusiveness and Wellness, (4) Accountability and Performance-Based Incentives and (5) Graduate Programming. The top five domains did not significantly differ. The Pathways domain was rated significantly more important than the bottom two domains. **HIST vs. CHS on Relative Importance Ratings.** HIST stakeholders and CHS stakeholders in general did not significantly differ in their ratings of domains. **Level of Agreement.** There is a strong positive correlation between the priorities rated by HIST stakeholders and CHS stakeholders in general ($r = .92$).
Pattern-Matching

Figure 35 presents the bivariate comparison of cluster average ratings for LIBERAL STUDIES FOR EARLY AND ELEMENTARY EDUCATION Relative Importance and CHS Relative Importance.

Figure 35 Summary. Analyses not performed due to limitations in the data.
**Pattern-Matching**

Figure 36 presents the bivariate comparison of cluster average ratings for **SCHOOL OF MASS COMMUNICATIONS** Relative Importance and CHS Relative Importance.

![Stem-and-Leaf Diagram](image)

**Figure 36 Summary. Relative Importance Ratings.** The top five domains for MASC were (1) Culture of Inclusiveness and Wellness, (2) Accountability and Performance-Based Incentives, (3) Pathways to Professional Success, (4) Graduate Programming and (5) Establishing Excellence in Teaching. The top five domains did not significantly differ. The Culture of Inclusiveness and Wellness domain was rated significantly more important than Engagement Principles. **MASC vs. CHS on Relative Importance Ratings.** MASC stakeholders and CHS stakeholders in general significantly differed in their ratings of importance for Culture of Inclusiveness and Wellness, Accountability, Graduate Programming, and Establishing Excellence in Teaching. MASC stakeholders rated each of these domains significantly more important than the college. **Level of Agreement.** There is a moderate to strong positive correlation between the priorities rated by MASC stakeholders and CHS stakeholders in general \( r = .71 \).
Pattern-Matching

Figure 37 presents the bivariate comparison of cluster average ratings for MATHEMATICS AND APPLIED MATHEMATICS Relative Importance and CHS Relative Importance.

**Figure 37 Summary. Relative Importance Ratings.** The top five domains for MATH were (1) Graduate Programming, (2) Pathways to Professional Success, (3) Empowering Academic Units, (4) Research and Scholarship and (5) Accountability and Performance-Based Incentives. The top five domains did not significantly differ. Graduate Programming, Pathways, and Empowering Academic Units domains were rated significantly more important than the bottom four domains. **MATH vs. CHS on Relative Importance Ratings.** MATH stakeholders and CHS stakeholders in general did not significantly differ in their ratings of domains. **Level of Agreement.** There is a moderate to strong positive correlation between the priorities rated by MATH stakeholders and CHS stakeholders in general ($r = .72$).
**Pattern-Matching**

Figure 38 presents the bivariate comparison of cluster average ratings for PHILOSOPHY Relative Importance and CHS Relative Importance.

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**Figure 38 Summary.** Analyses not performed due to limitations in the data.
**Pattern-Matching**

Figure 39 presents the bivariate comparison of cluster average ratings for **PHYSICS** Relative Importance and CHS Relative Importance.

*Figure 39 Summary.* Analyses not performed due to limitations in the data.
Pattern-Matching

Figure 40 presents the bivariate comparison of cluster average ratings for POLITICAL SCIENCE Relative Importance and CHS Relative Importance.

**Figure 40 Summary. Relative Importance Ratings.** The top five domains for POLY were (1) Accountability and Performance-Based Incentives, (2) Pathways to Professional Success, (3) Empowering Academic Units, (4) Research and Scholarship and (5) Administrative Efficiency and Optimization. The top five domains did not significantly differ. The Accountability and Performance-Based Incentives domain was rated significantly more important than the bottom seven domains. **POLY vs. CHS on Relative Importance Ratings.** POLY stakeholders and CHS stakeholders in general did not significantly differ in their ratings of domains. **Level of Agreement.** There is a strong positive correlation between the priorities rated by POLY stakeholders and CHS stakeholders in general ($r = .83$).
Pattern-Matching

Figure 41 presents the bivariate comparison of cluster average ratings for PSYCHOLOGY Relative Importance and CHS Relative Importance.

**Figure 41 Summary. Relative Importance Ratings.** The top five domains for PSYC were (1) Pathways to Professional Success, (2) Graduate Programming, (3) Culture of Inclusiveness and Wellness, (4) Accountability and Performance-Based Incentives and (5) Empowering Academic Units. The top five domains did not significantly differ. The Pathways to Professional Success domain was rated significantly more important than the bottom four domains. **PSYC vs. CHS on Relative Importance Ratings.** PSYC stakeholders and CHS stakeholders in general did not significantly differ in their ratings of domains. **Level of Agreement.** There is a strong positive correlation between the priorities rated by PSYC stakeholders and CHS stakeholders in general ($r = .95$).
Pattern-Matching

Figure 42 presents the bivariate comparison of cluster average ratings for SCHOOL OF WORLD STUDIES Relative Importance and CHS Relative Importance.

**Figure 42 Summary. Relative Importance Ratings.** The top five domains for WRLD were (1) Pathways to Professional Success, (2) Culture of Inclusiveness and Wellness, (3) Research and Scholarship, (4) Enhancing Undergraduate Education and (5) Accountability and Performance-Based Incentives. The top five domains did not significantly differ. The Pathways to Professional Success domain was rated significantly more important than the bottom four domains. **WRLD vs. CHS on Relative Importance Ratings.** WRLD stakeholders and CHS stakeholders in general did not significantly differ in their ratings of domains. **Level of Agreement.** There is a strong positive correlation between the priorities rated by WRLD stakeholders and CHS stakeholders in general ($r = .86$).
**Pattern-Matching**

Figure 43 presents the bivariate comparison of cluster average ratings for **SOCIOLGY Relative Importance** and **CHS Relative Importance**.

![Diagram showing bivariate comparison of cluster average ratings for SOCY and CHS relative importance.](image)

**Figure 43 Summary. Relative Importance Ratings.** The top five domains for SOCY were (1) Pathways to Professional Success, (2) Culture of Inclusiveness and Wellness, (3) Establishing Excellence in Teaching, (4) Empowering Academic Units and (5) Research and Scholarship. The top five domains did not significantly differ. The Pathways to Professional Success domain was rated significantly more important than the bottom three domains. **SOCY vs. CHS on Relative Importance Ratings.** SOCY stakeholders and CHS stakeholders significantly differed in their ratings of Culture of Inclusiveness and Wellness and Establishing Excellence in Teaching. In both cases, SOCY stakeholders compared to CHS stakeholders rated these domains as significantly more important. **Level of Agreement.** There is a strong positive correlation between the priorities rated by SOCY stakeholders and CHS stakeholders in general ($r = .82$).
Pattern-Matching

Figure 44 presents the bivariate comparison of cluster average ratings for STATISTICAL SCIENCES AND OPERATIONS RESEARCH Relative Importance and CHS Relative Importance.

**Figure 44 Summary. Relative Importance Ratings.** The top five domains for STAT were (1) Empowering Academic Units, (2) Graduate Programming, (3) Pathways to Professional Success, (4) Interdisciplinary Exchanges and (5) Research and Scholarship. The top five domains did not significantly differ. The Empowering Academic Units domain was rated significantly more important than the bottom eight domains. **STAT vs. CHS on Relative Importance Ratings.** STAT stakeholders and CHS stakeholders in general significantly differed in their ratings of Empowering Academic Units. STAT stakeholders compared to CHS stakeholders rated this domain as significantly more important. **Level of Agreement.** There is a moderate positive correlation between the priorities rated by STAT stakeholders and CHS stakeholders in general ($r = .69$).
This chapter provides three examples of planned comparisons and demonstrates how these analyses can provide detailed information about individual differences in CHS stakeholders’ ratings of strategic priorities. CHS stakeholders with varying unit affiliations differ in their endorsement of priorities for the college. With an understanding of these differences, CHS administrators will be in a position to draft a nuanced strategic plan that prepares the college to support multiple trajectories of academic and professional success.

Pattern Matching and Significance Testing

Pattern matching was used to determine differences between key stakeholder groups in their endorsement of strategic priorities associated with planning components and domains.

The Pattern Matching coefficient is identical to the Spearman rank correlation coefficient. Coefficients range from -1.00 to +1.00. Coefficients approaching zero indicate little to no agreement between variables; coefficients approaching -1.00 indicate high levels of disagreement; and coefficients approaching +1.00 indicate high levels of agreement.

The following subjective value markers will be used for coefficients described in this chapter: No to Low Agreement/Disagreement ($r = 0.00$ to $+/0.30$), Moderate Agreement/Disagreement ($r = +/-0.31$ to $+/0.69$) and High Agreement/Disagreement ($r = +/-0.70$ to $+/1.00$).

In addition, t-tests were computed between key stakeholder groups using the domain average ratings. Significance is reported at $p < .05$. 
Figure 45 presents the bivariate comparison of cluster average ratings for CLASSIFIED STAFF Relative Importance and FTE FACULTY Relative Importance.

**Figure 45 Summary.** **Classified Staff Relative Importance Ratings.** The top five domains were (1) Culture of Inclusiveness and Wellness, (2) Accountability and Performance-Based Incentives, (3) Professional Development and Training, (4) Administrative Efficiency and Optimization and (5) Pathways to Professional Success. **FTE Faculty Relative Importance Ratings.** The top five domains were (1) Pathways to Professional Success, (2) Accountability and Performance-Based Incentives, (3) Graduate Programming, (4) Research and Scholarship and (5) Empowering Academic Units. **Level of Agreement.** There is a moderate positive correlation between priorities rated as highly important between key stakeholder groups ($r = .41$). **Significant Differences Between Classified Staff and FTE Faculty.** Classified Staff and FTE Faculty significantly differed in their ratings of importance in 7 of the 14 domains: Culture of Inclusiveness and Wellness, Professional Development and Training, Administrative Efficiency and Optimization, Enhancing Undergraduate Education, Establishing Teaching Excellence, Interdisciplinary Exchanges, and Development and Fundraising.
Pattern-Matching

Figure 46 presents the bivariate comparison of cluster average ratings for ADMINISTRATIVE & PROFESSIONAL FACULTY Relative Importance and FTE FACULTY Relative Importance.

**Figure 46 Summary.**

**A&P Faculty Relative Importance Ratings.** The top five domains were (1) Culture of Inclusiveness and Wellness, (2) Accountability and Performance-Based Incentives, (3) Professional Development and Training, (4) Administrative Efficiency and Optimization, and (5) Pathways to Professional Success. **FTE Faculty Relative Importance Ratings.** The top five domains were (1) Pathways to Professional Success, (2) Accountability and Performance-Based Incentives, (3) Graduate Programming, (4) Research and Scholarship and (5) Empowering Academic Units. **Level of Agreement.** There is a moderate positive correlation between priorities rated as highly important between key stakeholder groups ($r = .47$). **Significant Differences Between A&P Faculty and FTE Faculty.** A&P Faculty and FTE Faculty significantly differed in their ratings of importance for 5 of the 14 domains: Culture of Inclusiveness and Wellness, Professional Development and Training, Administrative Efficiency and Optimization, Enhancing Undergraduate Education, and Promoting Diversity.
Pattern-Matching

Figure 47 presents the bivariate comparison of cluster average ratings for **CLASSIFIED STAFF W/ 10 OR FEWER SERVICE YEARS** Relative Importance and **CLASSIFIED STAFF W/ 11 OR MORE SERVICE YEARS** Relative Importance.

