State of the University Address

September 2013

President Ralph Kuncl

UNIVERSITY OF Redlands

Education +

Adapting to an Ever-Changing Environment: A Culture of Elevated Learning

Hongwei Lu

Jeffery Smith

David Soulsby

Our House 2013

Volunteering, Service Learning, and Our Civic Engagement

ALT 98.7

LA's Alternative

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UNIVERSITY OF Redlands

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Space is Limited. Reserve Your Space Now!

R E D

Research

Class Is Full

May 23, 2013

COMPLETED

Watch the Q&A with Kennedy

Education

Ready For Some Good News About California Schools?

Monday, June 17th 7p-9p

COMPLETED

Event Highlights with Kennedy

Discovery

Where is space exploration headed in the future?

Monday, August 19th 7p-9p

COMPLETED

Recap with Kennedy

RED Series: *Johannes Moenius*

"A psychic with data."

RED Series: *Jose Lalas*

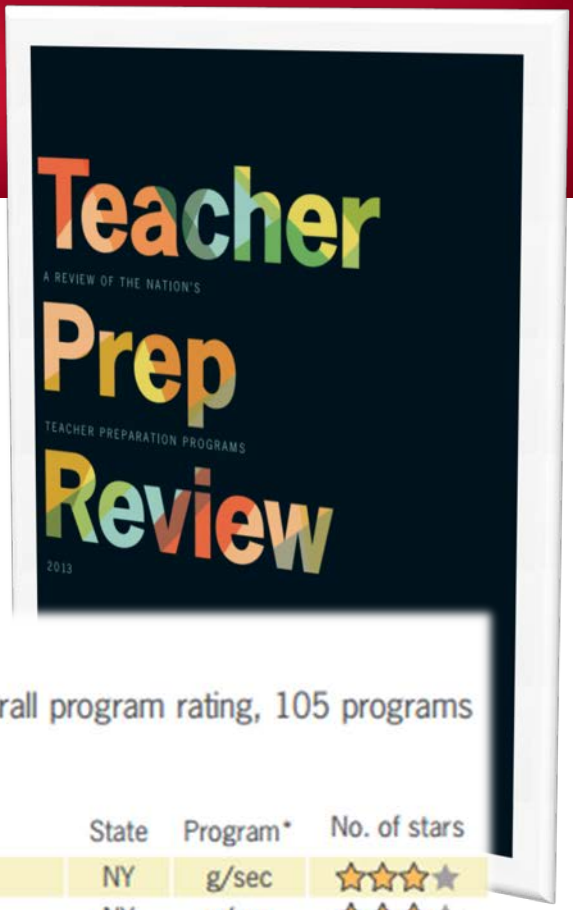
Critical Social Issues

RED Series: *Tyler Nordgren*

Curiosity

School of Education

- New MA in Education (Curriculum and Instruction) with a specialization in Spatial Literacy
- New Preliminary Education Specialist Teaching Credential
- New MA & Certificate in Clinical Mental Health Counseling

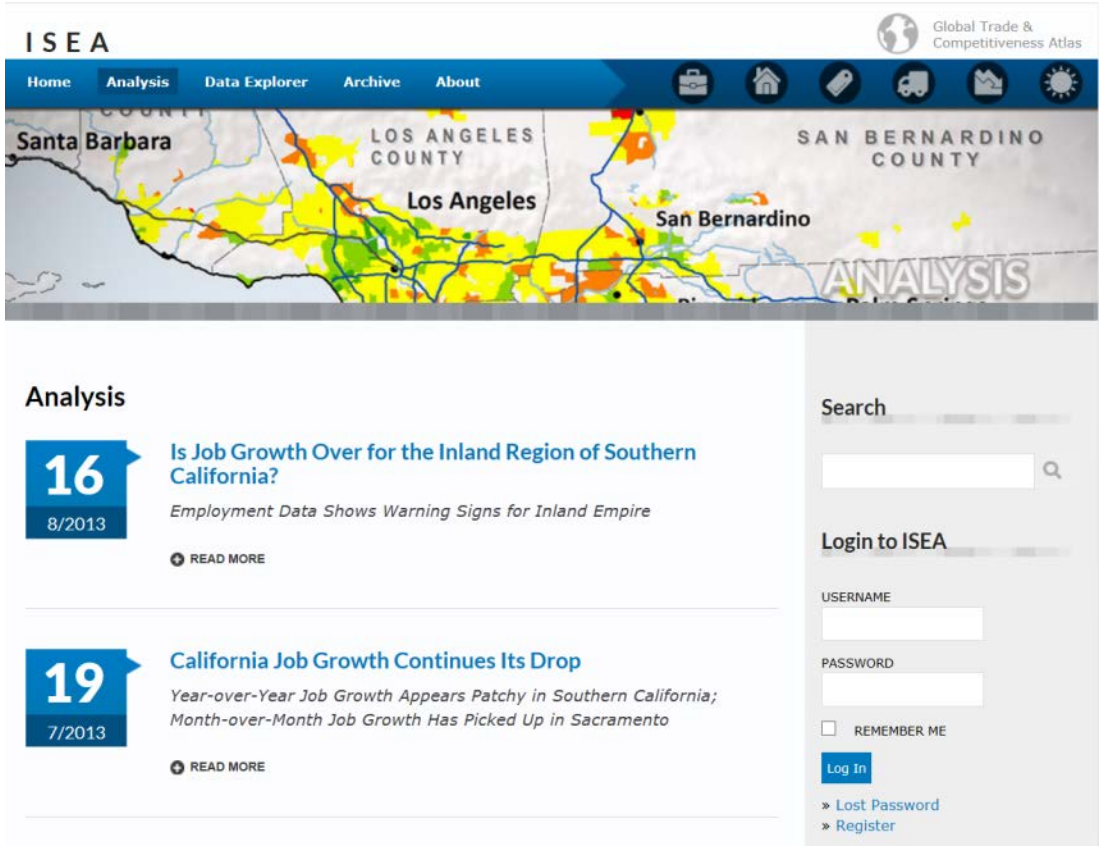


Three- and four-star programs

Of the 1,200 elementary and secondary programs for which we are able to assign an overall program rating, 105 programs (9 percent) make the Honor Roll by earning 3 or more stars.

INSTITUTION	State	Program*	No. of stars	INSTITUTION	State	Program*	No. of stars
Arkansas Tech University	AR	ug/sec	★★★☆	CUNY – Lehman College	NY	g/sec	★★★☆
University of Central Arkansas	AR	ug/sec	★★★☆	SUNY – Binghamton University	NY	g/sec	★★★☆
Arizona State University	AZ	g/sec	★★★☆	SUNY College at Old Westbury	NY	ug/sec	★★★☆
University of Arizona	AZ	ug/sec	★★★☆	Marietta College	OH	ug/sec	★★★½
University of California – Berkeley	CA	g/sec	★★★☆	Ohio Northern University	OH	ug/sec	★★★☆
University of California – Irvine	CA	ug/sec	★★★☆	Ohio State University	OH	g/el	★★★½
University of California – San Diego	CA	g/sec	★★★½	Ohio State University	OH	g/sec	★★★★
University of Redlands	CA	ug/sec	★★★½	Oklahoma Baptist University	OK	ug/el	★★★☆
Southern Connecticut State University	CT	g/sec	★★★☆	Oklahoma State University	OK	ug/el	★★★☆
University of Central Florida	FL	ug/sec	★★★☆	University of Oklahoma	OK	ug/sec	★★★☆
Clayton State University	GA	g/sec	★★★½	Arcadia University	PA	ug/sec	★★★☆
Mercer University	GA	ug/sec	★★★☆	Bloomsburg University of Pennsylvania	PA	ug/sec	★★★☆

Institute for Spatial Economic Analysis



Johannes Moenius

William R. and S. Sue Johnson Endowed Chair of Spatial Economic Analysis & Regional Planning

New Academic Chairs

Scott Stevens

John and Linda Seiter Endowed Director of Writing

Walter Hutchens

Endowed Chair in Global Business (Hunsakers)

Fulbright Award Recipients

Jessie Chansler ’13
Guatemala

Adrian Poloni ’13
Mexico

Global and Domestic Consultancy Capstone Course

What's the difference?

Twice each year, during the winter and summer capstone periods, the School of Business offers our undergraduate and graduate students two unique options for completing their capstone requirement; a global consultancy with a British firm and a domestic consulting engagement with an organization located in Southern California.

These courses provide an opportunity for selected students to apply the knowledge they've gained through their studies to a practical consulting experience. A critical aspect of the consulting engagement is that students will be required to think creatively and work outside their comfort zone. We know these consulting projects are highly valued because our consulting clients tell us so, and they make a significant contribution to business development in both Southern California and abroad.

With Program Director approval, this course meets capstone requirements for all School of Business degree programs.

What are the objectives of the Consultancy Capstone Course?

