RADFORD UNIVERSITY

RADFORD UNIVERSITY BOARD OF VISITORS
JULY 25-26, 2016
BOARD RETREAT
WILLIAMSBURG LODGE
310 S. ENGLAND STREET, TIDEWATER ROOM A
WILLIAMSBURG, VIRGINIA

APPROVED

MINUTES

JULY 25, 2016

BOARD MEMBERS PRESENT
Mr. Christopher Wade, Rector
Dr. Javaid Siddiqi, Vice Rector
Mr. Robert A. Archer
Dr. Jay A. Brown
Ms. Callie M. Dalton
Dr. Rachel D. Fowlkes
Ms. Mary Ann Hovis
Dr. Susan Whealler Johnston
Mr. Mark S. Lawrence
Mr. Randolph "Randy" J. Marcus
Dr. Debra K. McMahon
Ms. Ann Segaloff

BOARD MEMBERS ABSENT
Ms. Krisha Chachra
Ms. Alethea "A.J." Robinson
Mr. Steve A. Robinson

OTHERS PRESENT
President Brian O. Hemphill, Ph.D.
Dr. Ellen Chaffee, Senior Fellow, Association of Governing Boards of Universities and Colleges
Mr. Ronald Forehand, Senior Assistant Attorney General, Commonwealth of Virginia
Ms. Michele N. Schumacher, Secretary to the Board of Visitors
Ms. Ashley Schumaker, Chief of Staff
Mr. Alan Wilson, Assistant Attorney General, Commonwealth of Virginia

CALL TO ORDER

Mr. Christopher Wade, Rector, called the meeting to order at 9:05 a.m. in the Tidewater Room A at the Williamsburg Lodge, 310 S. England Street, Williamsburg, Virginia.

APPROVAL OF AGENDA

Mr. Wade asked for a motion to approve the meeting Agenda for the July 25-26, 2016 meeting, as published.   Mr. Randolph "Randy" J. Marcus so moved, and Mr. Mark S. Lawrence seconded and the motion was unanimously approved.

INTRODUCTION

Mr. Wade also provided a brief introduction and welcomed the five new members to the Board. He noted that one of the challenges that each Board of Visitors in the Commonwealth faces is turnover, as members are appointed for only a four-year term with the possibility of reappointment, which is not guaranteed.

Mr. Wade continued that the first day of the Retreat, as the Agenda indicates, will focus on board governance, while the second day will focus on Radford University specific matters with presentations from the Vice President for Finance and Administration and Chief Financial Officer, Mr. Richard Alvarez, and the Associate Vice President for Student Affairs and the Dean of Students, Dr. Irvin Clark.

BOARD ROLE AND DUTIES

Dr. Javaid Siddiqi, Vice Rector, reviewed the Radford University Board of Visitors Bylaws, the structure of the Board and its committees, and reviewed the role and duties of the Radford University Board of Visitors. Board members were encouraged to provide feedback on the role and duties to Chief of Staff, Ms. Ashley Schumaker, as the information will be utilized to update the Bylaws and present a future document for the review and consideration by the full Board. A copy of Dr. Siddiqi's presentation is attached hereto as *Attachment A* and is made a part hereof.

PRESENTATION BY ASSOCIATION OF GOVERNING BOARDS OF UNIVERSITIES AND COLLEGES

Dr. Ellen Chaffee, Senior Fellow of the Association of Governing Board of Universities and Colleges, provided a presentation on the challenges currently facing higher education, which included financial challenges as the methods of funding public universities through state, federal, charitable, investment and tuition revenues decrease; demographic challenges, noting that who, when, where, and how we educate students has changed due to the advent of technology; and competitive challenges from for-profit competitors and alternative providers of higher education. She noted that boards can assist the universities they serve by changing challenges into opportunities through strategic leadership. Dr. Chaffee then provided an overview of effective board governance, reviewed fiduciary duties and fundamental board responsibilities, and provided a checklist of priorities in effective governance. She also noted that effective boards

have a strategic governance focus and noted the questions boards ask to provide that strategic focus.

A discussion among Board members then occurred as to the challenges and opportunities at Radford University and how the Board can maintain a strategic governance focus. It was noted that the challenges are not unique to Radford University and are similar to the challenges faced by higher education nationwide.

A copy of Dr. Chaffee's presentation is attached hereto as *Attachment B* and is made a part hereof.

PRESENTATION ON BOARD PROTOCOL AND COMMUNICATION

Mr. Wade, Rector, and President Brian O. Hemphill, Ph.D., provided a brief presentation on board protocol and communication. A copy of the presentation is attached hereto as *Attachment* C and is made a part hereof.

PRESENTATION BY PRESIDENT HEMPHILL, "EMBRACING THE TRADITION, ENVISIONING THE FUTURE"

President Hemphill provided an update on the action plan that had been provided to the Board during the presidential search process. He then reviewed the current landscape of higher education, noting both the national challenges and those specific to Radford University. President Hemphill then provided the Board with data and information regarding recruitment, retention, and graduation at Radford University.

President Hemphill explained his vision for Radford University and stated that it included four fundamental principles: (i) excellence – in programs, service, and engagement; (ii) accountability – to the General Assembly, the Board, students, parents, community partners, and others; (iii) transparency – with the Board and the entire campus community; and (iv) student centeredness. He continued with his vision of the path forward for Radford University, noting that there are six strategic areas of focus: (i) brand identity; (ii) academic excellence and research; (iii) student success; (iv) strategic enrollment growth; (v) economic development and community partnerships; and (vi) philanthropic giving and alumni engagement. He emphasized that the four fundamental principles are encompassed within each of the strategic areas. The Board discussed each of these strategic areas, noting the opportunities for the University.

President Hemphill noted that the University will soon be embarking on developing a new strategic plan and explained the process that will be followed in developing and implementing the plan. He underscored that the process will be transparent, with a steering committee and subgroups that include students, faculty, and staff. He stated that the process of collecting information from various constituencies has begun with presidential forums held or to be held

with students, faculty, staff, and alumni groups. He explained that the development of a new strategic plan will take approximately one year, noting, however, that the Board will receive periodic updates throughout the entire process.

The Board discussed the six strategic areas that President Hemphill had identified and the statistics that were presented.

President Hemphill also informed the Board that the University will be holding a Budget Planning Summit that will allow students, faculty, and staff to participate and provide feedback regarding the University's budget.

A copy of President Hemphill's presentation is attached hereto as *Attachment D* and is made a part hereof.

COMMITTEE BREAKOUT SESSION

President Hemphill's presentation was followed by a committee breakout session wherein members of the Academic Affairs Committee, the Advancement/Alumni Relations and Communications/Marketing Committee, and the Student Affairs Committee discussed the six strategic areas outlined by President Hemphill, identifying those that correlate to that committee's functional area and how the committee could provide strategic leadership to ensure the success of those strategies.

RECESS

Mr. Christopher Wade, Rector, recessed the meeting at 5:35 p.m. and noted that the meeting will reconvene at 9:00 a.m. on Tuesday, July 26, 2016.

JULY 26, 2016

BOARD MEMBERS PRESENT
Mr. Christopher Wade, Rector
Dr. Javaid Siddiqi, Vice Rector
Mr. Robert A. Archer
Dr. Jay A. Brown
Ms. Callie M. Dalton
Dr. Rachel D. Fowlkes
Ms. Mary Ann Hovis
Dr. Susan Whealler Johnston
Mr. Mark S. Lawrence
Mr. Randolph "Randy" J. Marcus

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Mr. Richard Alvarez, Vice President for Finance & Administration and Chief Financial Officer
Dr. Irvin Clark, Associate Vice President & Dean of Students
Mr. Ronald Forehand, Senior Assistant Attorney General, Commonwealth of Virginia
Ms. Michele N. Schumacher, Secretary to the Board of Visitors
Ms. Ashley Schumaker, Chief of Staff
Mr. Alan Wilson, Assistant Attorney General, Commonwealth of Virginia

CALL TO ORDER

Mr. Wade, Rector of the Board, reconvened the meeting at 9:00 a.m. in Tidewater Room A at the Williamsburg Lodge, 310 S. England Street, Williamsburg, Virginia.

2016-2017 BUDGET REVIEW PRESENTATION

Mr. Richard Alvarez, Vice President for Finance and Administration and Chief Financial Officer, provided a presentation on the University's 2016-2017 projected operating budget including a review of its educational and general fund resources. He also reviewed the University's current and possible future debt funded projects, provided information on the University's composite financial index, and discussed the athletic department's current budget. A discussion ensued on the current funding situation from the Commonwealth, maintaining tuition and fees at a level that students can afford and the impact of enrollment decreases on the University's revenue. A copy of Mr. Alvarez' presentation is attached hereto as ***Attachment E*** and is made a part hereof.

DIVERSITY AT RADFORD UNIVERSITY

Dr. Irvin Clark, Associate Vice President for Student Affairs and Dean of Students, gave a presentation on diversity at Radford University. Dr. Clark first reviewed events that occurred nationwide, as well as on the campus of Radford University during the 2015-2016 academic year. He explained the educational benefits of diversity and identified the four dimensions of campus diversity: (i) access and success; (ii) campus climate and intergroup relations; (iii) education and scholarship; and (iv) institutional viability and vitality. Dr. Clark provided various

statistics on diversity and ethnicity at the University, and emphasized that the University has two offices dedicated to diversity, the Office of Diversity and Equity, and the Center for Diversity and Inclusion. He noted that there are a number of diversity initiatives on campus such as: the Diversity and Equity Action Committee (an internal governance committee); various diversity initiatives within Waldron College, the College of Education and Human Development, and McConnell Library; and various initiatives within the Student Affairs Division such as Martin Luther King Committee, Latino Heritage Month, Black History Month, and LGBT History Month. Dr. Clark concluded that there are still opportunities to increase diversity at Radford University. A copy of Dr. Clark's presentation is attached hereto as *Attachment F* and is made a part hereof.

ADJOURNMENT

With no further business to come before the Board, Mr. Christopher Wade, adjourned the meeting at 12:00 noon.

Respectfully submitted,

Michele N. Schumacher
Secretary to the Board of Visitors

Board Role and Duties
by Vice Rector Javaid Siddiqi

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Board of Visitors Retreat   July 24-26, 2016

Board Bylaws and Structure

- **Officers – Rector and Vice Rector**

- **Executive Committee and Five Standing Committees (Academic Affairs; Advancement/Alumni Relations and Marketing/Communications; Business Affairs and Audit; Governance, Administration, and Athletics; and Student Affairs**

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Operationalizing the One Employee Concept

The Radford University Board of Visitors delegates certain duties to conduct University business to the President, except where the Board has established official policies and for the following enumerated functions for which the Board reserves specific authority.

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Role and Duties

- **Review mission, vision, and strategic directions/initiatives and approve plans for the attainment, implementation, and evaluation;**

- **Appoint the President and periodically evaluate his/her performance, as well as the functioning of the Office of the President and the Board;**

- **Determine the Board's meeting schedule, committee structure, and meeting agendas;**

Role and Duties

- **Approve the establishment or discontinuation of schools, colleges, and departments** *(NOTE: The Board will receive a report on any additional institutional centers that are formed within these college/schools, departments and units.);*

- **Approve the establishment or discontinuation of degree programs and academic majors and minors, and any other major University program;**

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Role and Duties

- **Approve the establishment or discontinuance of intercollegiate athletic programs/teams, as well as NCAA classifications and conference affiliations;**

- **Receive a report on the promotion of faculty and approve the awarding of tenure;**

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Role and Duties

- **Establish the President's compensation/benefits for the President.** *(NOTE: The Board will be apprised of new upper level administrative positions added to the organizational structure by approving the hiring of Vice Presidents and receiving reports of appointments at the Dean levels.)*;

- **Approve changes to compensation/benefit policies for faculty and staff;**

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Role and Duties

- **Approve annual operating budget, which includes Education and General and auxiliary budgets;**

- **Approve issuance of any bonds pursuant to state law;**

- **Receive and accept summaries of internal audit and compliance reports *(NOTE: If there is a significant issue, the appropriate Committee could request more information.)*;**

Role and Duties

- **Approve real property and facilities' leases under which 1) the University is the lessee if the annual rental is in excess of $100,000 or 2) the University is the lessor of University real property or facilities and the lease has a non-cancellable term exceeding one year;**

- **Approve the granting of permanent easements;**

- **Approve investment policies;**

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Role and Duties

- **Approve capital projects, as defined by state law, prior to the commitment of funds (NOTE: Prior to moving forward, all projects totaling more than $200,000 and up to the threshold denoted by state law should be reviewed by the Board Rector and President and a determination made in terms of those projects requiring further Board approval.);**

Role and Duties

- **Approve any "program statement" prepared for a capital construction project prior to implementation of the program statement (NOTE: The Board will also approve major renovations of executive offices, the Presidential residence, and other similar projects which exceed $50,000.);**

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Role and Duties

- **Approve rates for tuition, mandatory fees, and room and board;**

- **May confer degrees and shall approve the awarding of honorary degrees;**

- **Approve the naming of facilities and memorials; and**

- **In the event of an emergency or when immediate action is in the best interest of the University, the President, after consultation with the Board Rector, is authorized to act.**

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Discussion

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Ellen Chaffee, Ph.D.
AGB Senior Fellow

Radford University Board of Visitors Retreat
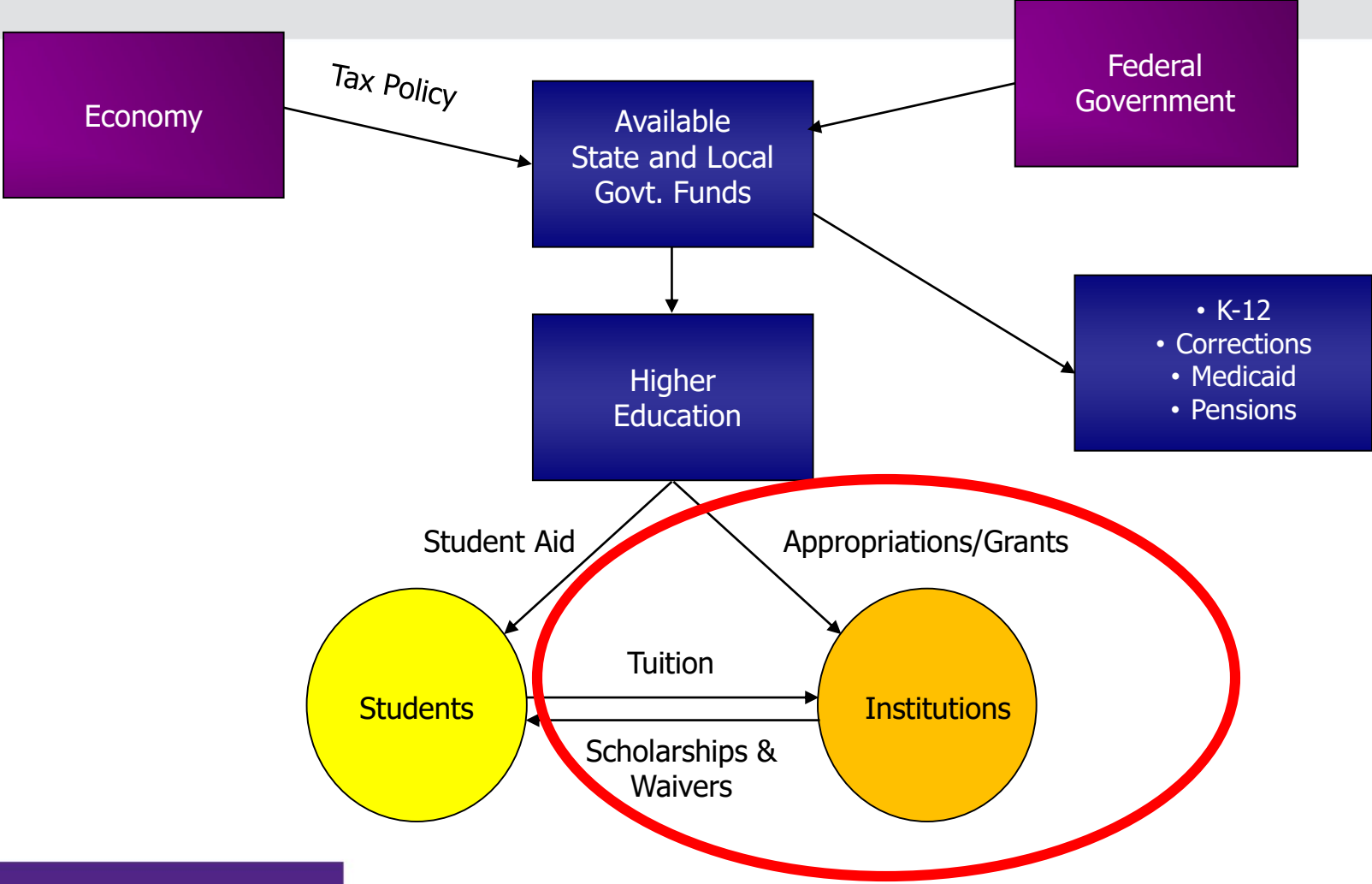Williamsburg, Virginia - July 25, 2016