**Figure 47 Summary.** **Classified Staff w/ 10 Years or Less Importance Ratings.** The top five domains were (1) Culture of Inclusive and Wellness, (2) Professional Development and Training, (3) Accountability and Performance-Based Incentives, (4) Administrative Efficiency and Optimization, and (5) Pathways to Professional Success. **Classified Staff w/ 11 Years or More Relative Importance Ratings.** The top five domains were (1) Accountability and Performance-Based Incentives, (2) Culture of Inclusiveness and Wellness, (3) Professional Development and Training, (4) Administrative Efficiency and Optimization and (5) Empowering Academic Units. **Level of Agreement.** There is a moderate positive correlation between priorities rated as highly important between key stakeholder groups ($r = .65$) in the college. **Significant Differences Between Staff w/ 10 Years or Less and Staff w/ 11 or More Years.** There were no significant differences between key stakeholder groups in their rating of the top five domains. Of note, however, is the significant difference in their rating of Promoting Diversity. Classified Staff w/ 10 or fewer service years rated strategic priorities related to promoting diversity significantly lower than their more experienced counterparts.
APPENDICES
APPENDIX A: PARTICIPANT QUESTIONS SUMMARY
<table>
<thead>
<tr>
<th>Participant Question</th>
<th>Option or Statistic</th>
<th>Frequency</th>
<th>%</th>
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<tbody>
<tr>
<td><strong>Unit Affiliation</strong></td>
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<tr>
<td>CHS Deans Office</td>
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<tr>
<td>African American Studies</td>
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<td>Biology</td>
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<td>English</td>
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<tr>
<td>Forensic Science</td>
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<td>Gender, Sexuality &amp; Women's Studies</td>
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<tr>
<td>Health &amp; Human Performance</td>
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<tr>
<td>History</td>
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<tr>
<td>Liberal Studies for Early and Elementary Education Program</td>
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<td>School of Mass Communications</td>
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<tr>
<td>Mathematics &amp; Applied Mathematics</td>
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<td>Military Science and Leadership</td>
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<td>Adjunct or Part-Time Faculty</td>
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<td><strong>Total</strong></td>
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<tr>
<td><strong>Total</strong></td>
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<tr>
<td>Empowerment in the College</td>
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<td>Percentage</td>
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<td>------------</td>
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<tr>
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<tr>
<td>Very satisfied</td>
<td>98</td>
<td>30.91%</td>
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<td>23</td>
<td>7.26%</td>
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<tr>
<td><strong>Total</strong></td>
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<td><strong>100.00%</strong></td>
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</table>
APPENDIX B: INITIAL LIST OF BRAINSTORMED STATEMENTS
Statement
1. create and uphold tenure and promotion policies and practices that acknowledge and accept interdisciplinary research methodologies and practices.
2. create structural support for interdisciplinary programs including more faculty lines and administrative support
3. willing to better compensate its collateral and adjunct faculty considering the amount of work they do and the number of students they teach
4. willing to bridge the untenable pay gap between CHS faculty and faculty in other schools
5. willing to create and implement programs that substantially sustain an inclusive work environment
6. To increase visibility of sexual minority faculty and staff.
7. foster a climate where people can engage in dialogue with the President and Provost and even disagree with them occasionally. (When other administrators get chewed out for daring to c
8. to bridge the huge disconnect between the President’s/Provost’s understanding of VCU and the day-to-day reality of being faculty/staff/student here. [Ex: VCU keeps hiring upper-level adn
9. to try to offer incentives to faculty, staff, and units for participating in new initiatives
10. to advocate for VCU to find a way to offer domestic partner benefits
11. increase ethnic diversity among department chairs and among administrative and professional staff in the Dean’s Office
12. promote an environment in which diversity is truly valued (which involves far more than simply counting up how many people we have form a particular demographic group)
13. provide more administrative support in the Dean’s Office and at the department level for the many reporting initiatives that are being pushed down to department chairs, faculty, and staff
14. increasing awareness, and judicial speed of student honor code violations and hearings. Ensuring Honor Code is upheld from both campuses equally.
15. lab space/facilities needs to be renovated, or at minimum kept up with large student loads and urban school wear and tear.
16. ensure that support faculty (administrative, facility, center, institute) are well supported.
17. increase graduate student support, both in numbers of stipends and in the amount of the stipends, especially in the sciences
18. to continue to encourage research faculty to push the envelope in their research efforts so that the College stays on the map
19. Somehow fix the disconnects between accepting students from underrepresented and often unprepared groups, to teaching to the level of the least prepared in our classes and increase sti
20. to continue to focus on the quality of the education that is being provided to the students
21. to increase faculty in order to reduce class size and course load.
22. to make Monroe Park a NON-SMOKING campus.
23. to provide a living wage and benefits for custodial workers by ending the exploitative 3rd party contract that currently exists.
24. increase number of faculty in line with similar/peer units nationally
25. increase graduate student support, both in numbers of stipends and in the amount of the stipends, especially in the humanities
26. to receive a more equitable distribution of tuition dollars which accurately reflects the amount of instruction we provide to the university
27. keep tuition as affordable as possible
28. reach out to students from diverse backgrounds
29. higher faculty salaries
30. Increase ethnic diversity among faculty
31. research the efficacy of offering on-line courses
32. hire more faculty to reduce student/teacher ratio
33. offer competitive faculty salaries
34. more competitive faculty salaries with peers most importantly, to reduce the student/faculty ratio by hiring more faculty support tenure-track faculty research with resources for travel Se
35. Dean needs to be more in tune with chairs/faculty having meetings perhaps every semester outlining goals of infrastructure procurement along with the quest for distinction goals
36. invest in lab maintenance consolidating space that allows us to keep up with the oversized enrollment
37. decrease redundant paperwork in handling Teaching/Research Assistant salaries and Fees
38. increase the salaries of the Graduate Teaching Assistants to be competitive with other universities
39. increase the number of Graduate Teaching Assistants in our Department, the growth of the department depends on the TA’s appointments
40. more competitive faculty salaries with peers
41. be more actively involved in Real business needs. partnering with local (and not so local) businesses to help advance knowledge that will be used in hospitals, politics, communications. a go
42. to attract and keeping high quality teacher/researchers by raising salaries (and avoid using adjuncts or pay them fairly). This can be accomplished by reducing administrative bloat and by re
43. be less silo-ed in our teaching and learning. more forced collaboration until it’s second nature. it’s too easy to get focused on our own minutia. and so many faculty and students are doing i
most importantly, to reduce the student/faculty ratio by hiring more faculty.
45 screen more accurately for those students who are willing to work hard to Make it Real, i.e., have a more effective application screening process. we have quality faculty but we often have
46 to offer more opportunities for professional development for staff
47 to check the upper administration’s descent into MOOCkery
48 to offer small seed grants (~$5,000) for research and scholarly work
49 for our Dean to actively speak in opposition to proposals from the President/Provost that are not in the best interest of VCU or CHS (e.g., decision to hire 40+ new faculty for the School of E
50 to actively resist the upper administration’s unfettered enthusiasm about online teaching; we need adequate resources (ongoing, not one-time only) for online teaching and we should be si
51 to develop specific initiatives to promote employee wellness and work/non-work balance, and to show that these things are valued by the Dean and by Dept Chairs
52 Address faculty salaries
53 support tenure-track faculty research with resources for travel (we shouldn’t have to always scrounge and beg to go to major conferences)
54 increase faculty salaries to peer levels
55 reward faculty excellence
56 increase the number of tenure-eligible and tenured faculty in the social science and humanities
57 putting money into the initiatives of quest to make it real.
58 working to decrease the student to faculty ratio.
59 increasing the number of graduate TA’s that can assist with increasing class sizes.
60 to track student data to gain a better understanding of where, why, and how students cannot graduate in 4-5 years.
61 To hire more full-time and tenure track faculty members to handle the increasing undergraduate student enrollment while being able to offer quality upper level courses for these students.
62 reward good teaching treat adjuncts better  better pay for collateral instructors  expand graduate programs in the School of World Studies
63 to come to grips with the fact that for many adjunct faculty, teaching at VCU is not the fulfillment of a lifelong ambition, but is simply a task they have taken on in addition to their primary ji
64 ...the student experience, as laid out in Quest.
65 ...getting “real” regarding faculty workload. Whether tenured, tenure-track, or collateral (term), CHS has to recognize that many of us are already operating at maximum capacity. Any atte
66 Providing funding for PhD students who stay 4 or 5 years
67 expanding opportunities for undergraduate honors theses
68 offer parental leave
69 converting term faculty to tenure lines when it would benefit the department
70 higher stipends for graduate students
71 rewarding good teaching
72 to utilize adjuncts more effectively by providing incentives to improve courses and providing some sort of orientation for new adjuncts in all disciplines - at least until we can reach the desir
73 to fund faculty that actively engage in research and teach (2) Set up infrastructure to be able to attract high quality graduate students, including competitive and consistent stipends and op
74 (1) to fund faculty that actively engage in research and teach (2) Set up infrastructure to be able to attract high quality graduate students, including competitive and consistent stipends anc
75 If the Univ. and College really want to "get real" it needs to address societal concerns and that means working with the Fed. Government and not burying heads in the sand, because the AA
76 To hire more full-time and tenure track faculty members.
77 The Provost’s office treats faculty with absolute contempt. The College needs to protect its faculty.
78 The University needs to be realistic about faculty workload. Many of us teach more students than at a Community College, but are held to research standards for faculty at Universities whe
79 The University needs to get over its need to completely rewrite its strategic plan every ten years. Faculty re instructed to prioritize one thing and then told to prioritize something else a few
80 Hire faculty based on the teaching needs of the program. In the past ten years, my program’s number of students have doubled and our faculty has been cut in half. Our last hire occurred
81 addressing inefficiency and redundancy in paperwork
82 to support undergraduate and faculty research more extensively
83 resolving historical inequity for teaching faculty--improving compensation, providing long-term contracts and/or alternative paths to tenure.
84 to fund faculty that actively engage in research and teach
85 Maximize strategies to increase scholarship with the approach that excellence in education occurs through excellence in scholarship. This strategy, of course, must include novel approache
86 less of the relentless assessments, surveys, and reporting. Faculty are already overburdened, with half the number of full time faculty as do our peer institutions for the same number of stu
87 more full time faculty
more full time faculty positions

Figure out then what to do with the least prepared who continue to get Ds and Fs because they don’t know how to manage college and they also have to work 2 jobs to pay for it... How do

Somehow fix the disconnects between accepting students from underrepresented and often unprepared groups, to teaching to the level of the least prepared in our classes...

Increase faculty/staff incentives such as spouse/child tuition waiver and maternity/paternity leaves. This would be more in line with peer institutions and be more likely to attract higher qu.

Where strong graduate programs are desired (everywhere?) hire more senior faculty to mentor and assist junior faculty in the expectation of building up these programs

If class sizes increase, use grad students to teach recitation sections; this gives them chances to teach and earn pay while reaching goals of accommodating more students in classes

Set up infrastructure to be able to attract high quality graduate students, including competitive and consistent stipends and opportunities

decrease administrative positions; increase faculty positions (either tenure-track or term) to lower student/teacher ratio

Increase salaries for term faculty

Encouraging and supporting faculty participation in national and international conferences and projects. This will expand VCU’s visibility nationally and internationally. The College should e

hiring well-established senior faculty, recruiting high-qualified PhD students, and rising faculty salaries.

More utilization of adjunct faculty would improve the relationship between state government and the school. It would also provide a level of expertise other colleges are unable to provide

to create opportunities for promotion and permanent status for collateral/term faculty. Faculty salaries need to be addressed - especially for non-tenure track

to create better facilities for faculty and staff - we build new dorms and athletic facilities while housing faculty in converted closets and bathrooms. Students notice.

to lower the student/teacher ratio so students can be taught to think more critically rather than be a number in a giant lecture hall.

acknowledge the vital role adjunct professors play by creating better compensation and pay, offices, and a voice within the University

rely much less on adjunct faculty

lower the student/teacher ratio dramatically

stop distracting researchers so much from their research (and teaching): too many administrative "initiatives" and too many administrators acting busy, the mission of the university should

treat adjunct teachers fairly: better pay, more consistent expectations

to create opportunities for promotion and permanent status for collateral/term faculty that satisfy ULI initiatives in service and teaching loads. Commensurate salaries with comparative uni

Increase the effort in recruiting highly qualified PhD-students and pay these student market rate. With higher quality students faculty can reach their research goals more effectively.

Improve the student/faculty ratio.

Address salary equity, both within VCU and in comparison with peer institutions: raise average salaries to peer levels.

Increasing the funds available to recruit more qualified GTA for labs and recitations, this will enhance the quality of instruction and improve student success.

offer carefully developed distance learning opportunities/courses. Students expect these types of courses. This would increase income for the College as well.

1) encouraging development of technologies, tools and methodologies for social scientists especially for anthropologists; 2) paying part-time adjuncts a considerably higher salary in order to

When a commonly shared facility/equipment is out of order, get it fixed immediately. When it takes months or years before such facility/equipment fixed (or never get fixed), serious negat

Laboratory supplies and equipment are critical for both teaching and research. An administrator should not just trash or send them to warehouses against a faculty owner's will.

Make maximum and efficient uses of our limited facilities. Do not leave a room empty or a public lab bench empty for an extended period of time by prohibiting faculty from making use of

Faculty should be treated with respect. An administrator should not just give orders to faculty and demand obedience. Universities are not military camps.

Take it seriously and find a resolution when an employee is complaining about not being treated fairly by his/her supervisor. Do not just ignore.

Remove, dismiss, or punish in any sever way to a departmental chairman/ supervisor who provided an unjustified annual review. Nothing is more demoralizing than getting such an unfair ri

to address salary equity, both within VCU and in comparison with peer institutions: raise average salaries to peer levels

faculty salaries need to be addressed

let CHS faculty be administrators on our own computers. reduce unnecessary, unproductive demands and pressures on faculty time, such as the endless stream of surveys (like this one) we

reduce unnecessary, unproductive demands and pressures

increase funding for interdisciplinary and cross-department programs to include more administrative support for those programs

eliminate the out-of-state fee differences for graduate students

allocate more indirect costs back to the funded PIs

to lower the tuition rate for graduate students after completion of their candidacy exams

to increase the number of graduate TA positions

to hire more tenure-eligible faculty

reduce number of top-level administration positions and reallocate salary savings for tenure-eligible lines
to hire 200-300 plus more tenure-eligible faculty and increase salaries for faculty and staff to be competitive with our peer universities.