- To provide student delegates an opportunity to put theory into practice and experience action learning as the capstone to their educational experience at the University of Redlands.
- To develop the capacity of student delegates to work together as a management team through active participation in a group project requiring the use of oral, written and analytical skills.
- To enhance the student delegate's ability to communicate clearly, argue rationally, apply what they have learned, and operate effectively in an unfamiliar context.

What is the course format?

- A minimum of 3 Saturday pre-engagement workshops covering consulting techniques, team dynamics, strategic management and other relevant topics.
- A week-long "live" consulting engagement with a foreign or domestic client, concluding with a team presentation outlining preliminary findings and recommendations.
- Preparation and presentation of a comprehensive written project report covering all aspects of the engagement.

How do I become a student delegate?

- Find out more about the course by visiting the School of Business Academic Programs Consultancy Capstone Course website: www.Redlands.edu/SBCapstone
- Submit all application materials as outlined in the application process document by the established deadline.
- Participate in the delegate interview and team selection process.
- Get ready for your most challenging academic experience ever!

www.Redlands.edu/SBCapstone (909) 748-8748

Athletics

- 3 teams won SCIAC Conference championships – Men's basketball and women's lacrosse and softball
- Athletes earned more than 120 All-SCIAC awards and 9 earned SCIAC Athlete or Freshman of the Year recognition
- Took 32nd out of 450 NCAA Division III intercollegiate athletic programs in the Learfield Sports Directors' Cup
- 121 Redlands Scholar-Athletes who maintained a cumulative GPA of 3.5 or above as a member of a varsity team.
- Named a top-eight football program in California by Footballscoop.com

A Trip to Carnegie Hall

Sponsored Research Grant Funding

Highlights From 7/1/2012 - 6/30/2013

Grantor/ Funding Source	Project Description	Project Manager	Amount
California Energy Commission	Improving Decision Support for Environmental Review and Planning of Proposed Solar Energy Projects Relative to Mojave Desert Tortoise	Philip Murphy *Redlands Inst.*	$563,776
Sacramento River Watershed Program	Developing and Maintaining a California Watershed Information Center	Jordan Henk *Redlands Inst.*	190,000
Forest Service	iBET (Integrated Budget Evaluation Tool) Phase II System Engineering Support	Philip Murphy *Redlands Inst.*	72,502
Earthwatch Institute	Whale Migration in Southern California	Lei Lani Stelle *Biology*	69,461

TOTAL FUNDING = $1.3 Million

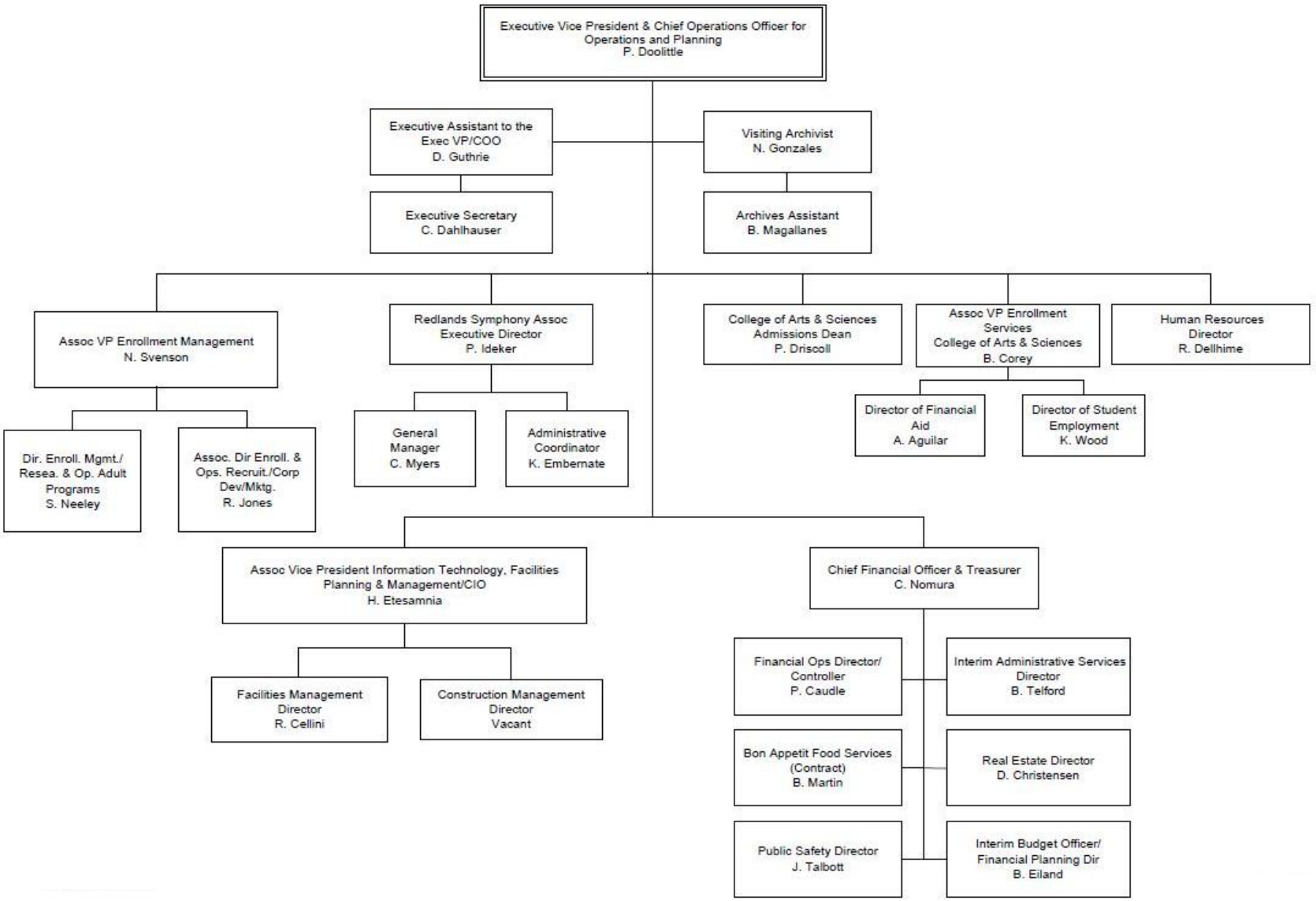
2013 International Double Reed Society Conference: Hosted by the School of Music

Two Alumni Fought for Marriage Equality

David Boies ’64

Brian Silva ’00

Reorganization of the EVP/COO Position, June - July 2013



Vice President for Finance & Administration

Cory Nomura

- Finance (Operations, Audit, Investment, Real Estate)
- Human Resources (Roberta Dellhime)
- Facilities (Roger Cellini)
- Administrative Services
- Public Safety
- Food Services
- Legal Affairs

Interim Provost & Chief Academic Officer

David Fite

- Deans:
  - Kathy Ogren
  - Stuart Noble-Goodman
  - James Valadez
  - Ed Callahan
- Associate Provost (Ed Wingenbach)
- Chief Information Officer and Associate Provost (Hamid Etesamnia)
- Academic Budget

Dean of the Colleges of Arts & Sciences

Kathy Ogren

- Salzburg Program
  - Appointed as the President of the Officers for the Educational Association of the University of Redlands – Austria

Additional Organizational Changes

Kevin Dyerly: Enrollment

- Student Financial Services
- Student Employment

Anita West: Advancement

- University Archives

Michelle Rogers: Office of the President

- Redlands Symphony

Entering Class Profile in College of Arts & Sciences

- 767 New Students
- 5,105 Applications
  - 2.5% ↑ from 2011
  - 27% ↑ from 2010
- 668 Freshman, 99 Transfers
- Average GPA is 3.65 (compared to 3.58 last year)
- 40% Underrepresented Minorities
- 18 with International Influence

- 250 First Generation Students
- 38 States Represented, 69% From California
- 426 Women, 341 Men
- 451 High Schools Represented
- 66 Colleges and Universities Represented
- 109 Have a Legacy Connection
- SAT Critical Reading & Math Composite Range = 1030-1230
- ACT Composite Range = 23-27
- Top Academic Interests Listed on Common Application:
  - Business, Psychology, Pre-Med, Biology, Education, Music, Communicative Disorders, English, Accounting, Pre-Law
  - 6% Undecided
  - 23 Planning a Johnston Emphasis

