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
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.  
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
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

July 24-26, 2016 Board of Visitors Retreat
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.
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;
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;
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;
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;
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.);
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.
Challenges Facing Higher Education and Strategic Governance

Radford University Board of Visitors Retreat
Williamsburg, Virginia - July 25, 2016
Topics for This Session

- Financial Trends
- Financial Challenges
- Demographic Challenges
- Competitive Challenges
- Premises to Consider
- A Framework for Leadership
The Flow of Funds for Public Higher Education

- Federal Government
  - K-12
  - Corrections
  - Medicaid
  - Pensions

- Economy

- Available State and Local Govt. Funds
  - Student Aid
  - Tuition
  - Scholarships & Waivers

- Higher Education
  - Institutions

- Tax Policy

Dennis Jones, NCHEMS
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
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
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 ...
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

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.
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

<table>
<thead>
<tr>
<th>Building Block</th>
<th>At Radford Univ.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Defined desired future as of 20xx</td>
<td></td>
</tr>
<tr>
<td>--that has been tested for sustainability</td>
<td></td>
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<tr>
<td>--and has critical success indicators</td>
<td></td>
</tr>
<tr>
<td>All programs tested for contribution</td>
<td></td>
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<tr>
<td>All processes highly efficient</td>
<td></td>
</tr>
<tr>
<td>On-going cost reduction and productivity process</td>
<td></td>
</tr>
<tr>
<td>Initiatives to power student success</td>
<td></td>
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<tr>
<td>Serious attention to innovation</td>
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<tr>
<td>Disciplined decision-making</td>
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<tr>
<td>Systematic learning and revising</td>
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<tr>
<td>Significant widespread engagement</td>
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<tr>
<td>Deep and wide understanding</td>
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Effective Board Governance

Radford University Board of Visitors Retreat
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
The Board Imperative
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, and its sponsors, which include students, donors, and alumni

* AGB (web), Fiduciary Duties
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

- **Deliver**: Is Radford doing what it is supposed to do?
- **SUSTAIN**: Will Radford exist and succeed “forever?”

Ensure organization fulfills its mission

Ensure long-term viability
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

Effective Governance

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

*www.businessdictionary.com*
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?
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?
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?
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?
Board of Visitors Retreat

RADFORD UNIVERSITY

Board of Visitors

July 24-26, 2016
Board Protocol and Communication
by Rector Christopher Wade and
President Brian O. Hemphill

RADFORD UNIVERSITY
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 Member

Board Member and Full Board

Secretary to the Board
Michele N. Schumacher, J.D.
and Chief of Staff
Ashley Schumaker

President
Brian O. Hemphill, Ph.D.

Rector
Christopher Wade
Vice Rector
Javaid Siddiqi, Ph.D.

Appropriate Vice President

Follow-up questions, if any

Inquiry

Acknowledgment

Response

Copy to

As needed

July 24-26, 2016 Board of Visitors Retreat

RADFORD UNIVERSITY
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
Embracing the Tradition, Envisioning the Future
by President Brian O. Hemphill
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
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
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
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
Landscape of Higher Education

• Challenges Facing Radford University
  • Recruitment
  • Retention
  • Graduation
  • Fundraising
Recruitment: Undergraduate Headcount

<table>
<thead>
<tr>
<th>Year</th>
<th>Headcount</th>
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<tbody>
<tr>
<td>FALL 2011</td>
<td>8,350</td>
</tr>
<tr>
<td>FALL 2012</td>
<td>8,610</td>
</tr>
<tr>
<td>FALL 2013</td>
<td>8,913</td>
</tr>
<tr>
<td>FALL 2014</td>
<td>8,885</td>
</tr>
<tr>
<td>FALL 2015</td>
<td>8,880</td>
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<tr>
<td>FALL 2016 (PROJECTED AS OF JULY 18, 2016)</td>
<td>8,377</td>
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July 24-26, 2016 Board of Visitors Retreat
Recruitment: 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

