University of Richmond Strategic Plan

A Five-Year Status Report

Preface

In May of 2000 the Board of Trustees adopted a strategic plan designed to move the University of Richmond toward its ultimate vision: to be among the finest small, private universities in the nation. The University-wide Strategic Plan itself recommended several other studies that were completed by 2001, including: an Athletic Department Strategic Plan, a Campus Master Plan, and a report of the Task Force on Student Life. At the midway point of the 10 year planning cycle, this report reviews the progress on the adopted recommendations in all of these documents and updates the University’s relative standing with comparative institutions. The report also comments on events that have affected the course of the strategic plan and outlines the next phases of planning and assessment.

The 2000 University of Richmond Strategic Plan

The fundamental ingredients of the Strategic Plan included people, programs, and resources, and the strategy can be boiled down to a few key elements. First, we seek to recruit and retain the best students, faculty, and staff. Second, we seek to develop innovative programs that facilitate integration of our schools, colleges, and departments, interaction among students and faculty, and discovery of new insights and questions. Third, the plan seeks to generate the necessary resources to achieve the first two aims and to build the infrastructure needed to implement the programs and inspire the people who live and work at the University of Richmond. We briefly review progress on all three of these areas. The following chart gives a quick visual summary of progress on each of the 17 objectives with details in the appendix. The Progress Index provides a measure of the degree of progress toward completion of the action steps associated with an objective. We use .75 to indicate substantial initial progress that is beyond what would be expected after five years, .50 to indicate an expected amount of progress after five years, and .25 or 0 to indicate less than expected progress or no progress. A 1.0 indicates completion.

![Progress Index Chart]

Summary: Altogether, we have substantially achieved 11 of the 17 major objectives recommended by the Strategic Plan, but work continues as some objectives await new
resources, while others, such as enhancing the quality of our people naturally, are on-
going. The two objectives that have had no progress are the creation of an endowment for the Quest Program and the establishment of a post-doc teachers/senior mentors program. Quest can continue to be funded without endowment support. The post-doc teachers/senior mentors program has no systematic support among faculty or Administration as a formal program; however, the basic aspects are being implemented in some departments on an ad hoc basis. For example, in chemistry and biology senior faculty have received grant support for post-docs who collaborate on research and have significant teaching responsibilities under the senior faculty member’s mentoring.

Those objectives with limited progress include the creation of a Masters of Leadership Studies and objectives focusing on the fine arts and legal education. The MLS has been put on indefinite hold after a careful study showed economic conditions and faculty resources were not conducive to its start up. The objective and action steps associated with legal education have been superseded by an innovative Law School five-year strategic plan that will be approved this spring. Some progress has been made on some action steps for the arts, but work remains to be done to recruit talented arts students and establish residencies for visiting professionals.

Strategic Plan: Highlights and Indicators of Progress by Area

**People:** Toward the broad aim of recruiting and retaining the best people, the University has made significant progress, as indicated by the following highlights:

- New funding for the equivalent of 55 new full-tuition merit scholarships has enhanced our merit scholarship programs, allowing more awards to top students in the Oldham and Ethyl-Albemarle programs as well as more merit awards for African-American students at a higher award level. In the past four years the mean combined SAT score for an entering merit award winner has increased from 1362 to 1406.
- In the past four years 38 new full-time faculty lines have been created (84% of goal), enabling approximately 80% of the undergraduate tenure-stream faculty to have a more appropriate classroom teaching load and opening up new opportunities for mentoring of student work outside the classroom.
- In the past four years 56 new full-time staff positions (130% of goal) have been created outside of auxiliary enterprises, athletics, and grants to support the objectives of the Strategic Plan and maintain the quality of our facilities.
- External funding of faculty research increased by 64% since 2000.
- The number of external grants received by faculty increased from 33 to 43 between 2000 and 2004.
- Since 2000 the University’s internal support for faculty research increased by 46% to $687,243 in 2004-2005.
- The number of students engaged in independent or collaborative research or creative activity has increased significantly in the first four years of the plan as indicated by
  - Presentations at the Student Research Symposium more than doubled.
  - Summer research awards increased from 19 to 31 with actual dollar funding increasing by 72%.
Requests for travel grants for students to present research at professional conferences went from 29 to 35.