School of Business 2012-2013

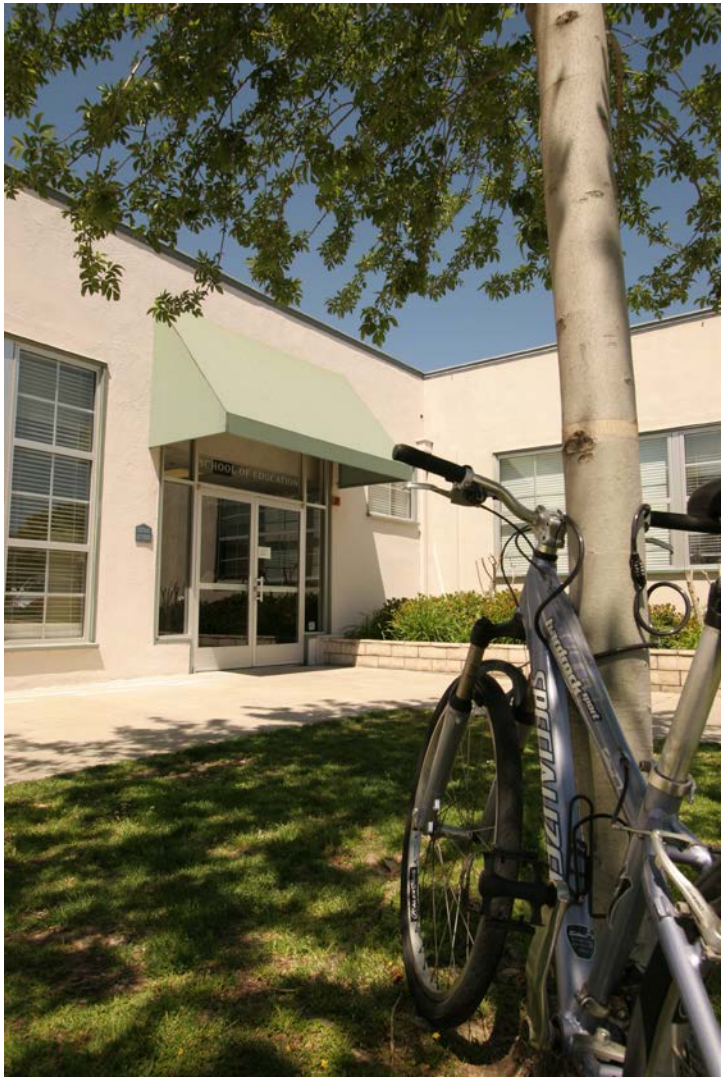
Welcomed 839 New Students

- 515 Graduate Students
- 324 Undergraduates
- Includes first cohort of international students (India and China) in an accelerated, residential MBA

School of Education 2012-2013

Welcomed 358 New Students

- 203 – Teaching Credentials
- 98 – Master's
- 12 – Doctoral
- 45 – Professional Credentialing or a Graduate Certificate



Americans & Business Leaders Agree: It is more important for graduates to possess broader skills & capabilities

Which of the following skill sets do you think are most important for recent college graduates to possess?

NATIONAL	BUSINESS LEADERS
56%	60%

BROADLY APPLICABLE SKILLS

"Softer" skills like oral and written communications and problem solving

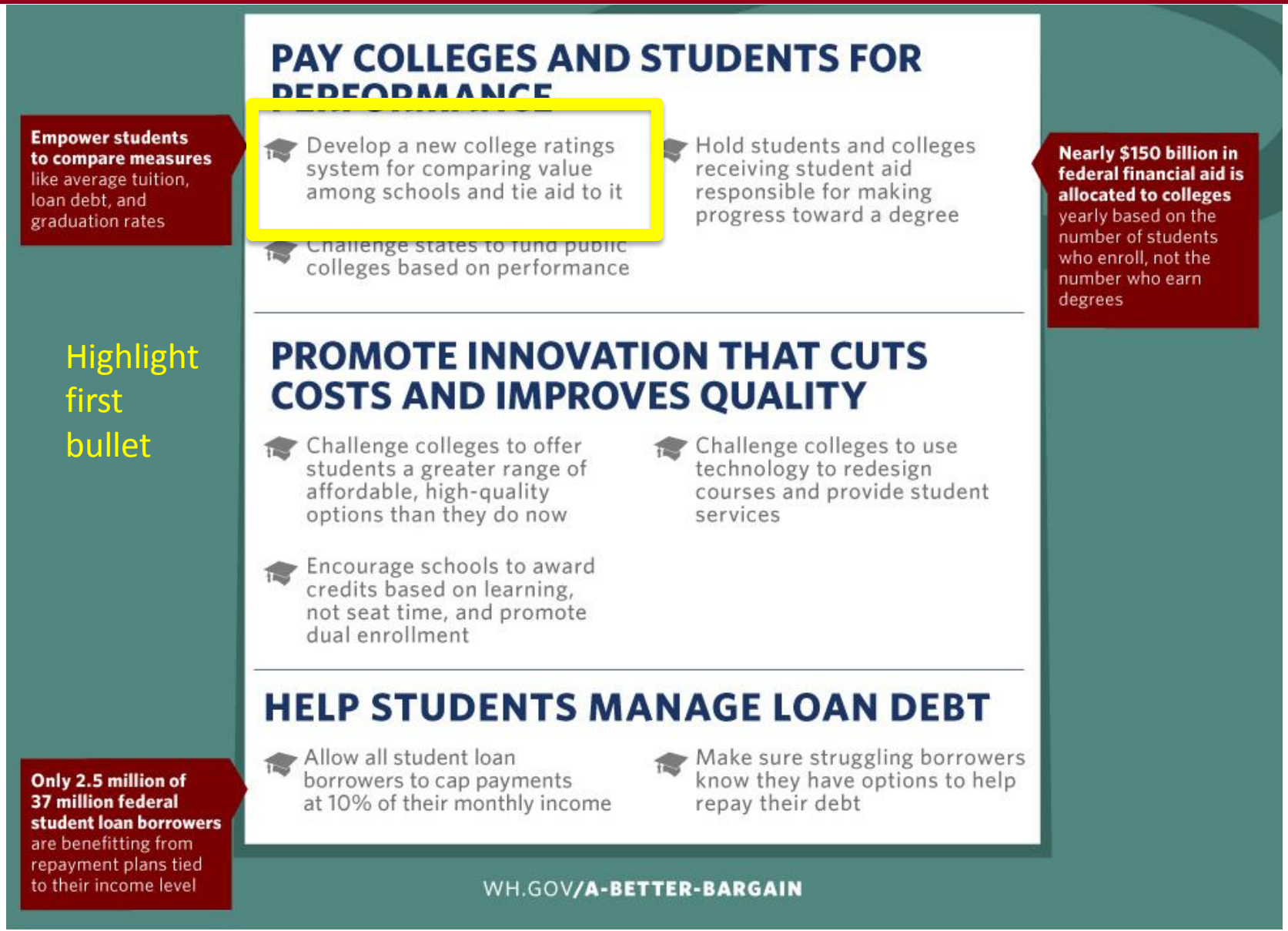
NATIONAL	BUSINESS LEADERS
44%	40%

SPECIFIC SKILLS

"Harder" skills like applied training and industry-specific capabilities

Source: http://www.northeastern.edu/innovationsurvey/pdfs/Northeastern_University_Innovation_Imperative_Higher_Ed_Outcomes_Poll_Deck_FINAL_Delivered.pdf.
"National" means national public opinion poll of American adults over age 18.
"Business Leaders" means survey of hiring decision-makers (includes owners, CEOs, C-Suite level executives, and vice presidents)

A Better Bargain for the Middle Class: Making College More Affordable



Obama's Plan: Rating College Performance

The ratings, which will be developed by the Department of Education by 2015, will be based upon such measures as:

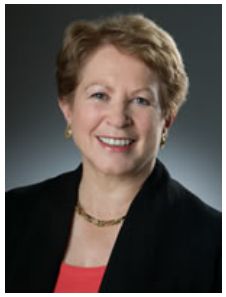
- **Access** – as measured by the percentage of students receiving Pell grants. *Redlands will rate high*.
- **Affordability** – such as average tuition, scholarships, and loan debt. *Redlands will rate at or about peers*.
- **Outcomes** – such as post-graduation salaries, graduation and transfer rates, and advanced degrees of college graduates. *Redlands hard to predict*.

Obama's Plan: Pay As You Earn

Addressing ever-growing levels of student debt:

- The plan calls for expansion of a "Pay As You Earn" program that would cap loan repayments at 10% of income.
- It will help students manage debt by allowing them to fully repay their loans on a sliding scale that adjusts monthly payments based on changing income and other factors.