To hire 200 plus more faculty members and increase salaries for faculty and staff to be competitive with our peer universities.

Build a tuition exchange program so spouses and children of employees can attend VCU for free or for a significant discount. This aligns with many of our peer institutions and top 50 universities.

Reduce reliance on adjunct faculty.

Increase salary of A&P Faculty Academic Advisors. This will give advisors more incentive to stay in the job and thus build strong relationships with students. Strong relationships = strong retention.

Improve the teacher-to-student ratio.

To value, to reward, and to put an effort into retaining its existing contingent teaching faculty. After all, they teach about 200+ students per semester, so that research faculty can do their paid research.

Increase the quality and number of graduate student assistantships, including providing graduate students with medical insurance.

To recognize and to reward the contributions of collateral/term and adjunct faculty. A collateral faculty member may be teaching up to 10 times as many students as a tenure-track faculty member.

To adjust teaching loads, where necessary, to those commensurate with a ranking in the top 50 research universities.

To reduce administrative bloat and the related proliferation of poorly motivated interdisciplinary programs, institutes, etc.; well motivated ones should certainly be encouraged, but there are.

Let CHS faculty be administrators on our own computers.

Reduce unnecessary, unproductive demands and pressures on faculty time, such as the endless stream of surveys (like this one) we are asked to complete.

To reduce the student/faculty ratio.

To address salary equity, both within VCU and in comparison with peer institutions: raise average salaries to peer levels, especially for adjuncts, and address salary compression.

Continue to increase the academic profile of incoming students, while maintaining the diversity of the student body.

Follow through on appropriate measures in dealing with staff who are not performing adequately in their positions to avoid discontentment among other staff members and the negative effects on students.

To hold undergraduate students to a higher standard of academic work. Implementing minimum GPA standards of a 3.0 average or better for a student to take junior and senior level courses.

To hire adjunct faculty on a more permanent basis. If an adjunct instructor teaches the same class every semester/year and they know they will be continuing to teach, they will be more likely to engage in the course and be more available.

Most Adjunct Instructors are currently working in the field they are teaching. They have first-hand knowledge of the relevant practices of the field and could be a valuable asset for re-design.

Most Adjunct Instructors teach at VCU to educate students in addition to another job. Management should hold a meeting with all Adjunct Instructors on a weekend or after core hours for.

Implement grading policies so that in every course (required and core) students have to receive a C or better.

Faculty salaries need to be addressed - especially for non-tenure track faculty.

While research is important, don't over-emphasize research and forget about effect teaching.

Recognize and reward the contributions of collateral/term and adjunct faculty. A collateral faculty member may be teaching up to 10 times as many students as a tenure-track faculty member.

To make faculty salaries more equitable and more in line with salaries at peer universities, in order to retain talented faculty and hire new faculty.

Let CHS faculty actually be administrators on their own computers... We are not freshmen, and a HASTEC hourly is no better at administering our computers than we could be.

Increase faculty lines to reduce teacher-to-student ratios.

Increase adjunct pay. Increase the number of GTA lines. Make certain non-STEM programs have access to faculty hiring and TA support. Listen to our best undergraduate students in all of the sciences.

Do not charge fees for departments to use university venues for sponsored events, such as lectures by visiting scholars or artists.

Provide health insurance and improved stipends for graduate teaching assistants.

Enact a teaching load policy and regularly scheduled leave policy that matches those at quality peer institutions.

Address inequities in pay caused by salary compression for long-term faculty.

Clarify what community engagement means on different levels for teaching, research, service, and student experiences.

Peg faculty raises to each upper university administration bonus.

Provide more money for faculty research and travel for conference presentations.

Acquiring more Graduate Teaching Assistant positions.

Provide funding to improve/enhance capstone courses in the majors.

Implement a 3 strikes your out policy so students are not allowed to register more than 3 times for the same course past the add/drop deadline.

Update and expand research space and infrastructure.

Improve startup packages for new faculty.

Internal research funds should NOT be given to all faculty.

To include Military Science in the budget development and prioritization process, space allocation considerations, and future technology/technology security planning efforts proactively.
176 Eliminate the inequity between in-state and out-state students in terms of fees
177 Significantly increase the number of GTA lines
178 Make support for GTAs and RAs equitable within departments, with minimal administrative burden
179 to build better cross-departmental relationships and leverage them for the benefit of students, faculty, and research. Vast amounts of experience and knowledge base exist within CHS and
180 To ensure the students needs are being met. Our testament is our students and it will be told based on their experience here. The biggest problem I see is students not getting the advisem-
181 provide significant resources to hire Military Science instructors independently from Department of Defense (DOD) contracting system
182 to hire faculty where there have been critical losses without having to engage in mumbo jumbo to justify the obvious
183 to focus more on the sustainability goal by providing funds to sustainability-related research
184 to reward good teaching in financial and non-financial ways
185 to reduce the current overemphasis on attracting grant funding
186 to convince the higher-ups that a university without a healthy college of humanities and sciences is not a university. We need to go to the top to get the resources necessary
187 Increase the pay for PhD graduate students to attract and retain the best candidates.
188 Raise salaries in response to excellent teaching reviews
189 recruit and actually hire more highly qualified African American and Latino faculty
190 recognize that the key to achieving the Quest goals rests with teaching rather than administration. resources should be distributed accordingly.
191 improve resource allocation so that understaffed departments/programs can meet course offering demands
192 create and support opportunities for CHS faculty to engage colleagues and programs at VCU’s partner universities to spur real international and cross-national research
193 provide significant resources to hire minority faculty in the social sciences
194 Relieve units from costly and wasteful events such as Orientations and the majors fair
195 focus on the intellectual mission of the Liberal Arts and Sciences College
196 reconstruct the course schedule to permit 75 minute classes on Monday/Wednesday parallel to those now held on T/R and create daytime 2 hours 40 minute classes on Fridays to allow da-
197 build into the College’s annual calendar a “research celebration” day, similar to reading days, that would not have classes held but would include a well advertised variety of events highlight
198 Raise salaries to meet private sector
199 provide sufficient, professional advising for each unit in the College
200 create a fund to provide support for teaching “term” faculty who wish to attend conferences relevant to both their disciplines and pedagogy
201 increase the numbers of research leave opportunities for tenure/eligible faculty at all ranks to significantly enhance the opportunities for new research and increased productivity
202 Provide a centralized resource for adjunct faculty that would include secure physical space for them to work and meet with students, administrative support and technologies, and informat
203 increase adjunct pay
204 (1) a significant increase in across the board funding within the CHS; (2) addition of 250 new tenure-eligible faculty positions; (3) a 50% reduction in the creation, assignment, and requireme
205 Reduce the number of purely ceremonial, time-wasting events.
206 Allow faculty to concentrate on established disciplines rather than being pushed into modern fads.
207 Reduce the faculty/teaching ratio.
208 Reduce the number of administrative employees at the Provost and President level.
209 Reduce the amount of administrative work at all levels.
210 compensate faculty at a rate similar to peer institutions and address the severe salary compression at ALL ranks
211 Hiring more minority faculty and administrators to reflect the demographic of students, especially in the sciences.
212 Invest in its hires.
213 focusing on student achievement and success
214 offer a clear path to tenure conversion for non-tenured faculty
215 build a stronger relationship with ASPIRE
216 build stronger ties to community engagement
217 address over-reliance on collateral and adjunct faculty
218 compensate faculty at rates reflecting those of a top-tier research urban university
219 hire more full-time tenured and tenure-track faculty
expand Ph.D. programs
to improve quality of faculty, especially re. research strengths.
compensate faculty at a rate similar to peer institutions.
provide appropriate administrative support for grants and contracts.
provide appropriate administrative support for departments.
support graduate programs will additional and larger GTA and DA stipends.
to offer courses, especially graduate-level, in early morning 7-8:15am twice a week. Many potential students don’t have the work or lifestyle flexibility to take evening courses only.
more effective in utilizing graduate assistants for administrative support for the small, under-resourced departments.
increase number of graduate assistants for help facilitate laboratory instruction and oversight.
develop and increase number of study abroad programs
increase the number of multi-discipline collaborative research proposals and academic programs
to align and promote the College as the foundation learning experience from which all outside disciplines build upon.
increase student scholarship funds
Incentivize teaching excellence by dropping the evaluations of students with a D or lower in the class.
Increase faculty pay and sabbatical opportunities.
Increase size and amount of graduate stipends.
hire sufficient faculty to teach needed course
interdisciplinary research
research
increase the square footage of research space and teaching labs
Increase pay for classified staff….they do a lot more job duties than paid for.
to hire more tenure-track faculty and increase the number of graduate teaching assistants
the addition of more tenure track faculty and graduate teaching assistants
Raise the profile of the College in the larger university, as excellence here is the road to overall excellence for the university.
Pay faculty fairly and provide time and funding for research, while also identifying good teaching as expected work for all.
Providing/ensuring a way for junior faculty to have a mentor and learn to properly and effectively “find” grant monies other than federal grants.
Allocate less time and money to assessing research and teaching and more time and money to doing research and teaching.
we cannot begin to effectively more forward or successfully contribute to the goals of Quest until we address administrators, faculty (all categories), and staff that function
Commit to a plan to upgrade and enlarge the College infrastructure (i.e., buildings, classrooms, and labs) so that we have the space needed to meet enrollment demands.
Restore the focus to providing a high quality liberal arts education. Our college should be at the center of the university.
Focus on high quality scholarship, even if it isn’t applied work.
Undertake a "Marshall Plan" for doubling the size of the faculty (both research active and primarily teaching) so that student retention and graduate rates will improve and the research mis
Restructure the funding of GTA’s and RA’s so that tuition and fees are not required, making the positions more competitive with peers and helping faculty stretch research dollars.
Promote graduate education & research (and provide more course sections to undergraduates) by tripling the number of funded GTA lines.
Better pay for our graduate students so that we can compete with top programs. Most of our rejections have been because our stipends aren’t competitive.
to provide a way through which junior faculty can be assured of a mentor
increased funding for travel to conferences to get VCU’s name out there.
allocate less time & money to assessing research and teaching and more time to doing research and teaching.
to provide more opportunities to allow faculty to provide funded undergraduate RA lines
to rely less on adjunct contracts and open more full-time lines.
to pay adjuncts fairly, realigning adjunct pay with MLA guidelines in sight.
to minimize time spent on administrative activities.
Raise morale for staff with things like more professional development opportunites geared to specific duties (advanced fiscal training), discounted parking, and more recognition events
to reduce administrative bloat.
to lower the faculty/student ratio.

devolving proper lab space for researchers in a variety of disciplines.

Far too much focus on VCU’s community and health research when hiring and allocating other resources. Appealing overly to these “strengths” had made us weak and irrelevant to much of

to raise significantly the salaries of faculty who are underpaid for rank and time in rank and accomplishments.

Move away from the corporate approach to higher education, by focusing on grant money at the expense of scholarship.

Find a president and provost who don’t have such a narrow view of higher education and allocate resources in an astoundingly unfair and short-sighted manner.

Pay “collateral” or "term" faculty much more. The disparity between them and tenure-track/tenured faculty is embarrassing to everyone.

to centralize student advising in order to free up faculty for scholarly activities.

Hold tenured faculty responsible when they do not meet expectations such as respecting students, staff & faculty, attending classes & meetings in a timely manner & completing required d

Provide opportunities for overqualified staff to advance by using their knowledge & competencies.

Adjusting merit-based raises so that faculty who's professional activities are in line with Quest are compensated more appropriately for contributing to that mission.

Limit student enrollment numbers to match the resources provided to meet students' needs.

Pay good people, good money, to do good work. Merge our commitments with our identity. Support contributions to knowledge.

Granting more recognition (symbolic and material) to faculty efforts to work with the community (minorities, institutions outside of VCU, NGOs, etc.).

Hiring more minority faculty and administrators.

Reducing teaching loads to 2/2.

Providing more research funds to ALL faculty.

Encouraging more multicultural information and sensitivity among faculty and administration.

Hiring more tenure-track faculty.

recognize the commitment of collateral faculty & staff who are generally respected, valued & compensated at a lower level than tenure track faculty yet often provide an excellent level l

Stop exploiting "collateral" faculty and making an effort to retain the ones that have proved their competence.

Reducing the number of students per class to provide each student with more personalized teaching.

Hire more tenure-track faculty (to meet peer institutions we need around 50% more).

Providing truly competitive salaries to ALL faculty.

allow staff to be compensated for teaching

Get involved in community.

to value excellent teaching as highly as publishing by rewarding instructors (tenure track, collateral & adjunct) who perform above expectations

Keep up with the norms and practices of the industry.

Find the best people possible for each position.

Value community engagement for the learning opportunity it provides for students not just for the research potential.