- Competitive salaries, a modified teaching load, small classes, great facilities, junior sabbaticals, and increased research monies have all supported the recruitment of the best teacher-scholars and have enabled Richmond to be competitive with the best schools in the nation. Last year Arts & Sciences reported hiring 100% of their first choices for continuing faculty positions.

- Applications for admission increased by nearly 11% to 6239 applications in the four years after the adoption of the Strategic Plan. Diversity was enhanced as the percentage of minority and international students in the entering class increased from 14.3% in 2000 to 17.7% in 2004.

- A policy of meeting 100% of demonstrated financial need for domestic students allows any qualified student to attend Richmond regardless of family finances. This is intended to move us closer to recruiting an economically diverse student body while bringing distinctiveness to the University.

**Programs:** The programs recommended by the Strategic Plan are organized in two groups: enhancements to existing programs and innovations.

Among program enhancements the greatest progress has been made in the areas of the natural sciences, and business education.

- The newly renovated and expanded Gottwald Science Center provides more research space for student-faculty collaborations as well as housing the 10 new faculty who have been added to the science departments in the past four years.

- While an expanded Business School facility awaits funding, seven new faculty positions have been added and 18 new hires made with the goal of enhancing the overall profile of the Business faculty. Currently, 12 Business faculty members are housed in Weinstein Hall until the Business School addition is constructed.

- The Law School is completing an innovative strategic plan that incorporates many of the desired enhancements in the University’s Strategic Plan and seeks to build on its core strengths.

All but one of the program innovations have been put in place, including

- an Environmental Studies major,
- the Richmond Research Institute, and
- an increase of 72% in funding support for students doing independent or collaborative research or engaging in artistic creation during the summer, with a 45% increase for all types of funding supporting student scholarly and creative work outside the classroom.

**Resources:** Significant progress has been made to garner new resources and build infrastructure as outlined in the Campus Master Plan. All new monies requested for programs, faculty, and staff must go through a review process called Program Improvements that uses the Strategic Plan to set priorities. In addition, as opportunities arise and funds become available, the Strategic Plan and other adopted plans guide decision making. Some highlights in revenue and infrastructure enhancement are listed below.
• The capital campaign has surpassed $150 million towards its goal of $200 million.

• Improvements to infrastructure that directly support the Plan’s vision of enabling students and faculty to interact in innovative environments that promote discovery and learning include
  ▪ the $37 million renovation and expansion of the Gottwald Science Center to enable Richmond to be a leader in undergraduate science education,
  ▪ the building of Weinstein Hall and renovation of the Political Science building to create an impressive teaching-learning environment while bringing together the social science faculties,

• Other infrastructure enhancements include
  ▪ the renovation of aspects of Boatwright Library and the Robins Center, and
  ▪ The creation of a campus center plaza and the start the Weinstein Recreation and Wellness Center during 2005-2006.
  ▪ A campus-wide wireless network will be completed in summer 2005.

• The endowment grew to $1.17 billion at the end of 2004, despite a difficult period in the capital markets.

Many of the infrastructure enhancements have a direct impact on student learning and faculty recruitment. For example, library usage has increased 63% since the initial renovation. Weinstein Hall and Gottwald Science Center have provided wonderful spaces for both students and faculty to collaborate.

**Update on Related Strategic Efforts**

**Athletics**
The University charged the incoming Director of Athletics to develop a strategic plan for the Department of Athletics that would support the broad aims of the University’s Strategic Plan, which was approved on May 12, 2000. A plan was developed and approved by the Board of Trustees in October of 2000. In October of 2003 the Athletic Department issued a three-year progress report on its strategic plan showing substantial progress toward its goals. In the most recent national comparisons Richmond’s graduation rate for student athletes was sixth in the nation among Division I schools. Furthermore, a subcommittee of the Task Force on Undergraduate Education is studying the nature of the academic experience for student-athletes and is likely to recommend additional ways to provide a positive collegiate experience for student-athletes.