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollment</th>
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<tbody>
<tr>
<td>FALL 2011</td>
<td>9,370</td>
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<tr>
<td>FALL 2012</td>
<td>9,573</td>
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<tr>
<td>FALL 2013</td>
<td>9,928</td>
</tr>
<tr>
<td>FALL 2014</td>
<td>9,798</td>
</tr>
<tr>
<td>FALL 2015</td>
<td>9,743</td>
</tr>
<tr>
<td>FALL 2016</td>
<td>9,292</td>
</tr>
</tbody>
</table>

(PROJECTED AS OF JULY 18, 2016)
Recruitment: Incoming Freshmen Average SAT Score

<table>
<thead>
<tr>
<th>Year</th>
<th>Average SAT Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2011</td>
<td>1,018</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>1,006</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>994</td>
</tr>
<tr>
<td>Fall 2014</td>
<td>985</td>
</tr>
<tr>
<td>Fall 2015</td>
<td>977</td>
</tr>
</tbody>
</table>
Recruitment: First Generation Freshmen

July 24-26, 2016 Board of Visitors Retreat

RADFORD UNIVERSITY
Retention: First-Time, Full-Time Freshmen

<table>
<thead>
<tr>
<th>Year</th>
<th>Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>76.10%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>74.35%</td>
</tr>
<tr>
<td>2012-2013</td>
<td>78.03%</td>
</tr>
<tr>
<td>2013-2014</td>
<td>74.62%</td>
</tr>
<tr>
<td>2014-2015</td>
<td>75.19%</td>
</tr>
<tr>
<td>2015-2016</td>
<td>72.99%</td>
</tr>
</tbody>
</table>

(PROJECTED AS OF JULY 18, 2016)
## Retention Rates by SCHEV Institution

### Retention Rates at Virginia Public 4-Year Universities (2014 Cohort Returning in 2015)

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

### IPEDS Graduation Rates at Virginia Public 4-Year Universities (2008 Entering Cohort)

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>$3,404,945</td>
</tr>
<tr>
<td>2013-2014</td>
<td>$3,837,397</td>
</tr>
<tr>
<td>2014-2015</td>
<td>$4,118,339</td>
</tr>
<tr>
<td>2015-2016</td>
<td>$7,996,999</td>
</tr>
</tbody>
</table>
Fundraising: Total Number of Donors

<table>
<thead>
<tr>
<th>Year Range</th>
<th>Number of Donors</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-2013</td>
<td>4,536</td>
</tr>
<tr>
<td>2013-2014</td>
<td>5,179</td>
</tr>
<tr>
<td>2014-2015</td>
<td>4,787</td>
</tr>
<tr>
<td>2015-2016</td>
<td>4,344</td>
</tr>
</tbody>
</table>
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
Brand Identity: Parents of Prospective Students

July 24-26, 2016 Board of Visitors Retreat
Academic Excellence and Research
Student Success
Strategic Enrollment Growth
Economic Development and Community Partnerships
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

• Submission Outline
  • Broad Areas
  • Specific Items
    • Goal
    • Strategy
    • Key Performance Indicator
    • 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
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
Embracing the Tradition, Envisioning the Future
by President Brian O. Hemphill
Board of Visitors Retreat
Financial Condition
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
2016-17 Projected E&G Revenue by Fund Source ($126.6M)

- Higher Education is not a mandated state budget item, but state policy seeks to contribute 67% share of the cost of education.
E&G Revenue Trend by Source: 2001-2017 Projected
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