Challenges Facing Higher Education and Strategic Governance

Topics for This Session

- Financial Trends
- Financial Challenges
- Demographic Challenges
- Competitive Challenges
- Premises to Consider
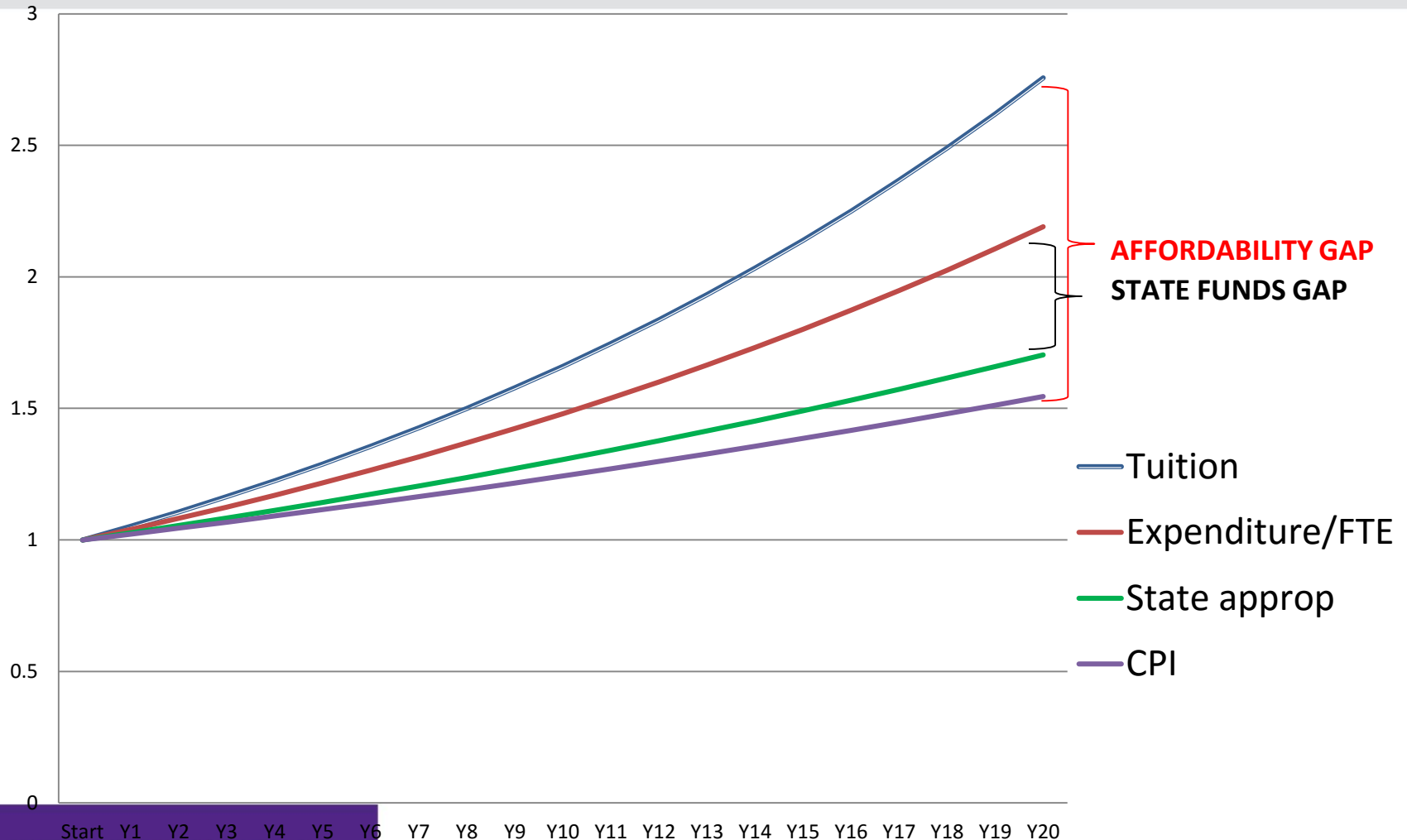- A Framework for Leadership

2

The Flow of Funds for Public Higher Education

Dennis Jones, NCHEMS

3

Public Revenue Model is Not Sustainable

Illustration: 20 Years of Trends

Financial Challenges

1. Public universities depend heavily on state, federal, charitable, investment, and tuition revenues. ALL of them.

2. The Squeeze, 2008-2016:
    – Public universities raised tuition and cut budgets due to the Great Recession – insufficient state, federal, investment, and charitable funding.
    – As tuition rates went up, family incomes were going down. Many public universities will lose students and/or public support if they raise rates more than a bare minimum.

Financial Challenges

Paradox #1:

Even less-stressed institutions must improve their financial structure to avoid losing their competitive edge as more-stressed institutions reduce costs, improve revenue models, and minimize tuition increases.

Paradox #2:

The economy requires more workers with higher education, but public confidence and financial support have declined.

To prevail financially …

A. Focus all you can

B. Raise all you can

C. Contain and align costs all you can

D. Systematically improve processes all you can

E. Reallocate all you can

F. Innovate all you can

G. All of the above

H. All of the above, squared

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Demographic Challenges

- Who, when, where, how do we educate?
  - Students have changed: Fewer traditional students, more disadvantaged, more working, more older, more low-income, less well-prepared

- Opportunities/challenges have changed:
  - international students/experiences, technology-mediated instruction

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Competitive Challenges

1. New ideas and approaches from for-profit competitors and alternative providers
2. Constraints on innovation in public/private sectors:
   – Lack of venture capital for organizational and curricular redesign, resource acquisition, professional development …
   – The prison of interlocking systems – accreditation, federal student loan requirements, state funding requirements, bond requirements, "seat time" metric, tenure, expertise requirements, curriculum/certification requirements …

Radford University FY'14 Student Profile

Relative to all Virginia public 4-year institutions, RU has
- Low tuition, low total cost to students
- High number of students borrowing, leaving with debt
- Student debt amount slightly below average ($26,333)
- White students (78% RU, 59% VA)
- Young students (94% RU, 88% VA under age 25)
- Student retention/graduation rates low for VA, comparable to similar institutions elsewhere

--See handout for details

http://ticas.org/posd/map-state-data-2015#

Premises to consider

1. Almost all institutions of higher education will be much different 10+ years from now – for better or worse.
2. Academic decisions bear well over half of the responsibility for which way it goes at a given institution.
3. The most effective academic decisions cannot be made or implemented by the CAO and faculty alone.
4. Therefore, the more successful institutions will be those with strong mutual understanding and shared vision among the Board, the Cabinet, and academic leadership.

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A Framework for Leadership

1. Develop a shared understanding of a sustainable desired future
   - Target, long-term thinking, critical success factors
2. Do more of what will get us there and less of what won't
   - Align activities – organizational and individual
   - Align resources
   - Re-invent for quality and productivity
3. Learn, monitor progress, and exercise self-discipline
   - Scorecard, strategic governance

Some Approaches to Consider

Please indicate the presence of these building blocks using the following key:

1 = Yes, we have it

2 = Yes, but it needs attention

3 = No, and we need it

4 = No, and we don't need it

	At Radford Univ.
Defined desired future as of 20xx	
--that has been tested for sustainability	
--and has critical success indicators	
All programs tested for contribution	
All processes highly efficient	
On-going cost reduction and productivity process	
Initiatives to power student success	
Serious attention to innovation	
Disciplined decision-making	
Systematic learning and revising	
Significant widespread engagement	
Deep and wide understanding	

Topics for This Session

- The Board Imperative
  – Fiduciary Responsibility

- What the Board Does

- Strategic Governance
  – What is Strategy?
  – What are Radford's Strategic Issues?
  – How Does the Board "DO" Strategy?

- Real Life Situations

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The Board Imperative

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TRUSTEES AS FIDUCIARIES

1. **Fiduciary** – One who holds some asset(s) in trust for another and is charged to act beneficially on behalf of the other in managing that asset

2. **The Asset** – The college/university, including mission & identity, property, human resources & educational product

3. **For Whom** – The founders of the asset, which for public universities is the state, <u>and</u> its sponsors, which include students, donors, and alumni

* AGB (web), Fiduciary Duties₁₇

Fiduciary Duty

Duty of CARE

- Decide and act in good faith
- Prudent person level of care

Duty of LOYALTY

- Decide and act in the best interest of the organization, protect and support

Duty of OBEDIENCE

- Faithful to founding documents
- Obey the law

Above All: The Best Interest of the Institution

What the Board Does

Board Duties: Deliver and Sustain the Mission

Ensure organization fulfills its mission

- Deliver: Is Radford doing what it is supposed to do?

Ensure long-term viability

- SUSTAIN: Will Radford exist and succeed "forever?"

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Fundamental Board Responsibilities

1. Current mission aligned with public purposes
2. Select, support, assess, compensate CEO
3. Charge CEO to lead strategic plan, participate, approve, and monitor the plan
4. Ensure
   1. fiscal integrity, asset protection; give/get
   2. educational program/service quality
   3. organizational autonomy, academic freedom, public purposes
5. Meet with constituencies in concert with administrators
6. Demonstrate exemplary governance

AGB, *Effective Governing Boards: A Guide for Members of Governing Boards of Public Colleges, Universities, and Systems*. 2010

Effective Governance

Yes?	Some Priorities in Effective Governance
❑ -	Engage in governance, not management
❑ -	Uphold fiduciary principles
❑ -	Cultivate a healthy relationship with the President
❑ -	Focus on the strategic issues that matter most
❑ -	Create a culture of inclusion, seek/listen to diverse views
❑ -	Support board decisions; the chair speaks for the board
❑ -	Provide appropriate oversight of academic quality
❑ -	Respect shared governance, cultivate healthy relationships
❑ -	Focus on accountability
XX-	Ensure ongoing board orientation and education

Strategic Governance

What is Strategy?

- Then

A method or plan chosen to bring about a desired future, such as achievement of a goal or solution to a problem*

- Now

Ongoing, <u>purposeful</u> navigation of change

Strategic Governance Focus

1. Is it big?
2. Is it about the future?
3. Is it core to the mission?
4. Is a high-level policy decision needed to resolve a situation?
5. Is a red flag flying?
6. Is a watchdog watching?
7. Does the CEO want and need the Board's support?

Barry Bader, "Distinguishing Governance from Management," Great Boards, Fall 2008

What are Radford's Strategic Issues?

How Boards "DO" Strategy

1. Partner with the President.
2. Relate committees and agendas to strategic issues/plans.
3. Learn/discuss strategic issues at every meeting.
4. Align all major decisions with institutional strategy.
5. Pursue appropriate but significant Board roles in achieving strategic goals.
6. Periodically assess progress based on expected outcomes.
7. Periodically re-examine strategy and conditions, considering the possible need for changes in strategy.
8. Help each other avoid tactical and operational matters.

Real Life Situations

Case Study #1

A well-meaning board member is a self-styled expert on building matters. He begins to meet with the Buildings and Grounds head and her staff. Is this appropriate? What should the B&G head do?

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Case Study #2

A growing number of board members want the board to review the salary increase recommendations for all faculty and staff, noting that these can be triggers for complaint and even media attention. How should the president handle this?

Tom Layzell, 2010

Case Study #3

A highly popular, entrepreneurial president leases a portion of the institution's land to a high tech firm that promises many jobs and close relations with the school. The board reads about it in the paper. The president argues that she needed to move quietly and quickly in order for this to happen. Any problem here?

Case Study #4

The board requires the president to report annually on the institution's compliance with Title IX of the Civil Rights Act. It tells the president that if there are any problems, he should report them to the board along with remediation plans and cost figures. Any problem here?

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Case Study #5

A board member stops by to talk with a vice president about a matter on the next board agenda.

1. The board member asks the VP to slant the report toward the board member's goals.

2. Now that she understands the matter, the board member thanks the VP and leaves.

3. While in the office, the board member asks the VP for his candid opinion of the president.

Case Study #6

The staff member is presenting a major report to the board. A board member interrupts and expresses great displeasure with the report. Who should do what?

A board member tells a staff member to prepare a new report. It will take several hours. What should the staff member do?