Obama's Plan: Unintended Consequences

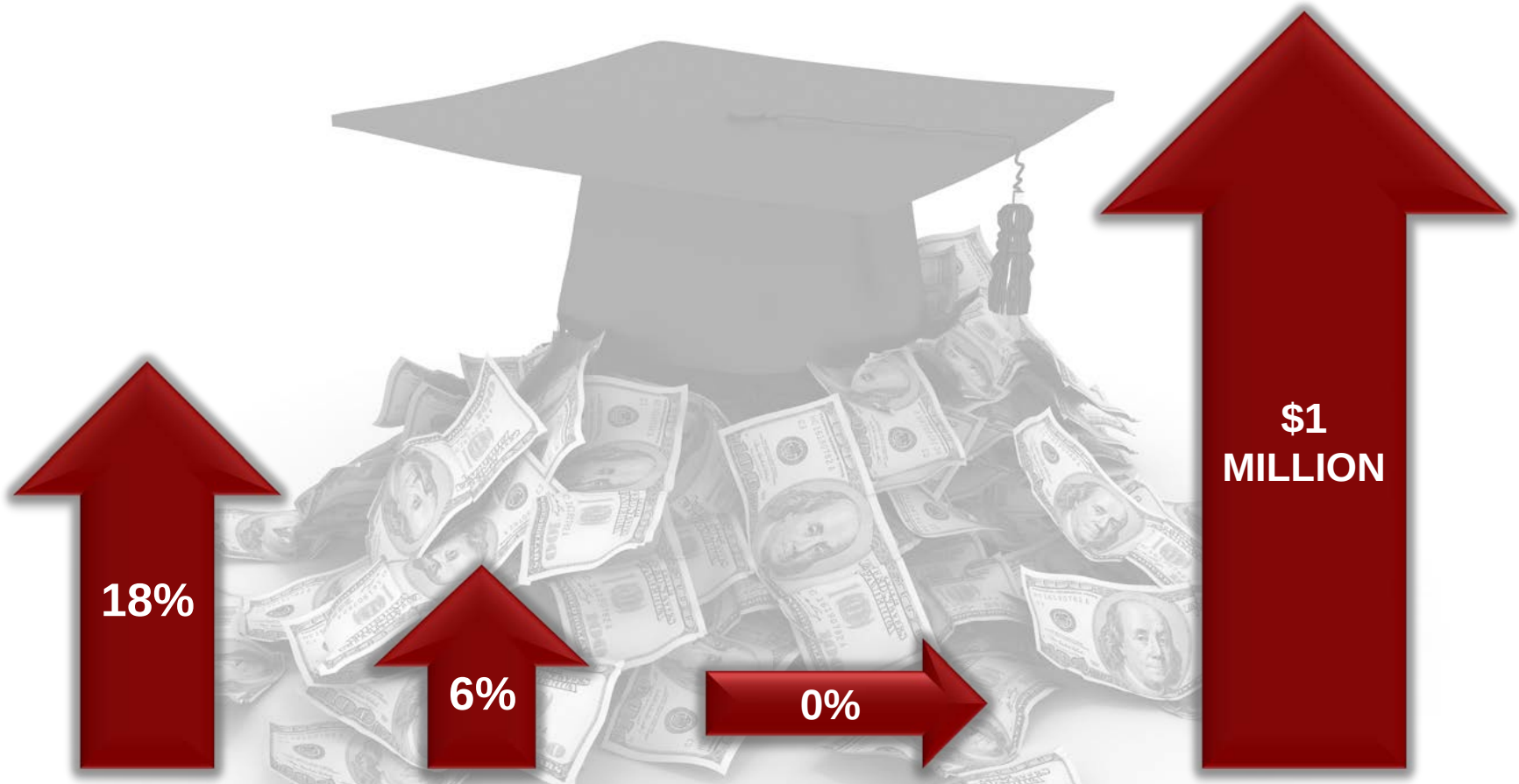


"I certainly believe that encouraging innovation designed to provide more students with quality learning outcomes at lower cost is worth doing from the federal level. However, taken as a whole, the proposals seem at cross purposes at best and potentially damaging to the pursuit of quality at worst. How can you call for learning-centered innovation, on the one hand, and then propose a federal rating system that leaves quality learning indicators off the table? The invocation of quality seems like pious rhetoric, while the measures that will have teeth are all about narrow indicators such as earnings and completion rates."

—***Carol Schneider***

President of the Association of American Colleges and Universities

College Affordability



Public University Average Cost (Net)

Redlands' College Cost (Net)

Redlands' Cost after Adjusting for Inflation (Net)

Difference in Lifetime Earnings of a College Graduate (Bachelor's) vs. a High School Graduate

* Source: http://cew.georgetown.edu/collegepayoff/

A Disturbing Demographic Trend

NACAC National Association for College Admission Counseling
Guiding the way to higher education

September 23, 2013: "Families are not saving as much for college as they once did, part of a cultural shift that may be forcing students to take out loans, which is driving talk of a debt crisis for students . . . . I don't know that the family sees [itself] as being the primary source of funds for higher education — the assumption is somebody else will pay a good portion of it."

—Steven Graff
Senior Director of Admissions and Enrollment Services, College Board

Creating Better Affordability

- New Sources of Revenue
- Discipline of Controlling Staff Size
- Multi-year Budget Planning to Reduce Structural Deficit ($15 M → $5 M)

University Student-to-Faculty Ratios

As reported to *U.S. News & World Report:*

(Counting College full time students as 1 FTE
and all other students, including SB, SE, and SCS as 1/3 of an FTE*)

FY 02/03	FY 03/04	FY 04/05	FY 05/06	FY 06/07	FY 07/08	FY 08/09	FY 09/10	FY 10/11	FY 11/12	FY 12/13
14:1	**14:1**	**14:1**	**10:1**	**11:1**	**10:1**	**10:1**	**10:1**	**11:1**	**13:1**	**14:1**

(All part-time faculty are counted as 1/3 FTE, as are all part-time students.
For this method, Fall 2012's faculty were 202 FT and 277 PT.)

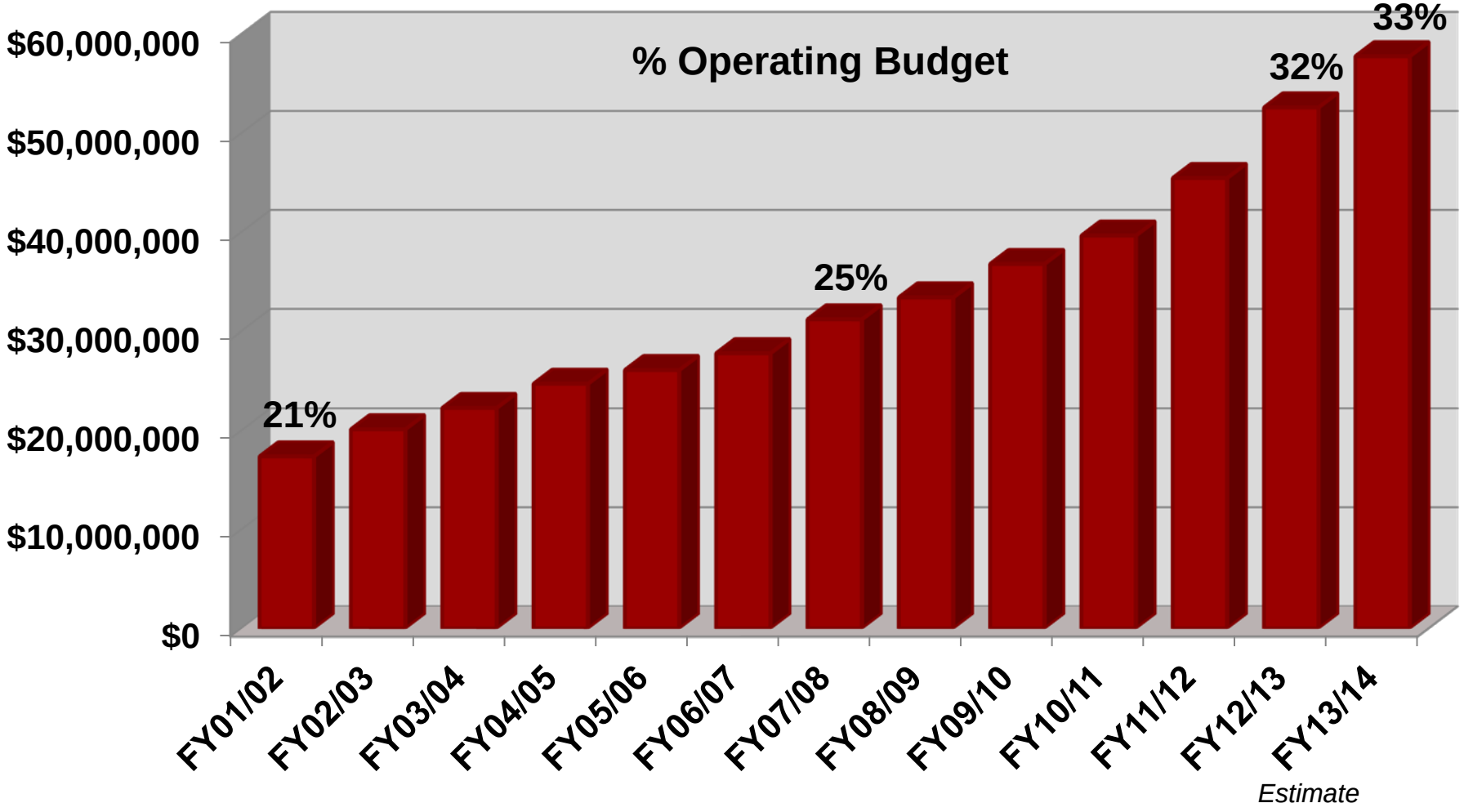
* As reported to *US News* using credit-based calculations for Full-Time and Part-Time students.
Part-Time students are counted as 1/3 of an FTE since 2011.