We can't espouse the benefits of a liberal arts education and place so little value on excellence in teaching. We want to produce graduates we are certain have a solid education when they

Provide more support (seed money and mentorship) to junior faculty members; raise salary across all levels for faculty retention.

hire more full-time faculty at the tenure track level in order to (a) improve quality of instruction at all levels, (b) increase research amount and funding, (c) share more of the admin work

increase numbers of funded graduate student opportunities

establish a staff council that has a vote in College operational matters. This is in line with the shared governance model in University Council.

increase faculty pay rate for summer courses (e.g., to 10% per course), which will result in a wider variety of course offerings for students and increase on-time graduation rates

support/reward departmental initiatives to diversify the modalities through which courses and programs are offered - e.g., on-campus, hybrid, online.

encourage staff member participation in the larger College and university efforts by allowing those who wish to add a small % of service to their EWP. Some staff are working during off l

give over some common sense decision making tasks to service center directors. They are higher caliber administrators and can be trusted, for example, to conduct a search for a classifi-

increase administrative staffing in the dean’s office to support more timely processing of paperwork.

emphasize increase in size of faculty growth over increase in number of administrative positions; in other words, decrease the ratio of administrators to faculty.

create communications/development position in some of the larger departments who can engage alumni on a more individual level. CHS can't currently provide that kind of support and

link departmental funding to degree production

Concentrate less on "excellence" and rewarding "excellence"; in addition, reward faculty and staff for dedication, diligence, competence, and contribution to college and departmental goal:
Increase the involvement of the faculty in decisions that affect them; too much is done on a "top-down" basis by administrative fiat.

as much as possible, to make the bases for administrative decisions transparent; too much is done informally, on a case-by-case basis, and depends on the political power of the unit involved.

to reward excellence in teaching with recognition and respectable salaries. There's no way we can give our UGs the education they deserve when we place little value on their instructors. F:

to decrease the teaching loads of full-time faculty by one course per year (decrease of two would be better, but trying to be slightly realistic here!)

reallocation of resources

promote departmental activities to involve students in research

Scale back growth in administrative appointments.

For every administrator hired at the Provost/President level, X number of positions must be added to the College to manage the increased workload - some of which should be in the Depar

Hire 48 new faculty over the next 6 years

to promote faculty involvement in obtaining local and state funding for research and evaluation; often, there's too much emphasis on obtaining federal funding relative to the chances of su

Increase operating budgets of each department

increase the number of graduate teaching and research positions.

to improve teaching by increasing student engagement and setting high standards for student performance.

to develop a metric for determining the maximum number of majors for a given number of tenured, tenure-track, and term faculty to aid in improving program outcomes.

Somehow increase funding for the College.

to centralize student advising in order to free up faculty for scholarly activities

to strengthen the social sciences

Bring number of tenure eligible tenured faculty in line with peer institutions

to at least double the pay per course of adjunct faculty

N/A

to add full-time collateral and tenure-track faculty members at least to the level of our peer universities

to add full-time collateral and tenure-track faculty members at least to the level of our peer universities to double the pay per course of adjunct faculty to strengthen the social sciences tc

Recognize the importance of teaching/sharing knowledge, not just research

The university needs to greatly increase the level of funding to the College. The College brings in the most money in terms of tuition but is chronically underfunded. Continuing to do so coul

to develop a fund for conference travel that is adequate to attend 1 or 2 national meetings

to develop a fund to seed new projects

promote all forms of research be it national or international

needs to increase faculty and staff to deal with the overwhelming number of undergraduate students the College has. Are we looking for quality or quantity when it comes to our undergrac

Support faculty driven initiatives that support QUEST. Not just in words but in $$$.

Don't handicap people in their career paths. Some people get overloaded with service. This slows down research.

Don't handicap people in their career paths. Almost all of the past 8 years I have had a new course prep. This slows down research.

provide industrial psychological assessments to all faculty within each department, e.g. 360-degree feedback, to increase respect, understanding, and collaboration within units which shoul

ensuring those in supervisory positions are encouraged to be non-biased.

allow all programs to control the numbers of undergraduate majors via selection, testing, or tuition rate

purchase or construct wet-lab research space on Monroe Campus

Increase per/course pay for adjuncts

bring collateral pay rates to meet or exceed community college collateral pay rate

equalize gender inequities in pay

provide funding to support faculty research.

Develop a fund for teaching faculty to do professional development at conferences

Bring faculty numbers/department up to our peers.

A functional website for all departments.

More marketing support for our graduate programs.

To create a credible endowment
352. Increase faculty pay based on performance. Reward achievement.
353. Enhance the quality of education by refocusing on student-centered priorities; encourage and reward research activities that fully and productively engage undergraduate and graduate stu
354. More research support for non-grant oriented research. Less administrators at the President/Provost level, more administrative support at the College/Departmental level
355. Strengthen the social sciences!!!!
356. More faculty to reduce class size, particularly in the upper level courses
357. More research support for non-grant oriented research
358. Increase faculty pay across all levels
359. Less administrators at the President/Provost level, more administrative support at the College/Departmental level
360. Improve space available for research
361. Make non-minority faculty feel valued despite the fact they are not seen as contributing to diversity.
362. Employ fiscal support staff that enable funded researchers to meet their obligations to effectively manage their projects.
363. Providing PIs with more support to enable them to conduct the projects they are funded to do.
364. Reward success in research and publication; that’s the minimal price of calling oneself a research institution.
365. Recognize that a poor faculty pay scale will never result in a successful quest for distinction
366. Better program support
367. Institute a 2-2 teaching load policy for active scholars and researchers.
368. Create more incentives for team-teaching.
369. We need to become more of a faculty-driven, idea driven College.
370. Create incentives for administrative units to reduce "red tape" for faculty.
371. Reduce reliance on adjuncts.
372. Create a budgeting process that rewards faculty for trying to be innovative instead of punishing them for not spending money by the end of the fiscal year.
373. More collaborations between MCV and VCU Monroe Park campus
374. More internal funding opportunities for faculty researchers
375. Research support for faculty
376. Diversity of all forms within the VCU community
377. Ample service-learning opportunities for students
378. Strong connections with the local and global community
379. Rigorous and methodologically sound research
380. Recognize and appreciate excellence in collateral/term faculty
381. For every administrator hired at the Provost/President level, X number of positions must be added to the College to manage the increased workload - some of which should be in the Depar
382. Build in more opportunities for leave time for productive researchers
383. Evaluate teaching on other criteria besides student evaluations, including curricular development, classroom visits, etc.
384. Build up the development office
385. Design and build a home for the College.
386. Create a high level Advisory Board for CHS.
387. Create a development and alumni organization appropriate for VCU’s largest and most complex college.
388. Reward department administrators or hold them accountable according to the degree to which they support and facilitate their faculty's contributions to the four themes of Quest.
389. Hire chairs / directors who are academic leaders of high integrity
390. To limit number of classes with large numbers of students.
391. To create a tenure track for faculty who operate a large service oriented agenda but do not necessarily have the opportunity to focus on a research agenda. Great teaching should be rewarc
392. To recognize retention and pay equity issues within the College and make specific hires to address use of adjunct vs. full time faculty to meet class demands
393. Increase faculty pay across the full range of ranks
394. Resurrect the roles and rewards policy in which people can be valued for doing essential duties in the faculty even if they aren't the main priority of the unit
395. Replace unproductive faculty members, even if it means tenure-breaking
increase tenure-track faculty in strong units
increase grant-funded research
to hire a lot more tenure-track researchers, especially in the least expensive fields in which to build a university's reputation (the humanities), and ideally at the expense of several administrati
to encourage VCU to consider the creation of student living/learning opportunities focused on specific disciplines in the humanities and sciences.
leverage our size and numbers to push back against the constant flow or requests, requirement, reports, mandates, trainings and initiatives the University is constantly imposing on us.
To foster a sense of pride among faculty, students and alumni that they make up the largest unit at VCU.
raise morale for faculty and staff with things like discounted parking and more recognition events.
recognize the burden of service work (especially on tenured faculty) and factor that work meaningfully into work load calculations (this is the least that can be done given the growing ranks
lab space/facilities needs to be increased.
increase budget for infrastructure
improving salary, correcting compression issues all in an effort to retain quality faculty, both collateral and tenure-track
Do more for staff. The Faculty are not the only employees at VCU and much of what is accomplished would not be without staff.
Improve salaries for staff/reduce inequities
smaller class size
Integrate the topic of "honor" into all curriculum developed so that it is a distinctive of the university.
to create a multi-discipline, internationally focused curriculum that will help prepare our undergraduate students for the world they will work in. We are failing our students.
increase pay with years of service and/or degree held
support of research in form of small grants (such as HEETF) that will complement or ignite external funding.
to reduce the student to faculty ratio.
increase funding for STEM disciplines, including funding for new hires, teacher training, and research.
to have more of a trust-worthy work ethic and allow each departments staff to be able to make decisions based on their knowledge and their educational background in order to make worl
to increase travel support for conferences and money to bring seminar and colloquia speakers to visit
Professional Development for everyone who teaches.
to increase funding and logistic support for activities (such as seminars, colloquia, workshops etc.) aimed at bringing scholars to VCU. This is cheaper than reimbursing individual VCU faculty
to fund humanities and theoretical sciences. This is the cheapest and safest way to have several academic unity achieving (inter)national recognition.
Recognize, appreciate, and value the different units in the college for their unique contribution to the full picture
Provide more professional development training opportunities for all of its employees
Able to recognize and appreciate the different strengths and abilities of its employees
Add more coursework that explores LGBT issues and experiences, and have a better LGBT Index rating overall
Lower class sizes
recognizing and rewarding staff. Better communication with staff. Involving staff with decision making within the college.
facilitate and support research innovation, sustainable industry partnership building, and build competitive Ph.D. programs in signature areas.
to create a forum for faculty whose careers here have been sabotaged by internal foreces.
to do a much further in depth study of the impact of bullying.
to assess the quality of undergraduate writing since it was removed from the Department of English to the auspices of University College. No internal assessment is going to result in a candi
to make sure that the rapid changes that have left many older faculty powerlessly abandoned are recognized and efforts are made to repair the damages done.
add an alumni house outside of Richmond.
increase resources
improve salaries - stop the revolving door
improve faculty:student ratio
reward quality collateral staff with tenure-track opportunities
increasing support for graduate students
improving salary, correcting compression issues all in an effort to retain quality faculty.
to oppose any attempt to move toward an untenured full-time faculty such as the University College's.
attracting more excellent teachers and researchers to the faculty
441 to modernize teaching lab spaces, either through renovation or building new spaces.
442 Increase salaries to compensate for the greater teaching loads.
443 Treat fixed-term faculty with respect, which would facilitate retention and minimize turnover. Address performance expectations and issues humanely, without publicly chastising/disrespecting.
444 to create more tenured-faculty lines. The best public institutions support their faculty with better salaries and job security.
445 to increase tenure-stream faculty lines.
446 Be aware that non-tenure-stream faculty do not have the same investment in the university and university community as tenure-stream faculty. Quest for distinction requires commitment.
447 Watch out for statements not backed up by data with regard to online education, as much of the PR coming out of that field is about as solid as Philip Morris doctors on the safety of tobacco.
448 Keep an eye on University College and make sure that the complete absence of tenure among full-time faculty doesn’t creep over this way.
449 VCU’s Board needs to get over the “business model” and realize that performance bonuses are detrimental to higher education, as it encourages doing anything—even harmful things—to make a profit.
450 VCU could use a VCU owned apartment or house close to campus that could be used to house visiting scholars from abroad on exchanges—as internationalizing is a priority in Quest.
451 VCU needs better support and an infrastructure so that we can host scholarly conferences and meetings that add prestige and increase our national profile.
452 Reduce faculty to student ratio
453 Work toward a culture of empowerment and teamwork.
454 We have incredible potential in CHS for increasing our grant funding, but our infrastructure will not support it at present. We need to remedy that ASAP.
455 Stop promoting or moving bad performers around. We have HR processes for a reason. If someone can’t do a job, demote, move to a DIFFERENT JOB (not just a different dept!) or terminate.
456 Deal with salary compression in a real, meaningful way. Obviously this means we need a much larger budget...
457 Adequate professional development for both faculty AND staff
458 More training for faculty and staff on financial areas and grants management
459 We need standard operating procedures where possible. Things like grant processing, financial tasks, etc. This would ensure consistency and reduce administrative burden.
460 Culture is an issue here. We have a “caste system” in some areas where faculty can do and say anything they want, and staff, A/P faculty, etc are expected to tolerate and give in. This needs Thickening.
461 Focus on REASONABLE workloads for both faculty and staff!
462 Expand services provided by the College grants office to make the funding process easier for faculty.
463 Provide adequate post-award support for grants
464 Reduce the overwhelming workload of staff and reward good performers with equitable pay, recognition, etc.
465 We need to organize our financial and grant management functions in a way that makes sense and is consistent across the entire College. This will require some reorganization, equity adjustment.
466 Reduce drastically the huge amount of administrative work that Chairs and other are now required to do (APR, AQR, WEAVE, etc.
467 Reduce the number of non-essential workers (especially in the Provost’s and President’s offices.
468 Recalibrate faculty/student ratio in the College.
469 Raise faculty salaries.
470 to raise the salaries of staff to match the salary rates in the private sector.
471 address salary compression
472 diminish preoccupation with Quest, ULIs, university metrics, and other forms of quantification that are stultifying to the academic enterprise.
473 value teaching
474 to eliminate administrative bloat (more rampant at provost’s level of course)
475 to support faculty research in all disciplines, not just the sciences
476 to hire more tenure eligible faculty
477 able to cultivate to truly intellectual/academic culture for students and faculty alike
478 To foster an administrative culture more appropriate to a University than a business. The recent turn towards numeric quantification seems much more about meeting the needs of administrators.
479 Eliminate administrative overhead. The ratio of Deans, Deanslets, etc. to faculty is not only wasteful, but disheartening to faculty.
480 Increase faculty salaries to be competitive with peer institutions adjusted for cost of living in Richmond, VA.
481 Giving faculty the freedom to use IT and computing resources in innovative ways.
482 Hiring more full-time, tenure-track faculty.
483 to continue to monitor leadership of each department to ensure faculty and staff are being treated with respect
enhancing the quality of graduate programs offered in the College

to increase the number of tenure-track faculty and full-time instructors to improve the quality of instruction at all levels.

