University Faculty Senate Agenda  
Friday, December 4, 2015  
Tyler Haynes Commons, Room 305  
3:00-4:30pm (times assigned are approximate)

1. Welcome and adoption of the agenda  
   Minutes from the last meeting have been approved electronically and are posted on the Senate website.

2. Consent Agenda – Approval of student organizations (attached)

3. Committee reports

4. Informational Items  
   a. Update on strategic planning process and moving forward on conversation on equity in education and how to help students thrive – President Ronald Crutcher (20 minutes)
   b. Question and answers regarding recommendations of the Admission and Financial Aid Working Group of the Retention and Graduation Study – VP Stephanie Dupaul (10 minutes)  
   Recommendation fact sheet will be posted shortly.
   c. Sexual Misconduct Policy – Questions and answers about how faculty can play appropriate roles in helping students when issues arise – VP Shannon Sinclair, Dean Kerry Fankhauser, Molly Field, Dan Fabian (30 minutes)  
   Please see these websites in preparation for this discussion:  
   http://studentdevelopment.richmond.edu/student-concerns/sexual-misconduct/index.html  

5. Old and New Business (10 minutes)

6. Executive Session (20 minutes)
Women’s Netball
Purpose: Netball is designed to be social within a physical exercise environment. It would also be educational to students who had never heard of or played the sport before.
Student Contacts: Louise Howorth
Advisor: Nicole Maurantonio, Rheteric and Communication Studies

Food Recovery Network
Purpose: Food Recovery Network is a national organization that unites students who have a passion for fighting food waste and hunger. Our mission is to recover perishable food that would otherwise go to waste from the campus and donate it to people in need around the Richmond community. This group is meant to bring people on campus and in the surrounding community together around the issue of food waste and impact our community in a positive way.
Student Contacts: Maggie Johnson
Advisor: Rob Andrejewski, Office of Sustainability

Arachnomedia
Purpose: To inform and educate students and faculty of events, changes, updates, university news, etc. through video publication. Afford students interested in broadcast journalism an opportunity to cultivate skills in reporting/hosting on camera
Student Contact: Tracee Carter
Advisor: Bob Black, Athletics

Spoon University
Purpose: Spoon University serves to make food more than just sustenance for college students. At the University of Richmond, our chapter will aim to bring together food-enthusiasts in the form of writers, photographers, videographers, and marketers in order to create a trusted publication for the student-body to turn to for all things food.
Student Contacts: Devon Flinn, Bridget Finnegan, Olivia Guillocheau
Advisor: Scott Allison, Psychology

Club Track & Field
Purpose: To provide a team atmosphere for former high school track athletes and those interested in the sport.
Student Contact: James Lovett, James Steen, and Najwa Labban
Advisor: Seth Thomas, Recreation & Wellness

Market Analysis and Trading Club
Purpose: To teach students the basics of market analysis with a focus on the technical style of trading.
Student Contact: Jack Flege
Advisor: Kevin Rutherford, Finance
Retrieval and Graduation Study
Report of the Admission and Financial Aid Working Group

Working Group Members
Nate Crozier, Director of Admission
Cindy Deffenbaugh, Associate Vice President and Director of Financial Aid
Stephanie Dupaul (beginning July 13, 2015), Vice President for Enrollment Management
Marilyn E. Hesser, Senior Associate Director of Admission
Lori Schuyler, Vice President for Planning and Policy
Nanci Tessier (through June 1, 2015), Vice President for Enrollment Management
Gil Villanueva, Associate Vice President and Dean of Admission

The Admission and Financial Aid Working Group reviewed retention and academic performance data to determine if groups of students who were less likely to be successful at UR could have been identified based on interrelated admission and financial aid factors.

Findings
There was weak but systematic evidence across all sub-populations that the stronger the student’s performance in high school, the better the student will perform at the University of Richmond.