**Student Life**
The report of the Task Force on Student Life focused on changes to Tyler Haynes Commons, changes to residence halls, and programming within the residence halls.

The major recommendations for expanding and renovating Tyler Haynes Commons have not seen progress. Only minor improvements have been made. In particular no expansion of the space is planned for the immediate future.
Progress has been made on most of the residential life recommendations, particularly in the areas of new programming – College Fellows Program extension, Global House, RC XTreme, and others. Men’s and women’s residence halls have been established on each side of Westhampton Lake and more residential spaces have been air conditioned. No modification of the residence halls to accommodate more desirable room formats has been done. A plan is being developed to achieve these goals.

Continuing Education and Community Outreach

The School of Continuing Studies supports the broad objectives of the Strategic Plan directly and indirectly. It provides net revenues that support initiatives of the Plan, while having a high profile in the community. It serves over 15,000 students annually and enhances the University’s diversity profile - 21% of its degree/credit students being non-white and most of its students are older and bring a variety of life experiences to the classroom. Continuing Studies has developed collaborative programs with all the undergraduate schools, focusing on recruitment of students or providing new opportunities for traditional undergraduates. Although there is no specific objective in the Strategic Plan tied to the School of Continuing Studies, it has developed and begun to implement a strategic plan designed to further enhance and expand the University relationship with the local community.

Comparing Richmond with Others

The change in our Carnegie classification and a look at the top twenty national liberal arts colleges in the annual US News rankings shows that Colgate should be added to the Tier 2 schools (Davidson, Washington & Lee, and Wesleyan) of the 2000 Strategic Plan. The table below shows how Richmond compares to these four institutions on basic measures using the most recent data available (2002-2003).

<table>
<thead>
<tr>
<th>Institution</th>
<th>Undergraduate FTE Enrollment</th>
<th>SAT Middle 50% of Entering Class</th>
<th>Student/Faculty Ratio</th>
<th>Acceptance Rate</th>
<th>Graduation Rate</th>
<th>Freshman Retention Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Richmond</td>
<td>2823</td>
<td>1240-1390</td>
<td>10:1</td>
<td>42%</td>
<td>82%</td>
<td>91%</td>
</tr>
<tr>
<td>Colgate</td>
<td>2796</td>
<td>1270-1430</td>
<td>10:1</td>
<td>31%</td>
<td>89%</td>
<td>94%</td>
</tr>
<tr>
<td>Davidson</td>
<td>1712</td>
<td>1270-1440</td>
<td>11:1</td>
<td>32%</td>
<td>89%</td>
<td>96%</td>
</tr>
<tr>
<td>W&amp;L</td>
<td>1749</td>
<td>1300-1440</td>
<td>10:1</td>
<td>31%</td>
<td>88%</td>
<td>94%</td>
</tr>
<tr>
<td>Wesleyan</td>
<td>2106</td>
<td>1290-1460</td>
<td>9:1</td>
<td>27%</td>
<td>91%</td>
<td>95%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Institution</th>
<th>Endowment 2003 (000's omitted)</th>
<th>Endowment per Student for 2003</th>
<th>Alumni Annual Giving Rate</th>
<th>% Full-Time Faculty</th>
<th>% Faculty with Top Terminal Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Richmond</td>
<td>996,710</td>
<td>$353,068</td>
<td>27%</td>
<td>92%</td>
<td>92%</td>
</tr>
<tr>
<td>Colgate</td>
<td>423,406</td>
<td>$151,433</td>
<td>48%</td>
<td>95%</td>
<td>96%</td>
</tr>
<tr>
<td>Davidson</td>
<td>283,935</td>
<td>$165,850</td>
<td>55%</td>
<td>98%</td>
<td>99%</td>
</tr>
<tr>
<td>W&amp;L</td>
<td>416,855</td>
<td>$236,052</td>
<td>52%</td>
<td>100%</td>
<td>94%</td>
</tr>
<tr>
<td>Wesleyan</td>
<td>472,251</td>
<td>$224,241</td>
<td>48%</td>
<td>97%</td>
<td>92%</td>
</tr>
</tbody>
</table>
Changes, Assessment, Challenges, Recommendations

Significant Events Since 2000: In considering our progress after five years, it is important to recall that the Strategic Plan is a guide that is adapted to changes in our environment. Some changes in recent years merit noting here.