to move away from dependency on instructors to teach courses and to move toward full-time faculty like Michigan and Berkeley, public institutions that have enriched students’ experience

allow a variety of productions including documentary filmmaking, community activism and engagement, and innovative teaching be valued during tenure assessments

not to overemphasize quantitative research, theories, and funding and not to underemphasize qualitative research and theories even within this data driven and metric driven new world of

Diversify each department in various ways so that it does not remain monolithic and reminds one of days long gone and this does not just mean solely one particular member to supposedly

increase faculty pay including tenured, tenured track, and term to retain and recruit faculty

more diversity in graduate students teaching outside of her/his home department

more funding of graduate students

create a College wide lecture series that incorporates multidisciplinary and interdisciplinary subjects

build more partnerships and cooperation between and amongst the "hard" sciences "soft" sciences and humanities

building dedicated space for the College that allows for more student and faculty interactions.

hire more tenure track faculty.

Look into revenue generating degree programs (PhD in Systems Modeling & Analysis track for working students or MS in Statistics and MS in Operations Research) Provide chairs with a few $5,000 pay raises for their faculty per year so they can preemptively work on faculty retention instead of making faculty get another offer

Increase post-award administrative support for research grants

Increase number of assistantships for new PhD programs

provide more meaningful blocks of time (lower faculty/student ratios and tedious admin burdens) to faculty to work on excelling in what we were actually trained and hired to be: teachers

Given social compositions are changing at rapid rates on international and national levels, strengthening opportunities for teachers and students of all disciplines to engage the world

Theme 1.A-D. - significantly missing from these metrics are equipping students to compete as knowledge workers in the 21st century, e.g. along with civil discourse and service learning they develop a research support infrastructure

focus on fundamentals and avoid using the current opportunities as an excuse to restructure the College around fly-by-night, commercialized "reforms" based on guesses about "how new" they develop a culture that values and attends to faculty research culture commensurate with our peer institutions

streamline the payment of tuition and fees in the College in a more timely manner to support our students and their opinion of VCU programs.

decentralize CHS control to the department level so that units that have the resources can respond to "quest" like opportunities.

At the very least, The University desperately needs to hire another assistant deputy vice provost or dean and create an entire new non-academic department with numerous non-teaching h

Secure funding to the levels of being able to provide enough faculty and support staff and increased number of GTAs for smaller class sizes, lower teaching loads, and faculty sabbaticals anc

to classified staff who are designated “extraordinary achievers,” give a monetary bonus commensurate with "percent-to-pay" bonuses (e.g. $30,000 bonus as 10% of $300,000 salary) given

Help workers find ways to use their personal skills to achieve goals.

Emphasize academic quality and student success leading to increased retention and degree attainment at all levels.

To recruit successfully excellent graduate students and post-docs if they are in or out of state.

To create a tenure stream specifically for passionate and excellent teachers and reinforce these teachers accordingly.

To reinforce with money and other tangible benefits faculty excellence in research, scholarship, and/or creative output.

To increase resources for graduate student funding.

To put an end to salary compression.

To significantly reduce administrative loads on faculty (especially with regards to grants and contracts administration).

Remedy salary compression and stop under-employing faculty on collateral (term) contracts. These two issues undermine the alleged commitments outlined in Quest. If VCU is to be top 50

hiring more teaching faculty to offer remedial writing courses.

reducing faculty teaching loads from 3/3 to 2/2.

reducing administrative burdens on faculty, which will increase time focused on teaching & scholarship facilitating faculty scholarship

Valuing faculty and staff input and viewing faculty and staff as content experts

Provide more opportunities for undergraduate students to perform lab-based research projects
Increase the numbers of smart international students, at all levels, to improve the diversity of ideas and provide a window on the world to local students.

Setting higher standards for undergraduate students

Retaining strong faculty long-term

Recruit more teaching (collateral) faculty

To efficiently refocus on the student experience by implementing initiatives that will increase time/resources that faculty and staff can provide to students

Put more value on fundraising and alumni relations activities, this will bring the resources we desperately need into the College and respective schools/depts/programs.

To focus on areas that can provide ROI that will benefit the entire College

Develop a strategically balanced hiring plan that gives priority to both recruiting new Ph.D.s and identifying and promoting "rising stars" already in collateral and adjunct positions at VCU.

Strengthen opportunities for students of all disciplines to engage the world as part of their academic work.

Increase funding within institution for faculty research, especially in non-STEM fields where other sources of such funding are few and far between

Reduce make-work for faculty and staff initiated by administration at all levels to allow the same to focus on main mission in teaching and research

Recruit strong graduate students by increasing GTA salaries

Create more visiting/temporary positions (including postdocs)

Retaining strong faculty long-term.

Developing initiatives to improve the morale of staff, i.e., increased salaries, establishment of more College classified positions to help disperse the overwhelming workload, etc.

Expend fewer resources on meaningless "assessment" and other navel-gazing exercises imposed on us by overpaid higher administration, and more on the actual meaningful business of teaching and research.

Reduce teaching load so that meaningful and sustained research is possible.

Remedy salary compression

Develop greater research funding for tenured faculty in the humanities

Increase equity pay and hiring of faculty and staff; promote and reward diversity of scholarship and creative activity in the College; stay focused on the needs/outcomes of our students;

Press university leaders to reduce funding for athletics (including coaches' salaries) and devote those resources to the College instead

Supporting faculty (financially and otherwise) so they can meet the Quest metrics.

To increase the salaries of classified staff to competitive levels throughout the College.

To hire more classified staff at the department level so that faculty can focus on their teaching and research.

To find collaborative win-wins to handle too many poorly prepared, unmotivated students by realigning teaching resources and practices such that faculty can serve more students better, y

Taking seriously the momentous changes in technology & media, sociability, and mobility as they necessarily impact teaching, learning, research, service, thus providing faculty the time, res

Make sure that chairs and directors are chosen for their prominence in the field (not from amongst those seeking to bolster low salaries due to low productivity), breadth of knowledge of ti

To work with VCU PD in order to provide better security in Oliver Hall.

Set realistic priorities.

Provide a more transparent disclosure of tuition redistribution between campuses, colleges and departments.

Provide more opportunities and support for cross-disciplinary, cross-departmental, and cross-campus collaboration.

There is no "one option" listed below that will allow the College to reach their goals. Working collectively as a group helps and raising the salaries of staff who are underpaid is a start. It's di

To be funded at similar levels as other schools in the University

Develop a positive international reputation.

Encourage participation with some compensation. Right now, there is no reason to scramble for funding. Class size and load is the same, pay is the same, etc.

Select a "few" signature programs to invest in that will increase the national profile of the College, while at the same time developing a plan to provide a reasonable minimal staffing of facu

Attract and retain high quality faculty and graduate students.

Develop new research, teaching and office space that allows for growth of the unit and supports best practices in teaching and research

Encouraging entrepreneurship with teaching release and student support

To decrease the student:full time faculty ration in the College

Decrease the student to professor ratio and limit class sizes.

To develop a presence on the campus as the intellectual core of VCU

To stop increasing administration
572 To raise the salaries of staff who are underpaid
573 To demand honesty from University leadership.
574 To provide mentors for students, faculty and staff.
575 Really appreciating staff—with proper compensation.
576 Listening to chairs/directors.
577 Streamlining procedures.
578 to increase support for full-time graduate students.
579 To get a creative-thinking financial person to review our budget.
580 to increase administrative support so as to reduce the burden of grant administration from faculty.
581 To return to its leadership position as the engine that drives VCU.
582 To keep its mission in mind—teaching students
583 To not base faculty performance solely on student course and instructor evaluations but rather on faculty (both tenured and collateral) evaluations whereby instructors classes are observer
584 The ability to challenge the students more without fear of being poorly evaluated because the students did not receive the grade they wanted. We are trying to prepare them for the future
585 To privatize. We are laboring under state oversight with negligible levels of state funding.
586 To limit class sizes and reduce faculty teaching loads to 2/2.
587 to build up understaffed departments. New faculty, at junior and senior levels, will create a more dynamic environment and enable existing faculty to more equitably share the service burd
588 to value the contributions and successes of term faculty and consider retaining those who are extraordinary in terms of publications and teaching excellence.
589 to limit class sizes and reduce faculty teaching loads to 2/2, like all other research universities, so that faculty may provide students with the care and attention they deserve and are paying
590 to recruit senior faculty with strong researcher to VCU to act as mentors in departments that were historically teaching departments.
591 to value the work of humanities faculty and be realistic about expectations for VCU. Moving to the top 50 national research universities is unlikely to happen at a university where the huma
592 increase their recruiting effort for great PhD students and pay these student market rate. With higher quality students faculty can reach their research goals more effectively.
593 equity in salaries for tenured staff and salary increases for faculty in general so that we are not below the medium, as we are currently, in comparison to our peer institutions.
594 to aim for quality in all areas: recruiting of faculty, admission of students, awarding of tenure, etc.
595 To ignore studiously US News and World Report ratings. Let's face it: We do not have the profile in terms of PhD programs to fit the preconceived mold of a "top etc. etc. etc." university. N
596 How many priorities can there be? A priority should be not to set too many priorities.
597 Equity in salaries for those faculty who after years in the highest rank still receive no more than 90% of the average salary at VCU for that rank, and despite continuing to be active professio
598 To recognize that quests are always ultimately in vain, their goals not met, but that quests learn other things about themselves that are more important than the quest itself, which can of
599 To know that we are doing our jobs well and not have to worry so much about branding ourselves.
600 To reduce the overhead of high-paid administrative (flunky dean) positions and put the money into programming. Higher levels of VCU are far more guilty on this score.
601 To provide humanities faculty with the same access to their work that "hard" scientists have; they are provided with labs; humanities faculty need to be provided with travel access to their
602 Find the resources to permit students to undertake their coursework without having to work more than 12 hours per week at an outside job. At first make the goal 20 hours. Exceptionally f
603 To reduce the teaching load to numbers manageable with weekly personal contact between professor and student while still permitting the professor to have significant time for research a
604 To keep standards high so graduates know how to think and express themselves effectively and whose qualifications could be matched against those of the other top 50 universities as desc
605 To raise significantly the salaries of faculty who are underpaid for rank and time in rank and accomplishments in order to keep them happy so a few rotten apples (i.e., made rotten by univiv
606 To provide professional development for staff
607 To improve term faculty quality of life
608 To raise salaries to market rate
609 To seek ways to increase the budget
610 To recruit faculty researchers with federal funding.
611 To develop interdisciplinary centers and institutes within the college that cut across departments.
612 To value the work of humanities faculty and be realistic about expectations for VCU.
613 To raise significantly the salaries of faculty who are underpaid for rank and time in rank and accomplishments.
APPENDIX C: FINAL LIST OF BRAINSTORMED STATEMENTS
## Statement List