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Board of Visitors Retreat

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Board Protocol and Communication

- **Board Rector**

- **Board Vice Rector**

- **Board Committee Chairs**

- **Board Members**

- **One Employee Concept**

  - President

  - Board Secretary (Board Liaison)

  - Vice Presidents

Board Protocol

- **Contact Board Secretary *(If E-mail, Copy President and Chief of Staff)* for Data/Information Requests**
  - Acknowledgement/Response within 24 Hours
  - Follow-Up (If Needed) within 72 Hours
  - Additional Research and/or Discussion (If Needed) with Vice President and Other University Officials
- **Collected Data/Information to be Shared with Full Board of Visitors *(Exceptions May Apply)***

Flow of Communication
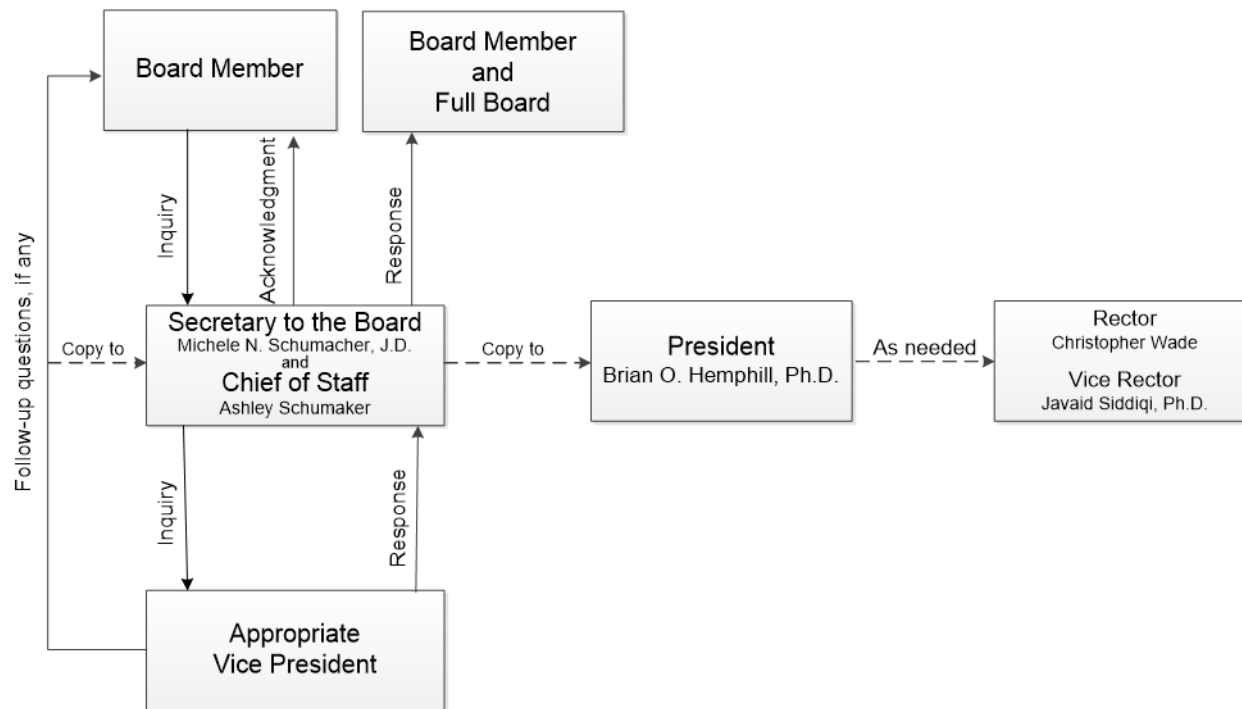
Board Communication

- **Regular Communication**
    - Meetings, Retreats, New Member Orientations, Etc.
- **Three Levels of Additional Communication with Board Members**
    - High-Level/Advance Notice
    - Exploratory/Anticipation
    - Regular Campus Updates

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Discussion

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ATTACHMENT   D

Board of Visitors Retreat

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Update on Action Plan: Phase One

Phase One

(within 45 days of accepting the position)

- Telephone Conversation with Each Member of the Board of Visitors
- Telephone Conversation with SCHEV Director Peter Blake
- Conference Call with Presidential Transition Team
- Introductory Call to 20 Prospective Students
- Introductory Call to 10 Faculty Members
- Introductory Call to 10 Student Leaders
- Introductory Call to Top 10 Business and Industry Leaders
- Introductory Call to Top 10 Donors/Alumni

Update on Action Plan: Phase Two

Phase Two

(first 30 days of active employment)

- Initiate a Series of Administrative Meetings with Direct Reports to Gain an Understanding of the University's Action Plans
- Review Budgetary Projections and Analyze Fall Enrollment Trends
- Meet with Each Member of the Board of Visitors
- Meet with SCHEV Director Peter Blake
- Meet Individually with Key University Personnel
- Meet with Business and Industry Leaders
- Host Presidential "Fireside Chats" with Students, Faculty, and Staff
- Host Donor and Alumni Forums
- Schedule Community Meet-and-Greet Receptions and Speaking Engagements
- Visit All Off-Site Locations
- Meet with Commonwealth of Virginia Key Legislative Officials

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Update on Action Plan: Phase Three

Phase Three

(first 60-90 days of active employment)

- Review Most Recent Campus Climate Survey of All Students, Faculty, Staff, and Alumni
- Develop a Strategic Planning Process and Chart a Course of Action for its Development/Completion/Tracking
- Launch a Student Engagement and Success Council
- Meet with Every Academic College
- Conduct a Comprehensive Campus Tour with Facilities Management Staff
- Schedule Alumni Meetings Throughout the Region and Beyond
- Introductory Calls with Key Partners of Educational Institutions and Other Entities

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Landscape of Higher Education

- **National Challenges**
  - Skyrocketing Tuition
  - Student Debt
  - Public Value
  - Increased Competition for Students
  - Disinvestment in Higher Education
  - Public Good vs. Private Privilege
  - Industrial Model in Post-Industrial Society

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Landscape of Higher Education

- **Challenges Facing Radford University**
  - Recruitment
  - Retention
  - Graduation
  - Fundraising

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Recruitment: Undergraduate Headcount
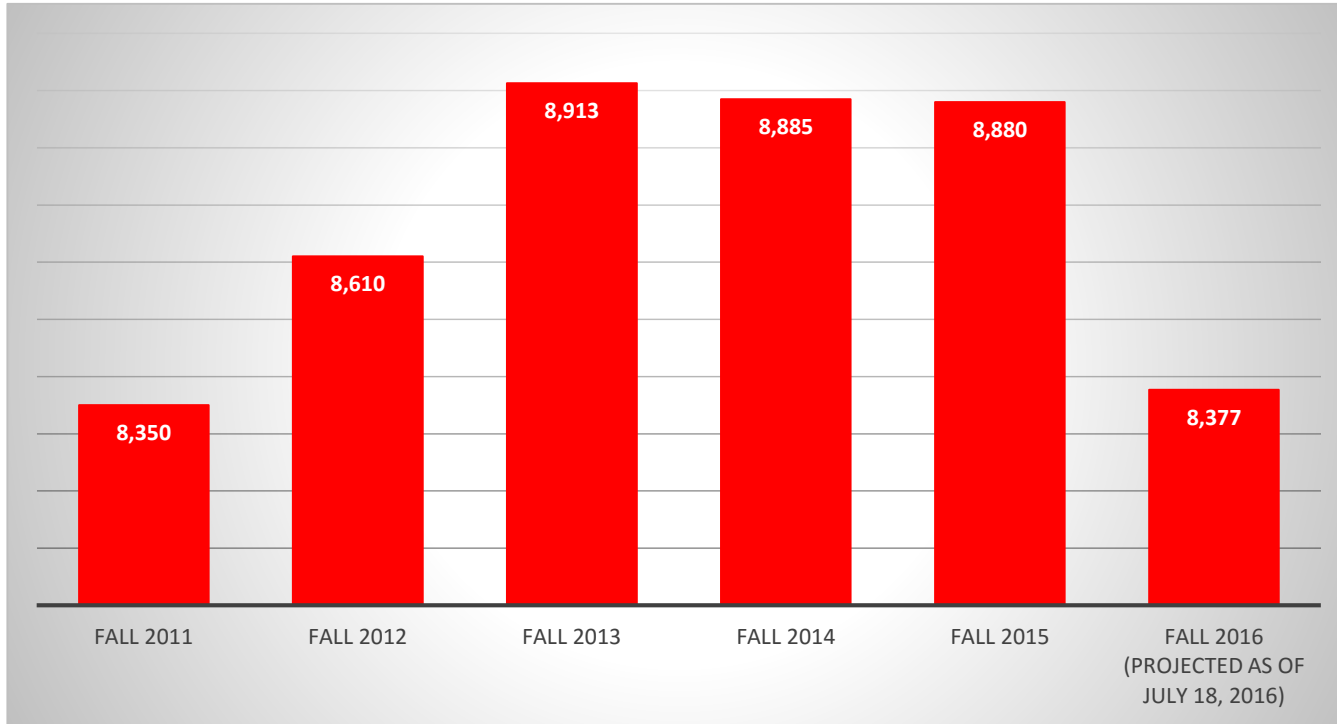
Recruitment: Graduate Headcount

Bar chart of Graduate Headcount:
- FALL 2011: 1,020
- FALL 2012: 963
- FALL 2013: 1,015
- FALL 2014: 913
- FALL 2015: 863
- FALL 2016 (PROJECTED AS OF JULY 18, 2016): 915
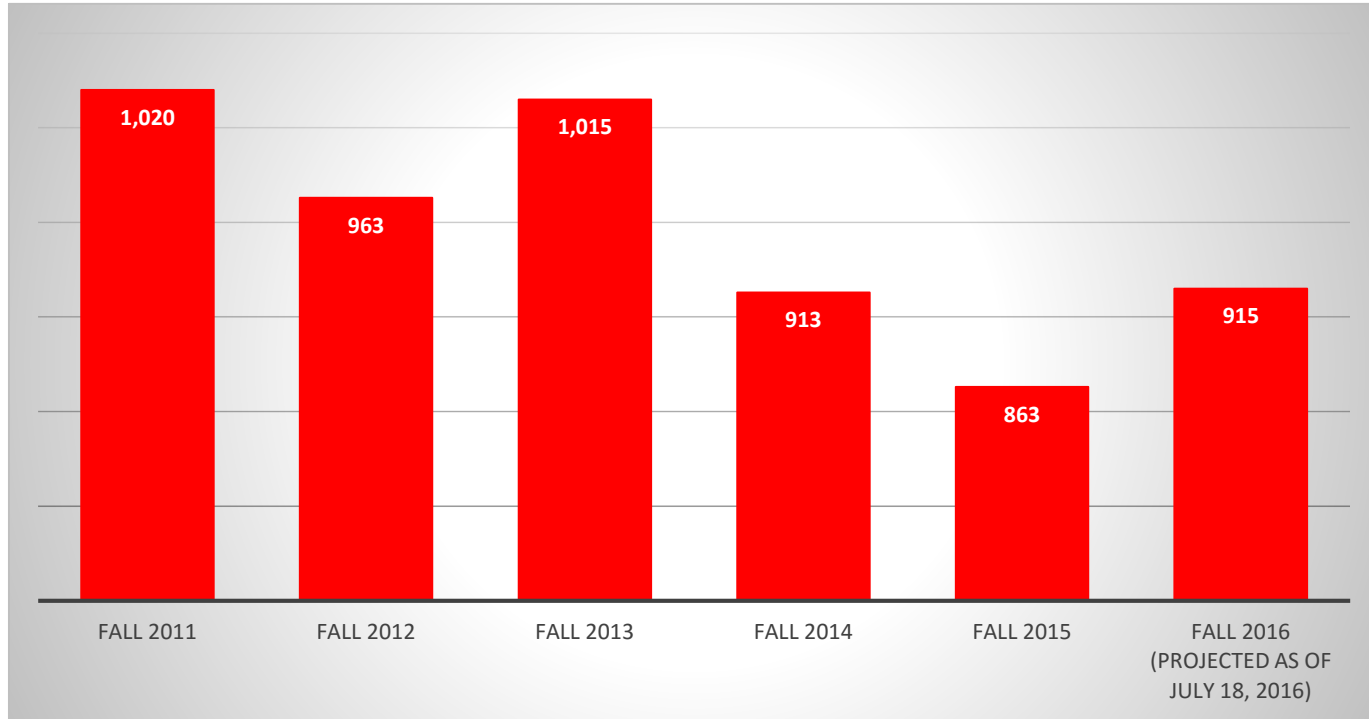
Recruitment: Total Headcount
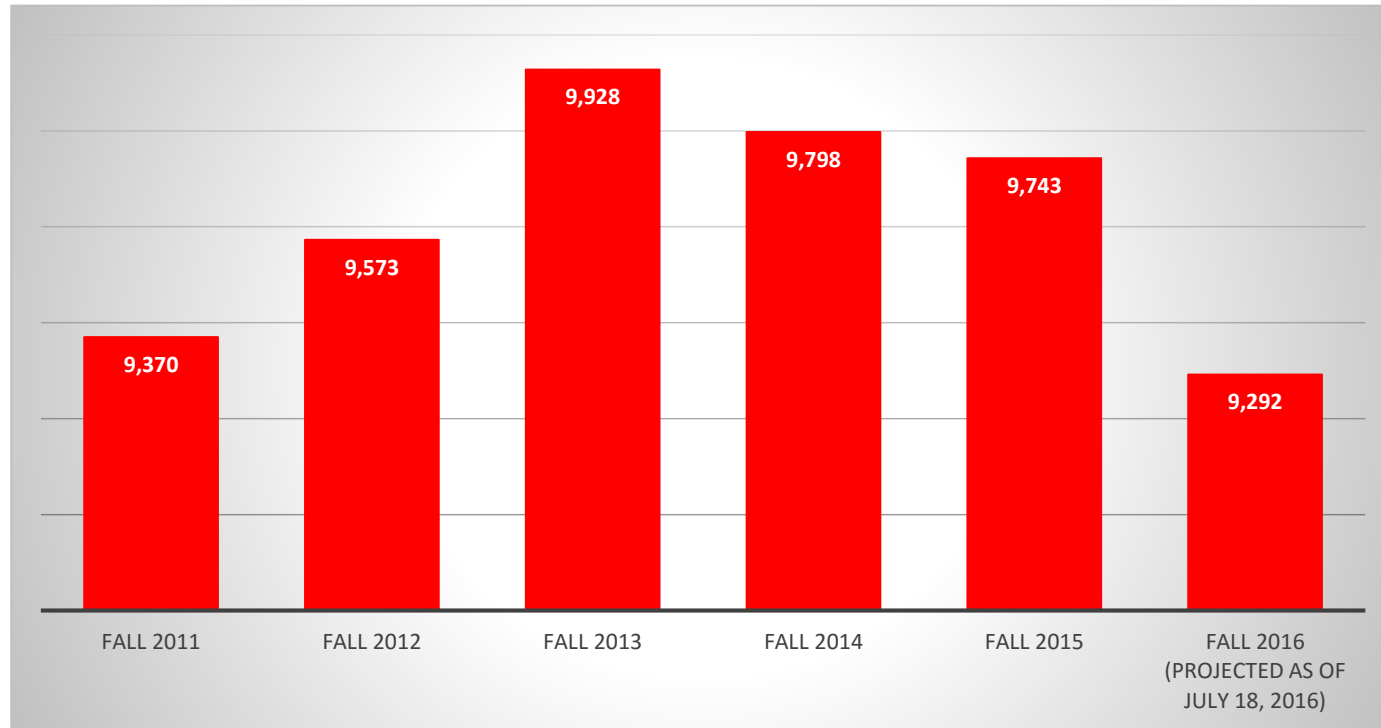
Recruitment: Incoming Freshmen Average SAT Score
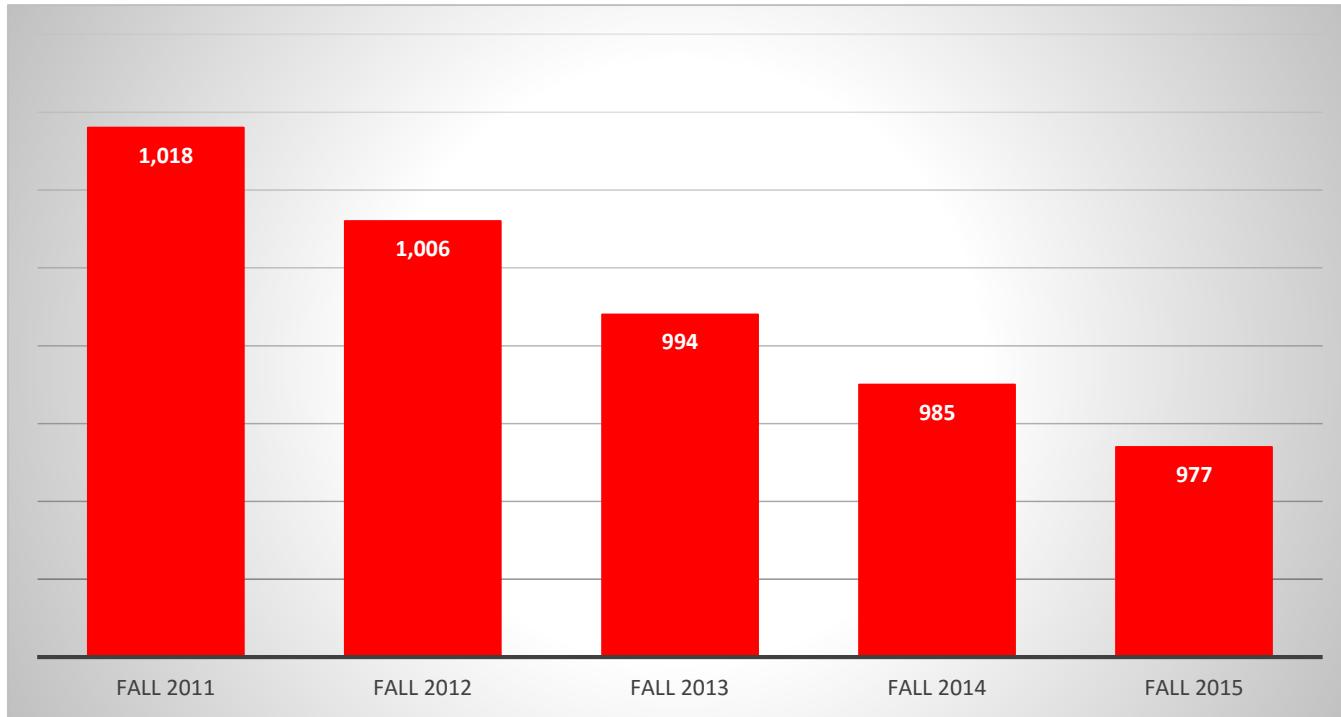
Recruitment: First Generation Freshmen
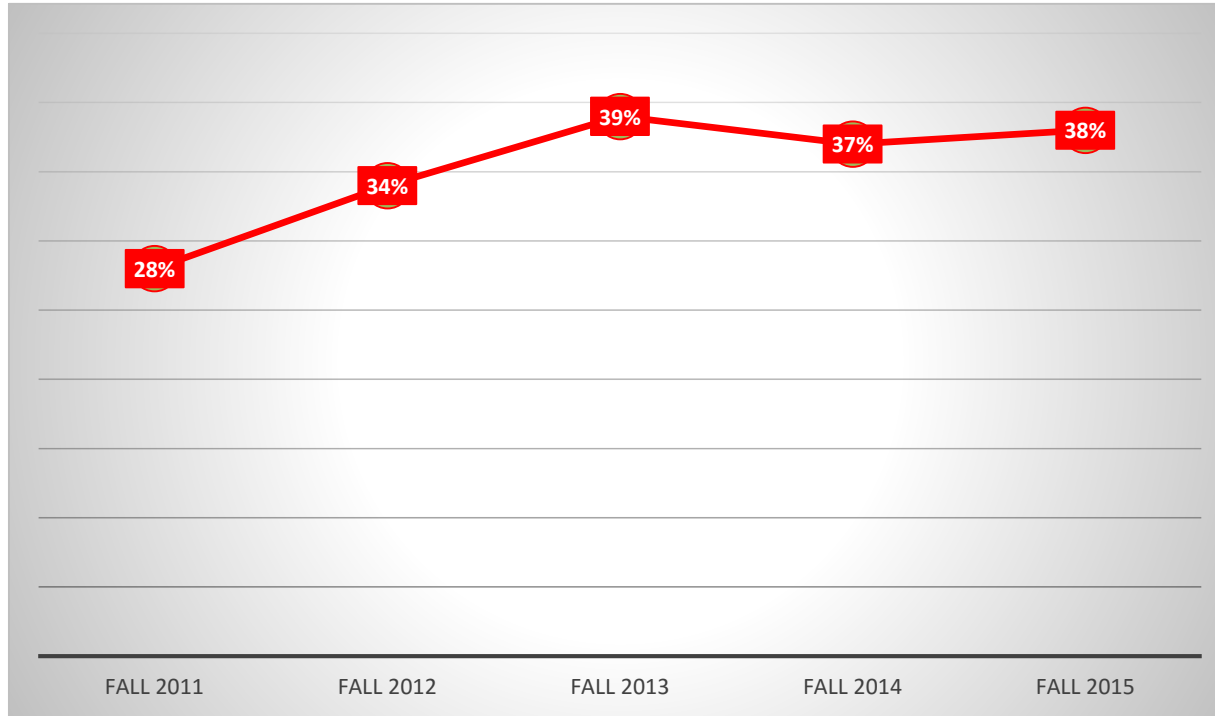
Retention: First-Time, Full-Time Freshmen
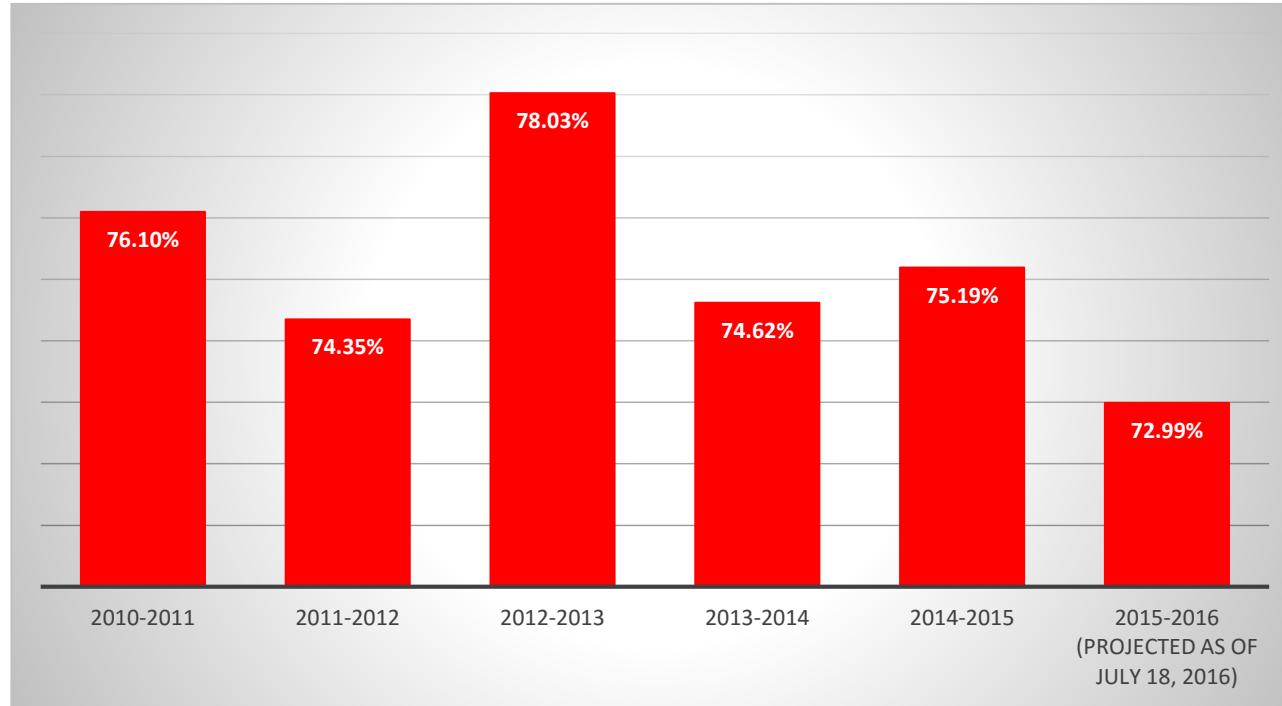
Retention Rates by SCHEV Institution