*Academic performance (as defined by the University of Richmond’s recalculated high school GPA, the completion of advanced level coursework in high school, and standardized testing) is a reliable indicator of students’ likelihood for academic success at the University of Richmond. Academic success at Richmond is the factor most closely associated with persistence.*

Regression analysis shows that, all things being equal, there is weak but systematic evidence of a relationship between lower SAT score / lower high school GPA and lower graduation rates. There is a more statistically significant relationship between SAT / high school GPA and first term college GPA, which itself is strongly related to student persistence. Students with low SAT (less than 1200) and low high school GPA (less than 3.3) have a first term GPA which is 0.677 lower than students with high SAT (1350 or higher) and high HS GPA (3.75 or higher).

Students with lower SAT scores graduate at lower rates. As shown below, students with SAT scores below 1200 have a graduation rate 6 percentage points lower than students with scores over 1200.

*Graduation rate by SAT score*
As shown below, students in the 2010 cohort who entered Richmond with University of Richmond calculated high school GPAs below 3.25 had a graduation rate that was 10-13 percentage points lower than students who had a high school GPA above 3.25.

**Graduation rate by high school GPA**

Students who have more rigorous high school curriculum, as measured by the number of advanced placement (AP) and/or International Baccalaureate (IB) courses taken, have higher graduation rates. Regression Analysis shows that, all other things being equal, for every Tier 1 course students are about 0.5 percentage points more likely to graduate.

**Graduation Rate based on number of Tier-1 classes completed in high school**

The University’s existing recruitment strategy is working successfully to strengthen the academic profile of the class and reduce the number of entering students with lower SAT/HS GPA and Tier 1 preparation.

The number of students admitted with SAT scores below 1200, GPAs below 3.25, and fewer than three tier 1 courses has declined in the past few years.

**Percentage of new students with SAT below 1200**

**Percentage of new students with HSGPA below 3.25**
Reducing the number of students in these groups is impacted by other strategic priorities – for instance, we know that there is a relationship between SAT scores and first generation status. It is important to note that not all high schools offer AP and IB coursework, and that factors beyond a student’s control impact their access to such courses. The absence of AP and IB coursework is not necessarily an indication of a weaker curriculum or of a student’s commitment to rigorous coursework.

The University’s aid policies are working successfully to ensure that financial need is not a barrier to persistence

Regression Analysis shows that, all other things being equal, receiving a Pell Grant has no effect on retention or likelihood to graduate. As illustrated below, Pell eligible students now graduate at rates similar to or higher than other student groups.

Retirement rate (R) and Graduation rate (G) for Pell and non-Pell students

Having financial need has no or a very slightly positive effect on persistence across the entire cohort. In reviewing aid for this study, it is important to note that there have been a number of changes in cost and financial aid policy in the past decade including significance tuition increases, the creation of Richmond’s Promise to Virginia, and the implementation of institutional methodology for determining eligibility for university funded aid.

Among students who earn below 2.3 GPA in first semester at Richmond, full pay students are more likely to leave in the first year, but no less likely to graduate than aided students who earn below 2.3 GPA

The graduation success of diverse student groups has increased as the number of students in those groups has also grown.

First generation students, students of color, and students with demonstrated financial need are retained and graduate at equivalent or higher rates than the overall student population. During the period studied, the number of students in these cohorts has also increased.

Recommendations

- The Office of Admission should continue to recruit the most academically talented students to Richmond, as they are the most likely to succeed and graduate. To support this recommendation, the Office of Admission should:
  - annually review search criteria to identify and recruit academically talented students.
The Office of Admission should continue to recruit a diverse student population and practice a holistic review process to ensure that students are considered for admission within the context of the opportunities available to them. To support this recommendation, the Office of Admission should:
- continue to train and provide professional development for admission staff to understand applications in context, and
- provide annual training for faculty serving on scholarship selection committees to understand applications in context.

The University should continue to meet the full demonstrated financial need of admitted students and review institutional aid policies annually to ensure continued effectiveness of those policies in removing financial need as a barrier to persistence. To support this recommendation, Enrollment Management and the Office of Financial Aid should:
- review aid polices annually to determine if need-based aid programs need to be revised, and
- continue to prioritize meeting full need and programs like Richmond’s Promise to Virginia in the financial model.