<table>
<thead>
<tr>
<th>#</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To implement a 2-2 teaching load policy in the College, in particular for active researchers and scholars.</td>
</tr>
<tr>
<td>2</td>
<td>To host scholarly conferences and meetings of national and international prominence.</td>
</tr>
<tr>
<td>3</td>
<td>To provide orientation for new adjunct faculty in all disciplines.</td>
</tr>
<tr>
<td>4</td>
<td>To modernize teaching lab spaces, either through renovation or building new spaces.</td>
</tr>
<tr>
<td>5</td>
<td>To increase funding and logistic support for activities (such as seminars, colloquia, workshops etc.) aimed at bringing scholars to VCU.</td>
</tr>
<tr>
<td>6</td>
<td>To eliminate or help to offset the out-of-state fee differences for graduate students.</td>
</tr>
<tr>
<td>7</td>
<td>To significantly improve startup packages for new faculty.</td>
</tr>
<tr>
<td>8</td>
<td>To strengthen opportunities for students of all disciplines to explore the world as part of their academic work.</td>
</tr>
<tr>
<td>9</td>
<td>To institute policies that prevent students from retaking the same course more than 3 times.</td>
</tr>
<tr>
<td>10</td>
<td>To expand opportunities for undergraduate honors theses.</td>
</tr>
<tr>
<td>11</td>
<td>To increase administrative staffing in the dean's office to support more timely processing of paperwork.</td>
</tr>
<tr>
<td>12</td>
<td>To further define what community engagement means in terms of teaching, scholarship, and service.</td>
</tr>
<tr>
<td>13</td>
<td>To provide support to academic units for advertising and promotions, print and social media communications, and website development.</td>
</tr>
<tr>
<td>14</td>
<td>To resource and support faculty scholarship areas (e.g., creative expression, public works) not limited to community-based or health-related research.</td>
</tr>
<tr>
<td>15</td>
<td>To provide PIs with more fiscal support staff to enable them to conduct the projects they are funded to do.</td>
</tr>
<tr>
<td>16</td>
<td>To develop interdisciplinary centers and institutes within the college that cut across departments.</td>
</tr>
<tr>
<td>17</td>
<td>To encourage and promote faculty participation in international research conferences and projects.</td>
</tr>
<tr>
<td>18</td>
<td>To recruit faculty researchers with federal funding.</td>
</tr>
<tr>
<td>19</td>
<td>To improve resource allocation models so that understaffed departments/programs can meet course offering demands.</td>
</tr>
<tr>
<td>20</td>
<td>To develop mechanisms that increase faculty and staff involvement in college-level decisions that directly impact them.</td>
</tr>
<tr>
<td>21</td>
<td>To raise faculty salaries to market rate.</td>
</tr>
<tr>
<td>22</td>
<td>To reduce redundancies by streamlining processes (e.g., paperwork) between the College and academic units.</td>
</tr>
<tr>
<td>23</td>
<td>To impose sanctions against department chairpersons / supervisors who provide unjustified annual reviews of faculty / staff performance.</td>
</tr>
<tr>
<td>24</td>
<td>To ensure those in supervisory positions are encouraged to be non-biased.</td>
</tr>
<tr>
<td>25</td>
<td>To value excellent teaching by providing rewards for high quality instruction and student mentorship.</td>
</tr>
<tr>
<td>26</td>
<td>To institute standard operating procedures related to grant processing, financial tasks, et cetera.</td>
</tr>
<tr>
<td>27</td>
<td>To work toward a culture of empowerment and teamwork.</td>
</tr>
<tr>
<td>28</td>
<td>To place a greater value on alumni relations and fundraising activities to help bring the resources into the College and respective schools, departments, and programs.</td>
</tr>
</tbody>
</table>
29. To design a budgeting model that rewards departments and their faculty for developing more efficient and sustainable processes; innovation; workload production; etc.

30. To explore the value of revenue generating Ph.D. programs.

31. To encourage staff member participation in the larger College and university efforts by allowing those who wish to add a small % of service to their EWP's.

32. To provide incentives for team-teaching, innovative teaching pedagogies, etc.

33. To support/reward departmental initiatives to diversify the modalities through which courses and programs are offered - e.g., on-campus, hybrid, online.

34. To become the intellectual resource for VCU and the broader Richmond community.

35. To actively lobby VCU to create student living/learning opportunities focused on specific disciplines in the humanities and sciences.

36. To provide more training for faculty and staff on financial areas and grants management.

37. To reduce significantly the amount of administrative work that Chairs and others are now required to do (APR, AQR, WEA, etc.).

38. To hold tenured faculty responsible when they do not meet expectations.

39. To increase the salaries of classified staff to competitive levels throughout the College.

40. To provide formal and routinized mechanisms for converting term faculty lines to tenure lines when it would benefit the department.

41. To encourage and reward research activities that fully and productively engage undergraduate and graduate students.

42. To increase faculty pay rate for summer courses.

43. To provide funded undergraduate research assistant lines in research active departments.

44. To increase the salaries/stipends of the Graduate Teaching Assistants to be competitive with other universities.

45. To be proactive in developing specific initiatives to promote employee wellness and work/non-work balance.

46. To increase incentives and salary of A&P faculty academic advisors.

47. To absorb or offset charges and fees to departments for use of university venues for sponsored events, e.g., visiting scholars or artists.

48. To promote sustainable industry partnership building.

49. To decentralize CHS control to the department level so that units that have the resources can respond to "quest" like opportunities.

50. To implement policies (e.g., minimum GPA) that hold undergraduate students to a higher standard of academic work.

51. To provide more support to junior faculty members, in terms of seed funding and faculty mentorship.

52. To focus on raising morale of staff with more professional development opportunities geared to specific duties.

53. To construct or purchase wet-lab research space on Monroe Campus.

54. To align and promote the College as the foundation learning experience from which all outside disciplines build upon.

55. To hire more minority faculty and administrators to reflect the demographic of students, especially in the sciences.

56. To increase marketing and promotional support for our graduate programs.

57. To cultivate an educationally enriched and intellectually engaging environment for our students.

58. To create funding initiatives designed specifically for tenure-eligible faculty in the Humanities.

59. To increase total number of endowments in the College.

60. To research the efficacy of offering on-line courses.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>61.</td>
<td>To focus more on providing funds to sustainability-related research.</td>
</tr>
<tr>
<td>62.</td>
<td>To establish an alumni house outside of Richmond.</td>
</tr>
<tr>
<td>63.</td>
<td>To receive a more equitable distribution of tuition dollars which accurately reflects the amount of instruction we provide to the university.</td>
</tr>
<tr>
<td>64.</td>
<td>To link departmental funding to degree production.</td>
</tr>
<tr>
<td>65.</td>
<td>To promote an environment in which diversity is truly valued.</td>
</tr>
<tr>
<td>66.</td>
<td>To restore the focus to providing a high quality liberal arts education.</td>
</tr>
<tr>
<td>67.</td>
<td>To build dedicated space for the College that allows for more student and faculty interactions.</td>
</tr>
<tr>
<td>68.</td>
<td>To review the college’s existing budget for inefficiencies as well as opportunities.</td>
</tr>
<tr>
<td>69.</td>
<td>To increase the operating budgets of each department.</td>
</tr>
<tr>
<td>70.</td>
<td>To develop initiatives that support a visiting faculty scholars program.</td>
</tr>
<tr>
<td>71.</td>
<td>To provide more opportunities and support for cross-disciplinary, cross-departmental, and cross-campus collaboration.</td>
</tr>
<tr>
<td>72.</td>
<td>To offer well-designed distance learning courses for our students.</td>
</tr>
<tr>
<td>73.</td>
<td>To establish a staff council that has a vote in College operational matters, which is consistent with the shared governance model in University Council.</td>
</tr>
<tr>
<td>74.</td>
<td>To transfer some common sense decision making tasks to service center directors.</td>
</tr>
<tr>
<td>75.</td>
<td>To monitor and streamline data collection efforts and trainings by the University and College that serve to burden faculty.</td>
</tr>
<tr>
<td>76.</td>
<td>To take seriously and find resolutions for employee complaints about not being treated fairly by his/her supervisor.</td>
</tr>
<tr>
<td>77.</td>
<td>To equalize gender inequities in pay.</td>
</tr>
<tr>
<td>78.</td>
<td>To increase ethnic diversity among faculty, specifically African American, Hispanic / Latino, and Pacific Islander.</td>
</tr>
<tr>
<td>79.</td>
<td>To provide more opportunities for undergraduate students to perform lab-based research projects.</td>
</tr>
<tr>
<td>80.</td>
<td>To reduce the number of students per class to provide each student with more engaged teaching experiences.</td>
</tr>
<tr>
<td>81.</td>
<td>To create a development and alumni organization appropriate for VCU’s largest and most complex college.</td>
</tr>
<tr>
<td>82.</td>
<td>To provide greater autonomy to programs that would like to control the numbers of undergraduate majors via selection, testing, or tuition rate.</td>
</tr>
<tr>
<td>83.</td>
<td>To be more actively involved in real business needs via partnering with local businesses to help advance knowledge that will be used in hospitals, politics, communications.</td>
</tr>
<tr>
<td>84.</td>
<td>To increase the funds available to recruit highly qualified GTA for labs and recitations.</td>
</tr>
<tr>
<td>85.</td>
<td>To invest in and maximize use of limited facilities and workspaces for faculty.</td>
</tr>
<tr>
<td>86.</td>
<td>To create and implement programs that promote an inclusive work environment.</td>
</tr>
<tr>
<td>87.</td>
<td>To protect faculty researchers from administrative initiatives that detract from their productivity.</td>
</tr>
<tr>
<td>88.</td>
<td>To build a stronger relationship with ASPIRE (Academic Scholars Program in Real Environments).</td>
</tr>
<tr>
<td>89.</td>
<td>To recruit and retain high quality teacher/researchers.</td>
</tr>
<tr>
<td>90.</td>
<td>To include smaller CHS departments (e.g., Military Science) in the budget development and prioritization process, space allocation considerations, and future technology/security planning efforts.</td>
</tr>
<tr>
<td>91.</td>
<td>To increase the number of tenure-eligible faculty.</td>
</tr>
<tr>
<td>92.</td>
<td>To develop dynamic recruitment models that continue to increase the academic profile of incoming students, while maintaining the diversity of the student body.</td>
</tr>
<tr>
<td>93.</td>
<td>To build competitive Ph.D. programs in signature areas.</td>
</tr>
<tr>
<td>94.</td>
<td>To develop models that allocate more indirect costs back to the funded PIs.</td>
</tr>
<tr>
<td>95.</td>
<td>To build more partnerships and cooperation between and amongst the “hard” sciences “soft” sciences and humanities.</td>
</tr>
<tr>
<td>96.</td>
<td>To institute accountability measures for department administrators based on the degree to which they support and facilitate their faculty’s contributions to the four themes of Quest.</td>
</tr>
<tr>
<td>97.</td>
<td>To increase the number of research leave opportunities for tenure/eligible faculty at all ranks.</td>
</tr>
<tr>
<td>98.</td>
<td>To prioritize funding for curriculum enhancement and innovation (e.g., capstone courses, upper-level courses).</td>
</tr>
<tr>
<td>99.</td>
<td>To follow through on appropriate measures in dealing with staff who are not performing adequately in their positions.</td>
</tr>
<tr>
<td>100.</td>
<td>To increase financial compensation for adjunct and collateral (term) faculty.</td>
</tr>
<tr>
<td>101.</td>
<td>To develop a universal assessment of undergraduate writing across disciplines.</td>
</tr>
<tr>
<td>102.</td>
<td>To add and / or integrate into curriculum more coursework that explores LGBT issues and experiences, and have a better LGBT Index rating overall.</td>
</tr>
<tr>
<td>103.</td>
<td>To develop new research, teaching and office space that allows for growth of the unit and supports best practices in teaching and research.</td>
</tr>
<tr>
<td>104.</td>
<td>To provide opportunities for highly experienced and / or highly qualified staff to advance by using their knowledge &amp; competencies.</td>
</tr>
<tr>
<td>105.</td>
<td>To provide more professional development training opportunities for all College employees - faculty and staff.</td>
</tr>
<tr>
<td>106.</td>
<td>To provide health insurance and other benefits for graduate teaching assistants.</td>
</tr>
<tr>
<td>107.</td>
<td>To develop strategies that help departments to rely less on adjunct and collateral faculty.</td>
</tr>
<tr>
<td>108.</td>
<td>To increase funding for interdisciplinary and cross-department programs to include more administrative support for those programs.</td>
</tr>
<tr>
<td>109.</td>
<td>To select a few signature programs (i.e., departments, centers) to invest in that will increase the national profile of the College.</td>
</tr>
<tr>
<td>110.</td>
<td>To allow faculty greater autonomy and control in determining software and technologies for instructional purposes.</td>
</tr>
<tr>
<td>111.</td>
<td>To create a communications/development position in some of the larger departments who can engage alumni on a more individual level.</td>
</tr>
<tr>
<td>112.</td>
<td>To provide department chairs with performance and/or retention funds to award to outstanding faculty each year.</td>
</tr>
<tr>
<td>113.</td>
<td>To centralize student advising in order to free up faculty for scholarly activities.</td>
</tr>
<tr>
<td>114.</td>
<td>To offer small seed grants (~$5,000) for research and scholarly work.</td>
</tr>
<tr>
<td>115.</td>
<td>To advocate for VCU to find a way to offer domestic partner benefits.</td>
</tr>
<tr>
<td>116.</td>
<td>To provide additional service-learning and study abroad opportunities for students.</td>
</tr>
<tr>
<td>117.</td>
<td>To expand services provided by the College grants office to make the funding process easier for faculty.</td>
</tr>
<tr>
<td>118.</td>
<td>To create a multi-disciplinary, internationally focused curriculum that will help prepare our undergraduate students for the world in which they will work.</td>
</tr>
<tr>
<td>119.</td>
<td>To encourage more multicultural and sensitivity training for administrators and faculty.</td>
</tr>
<tr>
<td>120.</td>
<td>To increase funding for STEM disciplines, including funding for new hires, teacher training, and research.</td>
</tr>
<tr>
<td>121.</td>
<td>To hire more classified staff at the department level so that faculty can focus on their teaching and research.</td>
</tr>
<tr>
<td>122.</td>
<td>To cap or limit the number of classes with large numbers of students.</td>
</tr>
<tr>
<td>123.</td>
<td>To be more effective in utilizing graduate assistants for administrative support, classroom teaching, and lab instruction.</td>
</tr>
<tr>
<td>124.</td>
<td>To increase transparency of CHS administrative decisions.</td>
</tr>
</tbody>
</table>
125. To create a College-wide lecture series that incorporates multidisciplinary and interdisciplinary subjects.
APPENDIX D: CLUSTER RATINGS FOR RELATIVE IMPORTANCE
<table>
<thead>
<tr>
<th>Cluster</th>
<th>Statement</th>
<th>Average Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Research and Scholarship</td>
<td>1. To implement a 2-2 teaching load policy in the College, in particular for active researchers and scholars.</td>
<td>5.13</td>
</tr>
<tr>
<td></td>
<td>7. To significantly improve startup packages for new faculty.</td>
<td>5.40</td>
</tr>
<tr>
<td></td>
<td>14. To resource and support faculty scholarship areas (e.g., creative expression, public works) not limited to community-based or health-related research.</td>
<td>5.10</td>
</tr>
<tr>
<td></td>
<td>17. To encourage and promote faculty participation in international research conferences and projects.</td>
<td>5.29</td>
</tr>
<tr>
<td></td>
<td>18. To recruit faculty researchers with federal funding.</td>
<td>5.00</td>
</tr>
<tr>
<td></td>
<td>53. To construct or purchase wet-lab research space on Monroe Campus.</td>
<td>4.05</td>
</tr>
<tr>
<td></td>
<td>58. To create funding initiatives designed specifically for tenure-eligible faculty in the Humanities.</td>
<td>4.92</td>
</tr>
<tr>
<td></td>
<td>61. To focus more on providing funds to sustainability-related research.</td>
<td>3.96</td>
</tr>
<tr>
<td></td>
<td>70. To develop initiatives that support a visiting faculty scholars program.</td>
<td>4.97</td>
</tr>
<tr>
<td></td>
<td>87. To protect faculty researchers from administrative initiatives that detract from their productivity.</td>
<td>5.46</td>
</tr>
<tr>
<td></td>
<td>89. To recruit and retain high quality teacher/researchers.</td>
<td>6.32</td>
</tr>
<tr>
<td></td>
<td>97. To increase the number of research leave opportunities for tenure/eligible faculty at all ranks.</td>
<td>5.56</td>
</tr>
<tr>
<td></td>
<td>110. To allow faculty greater autonomy and control in determining software and technologies for instructional purposes.</td>
<td>4.82</td>
</tr>
<tr>
<td></td>
<td>114. To offer small seed grants (~$5,000) for research and scholarly work.</td>
<td>5.59</td>
</tr>
<tr>
<td></td>
<td>117. To expand services provided by the College grants office to make the funding process easier for faculty.</td>
<td>5.13</td>
</tr>
<tr>
<td></td>
<td><strong>Count Std. Dev. Variance Min Max Average Median</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>15  0.57  0.32  3.96  6.32  5.13  3.96</td>
<td></td>
</tr>
<tr>
<td>2. Accountability and Performance-Based Incentives</td>
<td>3. To provide orientation for new adjunct faculty in all disciplines.</td>
<td>5.03</td>
</tr>
<tr>
<td></td>
<td>38. To hold tenured faculty responsible when they do not meet expectations.</td>
<td>5.47</td>
</tr>
<tr>
<td></td>
<td>46. To increase incentives and salary of A&amp;P faculty academic advisors.</td>
<td>4.91</td>
</tr>
<tr>
<td></td>
<td>100. To increase financial compensation for adjunct and collateral (term) faculty.</td>
<td>5.91</td>
</tr>
<tr>
<td></td>
<td>112. To provide department chairs with performance and/or retention funds to award to outstanding faculty each year.</td>
<td>5.62</td>
</tr>
<tr>
<td></td>
<td>121. To hire more classified staff at the department level so that faculty can focus on their teaching and research.</td>
<td>5.04</td>
</tr>
<tr>
<td></td>
<td><strong>Count Std. Dev. Variance Min Max Average Median</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6  0.36  0.13  4.91  5.91  5.33  5.41</td>
<td></td>
</tr>
<tr>
<td>3. Pathways to Professional Success</td>
<td>21. To raise faculty salaries to market rate.</td>
<td>6.49</td>
</tr>
<tr>
<td></td>
<td>36. To provide more training for faculty and staff on financial areas and grants management.</td>
<td>4.42</td>
</tr>
<tr>
<td></td>
<td>40. To provide formal and routinized mechanisms for converting term faculty lines to tenure lines when it would benefit the department.</td>
<td>5.68</td>
</tr>
<tr>
<td></td>
<td>42. To increase faculty pay rate for summer courses.</td>
<td>5.19</td>
</tr>
<tr>
<td></td>
<td>51. To provide more support to junior faculty members, in terms of seed</td>
<td>5.45</td>
</tr>
</tbody>
</table>
funding and faculty mentorship.