Retention Rates at Virginia Public 4-Year Universities (2014 Cohort Returning in 2015)				
Rank	Institution	Cohort	Retained	Retention Rate
1	University of Virginia	3,706	3,591	96.9%
2	College of William and Mary	1,511	1,439	95.2%
3	Virginia Tech	5,474	5,116	93.5%
4	Virginia Military Institute	452	416	92.0%
5	James Madison University	4,358	3,967	91.0%
6	Christopher Newport University	1,228	1,074	87.5%
7	George Mason University	3,080	2,674	86.8%
8	Virginia Commonwealth University	3,565	3,057	85.8%
9	University of Mary Washington	840	687	81.8%
10	Old Dominion University	2,764	2,224	80.5%
11	Longwood University	1,077	855	79.4%
12	Radford University	2,013	1,513	75.2%
13	Virginia State University	909	660	72.6%
14	Norfolk State University	557	403	72.4%
15	University of Virginia's College at Wise	304	219	72.0%

RADFORD UNIVERSITY

Graduation Rates by SCHEV Institution

	IPEDS Graduation Rates at Virginia Public 4-Year Universities (2008 Entering Cohort)								
	First-time, Full-Time, Degree-Seeking Students	**At Entry**	**Graduates within 4 yrs**		**Graduates in Year 5**			**Graduates in Year 6**		
Rank	**Institution**	**Adjusted Cohort**	**N**	**4 Years**	**N**	**%**	**5 Years**	**N**	**%**	**6 Years**
1	University of Virginia-Main Campus	3,251	2842	87.4%	198	6.1%	93.5%	21	0.6%	94.2%
2	College of William and Mary	1,381	1,146	83.0%	88	6.4%	89.4%	15	1.1%	90.4%
3	Virginia Tech	5390	3306	61.3%	997	18.5%	79.8%	151	2.8%	82.6%
4	James Madison University	3,956	2,577	65.1%	606	15.3%	80.5%	78	2.0%	82.4%
5	University of Mary Washington	848	539	63.6%	68	8.0%	71.6%	11	1.3%	72.9%
6	Virginia Military Institute	391	210	53.7%	56	14.3%	68.0%	11	2.8%	70.8%
7	Christopher Newport University	1,134	624	55.0%	129	11.4%	66.4%	13	1.1%	67.5%
8	George Mason University	2,476	1,099	44.4%	439	17.7%	62.1%	118	4.8%	66.9%
9	Longwood University	1043	467	44.8%	187	17.9%	62.7%	36	3.5%	66.2%
10	Virginia Commonwealth University	3,640	1227	33.7%	727	20.0%	53.7%	200	5.5%	59.2%
11	Radford University	1,871	809	43.2%	258	13.8%	57.0%	32	1.7%	58.7%
12	Old Dominion University	2,757	652	23.6%	597	21.7%	45.3%	173	6.3%	51.6%
13	Virginia State University	1,286	302	23.5%	203	15.8%	39.3%	46	3.6%	42.8%
14	The University of Virginia's College at Wise	427	98	23.0%	68	15.9%	38.9%	14	3.3%	42.2%
15	Norfolk State University	1036	182	17.6%	141	13.6%	31.2%	30	2.9%	34.1%

Fundraising: Total Giving
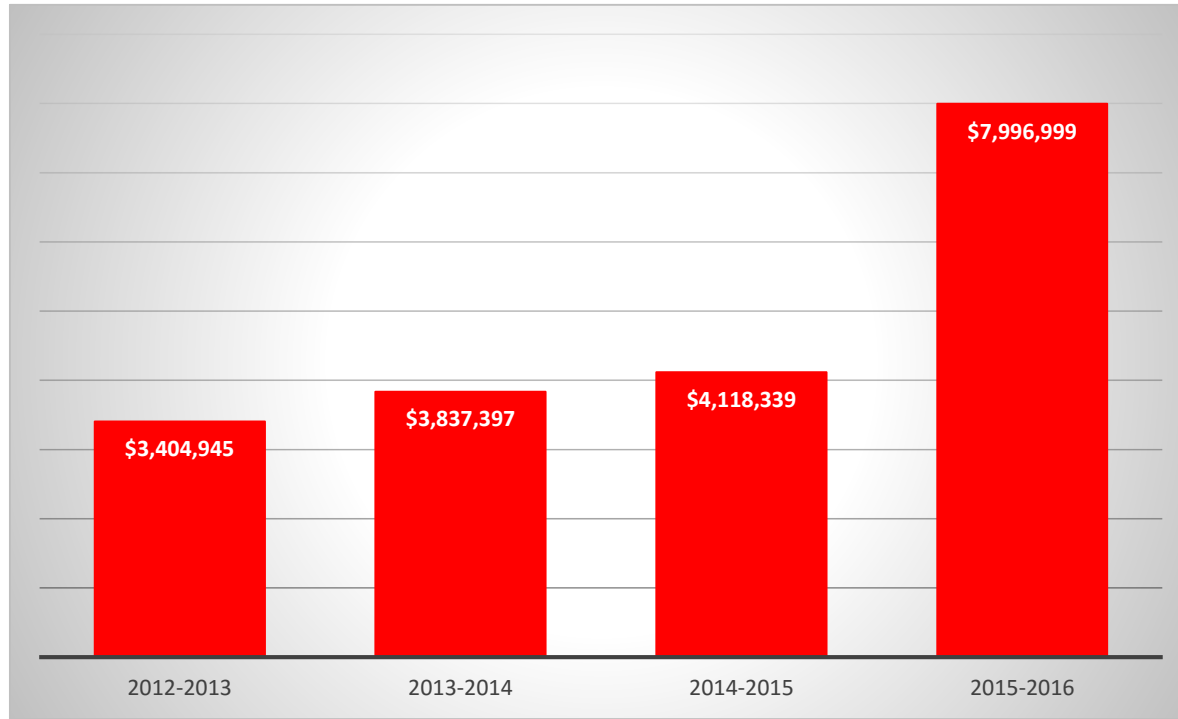
Fundraising: Total Number of Donors

2012-2013	2013-2014	2014-2015	2015-2016
4,536	5,179	4,787	4,344
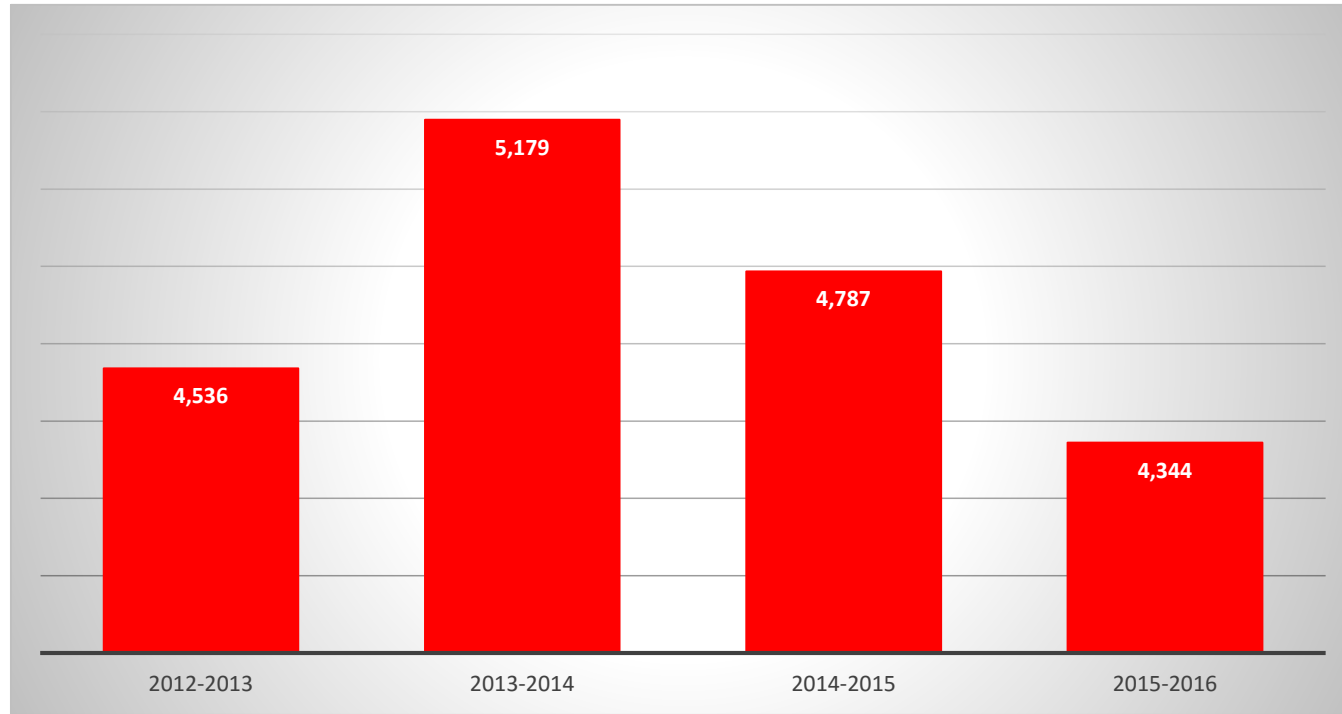
The Path Forward