<table>
<thead>
<tr>
<th>Institution</th>
<th>Per FTE Funding</th>
<th>Variance to RU</th>
<th>Peer Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>CWM</td>
<td>$12,675</td>
<td>$6,810</td>
<td>1</td>
</tr>
<tr>
<td>VMI</td>
<td>$11,563</td>
<td>$5,698</td>
<td>2</td>
</tr>
<tr>
<td>VT</td>
<td>$11,383</td>
<td>$5,518</td>
<td>3</td>
</tr>
<tr>
<td>UVA</td>
<td>$10,784</td>
<td>$4,919</td>
<td>4</td>
</tr>
<tr>
<td>VSU</td>
<td>$10,009</td>
<td>$4,144</td>
<td>5</td>
</tr>
<tr>
<td>NSU</td>
<td>$9,794</td>
<td>$3,929</td>
<td>6</td>
</tr>
<tr>
<td>UVA-W</td>
<td>$9,326</td>
<td>$3,461</td>
<td>7</td>
</tr>
<tr>
<td>VCU</td>
<td>$8,806</td>
<td>$2,941</td>
<td>8</td>
</tr>
<tr>
<td>ODU</td>
<td>$7,206</td>
<td>$1,341</td>
<td>9</td>
</tr>
<tr>
<td>GMU</td>
<td>$6,541</td>
<td>$676</td>
<td>10</td>
</tr>
<tr>
<td>LU</td>
<td>$6,389</td>
<td>$524</td>
<td>11</td>
</tr>
<tr>
<td>CNU</td>
<td>$6,220</td>
<td>$355</td>
<td>12</td>
</tr>
<tr>
<td>UMW</td>
<td>$6,115</td>
<td>$250</td>
<td>13</td>
</tr>
<tr>
<td>RU</td>
<td>$5,865</td>
<td>$0</td>
<td>14</td>
</tr>
<tr>
<td>JMU</td>
<td>$5,665</td>
<td>($200)</td>
<td>15</td>
</tr>
</tbody>
</table>
Enrollment Trends: 1997 - 2017 Projected

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

Enrollment Trends: 1997 – 2017 Projected
2016-17 ISUG Tuition & Mandatory E&G Fees

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


- ISUG Tuition: $6,991
- E&G Fee: 54
- $7,045
Cost vs Price Trend: 2009-2016 Constant Dollars

*2008-09 Constant Dollars
**VA Institutions Functional Spend per FTE:**

*Source: IPEDS (2013-14) - Four Year Publics*

<table>
<thead>
<tr>
<th>Total FTE</th>
<th>Expenses Per FTE</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>Radford University</td>
<td>9,702</td>
<td>$12,900</td>
</tr>
<tr>
<td>Avg. In-State Peer Institutions</td>
<td>12,939</td>
<td>$25,606</td>
</tr>
<tr>
<td>RU Variance from Mean</td>
<td>(3,237)</td>
<td>($12,706)</td>
</tr>
<tr>
<td>Avg. Comprehensive Peer Institutions</td>
<td>6,572</td>
<td>$15,417</td>
</tr>
<tr>
<td>RU Variance from Mean</td>
<td>3,130</td>
<td>($2,517)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Doctoral Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>William &amp; Mary</td>
</tr>
<tr>
<td>George Mason</td>
</tr>
<tr>
<td>Old Dominion</td>
</tr>
<tr>
<td>University of Virginia</td>
</tr>
<tr>
<td>Virginia Commonwealth</td>
</tr>
<tr>
<td>Virginia Tech</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comprehensive Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christopher Newport</td>
</tr>
<tr>
<td>James Madison</td>
</tr>
<tr>
<td>Longwood</td>
</tr>
<tr>
<td>Norfolk State</td>
</tr>
<tr>
<td>Radford University</td>
</tr>
<tr>
<td>Mary Washington</td>
</tr>
<tr>
<td>Univ of Virginia at Wise</td>
</tr>
<tr>
<td>Virginia Military Institute</td>
</tr>
<tr>
<td>Virginia State</td>
</tr>
</tbody>
</table>

**Expenses**

<table>
<thead>
<tr>
<th>Total Expenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per FTE</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td>Radford University</td>
</tr>
<tr>
<td>Avg. In-State Peer Institutions</td>
</tr>
<tr>
<td>RU Variance from Mean</td>
</tr>
<tr>
<td>Avg. Comprehensive Peer Institutions</td>
</tr>
<tr>
<td>RU Variance from Mean</td>
</tr>
</tbody>
</table>