A Budget Process with Scrutiny

Prudent, heightened, financial oversight

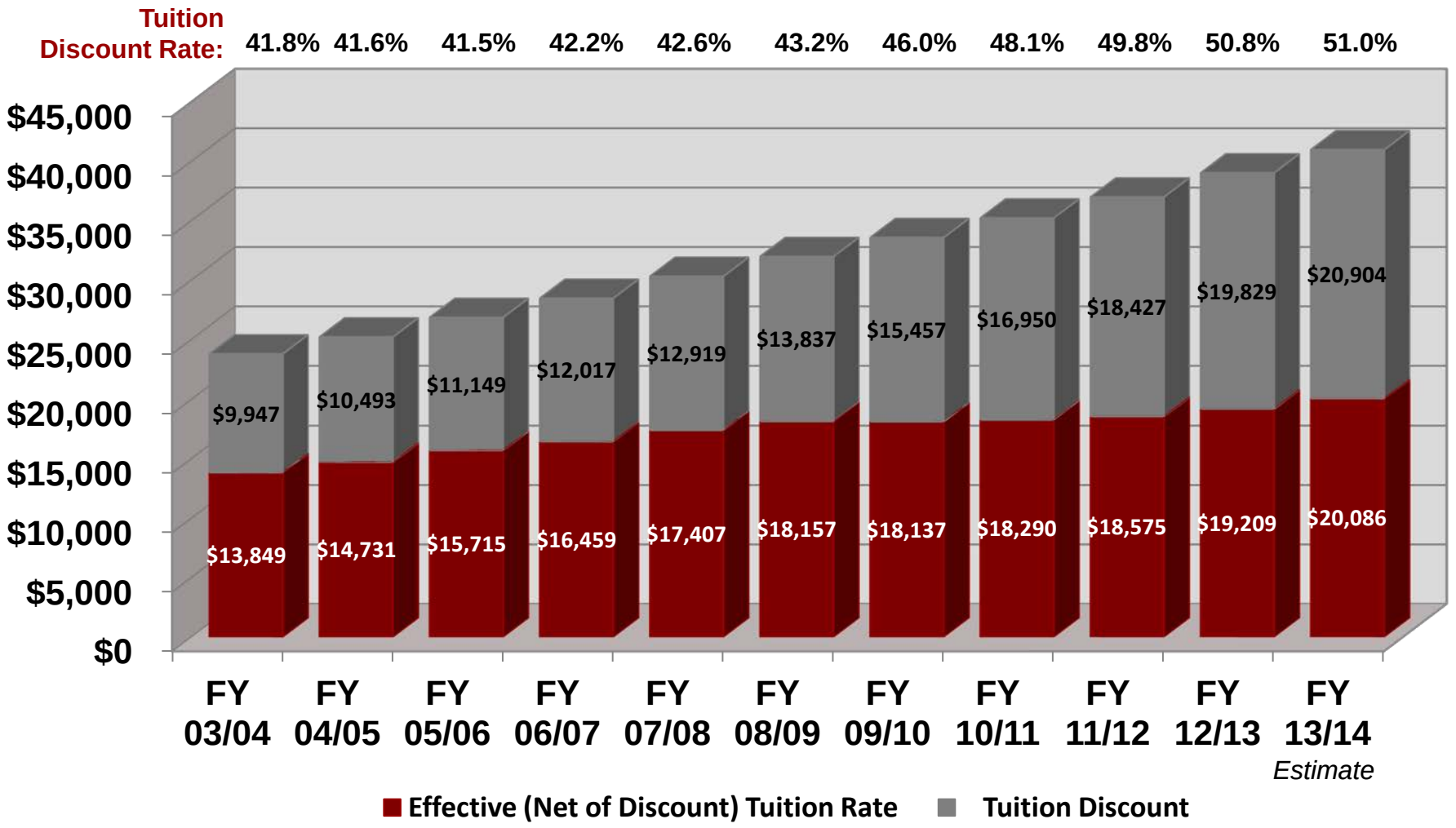
- Examine new employee positions systematically
- Hire experience
- Evaluate positions over time
- Review all operating practices regularly
- Find efficiencies in overlapping functions and campuses

Financial Aid Expenditures



College of Arts & Sciences Tuition Rate & Financial Aid Discount Rate Impact

FY 2003-2004 Through FY 2012-2013 (Average Per Student)



New Sources of Revenue

- Potentially Expand Key Graduate Programs
  - MS in Communicative Disorders
  - MS-GIS
  - MBA
  - School of Music Master's
- Launch New Programs
  - Geospatial Analysis and Design (Master's)
  - Doctorate of Musical Arts
- Enroll more international undergraduates
- Continue to Focus on Undergraduate Retention & Graduation Rates
- Develop South Campus – University Village
- Launch a Comprehensive Campaign

Digital Media/Online Education to Enhance Learning

Peter Bol Named Vice Provost for Advances in Learning

HARVARD UNIVERSITY

September 16, 2013

Harvard University Provost Alan Garber announced today the
and humanities scholar Peter K. Bol as vice provost for advanc
Charles H. Carswell Professor of East Asian Languages and Civ
University's longstanding and expanding efforts to support fac
novel pedagogies, research on learning sciences, and the use of
enhance teaching and learning on campus and online.

"With the creation of the Harvard Initiative for Learning and T
2011 and the launch of edX and HarvardX in May 2012, it has
University's work in these areas have reached a level that war
leadership," said Garber. "Peter's stellar teaching, experience
understanding of Harvard's culture and community make him
that our efforts in advancing learning, both on campus and onli
strategic, and effective. He will be a staunch ally for the faculty
learning as we pursue both innovation and excellence in our te

Stanford takes landmark step in online learning, appoints new vice provost

The creation of the Office of the Vice Provost for Online Learning – part of the larger Stanford Online initiative – signals both a restructuring of the university and its dedication to ensuring pedagogical agility and rigor in the face of global, economic and social transformations.

BY *STANFORD REPORT* STAFF

Stanford University today announced the creation of an Office of the Vice Provost for Online Learning, a landmark step in its commitment to bring new teaching and learning methods to Stanford students – and to students around the world – in response to the requirements and potential of the 21st century.

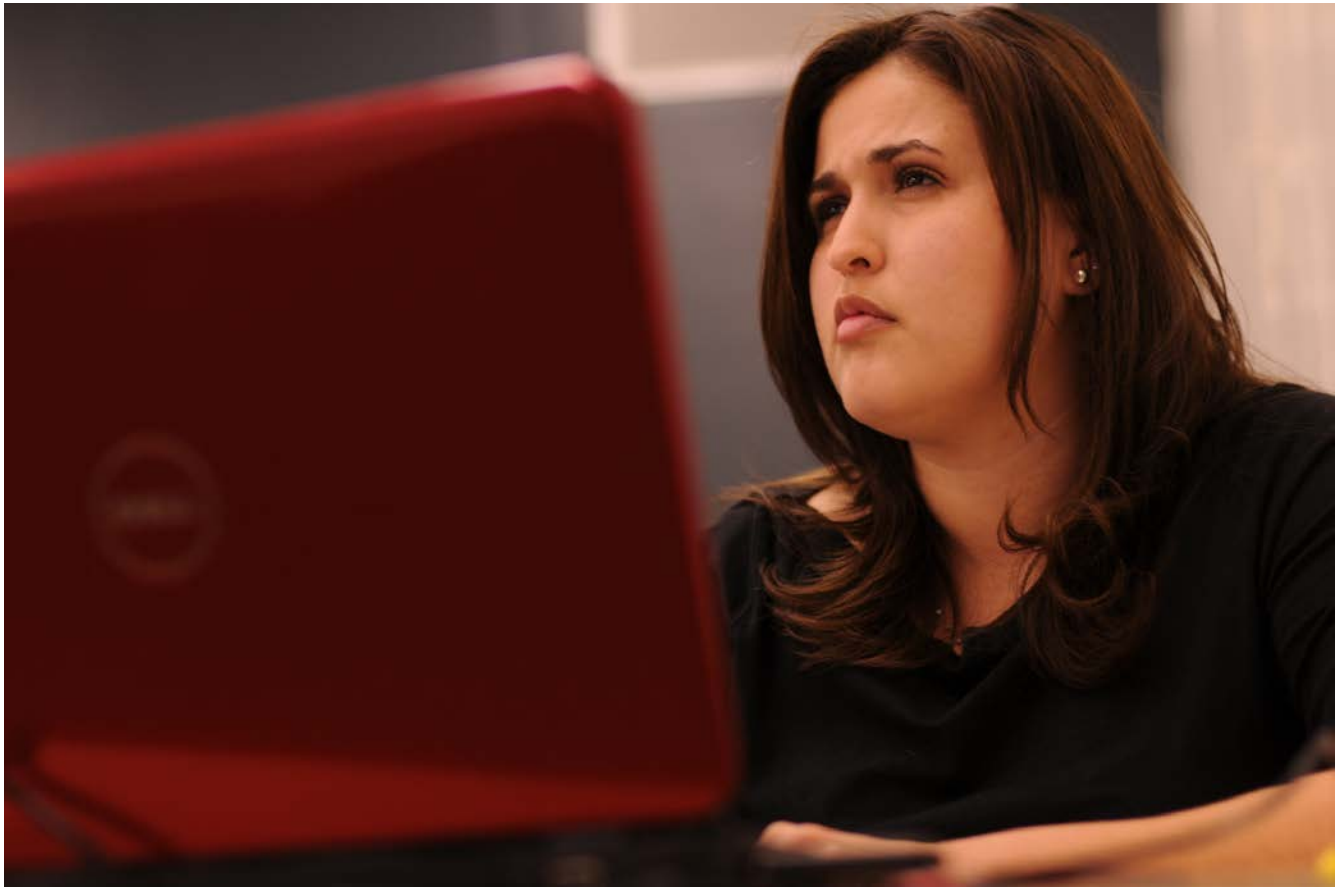
The first vice provost of the office will be computer scientist John Mitchell, the Mary and Gordon Crary Family Professor in the School of Engineering. Earlier in the year he was named by President John Hennessy to be chair of the Presidential Advisory Committee on Technology in Higher Education.