85. To invest in and maximize use of limited facilities and workspaces for faculty.

91. To increase the number of tenure-eligible faculty.

4. Empowering Academic Units

15. To provide PIs with more fiscal support staff to enable them to conduct the projects they are funded to do.

19. To improve resource allocation models so that understaffed departments/programs can meet course offering demands.

94. To develop models that allocate more indirect costs back to the funded PIs.

107. To develop strategies that help departments to rely less on adjunct and collateral faculty.

113. To centralize student advising in order to free up faculty for scholarly activities.

120. To increase funding for STEM disciplines, including funding for new hires, teacher training, and research.

5. Establishing Excellence in Teaching

4. To modernize teaching lab spaces, either through renovation or building new spaces.

25. To value excellent teaching by providing rewards for high quality instruction and student mentorship.

32. To provide incentives for team-teaching, innovative teaching pedagogies, etc.

33. To support/reward departmental initiatives to diversify the modalities through which courses and programs are offered - e.g., on-campus, hybrid, online.

41. To encourage and reward research activities that fully and productively engage undergraduate and graduate students.

43. To provide funded undergraduate research assistant lines in research active departments.

60. To research the efficacy of offering on-line courses.

67. To build dedicated space for the College that allows for more student and faculty interactions.

72. To offer well-designed distance learning courses for our students.

82. To provide greater autonomy to programs that would like to control the numbers of undergraduate majors via selection, testing, or tuition rate.

98. To prioritize funding for curriculum enhancement and innovation (e.g., capstone courses, upper-level courses).

103. To develop new research, teaching and office space that allows for growth of the unit and supports best practices in teaching and research.

122. To cap or limit the number of classes with large numbers of students.

6. Enhancing Undergraduate Education

8. To strengthen opportunities for students of all disciplines to explore the world as part of their academic work.

9. To institute policies that prevent students from retaking the same course more than 3 times.

10. To expand opportunities for undergraduate honors theses.

35. To actively lobby VCU to create student living/learning opportunities focused on specific disciplines in the humanities and sciences.

50. To implement policies (e.g., minimum GPA) that hold undergraduate students to a higher standard of academic work.
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7. Engagement Principles

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8. Interdisciplinary Exchanges

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9. Graduate Programming

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To further define what community engagement means in terms of teaching, scholarship, and service.
To align and promote the College as the foundation learning experience from which all outside disciplines build upon.
To build a stronger relationship with ASPIRE (Academic Scholars Program in Real Environments).
To develop dynamic recruitment models that continue to increase the academic profile of incoming students, while maintaining the diversity of the student body.
To add and / or integrate into curriculum more coursework that explores LGBT issues and experiences, and have a better LGBT Index rating overall.
To host scholarly conferences and meetings of national and international prominence.
To increase funding and logistic support for activities (such as seminars, colloquia, workshops etc.) aimed at bringing scholars to VCU.
To develop interdisciplinary centers and institutes within the college that cut across departments.
To provide more opportunities and support for cross-disciplinary, cross-departmental, and cross-campus collaboration.
To build more partnerships and cooperation between and amongst the “hard” sciences “soft” sciences and humanities.
To increase funding for interdisciplinary and cross-department programs to include more administrative support for those programs.
To select a few signature programs (i.e., departments, centers) to invest in that will increase the national profile of the College.
To create a College-wide lecture series that incorporates multidisciplinary and interdisciplinary subjects.
To eliminate or help to offset the out-of-state fee differences for graduate students.
To explore the value of revenue generating Ph.D. programs.
To become the intellectual resource for VCU and the broader Richmond community.
To increase the salaries/stipends of the Graduate Teaching Assistants to be competitive with other universities.
To increase marketing and promotional support for our graduate programs.
84. To increase the funds available to recruit highly qualified GTA for labs and recitations. 5.37
93. To build competitive Ph.D. programs in signature areas. 5.43
106. To provide health insurance and other benefits for graduate teaching assistants. 5.56
123. To be more effective in utilizing graduate assistants for administrative support, classroom teaching, and lab instruction. 5.12

### 10. Development and Fundraising

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To place a greater value on alumni relations and fundraising activities to help bring the resources into the College and respective schools, departments, and programs. 4.97

48. To promote sustainable industry partnership building. 4.21
59. To increase total number of endowments in the College. 5.54
62. To establish an alumni house outside of Richmond. 2.81
81. To create a development and alumni organization appropriate for VCU's largest and most complex college. 4.73
83. To be more actively involved in real business needs via partnering with local businesses to help advance knowledge that will be used in hospitals, politics, communications. 4.12
111. To create a communications/development position in some of the larger departments who can engage alumni on a more individual level. 4.10

### 11. Administrative Efficiency and Optimization

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11. To increase administrative staffing in the dean's office to support more timely processing of paperwork. 4.23
13. To provide support to academic units for advertising and promotions, print and social media communications, and website development. 4.74
20. To develop mechanisms that increase faculty and staff involvement in college-level decisions that directly impact them. 5.60
22. To reduce redundancies by streamlining processes (e.g., paperwork) between the College and academic units. 5.55
26. To institute standard operating procedures related to grant processing, financial tasks, et cetera. 5.01
29. To design a budgeting model that rewards departments and their faculty for developing more efficient and sustainable processes; innovation; workload production; etc. 5.11
37. To reduce significantly the amount of administrative work that Chairs and others are now required to do (APR, AQR, WEA, etc.). 5.33
47. To absorb or offset charges and fees to departments for use of university venues for sponsored events, e.g., visiting scholars or artists. 4.75
49. To decentralize CHS control to the department level so that units that have the resources can respond to “quest” like opportunities. 4.51
63. To receive a more equitable distribution of tuition dollars which accurately reflects the amount of instruction we provide to the university. 6.19
64. To link departmental funding to degree production. 4.15
68. To review the college's existing budget for inefficiencies as well as opportunities. 5.26
69. To increase the operating budgets of each department. 6.02
74. To transfer some common sense decision making tasks to service center directors. 4.37
75. To monitor and streamline data collection efforts and trainings by the University and College that serve to burden faculty. 5.06
90. To include smaller CHS departments (e.g., Military Science) in the budget development and prioritization process, space allocation considerations, and future technology/security planning efforts. 4.13

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<td>23.</td>
<td>To impose sanctions against department chairpersons / supervisors who provide unjustified annual reviews of faculty / staff performance.</td>
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<td>31.</td>
<td>To encourage staff member participation in the larger College and university efforts by allowing those who wish to add a small % of service to their EWP.</td>
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<td>39.</td>
<td>To increase the salaries of classified staff to competitive levels throughout the College.</td>
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<td>52.</td>
<td>To focus on raising morale of staff with more professional development opportunities geared to specific duties.</td>
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<td>73.</td>
<td>To establish a staff council that has a vote in College operational matters, which is consistent with the shared governance model in University Council.</td>
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<td>76.</td>
<td>To take seriously and find resolutions for employee complaints about not being treated fairly by his/her supervisor.</td>
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<td>96.</td>
<td>To institute accountability measures for department administrators based on the degree to which they support and facilitate their faculty's contributions to the four themes of Quest.</td>
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<td>99.</td>
<td>To follow through on appropriate measures in dealing with staff who are not performing adequately in their positions.</td>
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<tr>
<td>104.</td>
<td>To provide opportunities for highly experienced and / or highly qualified staff to advance by using their knowledge &amp; competencies.</td>
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<td>105.</td>
<td>To provide more professional development training opportunities for all College employees - faculty and staff.</td>
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| 13. Culture of Inclusiveness and Wellness |
|---|---|
| 24. | To ensure those in supervisory positions are encouraged to be non-biased. |
| 27. | To work toward a culture of empowerment and teamwork. |
| 45. | To be proactive in developing specific initiatives to promote employee wellness and work/non-work balance. |
| 77. | To equalize gender inequities in pay. |
| 115. | To advocate for VCU to find a way to offer domestic partner benefits. |
| 124. | To increase transparency of CHS administrative decisions. |