- **Fundamental Principals**

- **Strategic Areas of Focus**

- **Strategic Planning Process**

The Path Forward: Fundamental Principals

- **Excellence**

- **Accountability**

- **Transparency**

- **Student Centeredness**

The Path Forward: Strategic Areas of Focus

- **Brand Identity**
- **Academic Excellence and Research**
- **Student Success**
- **Strategic Enrollment Growth**
- **Economic Development and Community Partnerships**
- **Philanthropic Giving and Alumni Engagement**

RADFORD UNIVERSITY

Brand Identity: Prospective Students

Brand Identity: Parents of Prospective Students

Academic Excellence and Research

Amount Awarded in Sponsored Agreements
Fiscal Years 2005-2015

	'05-'06	'06-'07	'07-'08	'08-'09	'09-'10	'10-'11	'11-'12	'12-'13	'13-'14	'14-'15
Series2	6.0M	6.1M	5.6M	6.0M	7.5M	5.0M	6.3M	5.4M	5.7M	5.9M

Student Success

RADFORD UNIVERSITY

Strategic Enrollment Growth

Philanthropic Giving

The Path Forward: Strategic Planning Process

- **Engagement and Feedback**
  - Presidential Forums with Students, Faculty, and Staff (July and August)
  - Alumni Receptions (July and August)
  - College Orientations (August)
  - Budget Planning Summit (September)
  - Academic Department Tours (Fall and Spring)

The Path Forward: Strategic Planning Process

- **Steering Committee and Subgroups**
  - Request for Appointments from Shared Governance Leaders (August-September)
  - Formal Appointments (Late September-Early October)
  - Initial Meeting of Steering Committee (October 17, 2016)
  - Meetings of Steering Committee and Subgroups (October 2016-October 2017)

The Path Forward: Strategic Planning Process
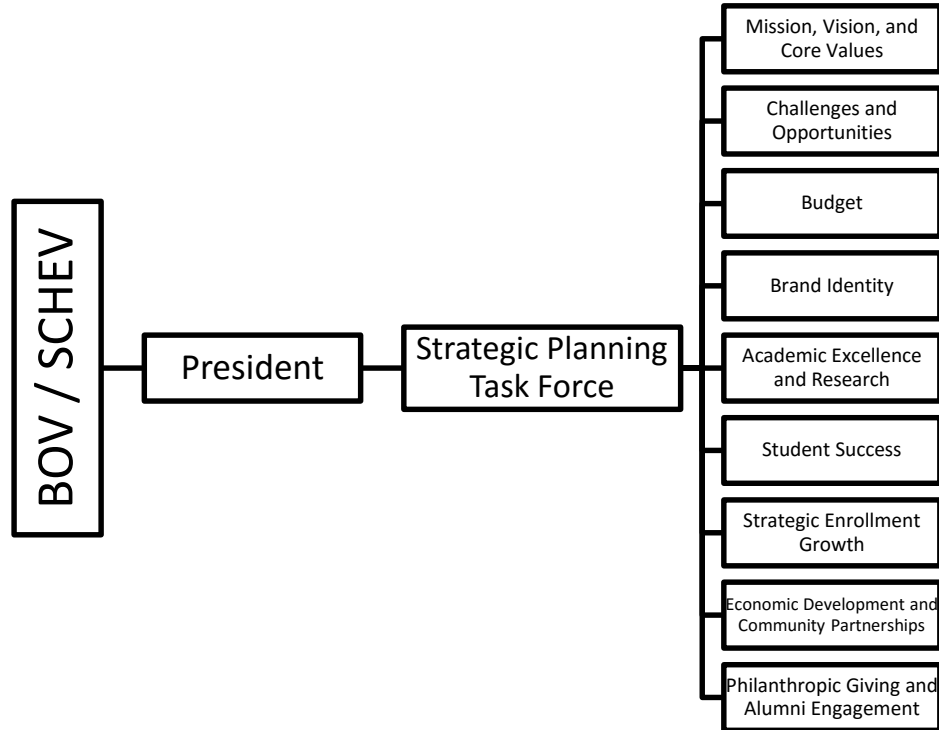
The Path Forward: Strategic Planning Process

- **Submission Outline**
  - Broad Areas
  - Specific Items
    - Goal
    - Strategy
    - Key Performance Indicator
    - Responsible Party
    - Timeline
    - Budget
    - Other

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2018-2023 Strategic Planning Subgroup Submission

Submitted by: _____ Date: _____

Goal: _____

Strategy: _____

Key Performance Indicator
- Baseline:
- Target
  - Annual (if applicable):
  - Comprehensive (2023):

Responsible Party: _____

Timeline: _____

Budget: _____

Other: _____

The Path Forward: Strategic Planning Process

- **BOV**
  - Regular Updates
  - Presentation of DRAFT Plan for Feedback (September 2017)
  - Presentation of Proposed Plan for Review and Approval (October or November 2017)
- **SCHEV**
  - Presentation of Proposed Plan for Review and Approval (October or November 2017)
- **November-December 2017 Awareness and Distribution Campaign and January 2018 Formal Implementation**

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The Path Forward: Strategic Planning Process

- **Final Products**
    - 2018-2023 Executive Summary
    - 2018-2023 Comprehensive Plan (Extensive Document with Appendices)
    - Website
- **Regular Updates**
    - Comprehensive Reporting with Public Posting

RADFORD UNIVERSITY

2016-17 Projected University Operating Budget ($206M)

- Radford University is comprised of five major programmatic operational functions

- Using projected expenditures, Radford University's proposed **total annual operating expenditure budget is $206 million**

($ in millions)

Auxiliary Enterprises
$61.3
29.8%

Sponsored Programs
$6.1
3.0%

Student Financial Assistance
$12.0
5.8%

Educational & General
$126.6
61.5%

RADFORD UNIVERSITY
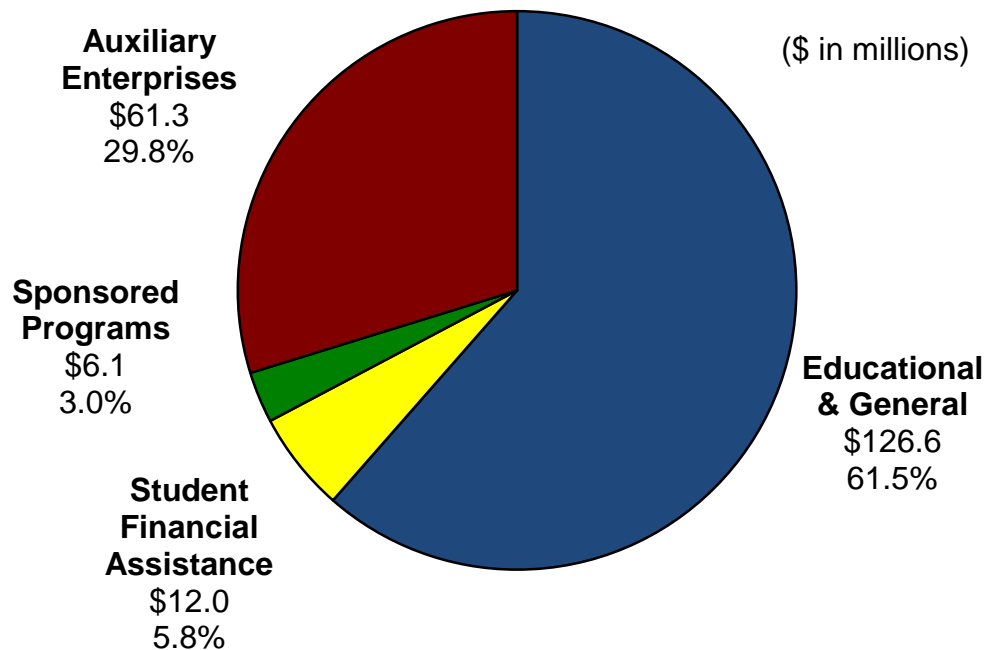
2016-17 Projected E&G Revenue by Fund Source ($126.6M)

($ in millions)

Tuition & Fees
$72.4
57.2%

Other
$2.7
2.1%

General Fund
$51.5
40.7%
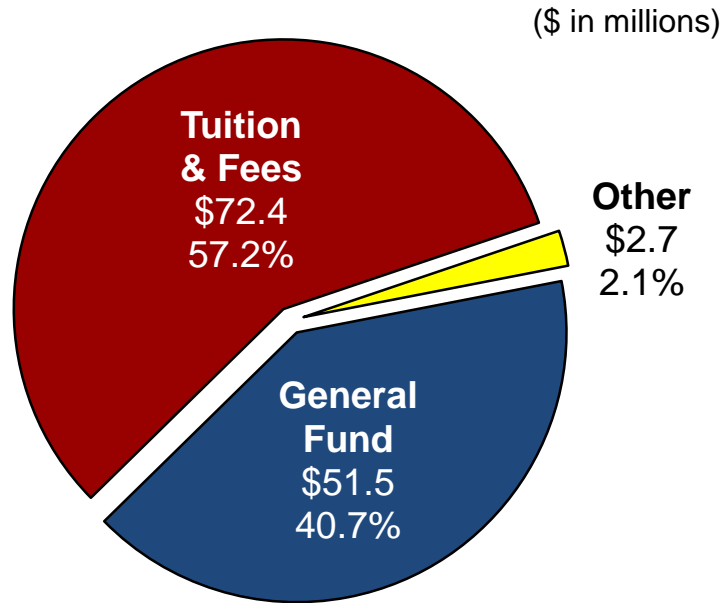
- Higher Education is not a mandated state budget item, but state policy seeks to contribute 67% share of the cost of education

GF Percent (%) of E&G Revenue

'02	'03	'04	'05	'06	'07	'08	'09	'10	'11	'12	'13	'14	'15	'16	'17 Proj
63.1%	58.3%	52.1%	52.0%	52.1%	54.5%	54.8%	54.5%	50.0%	45.5%	40.6%	41.2%	40.8%	40.0%	39.2%	40.7%

Board of Visitors Annual Retreat

RADFORD UNIVERSITY
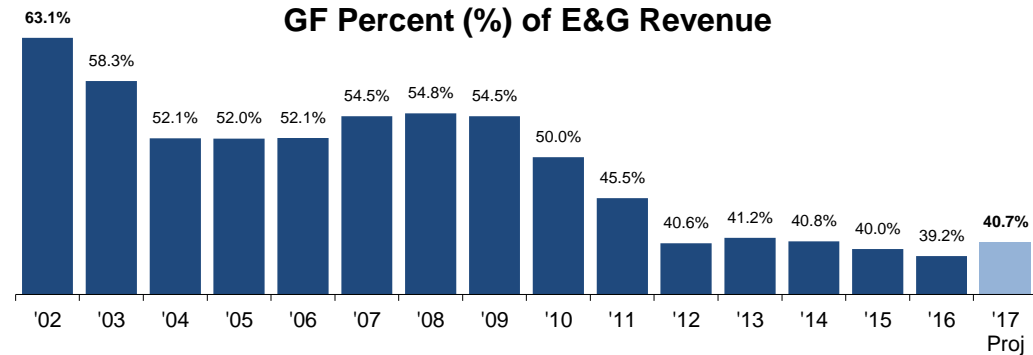
E&G Revenue Trend by Source: 2001-2017 Projected

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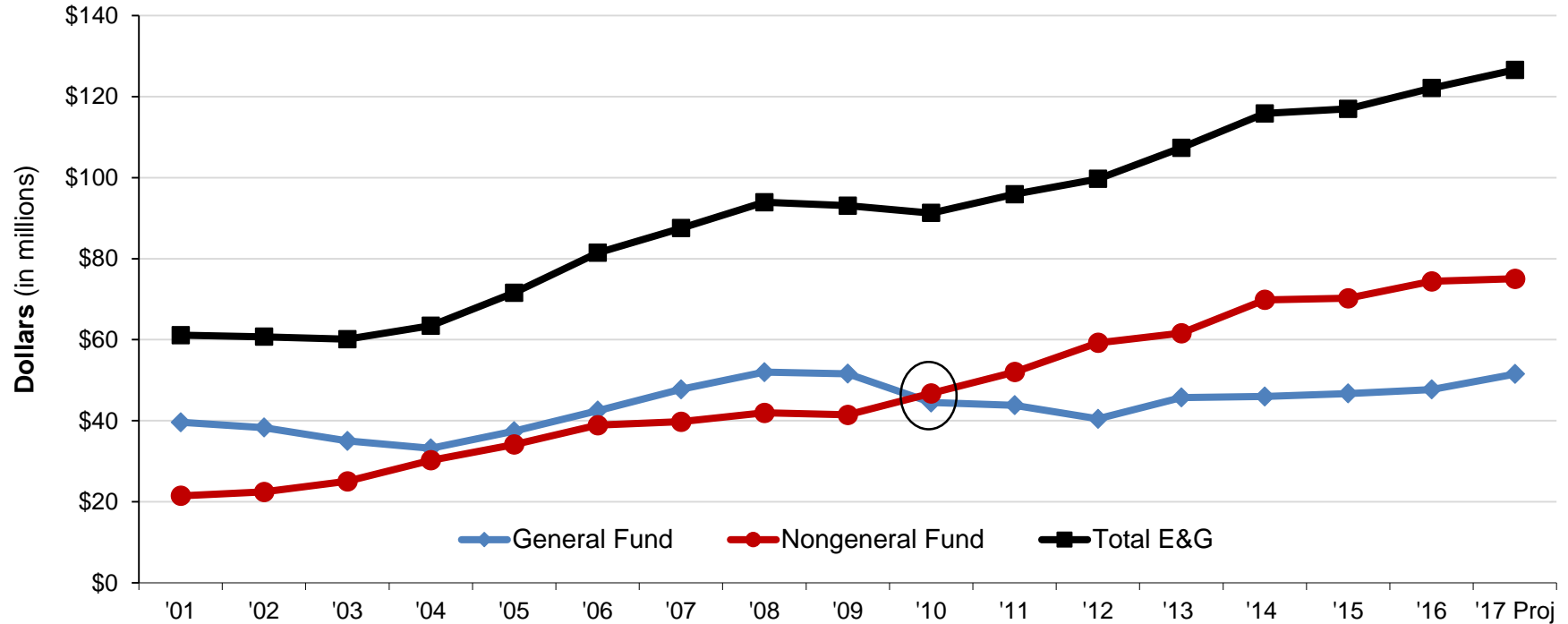
Average Funding per FTE: VA 4 Year Peer Institutions
Source: SCHEV (2015-16 Constant Dollars)
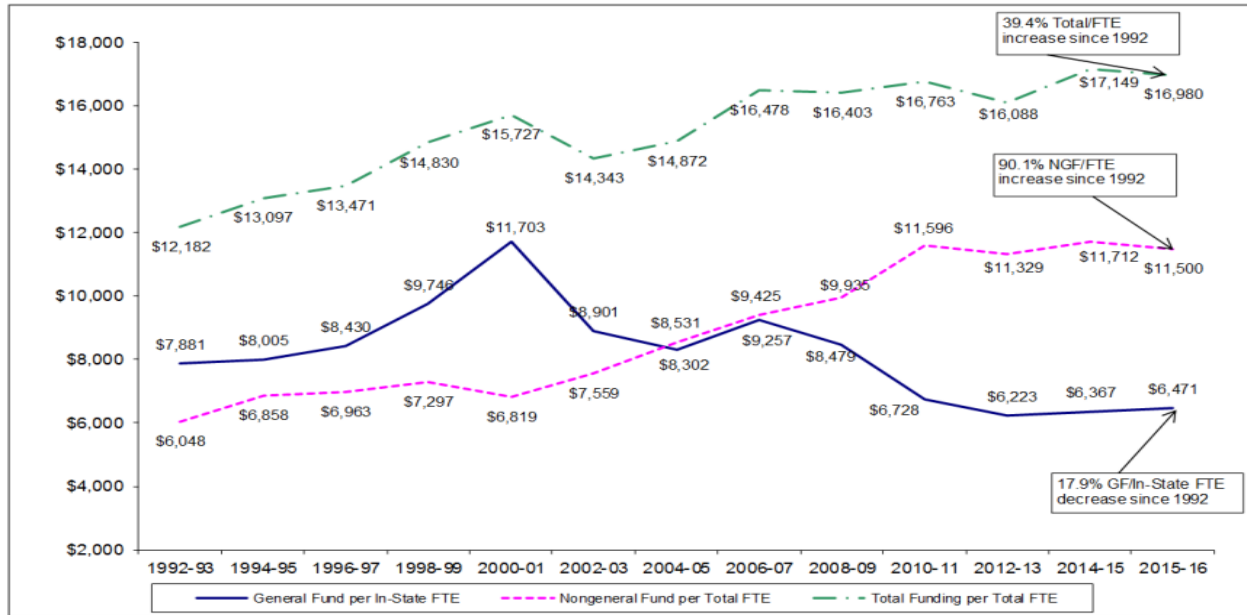
General Fund per In-State FTE: Variance to RU
Source: IPEDS (2013-14) – Four Year Publics