L.A. Cicero

Computer scientist John Mitchell will serve as Stanford's first vice provost for online learning.

Online Progress at Redlands

- Few Online Courses
- Moodle®
- Personal Response Clickers
- More Flipped Classrooms



Task Force on Online Learning

Online Task Force Recommendations

1. Invest in the technological infrastructure needed to make faculty experiments with online educational tools possible and even common.
2. Provide training and resources to faculty who are willing to experiment with online learning tools.
3. Support faculty experimentation directly, through Online Learning Enhancement grants to individual faculty who are willing to undertake online projects and share the results with their colleagues.
4. Explore collaborating with an outside vendor of online learning systems to develop a seamless and attractive student learning experience.
5. Work together to develop the guidelines and procedures for the development and implementation of online and blended courses.

Articulated Institutional Commitment	Collaboration & Partnerships	Curriculum, Co-Curriculum, & Learning Outcomes	Faculty	Student Mobility	Administrative Structure & Staffing

Comprehensive Internationalization

Non-Resident Alien Enrollment *vs.* Peers

Redlands Total for Fall 2012 = 55

	Fall 2010				Fall 2011			
	Undergraduate Nonresident Alien*	Graduate Nonresident Alien	Total Enrollment	% of Enrollment	Undergraduate Nonresident Alien	Graduate Nonresident Alien	Total Enrollment	% of Enrollment*
University of San Diego	282	119	8,201	4.9%	317	129	8,317	5.4%
Drake University	266	57	5,616	5.8%	244	43	5,384	5.3%
University of the Pacific	123	159	6,717	4.2%	153	170	6,710	4.8%
Westminster College	87	12	3,163	3.1%	141	17	3,358	4.7%
Loyola Marymount University	209	111	9,223	3.5%	237	110	9,352	3.7%
Saint Joseph's University	89	205	8,916	3.3%	83	249	9,011	3.7%
Hamline University	84	102	5,008	3.7%	62	107	4,855	3.5%
Butler University	94	43	4,640	3.0%	98	31	4,626	2.8%
University of Scranton	78	117	6,070	3.2%	35	92	6,034	2.1%
Monmouth University	25	69	6,506	1.4%	37	93	6,570	2.0%
Baldwin Wallace University	45	13	4,345	1.3%	49	12	4,168	1.5%
University of Redlands	14	12	4,431	0.6%	15	21	4,769	0.8%

* Defined as a student with an F1 or J1 Visa enrolled at the University as of Fall Census. Data retrieved from IPEDS on 9/11/13. Sorted by Fall 2011 % of Enrollment.

University-Wide Council on Comprehensive Internationalization

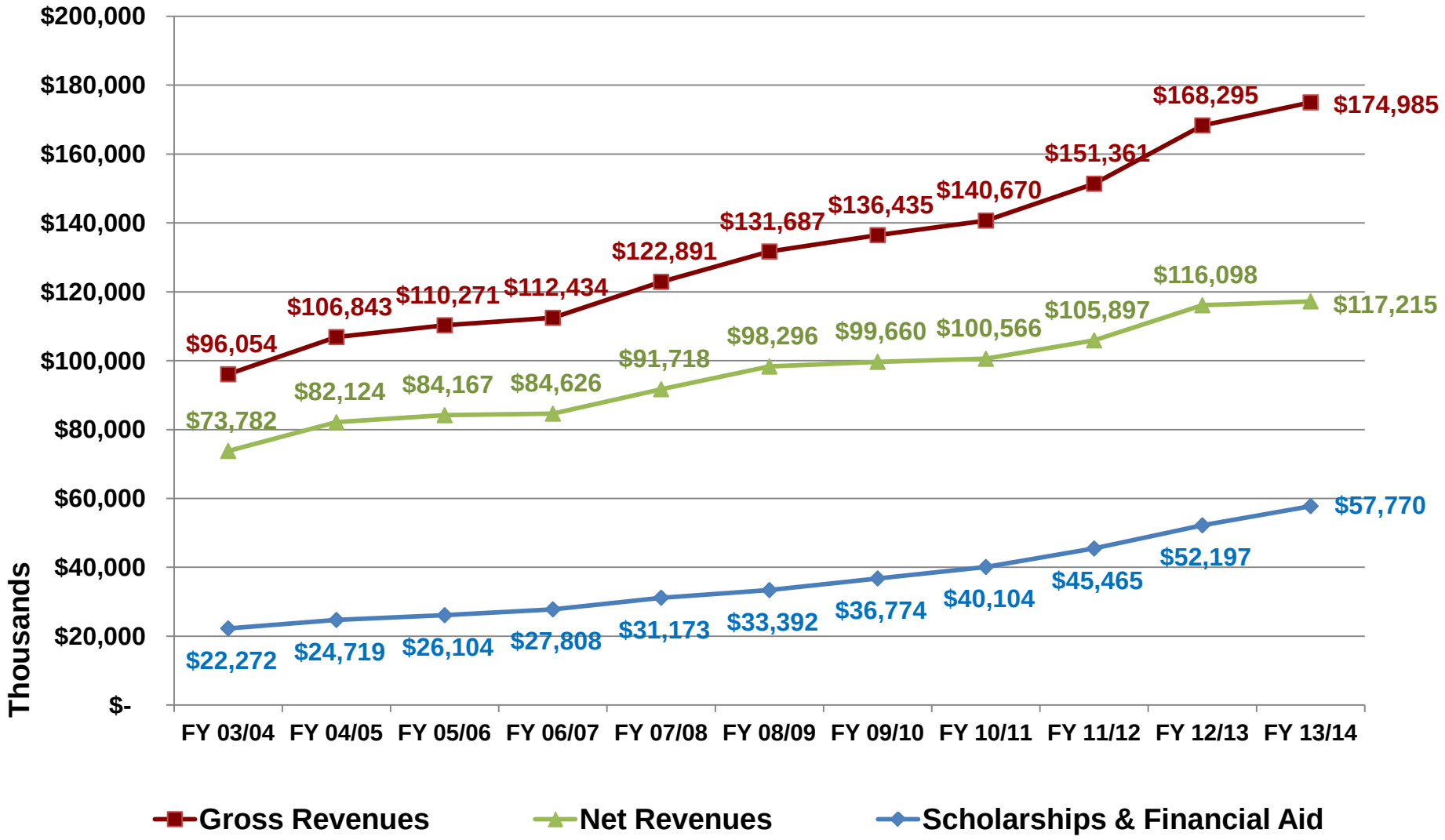
Council Chair: Associate Provost **Ed Wingenbach**

Council Members: **Sara Falkenstien** (Director of Study Abroad), the chairs of the three working groups, and faculty representatives from each working group.