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| 14. Promoting Diversity |
|---|---|
| 55. | To hire more minority faculty and administrators to reflect the demographic of students, especially in the sciences. |
| 65. | To promote an environment in which diversity is truly valued. |
| 78. | To increase ethnic diversity among faculty, specifically African American, Hispanic / Latino, and Pacific Islander. |
| 86. | To create and implement programs that promote an inclusive work environment. |
| 119. | To encourage more multicultural and sensitivity training for administrators and faculty. |

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APPENDIX E: CLUSTER RATINGS FOR RELATIVE IMPACT
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<tr>
<th>Cluster</th>
<th>Statement</th>
<th>Average Rating</th>
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</table>
| 1. Research and Scholarship | 1. To implement a 2-2 teaching load policy in the College, in particular for active researchers and scholars.  
7. To significantly improve startup packages for new faculty.  
14. To resource and support faculty scholarship areas (e.g., creative expression, public works) not limited to community-based or health-related research.  
17. To encourage and promote faculty participation in international research conferences and projects.  
18. To recruit faculty researchers with federal funding.  
53. To construct or purchase wet-lab research space on Monroe Campus.  
58. To create funding initiatives designed specifically for tenure-eligible faculty in the Humanities.  
61. To focus more on providing funds to sustainability-related research.  
70. To develop initiatives that support a visiting faculty scholars program.  
87. To protect faculty researchers from administrative initiatives that detract from their productivity.  
89. To recruit and retain high quality teacher/researchers.  
97. To increase the number of research leave opportunities for tenure/eligible faculty at all ranks.  
110. To allow faculty greater autonomy and control in determining software and technologies for instructional purposes.  
114. To offer small seed grants (~$5,000) for research and scholarly work.  
117. To expand services provided by the College grants office to make the funding process easier for faculty. | 5.17 |
| 2. Accountability and Performance-Based Incentives | 3. To provide orientation for new adjunct faculty in all disciplines.  
38. To hold tenured faculty responsible when they do not meet expectations.  
46. To increase incentives and salary of A&P faculty academic advisors.  
100. To increase financial compensation for adjunct and collateral (term) faculty.  
112. To provide department chairs with performance and/or retention funds to award to outstanding faculty each year.  
121. To hire more classified staff at the department level so that faculty can focus on their teaching and research. | 5.27 |
| 3. Pathways to Professional Success | 21. To raise faculty salaries to market rate.  
36. To provide more training for faculty and staff on financial areas and grants management.  
40. To provide formal and routinized mechanisms for converting term faculty lines to tenure lines when it would benefit the department.  
42. To increase faculty pay rate for summer courses.  
51. To provide more support to junior faculty members, in terms of seed | 5.58 |
funding and faculty mentorship.

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4. Empowering Academic Units

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| 5. Establishing Excellence in Teaching

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| 6. Enhancing Undergraduate Education

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<td>57.</td>
<td>To cultivate an educationally enriched and intellectually engaging environment for our students.</td>
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<td>58.</td>
<td>To provide more opportunities for undergraduate students to perform lab-based research projects.</td>
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<td>59.</td>
<td>To reduce the number of students per class to provide each student with more engaged teaching experiences.</td>
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<td>To develop a universal assessment of undergraduate writing across disciplines.</td>
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<td>61.</td>
<td>To provide additional service-learning and study abroad opportunities for students.</td>
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<td>62.</td>
<td>To create a multi-disciplinary, internationally focused curriculum that will help prepare our undergraduate students for the world in which they will work.</td>
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<td>7. Engagement Principles</td>
<td>12</td>
<td>0.49</td>
<td>0.24</td>
<td>4.18</td>
<td>5.89</td>
<td>4.94</td>
</tr>
<tr>
<td>12.</td>
<td>To further define what community engagement means in terms of teaching, scholarship, and service.</td>
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<td>54.</td>
<td>To align and promote the College as the foundation learning experience from which all outside disciplines build upon.</td>
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<td>88.</td>
<td>To build a stronger relationship with ASPIRE (Academic Scholars Program in Real Environments).</td>
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<td>92.</td>
<td>To develop dynamic recruitment models that continue to increase the academic profile of incoming students, while maintaining the diversity of the student body.</td>
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<td>102.</td>
<td>To add and / or integrate into curriculum more coursework that explores LGBT issues and experiences, and have a better LGBT Index rating overall.</td>
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<tr>
<td>8. Interdisciplinary Exchanges</td>
<td>5</td>
<td>0.62</td>
<td>0.38</td>
<td>4.00</td>
<td>5.43</td>
<td>4.58</td>
</tr>
<tr>
<td>2.</td>
<td>To host scholarly conferences and meetings of national and international prominence.</td>
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<tr>
<td>5.</td>
<td>To increase funding and logistic support for activities (such as seminars, colloquia, workshops etc.) aimed at bringing scholars to VCU.</td>
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<td>16.</td>
<td>To develop interdisciplinary centers and institutes within the college that cut across departments.</td>
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<tr>
<td>71.</td>
<td>To provide more opportunities and support for cross-disciplinary, cross-departmental, and cross-campus collaboration.</td>
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<td>95.</td>
<td>To build more partnerships and cooperation between and amongst the “hard” sciences “soft” sciences and humanities.</td>
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<td>108.</td>
<td>To increase funding for interdisciplinary and cross-department programs to include more administrative support for those programs.</td>
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<td>109.</td>
<td>To select a few signature programs (i.e., departments, centers) to invest in that will increase the national profile of the College.</td>
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<td>125.</td>
<td>To create a College-wide lecture series that incorporates multidisciplinary and interdisciplinary subjects.</td>
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<tr>
<td>9. Graduate Programming</td>
<td>8</td>
<td>0.23</td>
<td>0.05</td>
<td>4.54</td>
<td>5.24</td>
<td>4.88</td>
</tr>
<tr>
<td>6.</td>
<td>To eliminate or help to offset the out-of-state fee differences for graduate students.</td>
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<td>30.</td>
<td>To explore the value of revenue generating Ph.D. programs.</td>
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<tr>
<td>34.</td>
<td>To become the intellectual resource for VCU and the broader Richmond community.</td>
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<td>44.</td>
<td>To increase the salaries/stipends of the Graduate Teaching Assistants to be competitive with other universities.</td>
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<tr>
<td>56.</td>
<td>To increase marketing and promotional support for our graduate programs.</td>
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</tbody>
</table>
84. To increase the funds available to recruit highly qualified GTA for labs and recitations. 5.44

93. To build competitive Ph.D. programs in signature areas. 4.93

106. To provide health insurance and other benefits for graduate teaching assistants. 5.54

123. To be more effective in utilizing graduate assistants for administrative support, classroom teaching, and lab instruction. 5.07

### Count Std. Dev. Variance Min Max Average Median
9 0.53 0.28 3.88 5.91 5.12 4.97

#### 10. Development and Fundraising

28. To place a greater value on alumni relations and fundraising activities to help bring the resources into the College and respective schools, departments, and programs. 4.82

48. To promote sustainable industry partnership building. 4.24

59. To increase total number of endowments in the College. 5.69

62. To establish an alumni house outside of Richmond. 3.18

81. To create a development and alumni organization appropriate for VCU's largest and most complex college. 4.71

83. To be more actively involved in real business needs via partnering with local businesses to help advance knowledge that will be used in hospitals, politics, communications. 4.14

111. To create a communications/development position in some of the larger departments who can engage alumni on a more individual level. 4.34

#### Count Std. Dev. Variance Min Max Average Median
7 0.71 0.50 3.18 5.69 4.45 3.18

#### 11. Administrative Efficiency and Optimization

11. To increase administrative staffing in the dean's office to support more timely processing of paperwork. 4.72

13. To provide support to academic units for advertising and promotions, print and social media communications, and website development. 5.01

20. To develop mechanisms that increase faculty and staff involvement in college-level decisions that directly impact them. 5.21

22. To reduce redundancies by streamlining processes (e.g., paperwork) between the College and academic units. 5.39

26. To institute standard operating procedures related to grant processing, financial tasks, et cetera. 4.92

29. To design a budgeting model that rewards departments and their faculty for developing more efficient and sustainable processes; innovation; workload production; etc. 5.23

37. To reduce significantly the amount of administrative work that Chairs and others are now required to do (APR, AQR, WEAVE, etc.). 5.52

47. To absorb or offset charges and fees to departments for use of university venues for sponsored events, e.g., visiting scholars or artists. 4.95

49. To decentralize CHS control to the department level so that units that have the resources can respond to “quest” like opportunities. 4.67

63. To receive a more equitable distribution of tuition dollars which accurately reflects the amount of instruction we provide to the university. 6.12

64. To link departmental funding to degree production. 4.41

68. To review the college's existing budget for inefficiencies as well as opportunities. 5.12

69. To increase the operating budgets of each department. 6.06

74. To transfer some common sense decision making tasks to service center directors. 4.54

75. To monitor and streamline data collection efforts and trainings by the University and College that serve to burden faculty. 5.11

To include smaller CHS departments (e.g., Military Science) in the budget development and prioritization process, space allocation considerations, and future technology/security planning efforts. 3.89

#### Count Std. Dev. Variance Min Max Average Median
16 0.55 0.31 3.89 6.12 5.05 4.81
### 12. Professional Development and Training

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
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<tbody>
<tr>
<td>23.</td>
<td>To impose sanctions against department chairpersons / supervisors who provide unjustified annual reviews of faculty / staff performance.</td>
<td>4.18</td>
</tr>
<tr>
<td>31.</td>
<td>To encourage staff member participation in the larger College and university efforts by allowing those who wish to add a small % of service to their EWP.</td>
<td>4.17</td>
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<tr>
<td>39.</td>
<td>To increase the salaries of classified staff to competitive levels throughout the College.</td>
<td>5.58</td>
</tr>
<tr>
<td>52.</td>
<td>To focus on raising morale of staff with more professional development opportunities geared to specific duties.</td>
<td>4.99</td>
</tr>
<tr>
<td>73.</td>
<td>To establish a staff council that has a vote in College operational matters, which is consistent with the shared governance model in University Council.</td>
<td>4.36</td>
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<tr>
<td>76.</td>
<td>To take seriously and find resolutions for employee complaints about not being treated fairly by his/her supervisor.</td>
<td>4.85</td>
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<tr>
<td>96.</td>
<td>To institute accountability measures for department administrators based on the degree to which they support and facilitate their faculty's contributions to the four themes of Quest.</td>
<td>4.25</td>
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<tr>
<td>99.</td>
<td>To follow through on appropriate measures in dealing with staff who are not performing adequately in their positions.</td>
<td>4.90</td>
</tr>
<tr>
<td>104.</td>
<td>To provide opportunities for highly experienced and / or highly qualified staff to advance by using their knowledge &amp; competencies.</td>
<td>5.10</td>
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<tr>
<td>105.</td>
<td>To provide more professional development training opportunities for all College employees - faculty and staff.</td>
<td>4.91</td>
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<tbody>
<tr>
<td>13. Culture of Inclusiveness and Wellness</td>
<td>10</td>
<td>0.45</td>
<td>0.20</td>
<td>4.17</td>
<td>5.58</td>
<td>4.73</td>
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<tr>
<td>14. Promoting Diversity</td>
<td>6</td>
<td>0.27</td>
<td>0.07</td>
<td>4.85</td>
<td>5.59</td>
<td>5.10</td>
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### 13. Culture of Inclusiveness and Wellness

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<tr>
<td>24.</td>
<td>To ensure those in supervisory positions are encouraged to be non-biased.</td>
<td>4.88</td>
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<tr>
<td>27.</td>
<td>To work toward a culture of empowerment and teamwork.</td>
<td>4.85</td>
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<tr>
<td>45.</td>
<td>To be proactive in developing specific initiatives to promote employee wellness and work/non-work balance.</td>
<td>4.87</td>
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<tr>
<td>77.</td>
<td>To equalize gender inequities in pay.</td>
<td>5.59</td>
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<td>115.</td>
<td>To advocate for VCU to find a way to offer domestic partner benefits.</td>
<td>5.14</td>
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<td>124.</td>
<td>To increase transparency of CHS administrative decisions.</td>
<td>5.24</td>
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### 14. Promoting Diversity

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<tbody>
<tr>
<td>55.</td>
<td>To hire more minority faculty and administrators to reflect the demographic of students, especially in the sciences.</td>
<td>5.06</td>
</tr>
<tr>
<td>65.</td>
<td>To promote an environment in which diversity is truly valued.</td>
<td>5.16</td>
</tr>
<tr>
<td>78.</td>
<td>To increase ethnic diversity among faculty, specifically African American, Hispanic / Latino, and Pacific Islander.</td>
<td>5.17</td>
</tr>
<tr>
<td>86.</td>
<td>To create and implement programs that promote an inclusive work environment.</td>
<td>4.87</td>
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<td>119.</td>
<td>To encourage more multicultural and sensitivity training for administrators and faculty.</td>
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