	CWM	VMI	VT	UVA	VSU	NSU	UVA-W	VCU	ODU	GMU	LU	CNU	UMW	RU	JMU
Per FTE Funding	$12,675	$11,563	$11,383	$10,784	$10,009	$9,794	$9,326	$8,806	$7,206	$6,541	$6,389	$6,220	$6,115	$5,865	$5,665
Variance to RU	$6,810	$5,698	$5,518	$4,919	$4,144	$3,929	$3,461	$2,941	$1,341	$676	$524	$355	$250	$0	($200)
Peer Rank	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

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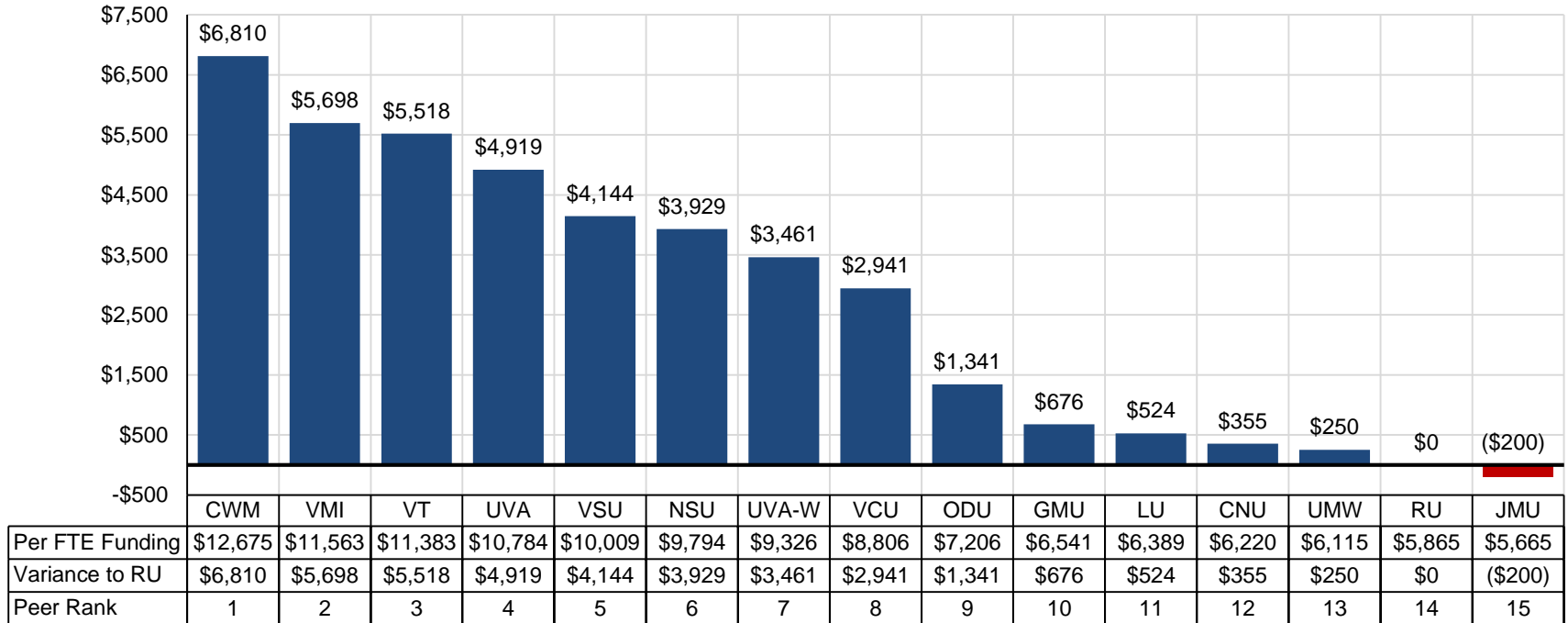
Enrollment Trends: 1997 – 2017 Projected

	'96-97	'97-98	'98-99	'99-00	'00-01	'01-02	'02-03	'03-04	'04-05	'05-06	'06-07	'07-08	'08-09	'09-10	'10-11	'11-12	'12-13	'13-14	'14-15	'15-16 Proj	'16-17 Proj
Annual FTE	7,837	7,920	7,894	8,049	8,273	8,630	8,659	8,766	8,933	9,285	8,881	8,810	8,876	8,558	8,825	9,139	9,410	9,702	9,586	9,518	9,213

	A -> B	B -> C
Change in FTE:	+1,144	-489
Dollar Impact:	$5.03M	-$2.15M

Board of Visitors Annual Retreat

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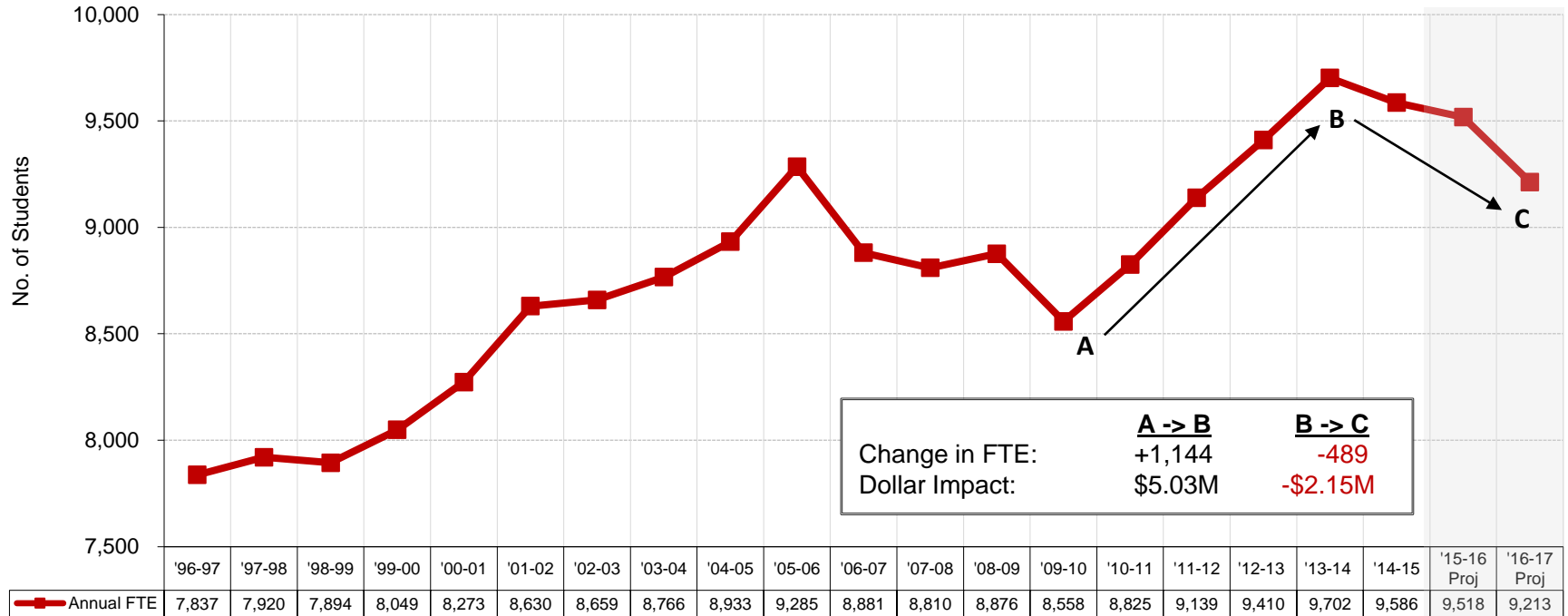
2016-17 ISUG Tuition & Mandatory E&G Fees

Comparison, In-State Undergraduate
RU and Average 4-year Virginia Public Institutions of Higher Education

	2016-17
ISUG Tuition:	$6,991
E&G Fee:	54
	$7,045

Average data points: $4,201 (2006-07), $4,468 (2007-08), $4,761 (2008-09), $5,012 (2009-10), $5,670 (2010-11), $6,230 (2011-12), $6,501 (2012-13), $6,829 (2013-14), $7,290 (2014-15), $7,810 (2015-16), $8,168 (2016-17*)

RU data points: $3,728 (2006-07), $4,026 (2007-08), $4,187 (2008-09), $4,396 (2009-10), $5,060 (2010-11), $5,556 (2011-12), $5,756 (2012-13), $6,086 (2013-14), $6,440 (2014-15), $6,842 (2015-16), $7,045 (2016-17*)

Board of Visitors Annual Retreat

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Cost vs Price Trend: 2009-2016 Constant Dollars
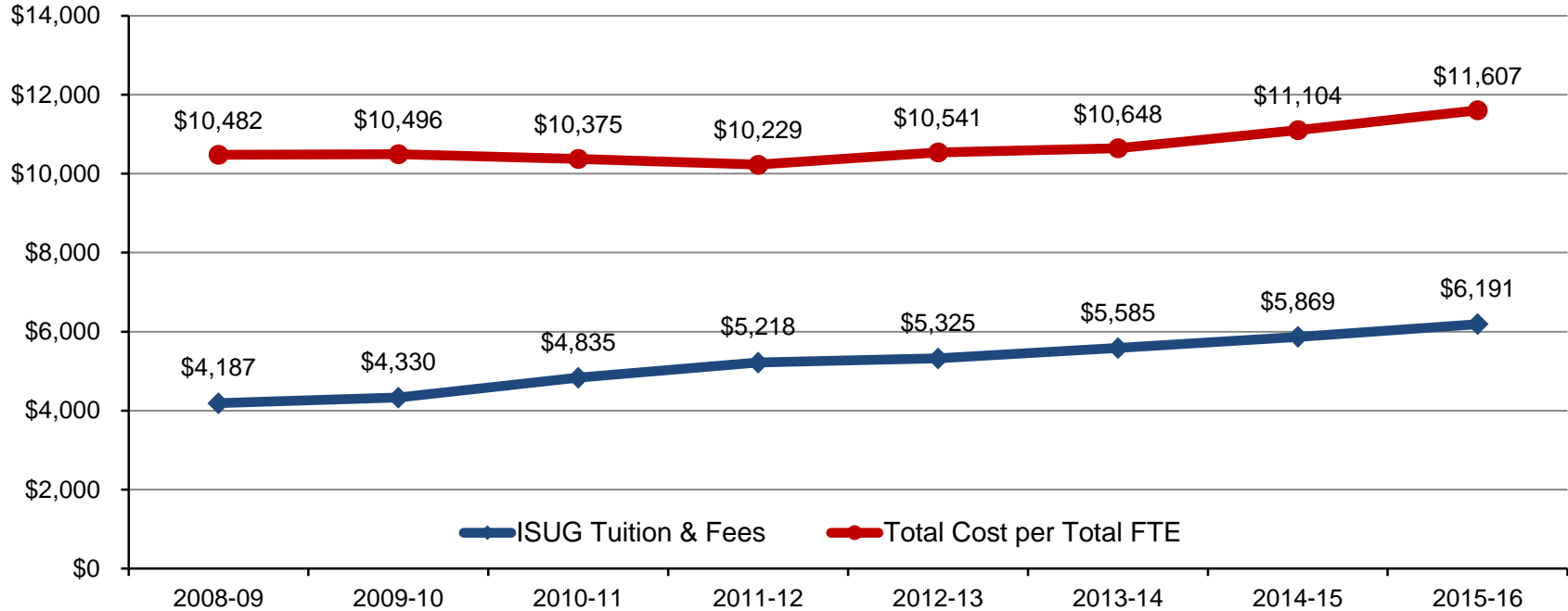
*2008-09 Constant Dollars

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VA Institutions Functional Spend per FTE:
Source: IPEDS (2013-14) – Four Year Publics

	Total FTE	Expenses Per FTE
Radford University	9,702	$12,900
Avg. In-State Peer Institutions	12,939	$25,606
RU Variance from Mean	(3,237)	($12,706)
Avg. Comprehensive Peer Institutions	6,572	$15,417
RU Variance from Mean	3,130	($2,517)

	Total FTE	Total Expenses Per FTE	Rank
Doctoral Institutions			
William & Mary	7,674	$34,658	14
George Mason	26,812	$22,806	10
Old Dominion	20,091	$14,530	3
University of Virginia	22,201	$49,110	15
Virginia Commonwealth	27,173	$28,339	12
Virginia Tech	30,978	$33,183	13
Comprehensive Institutions			
Christopher Newport	5,135	$15,094	5
James Madison	20,027	$14,984	4
Longwood	4,766	$13,961	2
Norfolk State	5,955	$16,450	7
Radford	9,702	$12,900	1
Mary Washington	4,370	$15,466	6
Univ of Virginia at Wise	1,804	$16,731	8
Virginia Military Institute	1,893	$28,051	11
Virginia State	5,498	$17,060	9

Ranking by per FTE Spending:

1	6	10	15

Low ⟶ High

2016-17 E&G Operations: Division Composition

Dollars (in millions)

Division	Amount
Academic Affairs	$66.9
Finance & Administration	$13.4
Information Technology	$8.0
Central Administration	$1.5
Student Affairs	$1.0
University Relations	$2.0
University Advancement	$2.3
Central Resources	$31.4

Academic Affairs
- Colleges/Deans
- Library
- Academic Administration
- Assessment
- Enrollment Management
- Registrar
- Financial Aid
- Advising

Finance & Administration
- Facilities Maint.
- Police Dept.
- Emergency Preparedness
- Human Resources
- Financial Services
- Safety
- Post Office
- Capital Outlay

Information Technology
- Academic Computing
- Enterprise Systems
- IT Security
- Computer Labs
- Printing
- TV/Radio
- Web Services
- Network Services
- Help Desk

Central Administration
- President's Office
- BOV
- Internal Audit
- Diversity & Equity (Title IX)

Student Affairs
- Dean of Students
- Diversity & Inclusion
- Student Conduct

University Relations
- Media Relations
- Marketing
- Branding
- Photography

University Advancement
- Alumni Relations
- Major Gifts
- Annual Fund
- Special Events