**RU Variance from Mean**

<table>
<thead>
<tr>
<th>RU Variance from Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>William &amp; Mary</td>
</tr>
<tr>
<td>George Mason</td>
</tr>
<tr>
<td>Old Dominion</td>
</tr>
<tr>
<td>University of Virginia</td>
</tr>
<tr>
<td>Virginia Commonwealth</td>
</tr>
<tr>
<td>Virginia Tech</td>
</tr>
<tr>
<td>Christopher Newport</td>
</tr>
<tr>
<td>James Madison</td>
</tr>
<tr>
<td>Longwood</td>
</tr>
<tr>
<td>Norfolk State</td>
</tr>
<tr>
<td>Radford University</td>
</tr>
<tr>
<td>Mary Washington</td>
</tr>
<tr>
<td>Univ of Virginia at Wise</td>
</tr>
<tr>
<td>Virginia Military Institute</td>
</tr>
<tr>
<td>Virginia State</td>
</tr>
</tbody>
</table>
2016-17 E&G Operations: Division Composition
2016-17 Projected E&G Expenditures by Category

- **Personal Services**: $101.6 million, 80.2%
- **Nonpersonal Services**: $25.0 million, 19.8%

($ in millions)
Debt Funded Projects
## Current Auxiliary Debt Funded Projects

<table>
<thead>
<tr>
<th>Project</th>
<th>Type</th>
<th>Project Cost</th>
<th>Debt</th>
<th>Cash</th>
<th>Annual Debt Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Recreation &amp; Wellness Center</td>
<td>Construction</td>
<td>$31.6M</td>
<td>$26.0M / $5.6M</td>
<td>$1.760M</td>
<td></td>
</tr>
<tr>
<td>Washington Hall Renovations</td>
<td>Renovation</td>
<td>$8.9M</td>
<td>$5.4M / $3.5M</td>
<td>$345k</td>
<td></td>
</tr>
<tr>
<td>Residence Hall Umbrella Project</td>
<td>Renovation</td>
<td>$36.0M*</td>
<td>$30.0M* / $6.0M*</td>
<td>$2.260M*</td>
<td></td>
</tr>
</tbody>
</table>

* Estimate as project is not yet complete

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

---

Project #17563

*Pocahontas Hall*

Project #17948

*Washington Hall Renovations*

Project #17565

*Residence Hall Umbrella Project*
Future Auxiliary Debt Funded Projects

Hurlburt “The Bonnie” Addition

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

<table>
<thead>
<tr>
<th></th>
<th>Cumulative Project Debt</th>
<th>Annual Debt Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Recreation</td>
<td>$26.0</td>
<td>$1.8</td>
</tr>
<tr>
<td>Washington Hall</td>
<td>$31.4</td>
<td>$2.1</td>
</tr>
<tr>
<td>Umbrella Project</td>
<td>$61.4</td>
<td>$4.4</td>
</tr>
<tr>
<td>Hurlburt Addition</td>
<td>$71.4</td>
<td>$5.2</td>
</tr>
<tr>
<td>New Residence Hall*</td>
<td>$131.4</td>
<td>$9.6</td>
</tr>
<tr>
<td>New Convocation Center*</td>
<td>$171.4</td>
<td>$12.5</td>
</tr>
</tbody>
</table>

Present | Future

Cumulative Debt ($ millions) | Annual Debt Service ($ millions)
$0 | $0
$40 | $40
$80 | $80
$120 | $120
$160 | $160
$200 | $200
Composite Financial Index (CFI)
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

<table>
<thead>
<tr>
<th>Threshold Value</th>
<th>Radford University</th>
<th>Combined - University and Foundation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Reserve</td>
<td>0.400</td>
<td>0.386</td>
</tr>
<tr>
<td>Return on Net Position</td>
<td>3% - 4%</td>
<td>12.441%</td>
</tr>
<tr>
<td>Net Operating Revenues</td>
<td>2% - 4%</td>
<td>0.863%</td>
</tr>
</tbody>
</table>