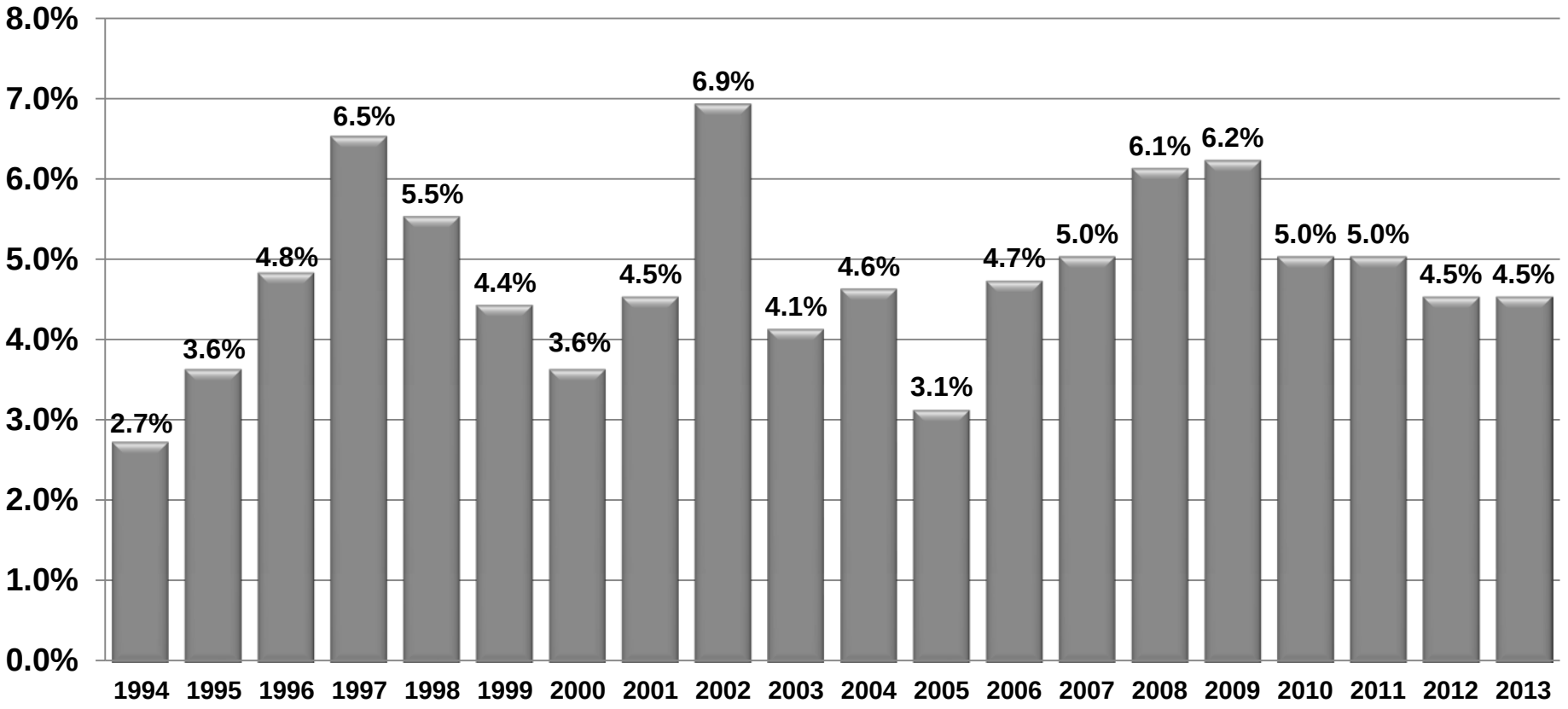
The 3 Working Groups of the Council are:

1. **International Curriculum/Co-Curriculum/Study Abroad Working Group**
   - Chaired by Associate Professor **Michael MacQueen** (Director of International Programs in the School of Business) and Associate Professor **Steve Wuhs** (Chair of the College of Arts and Sciences Assembly and Co-chair of the Department of Government)
2. **International Student Recruitment Working Group**
   - Chaired by **Kevin Dyerly** (VP for Enrollment)
3. **International Student Support/Services/Student Life Working Group**
   - Chaired by **Leela Madhavarau** (Special Advisor to the President and Associate Dean for Campus Diversity and Inclusion)

Historical Net Revenue

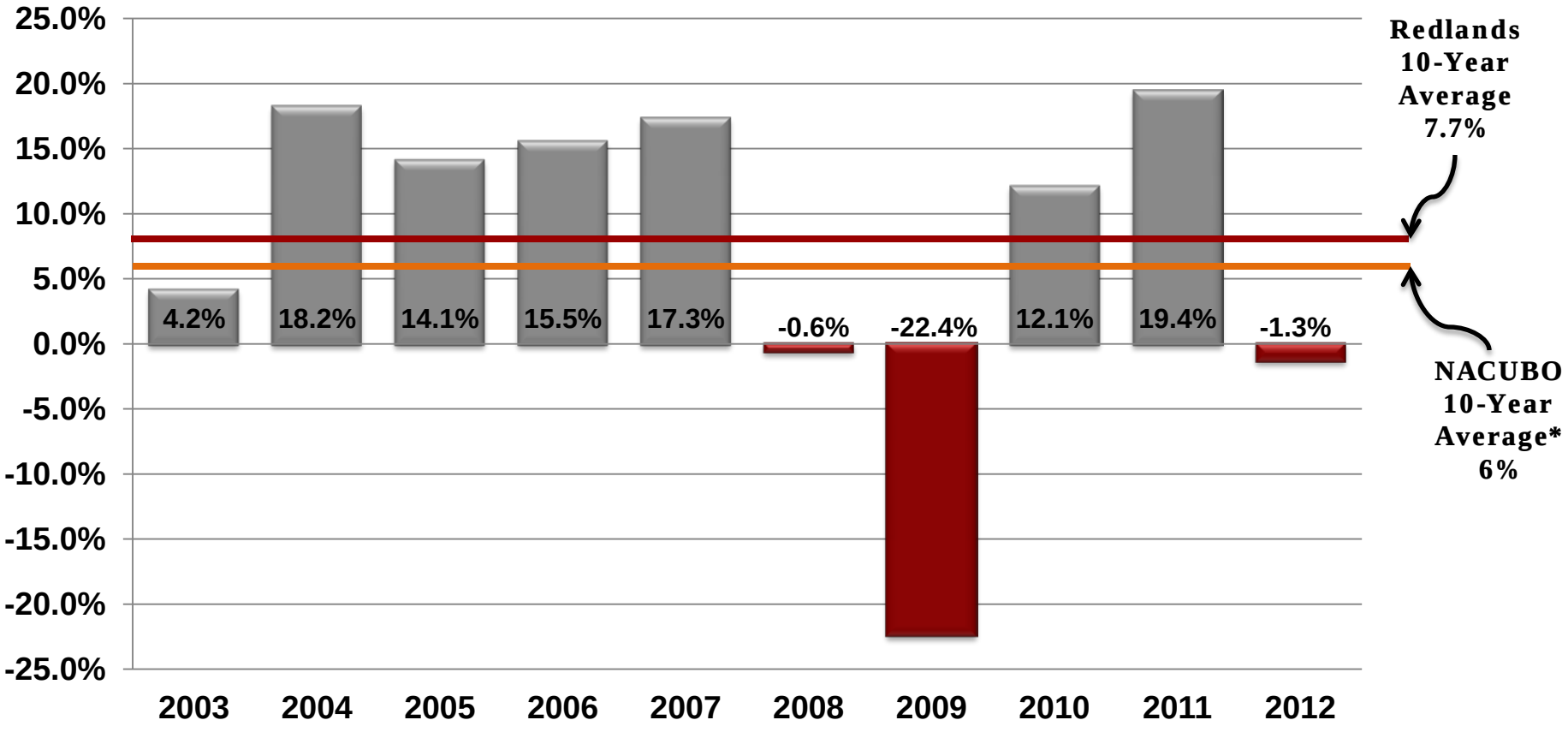


Annual Endowment Spending Rate*



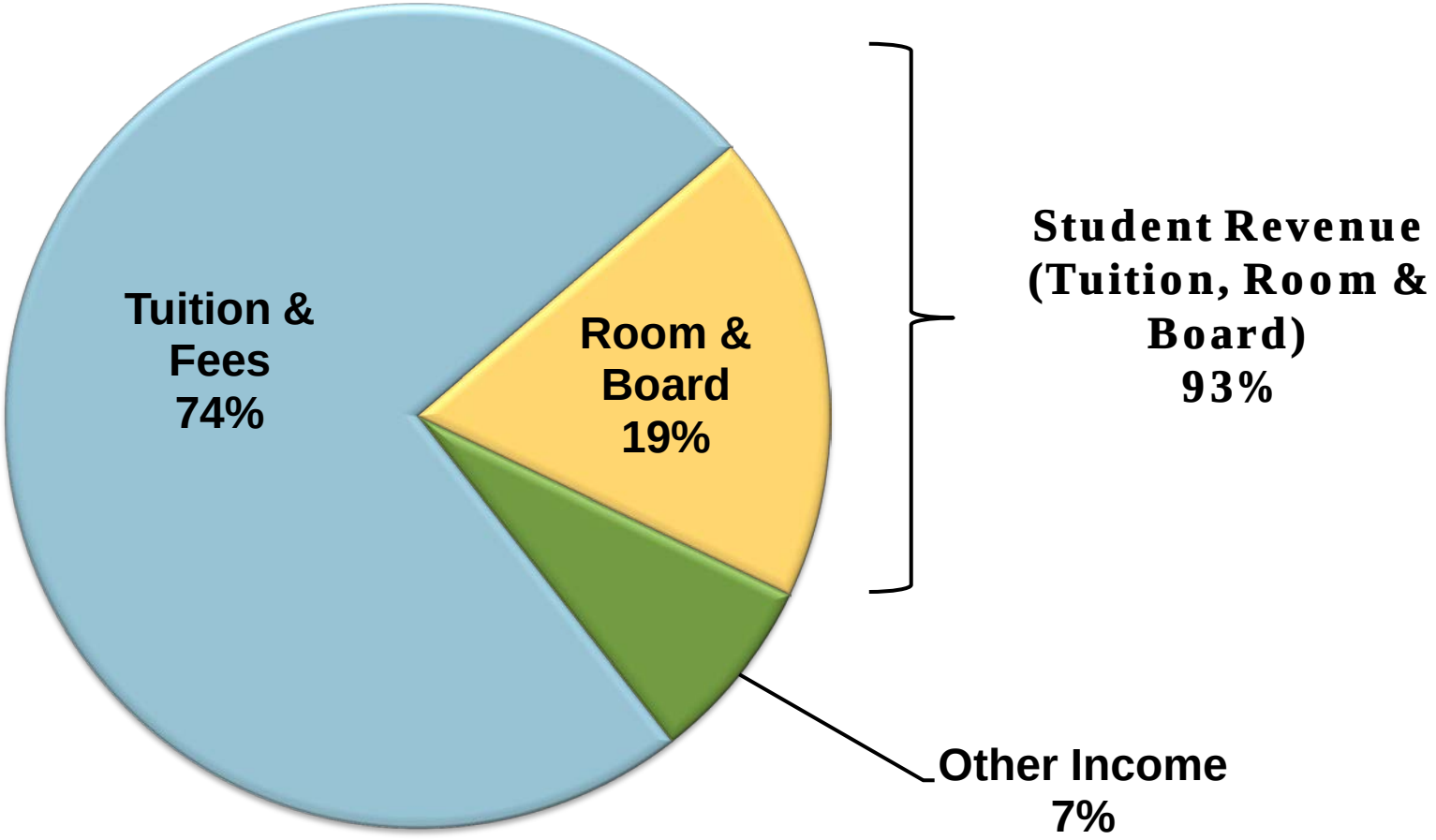
* All include internal loans and repayments to VSRP since 2008, which results in higher apparent rates in 2008 and 2009, lower in 2012 and 2013.