Central Resources
- Interdivisional Resources
- Fringe Benefits
- Utilities
- Leases
- Insurance

2016-17 Projected E&G Expenditures by Category

($ in millions)

Personal Services
$101.6
80.2%

Nonpersonal Services
$25.0
19.8%

Board of Visitors Annual Retreat

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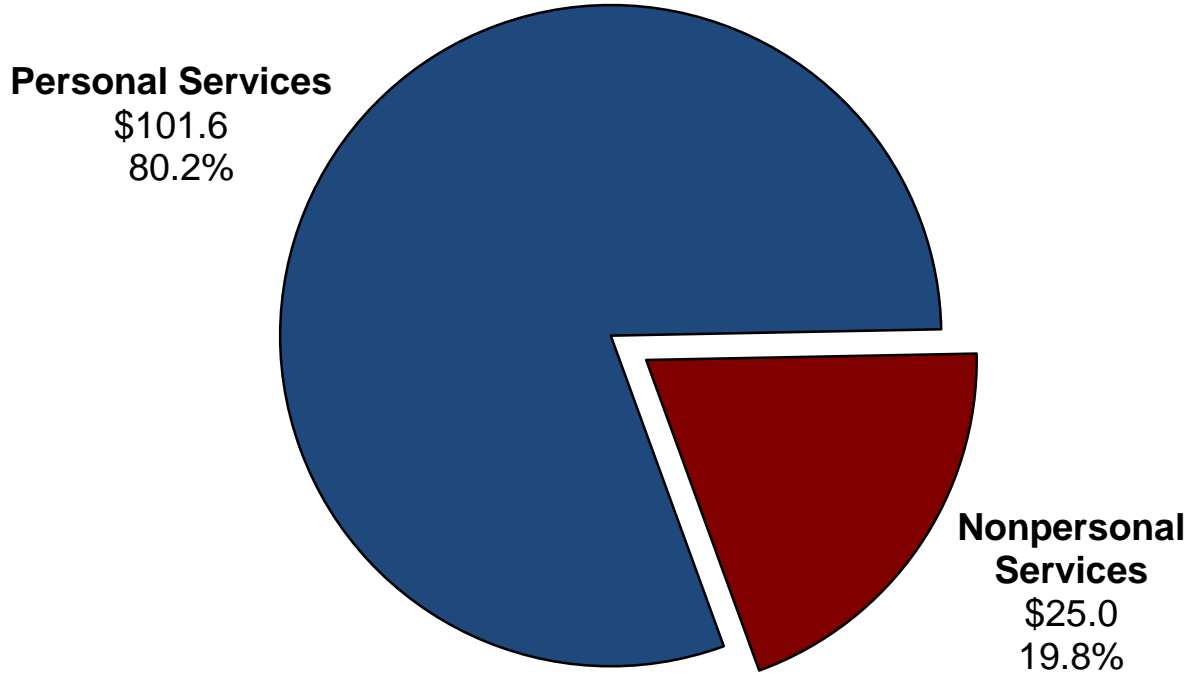
Debt Funded Projects

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<u>Current</u> Auxiliary Debt Funded Projects

Student Recreation & Wellness Center

Project #17563

Type: Construction

Project Cost: $31.6M

↳ **Debt**: $26.0M / **Cash**: $5.6M

Annual Debt Service: $1.760M

Washington Hall Renovations

Project #17948

Type: Renovation

Project Cost: $8.9M

↳ **Debt**: $5.4M / **Cash**: $3.5M

Annual Debt Service: $345K

Residence Hall Umbrella Project

1. Pocahontas Hall
2. Draper Hall
3. Bolling Hall
4. Muse Hall

Project #17565

Type: Renovation

Project Cost: $36.0M*

↳ **Debt**: $30.0M* / **Cash**: $6.0M*

Annual Debt Service: $2.260M*

* Estimate as project is not yet complete

<u>Future</u> Auxiliary Debt Funded Projects

Hurlburt "*The Bonnie*" Addition

Project #17564

Type: Construction

Project Cost: $20M*

  ↳ **Debt**: $10.0M* / **Cash**: $10.0M*

Annual Debt Service: $800K*

Debt Service Fee : Included

New Residence Hall
(Hypothetical)

Type: Construction

Project Cost: $60M

  ↳ **Debt**: $60.0M / **Cash**: $0.0M

Annual Debt Service: $4.48M

Residential Rates: + 30% increase

~ $1,500/student

New Convocation Center
(Hypothetical)

Type: Construction

Project Cost: $80M

  ↳ **Debt**: $40.0M / **GF**: $40.0M

Annual Debt Service: $2.90M

Debt Service Fee : + 51% Increase

~ $153/student

Cumulative Debt Funding

Present → Future

	Student Recreation	Washington Hall	Umbrella Project	Hurlburt Addition	New Residence Hall*	New Convocation Center*
Cumulative Project Debt	$26.0	$31.4	$61.4	$71.4	$131.4	$171.4
Annual Debt Service	$1.8	$2.1	$4.4	$5.2	$9.6	$12.5

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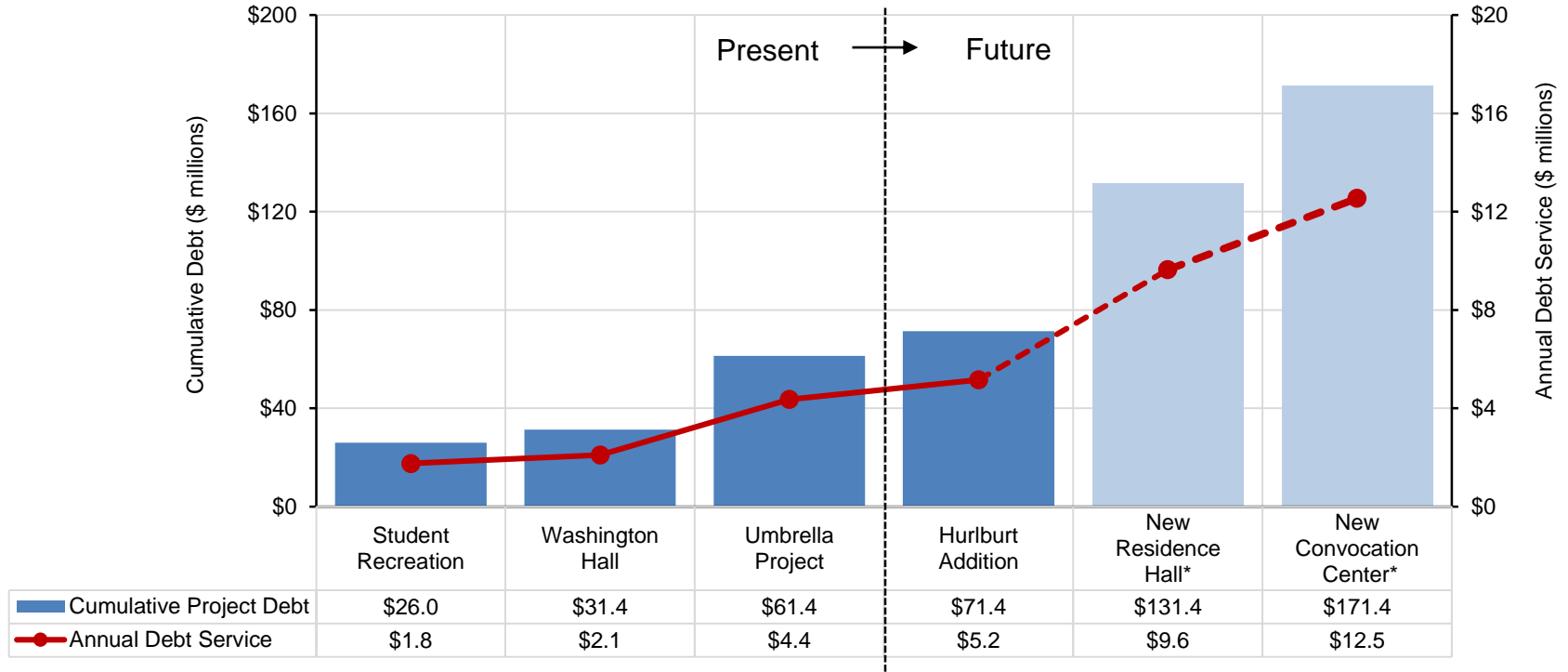
Composite Financial Index (CFI)

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Composite Financial Index

- **In an attempt to quantify the overall financial well being of the University the index is a composite of four core ratios:**

  1. **Primary Reserve** – assess resources are sufficient and flexible
  2. **Viability** – assess the strategic management of resources
  3. **Return on Net Position** – evaluate asset management and performance
  4. **Net Operating Revenue** – assess if operating within available resources

- Scores range -4 to 10, with 3 representing a threshold of financial health
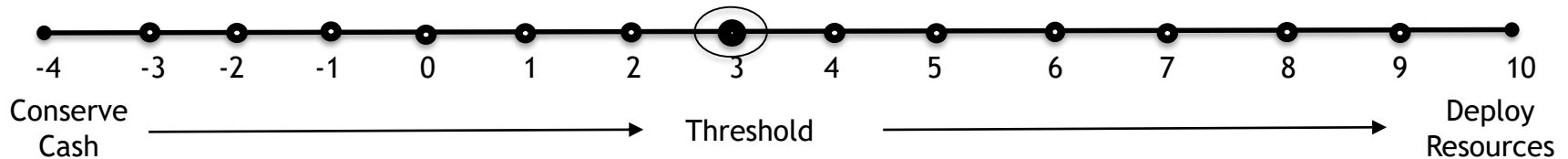
Composite Financial Index

| Threshold | Radford University | | | | | | |
Value	FY 2015**	FY 2015	FY 2014	FY 2013	FY 2012	FY 2011	FY 2010
Primary Reserve 0.400	0.386	0.061	0.396	0.346	0.366	0.389	0.336
Viability 1.250	1.441	0.226	1.701	2.297	6.281	11.789	9.820
Return on Net Position 3% - 4%	12.441%	15.746%	8.149%	5.175%	12.784%	9.929%	6.450%
Net Operating Revenues 2% - 4%	0.863%	1.271%	2.383%	3.867%	4.567%	5.061%	0.001%
Composite Financial Index (CFI) 3.000	3.592	2.106	3.625	3.908	6.393	6.240	5.030

| Threshold | Combined - University and Foundation | | | | | | |
Value	FY 2015**	FY 2015	FY 2014	FY 2013	FY 2012	FY 2011	FY 2010
Primary Reserve 0.400	0.594	0.278	0.587	0.476	0.485	0.518	0.431
Viability 1.250	2.224	1.038	2.467	3.084	7.978	14.212	11.553
Return on Net Position 3% - 4%	11.823%	14.278%	8.469%	5.410%	10.746%	9.830%	5.587%
Net Operating Revenues 2% - 4%	3.537%	3.923%	6.031%	5.566%	4.343%	7.136%	0.282%
Composite Financial Index (CFI) 3.000	5.116	3.592	5.324	5.177	6.472	6.846	5.234

**indicates ratios were prepared using financial results exclusive of the implementation of GASB 68.

Board of Visitors Annual Retreat　　RADFORD UNIVERSITY

Athletics

RADFORD UNIVERSITY

Board of Visitors Annual Retreat   July 2016

Athletics - Revenue Outlook

	Actual	Projections				
	2015-16	**2016-17**	**2017-18**	**2018-19**	**2019-20**	**2020-21**
Comprehensive Fees	11,272,304	11,100,045	11,100,045	11,100,045	11,100,045	11,100,045
Conference - Big South	210,932	340,000	340,000	340,000	340,000	340,000
NCAA - Allocations	345,787	163,750	163,750	163,750	163,750	163,750
Sales & Sports Revenue	638,266	821,250	821,250	821,250	821,250	821,250
Outside Assistance	142,142	0	0	0	0	0
Total Operating Revenue (a)	**12,609,431**	**12,425,045**	**12,425,045**	**12,425,045**	**12,425,045**	**12,425,045**
Foundation Support	145,000	195,086	195,086	195,086	195,086	195,086
Debt Service - FDN	119,336	66,172	66,172	66,172	66,172	66,172
Rebates & Contracts	207,505	154,955	154,955	154,955	154,955	154,955
Volunteer Allowance	70,000	70,000	70,000	70,000	70,000	70,000
Total External Resources (b)	**541,841**	**486,213**	**486,213**	**486,213**	**486,213**	**486,213**
Total Resources (❶=a+b)	**13,151,272**	**12,911,258**	**12,911,258**	**12,911,258**	**12,911,258**	**12,911,258**
Subsidy Provisions (c)	**1,148,329**	**1,153,343**	**1,153,343**	**1,153,343**	**1,140,579**	**1,140,579**
Subsidy (d)	11,272,304	11,100,045	11,100,045	11,100,045	11,100,045	11,100,045
Revised Subsidy (❷=d-c)	**10,123,975**	**9,946,702**	**9,946,702**	**9,946,702**	**9,959,466**	**9,959,466**
Subsidy Percent (=❷/❶)	*76.98%*	*77.04%*	*77.04%*	*77.04%*	*77.14%*	*77.14%*

Athletics - Operating Outlook

	Actual	Projections			
	2016-17	**2017-18**	**2018-19**	**2019-20**	**2020-21**
Operating Levels					
Direct Revenue Level (a)	**12,425,045**	**12,425,045**	**12,425,045**	**12,425,045**	**12,425,045**
Salaries & Benefits	4,655,822	4,849,057	4,994,528	5,144,364	5,298,695
Wages	402,129	414,193	426,619	439,417	452,600
Operating	3,017,362	3,107,883	3,201,119	3,297,153	3,396,068
Scholarships	3,244,044	3,341,365	3,441,606	3,544,854	3,651,200
Admin Overhead	1,009,685	1,039,976	1,071,175	1,103,310	1,136,409
Total Direct Expenses (b)	**12,329,042**	**12,752,473**	**13,135,047**	**13,529,099**	**13,934,972**
Surplus/(Deficit) (=a-b)	**96,003**	**(327,428)**	**(710,002)**	**(1,104,054)**	**(1,509,927)**

2018 - 2021 assume 3.00% increase in cost

RADFORD UNIVERSITY

Questions (?)

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Diversity at a Glance 2016

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It's been a half century since the country's colleges have been so upset.