- The change of the University’s Carnegie classification and *US News* listing from regional master’s institution to national liberal arts institution.
- The decision to meet 100% of demonstrated financial need for domestic students.
- The creation of an Office of Institutional Research, Planning, and Assessment.
- Additional revenue streams from the lease of the ALCOA building to Phillip Morris and bold adjustments in tuition.
- The development of an innovative five-year Law School Strategic Plan.
- The growth of programming and community outreach through the School of Continuing Studies.

Assessment: The formal assessment of the impact of our investments is just beginning. Of course there is a natural delay in the impact of new programs and faculty and staff. A full accounting of the impact is still years away. However, under the guidance of the new Office of Institutional Research, Planning, and Assessment a formal assessment cycle is starting. Beginning in 2005-2006 that cycle will be used annually by all programs to collect data, perform an assessment, and use the outcomes to guide changes, including reallocation of resources if necessary.

A full assessment of the effectiveness of our faculty is a challenge due to the variety and complexity of their roles. However, under the leadership of the Provost the current assessment methods are being reviewed to see what additional information should be collected and to identify “best practices” in individual schools. Improvements to the current system can be used to assist individual faculty and help the institution track the overall quality and effectiveness of the faculty as a whole.

Challenges: Extraordinary progress has been made in reaching our objectives, but as we continue to enhance the quality of our people, programs, and facilities and advance the goals of the Strategic Plan and other related plans, we will want to focus our priorities on a few special challenges and needs.

1. The change in Carnegie classification highlights the need to improve on many measures if we are to be viewed as competing for undergraduates with the top 20 national liberal arts colleges. Examples include:
   a. Student-faculty ratio
   b. Alumni giving rate
   c. Graduation rate
   d. Retention rate
   e. Percentage of faculty who are full time
   f. Percentage of full-time faculty with terminal degree in their field
   g. Faculty salaries
2. Additional faculty and staff are creating new demands for office space in both academic and support areas. Already the spaces provided by the construction of Weinstein Hall and the expansion of Gottwald Science Center have been
accounted for by the new faculty and staff additions. Both Law and Business have pressing space demands. Continuing Studies is seeking additional space for its programs.

3. A delay in the modification of residence halls to provide desirable room formats may have an impact on our ability to recruit students in the near future. The Commons has not become a gathering place for students that would be an alternative to fraternity row and no additional space has been created for student services.

4. The reward system for faculty needs to be structured to systematically incorporate the values we place on student-faculty collaborations and teaching/advising outside the traditional classroom.

5. While we have wonderful facilities and talented faculty in the fine arts, we have not taken steps to attract the best students in the arts to our campus nor provided additional positions for artists to be in residence for a semester or longer.

6. Diversity within our community will continue to be a challenge. Although we have many merit-based scholarships, one of the best financial aid policies in the country, and special support for international students, we have to get the message out to members of under-represented groups. This has to be done in a conservative legal environment that makes it difficult to target specific racial or ethnic groups.

**Recommendations:** We propose deleting the following action steps from active consideration in the remaining five years of the Strategic Plan:

1. A move to a five-year sabbatical program.
2. The creation of the post-doctoral teaching fellows and senior mentors program (objective 15).

No progress has been made and there appears to be little support for these items. Resources should be applied toward the challenges identified above.

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June Aprille
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Gary McDowell
Dan Palazzolo
Steve RiCharde
The following table shows progress on the 17 objectives of the 2000 Strategic Plan. The “Progress Index” or PI provides a measure of the degree of progress toward completion of the action steps associated with an objective. For goals that call for continuing improvement in an area, we use .75 to indicate substantial initial progress that is beyond what would be expected after five years, .50 to indicate an expected amount of progress after five years, and .25 or 0 to indicate less than expected progress or no progress.