Average Endowment Investment Return



* 2012 10-Year Average Return for 250 Institutions with Endowments sizes ranging from $101 to $500 Million.

Revenue Net of Financial Aid, FY 2013-14



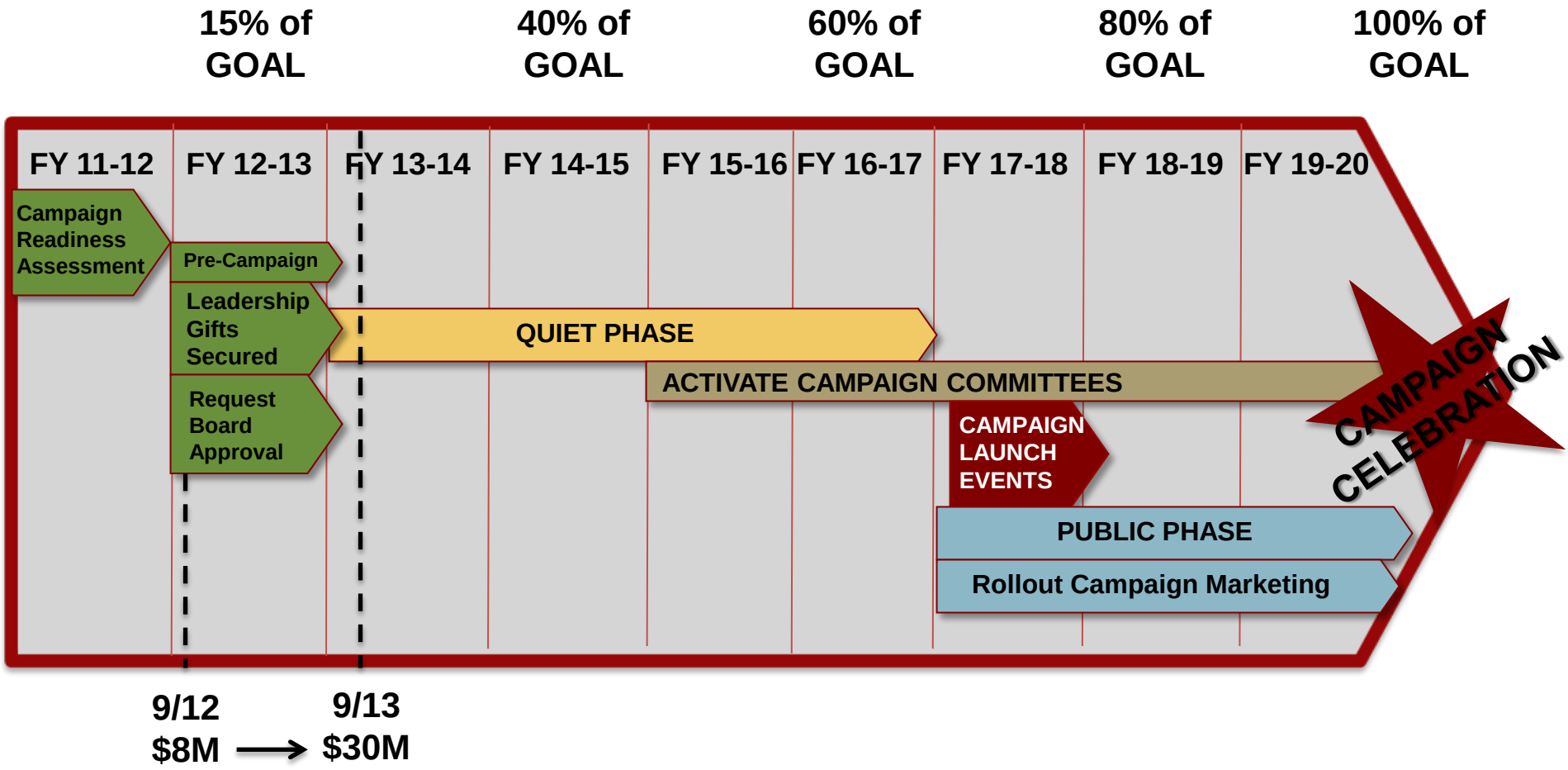
The State of the University is Hopeful, But Vulnerabilities Remain

- The need to increase the institution's liquidity to be able to cover significant unexpected financial shortfalls in enrollment or the next adverse economic crisis.
- Commitment to a viable financial plan to improve the University's current and future deferred facilities maintenance issues.
- How to manage and improve the University's overall risk management profile.
- How to improve the University's financial health and navigate to avoid as many financial "sink holes" as possible.

Operational Planning Document of the President's Cabinet for 2013-2015

- **Theme 1:** Innovative Approaches for a Changing World
- **Theme 2:** Educational Effectiveness – Teaching, Learning, and Research
- **Theme 3:** Access, Affordability, and Diversity
- **Theme 4:** University & Community/Town and Gown Relations
- **Theme 5:** Financial Sustainability and Campus Infrastructure & Environment
- **Theme 6:** Organizational Effectiveness and Governance

Comprehensive Campaign Timeline



Our House on the Road

Please join

Local trustees, alumni, parents and friends
for
dinner and conversation celebrating the collective joy, wisdom, innovation and charm of the University of Redlands

Our House: Seattle

with President Ralph Kuncl, Nancy Kuncl and remarks by

Arthur Svenson, David Boies Professor of Government
"The U of R and the U of R: Why R's?"

Saturday, September 21, 2013
6:30 p.m.

Cascade Ballroom, Pan Pacific Hotel
2125 Terry Avenue, Seattle, WA 98121

Please reply by September 6, 2013 to
Debi Logan at (909) 748-8351 or rsvp@redlands.edu.
Please include dietary preferences in your response.

A note about the theme: The title "Our House" refers to the poetic speech delivered by Arthur Svenson, David Boies Professor of Government, at the February 2013 inauguration of President Ralph W. Kuncl. Dr. Svenson's inspired tribute to the Redlands way continues to encourage and delight: view the video or read the speech online at Redlands.edu/OurHouseSvenson.

Please join

Local alumni, parents, students and friends
for
cocktails and conversation celebrating the collective joy, wisdom, innovation and charm of the University of Redlands

Our House: Portland

with President Ralph Kuncl, Nancy Kuncl and remarks by

Kathy Ogren, Dean, College of Arts and Sciences

Sunday, September 22, 2013
6:00 to 8:00 p.m.

Andina Restaurant
1314 NW Glisan
Portland, Oregon 97209

Please reply by September 6, 2013 to
Debi Logan at (909) 748-8351 or rsvp@redlands.edu.

A note about the theme: The title "Our House" refers to the poetic speech delivered by Arthur Svenson, David Boies Professor of Government, at the February 2013 inauguration of President Ralph W. Kuncl. Dr. Svenson's inspired tribute to the Redlands way continues to encourage and delight: view the video or read the speech online at Redlands.edu/OurHouseSvenson.

A Look to the Future

One might envision the day we offer the following four progressive, interrelated options to adapt to changing demands, because research suggests today's students need a longer transition to a meaningful profession:

1. A three-year, intensive, year-round baccalaureate degree, offered at a discount to the four-year rate?
2. More cooperative-education programs with job placement as part of the curriculum?
3. A much more prolonged and extensive career services program reflecting the "Bulldog for Life" continuum?
4. Much more extensive professional master's degree to fulfill our Carnegie designation as a "Master's University."

The best is yet ahead:

We are a University destined for greatness!