- Time Magazine 2016

University of California - Davis   St. Olaf

Inside Our University |Diversity and Inclusion   RADFORD UNIVERSITY

RECENT PROTEST AT RADFORD

Goals for Diversity on Campus

1. Achieving access and equity for historically underrepresented groups.

2. Creating a multicultural and inclusive campus climate for the entire institutional community.

3. Enhancing domestic and international research and scholarship around issues of diversity.

4. Preparing all students for a national and global society that is diverse and interconnected.
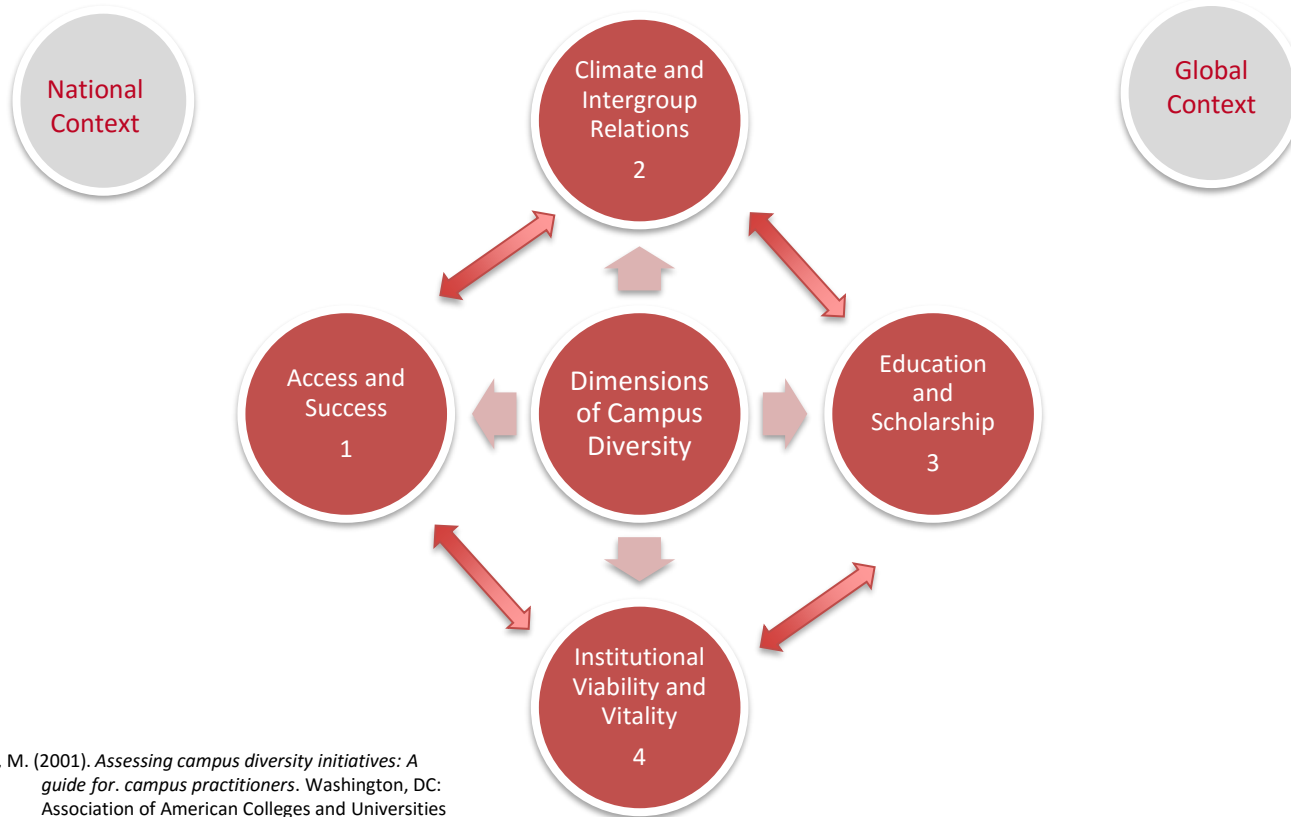
Williams, D. A. (2013). *Strategic diversity leadership: Activating change and transformation in higher education*. Sterling, VA: Stylus Publishing.

Educational Benefits of Diversity

- Breaks down diversity stereotypes
- Promotes learning outcomes and cross-cultural understanding
- Prepares students to better understand persons of different identities, and to better engage in an increasingly diverse workforce and society
- Cultivates leaders "with legitimacy in the eyes of the citizenry."

Davies, S. L. (2016, June 12). *Listen up!: Recontextualizing student activism in the wake of Fisher v. University of Texas* [PowerPoint slides]. Retrieved from https://handouts-live.s3.amazonaws.com/4cbc8edf90aa4e7c95aa0cc384adce15?sessionId=4613868924905923593&participantId=300041

Dimensions of Campus Diversity

García, M. (2001). *Assessing campus diversity initiatives: A guide for*. *campus practitioners*. Washington, DC: Association of American Colleges and Universities

Institutional Audit

How it is measured/demonstrated:

- Diversity of the undergraduate population, graduate population in fields and levels
- Success of students in terms of graduation, persistence and honors
- Progress over time in recruiting and retaining traditionally underrepresent students
- Diversity of the faculty and staff
- Promotion, retention, and tenure rates

Breakdown of Ethnicity

Fall 2015 New Freshmen Characteristics: Ethnicity		
Ethnicity	**Total**	**Percentage**
White	1,293	66%
Black or African American	326	17%
Hispanic	158	8%
Two or more races	117	6%
Asian	30	1.5%
Race and Ethnicity Unknown	22	1%
Nonresident Alien	10	.5%
American Indian or Alaska Native	5	.3%
Native Hawaiian or Other Pacific Islander	1	0%
Total	1,962	100.3%

Black or African American students make up the second largest ethnic demographic

Three Year Ethnicity Breakdown

Ethnicity	Fall 2013	Fall 2014	Fall 2015
American Indian or Alaska Native	0%	0%	0%
Asian	1%	2%	2%
Black or African American	13%	16%	17%
Hispanic	7%	7%	8%
Native Hawaiian or Other Pacific Islander	4%	0%	0%
White	70%	67%	66%
Two or more races	7%	7%	6%
Nonresident Alien	0%	1%	1%
Race and Ethnicity Unknown	1%	1%	1%

Fall to Fall Freshmen Retention Rates

- Hispanic students are retained at the highest rate.
- Black/African American students retained below the average
- Asian students are retained at a much lower rate.

Fall 2014 New Freshmen Retention by Ethnicity

Ethnicity	Retention Rate
Hispanic	83%
Nonresident Alien	78%
White	76%
Average	76%
Black or African American	73%
Two or more races	71%
Race and Ethnicity Unknown	67%
Asian	58%

Fall 2015 All Radford Student Characteristics: Ethnicity

New Freshmen	Total	Percent	Undergraduate	Total	Percent	Graduate	Total	Percent
American Indian or Alaska Native	5	0.3%	American Indian or Alaska Native	20	0.2%	American Indian or Alaska Native	3	0.3%
Asian	30	1.5%	Asian	127	1.4%	Asian	14	1.6%
Black or African American	326	16.6%	Black or African American	1,184	13.3%	Black or African American	57	6.6%
Hispanic	158	8.1%	Hispanic	577	6.5%	Hispanic	27	3.1%
Native Hawaiian or Other Pacific Islander	1	0.1%	Native Hawaiian or Other Pacific Islander	15	0.2%	Native Hawaiian or Other Pacific Islander	1	0.1%
White	1,293	65.9%	White	6,313	71.1%	White	711	82.4%
Two or more races	117	6.0%	Two or more races	461	5.2%	Two or more races	14	1.6%
Nonresident Alien	10	0.5%	Nonresident Alien	83	0.9%	Nonresident Alien	12	1.4%
Race and Ethnicity Unknown	22	1.1%	Race and Ethnicity Unknown	100	1.1%	Race and Ethnicity Unknown	24	2.8%
New Freshmen Total	1,962	100.0%	Undergraduate Total	8,880	100.0%	Graduate Total	863	100.0%

Six Year Graduation Rates (C/O 2009)

- Freshmen Hispanic students are retained at the highest rate fall to fall, but have the lowest six-year graduation rate.
- Only Black/African American and White students have over 50% graduation rate.
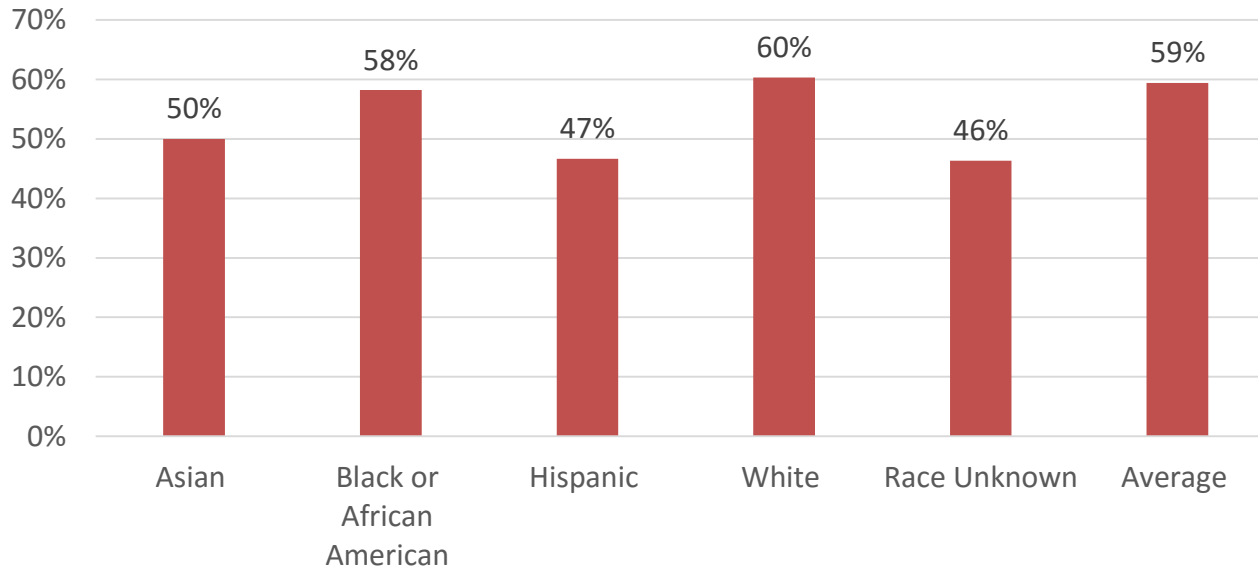
Composition of Administrative Leadership

Gender and racial/ethnic composition of administrative leadership

(To include: president/chancellor, provost, chief academic officer, dean of faculty, senior international officer, chief diversity officer, administrative deans, and individual school deans)

Gender

- 7 Male
- 4 Female

Racial and Ethnic

- 11 Caucasian/White
- 2 African American/Black
- 0 Hispanic/Latino
- 0 American Indian/Native American
- 1 Asian American
- 0 Native Hawaiian or Pacific Islander Multiracial
- 0 Race/ethnicity unknown
- 0 Nonresident alien
- 0 Other (please specify)

Institutional Research, Total number of employees, 2015-2016 academic year

Full-Time Faculty by Ethnicity

Ethnicity	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
American Indian or Alaska Native	1	1	1	1	1
Asian	24	27	28	30	33
Black or African American	13	13	14	13	14
Hispanic of any race	3	6	6	6	6
Nonresident Alien	1	1	1	1	2
Race and Ethnicity Unknown	11	11	10	10	3
Two or more races	2	1	1	1	2
White	351	351	372	382	394
Total	406	411	433	444	455

Faculty at a Glance

RADFORD UNIVERSITY

Tenure at Radford

Ethnicity	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Asian	14	14	17	18	19
Black or African American	8	9	9	8	8
Hispanic of any race	1	3	5	5	5
Nonresident Alien	1	1	1	1	1
Race and Ethnicity Unknown	11	11	10	9	1
Two or more races	1	1	1	1	1
White	195	202	216	219	214
Total	231	241	259	261	249

Full-Time AP and Classified Staff by Ethnicity

Ethnicity	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
American Indian or Alaska Native	5	4	4	4	5
Asian	7	9	11	15	14
Black or African American	34	39	42	47	56
Hispanic of any race	3	8	6	6	9
Nonresident Alien	0	0	1	3	2
Race and Ethnicity Unknown	12	10	11	14	4
Two or more races	2	1	0	1	2
White	684	706	718	729	744
Total	747	777	793	819	836

AP & Classified Staff at a Glance

Ethnicity of Part-Time Classified/Wage 2015

American Indian or Alaska Native	3	0.6%
Asian	5	1.0%
Black or African American	31	6.0%
Hispanic	3	0.6%
Race and Ethnicity Unknown	3	0.6%
White	471	90.8%
Two or more races	2	0.4%
Nonresident Alien	1	0.2%
Total	519	100.0%

Institutional Audit

Dimension Two – Campus Climate and Intergroup Relations

How it is measured/demonstrated:

- Perceptions of the institutional climate
- Range of diverse organizations and multiple memberships
- Levels and quality of interaction among groups
- Quality of experience for diverse groups on campus, in residential life
- Levels of use and engagement in a variety of activities, offices and resources.

Students' Beliefs Around Race- CIRP 2015

Students **think highly of their own openness**

- 64% believe they are strong /somewhat strong at "openness to having my own views challenged."

Students **do not have experience with students different from themselves**

- Only 45% indicated their current knowledge of people from different races/cultures as strong.

- 51.6% of students described their high school as Completely White or Mostly White.

Students **do not place importance on furthering work or conversations around race**

- 28.6% of students think racial discrimination is no longer a major problem in America.

- Only 33.9% of students rate "helping to promote racial understanding" as something that it important to them personally.

RU Offices Dedicated to Diversity

Office of Diversity and Equity

The Office of Diversity and Equity coordinates the development of policy, procedures, programs, and services related to equality of opportunity in employment, access, retention, and participation of faculty, staff, and students. The Office further monitors the University's compliance with all federal laws, state laws, and University policies related to equal opportunity.

Center for Diversity and Inclusion

The Center for Diversity and Inclusion is an office that is dedicated to promoting inclusiveness on Radford's campus through programmatic and co-curricular experiences. This office serves as a multicultural resource to students, staff and faculty. We offer student organization support, off-campus cultural excursions and innovative campus programs to celebrate cultures represented on RU's community and across the globe.

Assessing Campus Diversity Initiatives

Committees Addressing Diversity

- Internal Governance - Diversity and Equity Action Committee
- Academic Units with diversity initiative – Waldron College, College of Education and Human Development, McConnell Library *(new 2016-2017)*
- Student Affairs – MLK Committee, Latino Heritage Month, Black History Month, and LGBT History Month
- Academic and Student Affairs Collaboration- Roots and Branches Committee

Registered Student Organizations – Focused on Diversity

- Organizations based on sexual orientation - 1
- Organizations based on race or ethnicity – 9
- Organizations based on faith or religion – 20
- Organizations based on diversity – 8
- Organizations based on gender - 3

Institutional Audit

How it is measured/demonstrated:

- Presence of diversity related courses
- Degree to which courses include diversity issues and the location of such courses (general education, electives, and major fields)
- Level of faculty expertise on issues related to diversity
- Level of faculty participation in diversity related efforts, diversity of faculty participating
- Level of student exposure to diversity courses and diverse faculty
- Student learning outcomes

Institutional Audit

How it is measured/demonstrated:

- Institutional history with respect to diversity
- Progress over time
- Perceptions of access, equity, and inclusion from all constituencies
- Public perception of institutional commitment to diversity by all constituencies
- Public perception of the institution
- Alumni views from diverse groups of alumni
- Minority community views of the institution
- Economic issues for the institution
- Visibility of diversity in publications
- Centrality of diversity in the planning process and mission statements

How Radford has measured success

- Increased retention rates

- Increased six-year graduation rates

- Increased ethnic diversity in Radford's incoming classes

- Increased ethnic diversity in Radford's faculty and staff

- Increased involvement in diversity from students, staff and faculty

Sources of Data for Institutional Overview
Measures of Success

1. Institutional numbers, present and over time
2. Graduation numbers overall and by field
3. Stop out vs. drop out rates
4. Grades by year and overall
5. Honors for diverse groups
6. Rates of progress and time to degree data
7. Catalogue descriptions
8. Comparative tenure and promotion rates
9. Interviews of Department Chairs
10. Syllabi Review
11. Transcript evaluation of student course taking
12. Freshmen and Senior year, surveys of students
13. Climate surveys of all key constituencies

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Sources of Data for Institutional Overview
Measures of Success

(Continued from previous slide)

14. Donation records by diverse constituencies
15. Perceptions of institutional commitment
16. Institutional marketing information
17. Student newspapers
18. Assessments by community partners
19. Annual reports

García, M. (2001). *Assessing campus diversity initiatives: A guide for. campus practitioners*. Washington, DC: Association of American Colleges and Universities