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

RADFORD UNIVERSITY
# Athletics - Revenue Outlook

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive Fees</td>
<td>11,272,304</td>
<td>11,100,045</td>
<td>11,100,045</td>
<td>11,100,045</td>
<td>11,100,045</td>
<td>11,100,045</td>
</tr>
<tr>
<td>Conference - Big South</td>
<td>210,932</td>
<td>340,000</td>
<td>340,000</td>
<td>340,000</td>
<td>340,000</td>
<td>340,000</td>
</tr>
<tr>
<td>NCAA - Allocations</td>
<td>345,787</td>
<td>163,750</td>
<td>163,750</td>
<td>163,750</td>
<td>163,750</td>
<td>163,750</td>
</tr>
<tr>
<td>Sales &amp; Sports Revenue</td>
<td>638,266</td>
<td>821,250</td>
<td>821,250</td>
<td>821,250</td>
<td>821,250</td>
<td>821,250</td>
</tr>
<tr>
<td>Outside Assistance</td>
<td>142,142</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total Operating Revenue</strong> (a)</td>
<td>12,609,431</td>
<td>12,425,045</td>
<td>12,425,045</td>
<td>12,425,045</td>
<td>12,425,045</td>
<td>12,425,045</td>
</tr>
<tr>
<td>Foundation Support</td>
<td>145,000</td>
<td>195,086</td>
<td>195,086</td>
<td>195,086</td>
<td>195,086</td>
<td>195,086</td>
</tr>
<tr>
<td>Rebates &amp; Contracts</td>
<td>207,505</td>
<td>154,955</td>
<td>154,955</td>
<td>154,955</td>
<td>154,955</td>
<td>154,955</td>
</tr>
<tr>
<td>Volunteer Allowance</td>
<td>70,000</td>
<td>70,000</td>
<td>70,000</td>
<td>70,000</td>
<td>70,000</td>
<td>70,000</td>
</tr>
<tr>
<td><strong>Total External Resources</strong> (b)</td>
<td>541,841</td>
<td>486,213</td>
<td>486,213</td>
<td>486,213</td>
<td>486,213</td>
<td>486,213</td>
</tr>
<tr>
<td><strong>Total Resources</strong> (c) = a+b</td>
<td>13,151,272</td>
<td>12,911,258</td>
<td>12,911,258</td>
<td>12,911,258</td>
<td>12,911,258</td>
<td>12,911,258</td>
</tr>
<tr>
<td>Subsidy Provisions (c)</td>
<td>1,148,329</td>
<td>1,153,343</td>
<td>1,153,343</td>
<td>1,153,343</td>
<td>1,140,579</td>
<td>1,140,579</td>
</tr>
<tr>
<td>Subsidy (d)</td>
<td>11,272,304</td>
<td>11,100,045</td>
<td>11,100,045</td>
<td>11,100,045</td>
<td>11,100,045</td>
<td>11,100,045</td>
</tr>
<tr>
<td><strong>Revised Subsidy</strong> (e) = d-c</td>
<td>10,123,975</td>
<td>9,946,702</td>
<td>9,946,702</td>
<td>9,946,702</td>
<td>9,959,466</td>
<td>9,959,466</td>
</tr>
<tr>
<td><strong>Subsidy Percent</strong> (e/c)</td>
<td>76.98%</td>
<td>77.04%</td>
<td>77.04%</td>
<td>77.04%</td>
<td>77.14%</td>
<td>77.14%</td>
</tr>
</tbody>
</table>
### Athletics - Operating Outlook

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

*2018 - 2021 assume 3.00% increase in cost*
Questions (?)
Diversity at a Glance
2016

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

- Time Magazine 2016
Protests Across the Nation

University of California - Davis

St. Olaf
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.

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.”

Dimensions of Campus Diversity

Access and Success 1

Dimensions of Campus Diversity

Climate and Intergroup Relations 2

Education and Scholarship 3

Institutional Viability and Vitality 4

National Context

Global Context

Institutional Audit

Dimension One - Access and Success

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 underrepresented students
- Diversity of the faculty and staff
- Promotion, retention, and tenure rates
## Breakdown of Ethnicity

### Fall 2015 New Freshmen Characteristics: Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>1,293</td>
<td>66%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>326</td>
<td>17%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>158</td>
<td>8%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>117</td>
<td>6%</td>
</tr>
<tr>
<td>Asian</td>
<td>30</td>
<td>1.5%</td>
</tr>
<tr>
<td>Race and Ethnicity Unknown</td>
<td>22</td>
<td>1%</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>10</td>
<td>.5%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>5</td>
<td>.3%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>1</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>1,962</td>
<td>100.3%</td>
</tr>
</tbody>
</table>

Black or African American students make up the second largest ethnic demographic.
## Three Year Ethnicity Breakdown