<table>
<thead>
<tr>
<th>#</th>
<th>OBJECTIVE</th>
<th>PI</th>
<th>PROGRESS SUMMARY</th>
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<tbody>
<tr>
<td>1</td>
<td>Students: Objective 1: To recruit and retain a diverse community of the most creative, academically focused students.</td>
<td>.75</td>
<td>Seven of the nine action steps are completed with partial progress on the other two. The new policy of meeting 100% of demonstrated financial need for domestic students has had a significant impact on this objective. New funding has been made available for merit scholarships equivalent to 55 full-ride awards in 2005-2006. More merit awards have been made to African-American students and the awards will increase to full tuition in 2006-2007 from the half tuition given in 2000-2001 and the two-thirds tuition given now.</td>
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<tr>
<td>2</td>
<td>Students: Objective 2: Develop co-curricular programs that inspire students to engage in independent thought, intellectual discovery, and cross-cultural communication, and encourage faculty-student collaboration, in-depth study, and integrative learning.</td>
<td>1.0</td>
<td>Four of the seven objectives request studies of the curriculum and advising. The Task Force on the Undergraduate Experience (TFUGE) will present its recommendations on these topics in May of 2005. The remaining three action steps are complete, although the requirement of a capstone experience for every senior is met only if the definition of such a capstone is broadly defined.</td>
</tr>
<tr>
<td>3</td>
<td>Faculty: Objective 1: Recruit and develop the best teacher-scholars; provide additional opportunities for creative work; pursue hiring strategies that facilitate integrated learning.</td>
<td>.75</td>
<td>Two of the three action steps are completed. In particular, all newly hired undergraduate tenure-track faculty have a 15-16 hour or 5-course annual teaching load. More than 80% of all undergraduate tenured or tenure-track faculty have such a load. This has been enabled by the addition of 38 new faculty lines in the past four years. The major impact of the new lines has been to reduce the teaching load and allow for more faculty-student collaboration outside of the traditional classroom teaching model. The impact has varied by school with 90% of Arts &amp; Sciences and Leadership Studies tenure-stream faculty having a reduced load while only 55% of Business faculty have such a load.</td>
</tr>
<tr>
<td>4</td>
<td>Faculty: Objective 2: To improve the quality of teaching and research and promote more ambitious faculty research.</td>
<td>.75</td>
<td>Three of the four action steps have been completed. Research leaves are now available to all tenure-track faculty after three years and the University’s internal support for faculty</td>
</tr>
</tbody>
</table>
research and development increased by 46% since 2000 to $687,243 in 2004-2005. As a dramatic example, Business School faculty research funding increased from $50,000 to $258,000 (416%) in this period. The only action step that has received no support and does not seem to be a priority for faculty is an accelerated sabbatical program. Given the many other benefits provided, this action step should probably be discarded.

5 Faculty: Objective 3: To promote evaluation practices that encourage rigorous teaching, ambitious research, and conscientious self-assessment, and that provide faculty with substantive feedback from their department chairs and colleagues.

.25 While all the action steps are supported by deans and others, they have not been uniformly codified. Although annual review instruments do ask for self-reflective assessment, other means of assessing teaching such as classroom observation are critical and should be used for all faculty. Most chairs do solicit input about junior colleagues from department members. A few departments use classroom visitation as part of the teaching assessment of junior faculty. Practices vary somewhat by school and more uniformity would be desirable. This is an objective that is a work-in-progress.

6 Staff: Objective 1: To design and implement a staffing strategy that will enable the University to recruit, develop, and retain the best possible administrative and support staff.

1.0 Four of five action steps have been completed. The remaining step proposed a leave program for staff pursuing professional enrichment. That was studied, but the University decided against its implementation. As program demands have grown 56 support staff positions have been created outside of auxiliary services and athletics.