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

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>83%</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>78%</td>
</tr>
<tr>
<td>White</td>
<td>76%</td>
</tr>
<tr>
<td>Average</td>
<td>76%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>73%</td>
</tr>
<tr>
<td>Two or more races</td>
<td>71%</td>
</tr>
<tr>
<td>Race and Ethnicity Unknown</td>
<td>67%</td>
</tr>
<tr>
<td>Asian</td>
<td>58%</td>
</tr>
<tr>
<td>New Freshmen</td>
<td>Total</td>
</tr>
<tr>
<td>--------------</td>
<td>-------</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>5</td>
</tr>
<tr>
<td>Asian</td>
<td>30</td>
</tr>
<tr>
<td>Black or African American</td>
<td>326</td>
</tr>
<tr>
<td>Hispanic</td>
<td>158</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>1</td>
</tr>
<tr>
<td>White</td>
<td>1,293</td>
</tr>
<tr>
<td>Two or more races</td>
<td>117</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>10</td>
</tr>
<tr>
<td>Race and Ethnicity Unknown</td>
<td>22</td>
</tr>
<tr>
<td>New Freshmen Total</td>
<td>1,962</td>
</tr>
</tbody>
</table>
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_
<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Asian</td>
<td>24</td>
<td>27</td>
<td>28</td>
<td>30</td>
<td>33</td>
</tr>
<tr>
<td>Black or African American</td>
<td>13</td>
<td>13</td>
<td>14</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>Hispanic of any race</td>
<td>3</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Race and Ethnicity Unknown</td>
<td>11</td>
<td>11</td>
<td>10</td>
<td>10</td>
<td>3</td>
</tr>
<tr>
<td>Two or more races</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>White</td>
<td>351</td>
<td>351</td>
<td>372</td>
<td>382</td>
<td>394</td>
</tr>
<tr>
<td>Total</td>
<td>406</td>
<td>411</td>
<td>433</td>
<td>444</td>
<td>455</td>
</tr>
</tbody>
</table>
### Tenured Full-Time Faculty by Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>14</td>
<td>14</td>
<td>17</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>Black or African American</td>
<td>8</td>
<td>9</td>
<td>9</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Hispanic of any race</td>
<td>1</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Race and Ethnicity Unknown</td>
<td>11</td>
<td>11</td>
<td>10</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Two or more races</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>White</td>
<td>195</td>
<td>202</td>
<td>216</td>
<td>219</td>
<td>214</td>
</tr>
<tr>
<td>Total</td>
<td>231</td>
<td>241</td>
<td>259</td>
<td>261</td>
<td>249</td>
</tr>
</tbody>
</table>
## Full-Time AP and Classified Staff by Ethnicity

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Fall 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Asian</td>
<td>7</td>
<td>9</td>
<td>11</td>
<td>15</td>
<td>14</td>
</tr>
<tr>
<td>Black or African American</td>
<td>34</td>
<td>39</td>
<td>42</td>
<td>47</td>
<td>56</td>
</tr>
<tr>
<td>Hispanic of any race</td>
<td>3</td>
<td>8</td>
<td>6</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Race and Ethnicity Unknown</td>
<td>12</td>
<td>10</td>
<td>11</td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td>Two or more races</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>White</td>
<td>684</td>
<td>706</td>
<td>718</td>
<td>729</td>
<td>744</td>
</tr>
<tr>
<td>Total</td>
<td>747</td>
<td>777</td>
<td>793</td>
<td>819</td>
<td>836</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>Number</td>
<td>Percentage</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>--------</td>
<td>------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>3</td>
<td>0.6%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>5</td>
<td>1.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Black or African American</td>
<td>31</td>
<td>6.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>3</td>
<td>0.6%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Race and Ethnicity Unknown</td>
<td>3</td>
<td>0.6%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>471</td>
<td>90.8%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two or more races</td>
<td>2</td>
<td>0.4%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nonresident Alien</td>
<td>1</td>
<td>0.2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>519</td>
<td>100.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.
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

Dimension Three - Education and Scholarship

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

Dimension Four - Institutional Viability and Vitality

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

Inside Our University | Diversity and Inclusion
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