7 Program Enhancements: The Arts: To strengthen the arts by taking maximum advantage of the Modlin Center

.25 All three action steps have seen some progress, although all can be considered as works-in-progress. We have an Actors-in-Residence program in Theatre & Dance, but no similar programs in other areas. The Modlin Center and the University Galleries consistently bring top performers and exhibits to campus. They work with faculty and departments to tie shows and exhibits to classes. Staff support has increased in both the Modlin Center and the University Galleries. No support for recruitment of students in the arts has been made available.

8 Program Enhancements: The Natural Sciences: To enrich and diversify science education at Richmond and provide extensive opportunities for discovery and interaction between students and faculty.

.75 As the Gottwald Science Center nears completion, 10 new faculty lines have been added in the natural sciences. Six of nine action steps are completed. The remaining three promote curricular modifications which are ongoing as new faculty add their ideas to the mix. More courses use discovery-based learning.
and more courses have been created that look at applications of science – biology courses that look at cancer, chemistry courses that look at drug development, etc.

| 9 | **Program Enhancements: Business Education:** To establish the E. Claiborne Robins School of Business as the top choice for undergraduate business education among students and employers by 2010. | .75 | Of the nine action steps, five are complete, two have significant progress, and two are on hold pending new resources. These last two are an addition to the current building and a Center for Entrepreneurship and Technology. The two where progress is significant deal with increasing the research productivity of faculty and reducing the teaching load without increasing class size. Seven new lines plus 18 hires since 2000 have changed the profile of the faculty and allowed more than 50% to have a 15-16 hour annual course load. |
| 10 | **Program Enhancements: Legal Education:** To continue improving the T. C. Williams School of Law so it becomes recognized as one of the top 50 law schools in the United States. | .25 | The action steps under this objective are being reconsidered as the Law School completes a new comprehensive five-year strategic plan. That plan is expected to be finalized in spring of 2005. |
| 11 | **Program Enhancements: Leadership Studies:** To enhance the Jepson School’s program of Leadership Studies by offering an accelerated interdisciplinary master’s degree in Leadership Studies to mid-career participants from a wide variety of professions | .25 | The MLS has been put on indefinite hold after a careful study showed economic conditions and faculty resources were not conducive to its start up. |
| 12 | **Program Enhancements: Richmond Quest:** Create an endowment for the Richmond Quest | 0 | No endowment has been created as we move to Quest IV. |
| 13 | **Program Innovations: Student/Faculty Research:** To expand the educational experiences of our students by providing significant opportunities to pursue, independently or in collaboration with members of the faculty, serious research, original scholarship, and creative activity. | .75 | All the action steps have been completed to some significant degree. The number of students engaged in independent or collaborative research has increased with 156 students presenting at the annual Student Research Symposium in 2004 compared with 73 in 2000. Faculty collaborative research with students is now part of the annual evaluation of faculty. Significant new monies have been made available to support student involvement in research. |
| 14 | **Program Innovations: Technology/Information Fluency:** To prepare our students to enter their careers equipped not only with traditional knowledge and critical-thinking skills but also with the abilities to excel in technology and | .75 | All three actions steps are completed. A campus-wide wireless network will be completed in 2005. A new library literacy seminar is now required of all first year students. The library and information services staffs have been expanded to support these new initiatives. |
| 15 | **Program Innovations: Post-Doctoral Teaching Fellows and Senior Mentors:** To establish a new community of post-doctoral teaching fellows and senior mentors who will interact with each other and with our students, staff, and faculty to enhance the intellectual life of the University. | 0 | This proposal has received no support and has no champion. It no longer seems appropriate and should be removed as an objective. |
| 16 | **Program Innovations: The Richmond Research Institute:** To identify and support interdisciplinary research opportunities that would allow our faculty to capitalize on our geographic distinctiveness as an institution located in a fast-growing suburban area, incorporating a capital city with a rich heritage, situated just two hours from Washington, D.C. | 1.0 | The RRI was funded for a three-year trial and a director was hired in the summer of 2004. It is too early to predict how successful this will be. |
| 17 | **Program Innovations: Environmental Studies:** To provide resources for an Environmental Studies major approved by the faculty. | 1.0 | The major has been approved and all required faculty resources provided. The first group of majors graduated in 2003. |