



RANDOLPH COLLEGE

Founded as Randolph-Macon Woman's College in 1891

PRESIDENT

THE COLLEGE TODAY

Founded in 1891, Randolph College (formerly Randolph-Macon Woman's College, see below) has offered women a rigorous education in the liberal arts and sciences. In keeping with the College motto, *vita abundantior* (life more abundant), the College has integrated living and learning to achieve an environment of academic excellence with close and supportive student-faculty relations. The College's Phi Beta Kappa charter, obtained in 1916, was the first to be granted to a women's college in the South. The College has more than 13,000 alumnae whose giving percentages have traditionally placed the College in the top tier of colleges nationally. It has 715 students and 74 full time faculty, 95 percent of whom have a doctorate or terminal degree in their discipline. The cherished Honor System has been fundamental to the conduct and governance of the College since its opening in 1893.

Historically, almost half of the College's alumnae attend graduate or professional school within five years of graduation. Over the past ten years, the medical school acceptance rate of graduates has been nearly 30% higher than the aggregate national average.

Barron's Best Buys in Education (seventh edition) places Randolph College in the top 10% of colleges and universities nationwide in opportunities for personal and professional development. Law, business, veterinary and human medicine, education, the arts, research, teaching, and government and volunteer service are examples of recent graduates' professional pursuits.

STRATEGIC PLAN FOR RANDOLPH COLLEGE

In 2003 the Board of Trustees appointed a Strategic Planning Steering Committee to develop initiatives to ensure the future of Randolph-Macon Woman's College as an academically excellent women's college and a financially sustainable enterprise. The Board also made clear, however, that the process should explore seriously any options that would sustain an institution of high quality and financial viability.

Throughout the strategic planning process, the College affirmed its commitment to providing an excellent academic program while maintaining its sense of community. The College evaluated its strengths; analyzed its financial position; researched its markets; solicited input from students, faculty, alumnae, and friends; and studied the experiences of other current and former all-women's colleges. The process culminated in a strategic plan adopted by the Board of Trustees in September 2006.

The strategic plan calls for the College to move forward as a coeducational college with a global honors emphasis in the educational program, achieved in a way that honors the College's history and its long tradition of graduating leaders in society. Men will be admitted to the College in fall 2007. The strategic plan is included as an attachment to this specification.

Following an in-depth evaluation to rename the College, the Board has announced 'Randolph College' as the new name of the institution.

The historic loyalty of the College's constituencies has been tested by the Board's decision to admit men and the subsequent name change. A group of alumnae and students seek to preserve the College's single sex identity and its attendant traditions. At the same time, there is considerable excitement

among all constituencies about the growth, positive change, and financial health that the strategic plan envisions.

Since the Board's vote on September 9, the interim president, members of the senior administrative staff, and numerous trustees have participated in campus meetings and in regional gatherings throughout the country to present the case for the strategic plan and provide a forum for interactive discussions. The president's respect for diverse opinions and strength in responding to questions have helped the community to appreciate the vision and exciting potential of the strategic plan.

Faculty, students, alumnae, staff, and trustees are currently engaged in implementation working groups to bring the strategic plan to fruition. These working groups are directing efforts toward curriculum development, business planning, student recruitment, campus life, alumnae support, and communications and marketing.

FACULTY & ACADEMIC PROGRAMS

The National Survey of Student Engagement 2003 (NSSE) gives Randolph College high marks on student-faculty interaction and effective learning. In four NSSE benchmarks – level of academic challenge, student-faculty interaction, enriching educational experiences, and supportive campus environment – the College ranked in the top 10 percent of institutions nationally. In the fifth benchmark – active and collaborative learning – the College ranked in the top quartile.

With 74 full time faculty, the student/faculty ratio is 9:1, and average class size is 13. Faculty, 95% of whom hold a doctorate or a terminal degree in their field, are actively engaged in teaching all classes.

The College offers undergraduate majors across a wide range of traditional and interdisciplinary academic disciplines: American Culture, Art, Biology, Chemistry, Classics, Communication Studies, Curricular Studies, Dance, Economics, Engineering Physics, English, Environmental Studies, Global Studies, French, German Studies, Global Studies, Health Services, History, Mathematics, Music, Philosophy, Physical Education and Health, Political Science, Psychology, Religious Studies, Russian Studies, Sociology/Anthropology, Spanish, and Theatre. Biology, Psychology and English are the majors with the largest enrollments, and interdisciplinary programs such as Environmental Studies are growing in popularity. Students

may also opt for distinct, self-designed majors. The College also offers a teacher education program, 3/2 programs in Engineering and Nursing, and pre-professional advising in law and medicine. At the graduate level, the College initiated an M.A.T./M.Ed. program in June 2006.

Through a consortial arrangement, students may enroll without payment of additional tuition in a course at Lynchburg College or Sweet Briar College during the academic year.

The College is a member of the International 50, a select group of the top 50 U.S. colleges and universities recognized for international programs and global awareness. These colleges serve as exemplars by providing significant resources in international scholarship and service.

Nearly 45% of students participate in study-abroad, ranging from a summer travel seminar to a full-year study abroad option, most popularly at the College's program at the University of Reading in England. The one-semester American Culture Program offers a domestic alternative to foreign study with a concentrated, interdisciplinary, and often on-site immersion into the study of American society.

Focused research and leadership training are also a part of the Randolph College student experience. The College's Summer Student/Faculty Research Program funds projects across academic disciplines. Its Davenport Leadership Program is a comprehensive, four-year program through which students gain direct leadership experience on campus and in the community.

STUDENTS

In fall 2006, the College enrolled 715 students from 44 states, the District of Columbia, and 40 countries. Twelve percent of the student body comprises international students, creating a global community on the campus. Black and Hispanic students make up 14 percent of the student population.

The academic profile of Randolph College students is strong. Thirty-five percent of the Class of 2010 ranked in the top 10% of their high school class. Of the 187 entering students, at least 51 were members of the National Honor Society. The composite SAT score (math and verbal/reading) has averaged 1160 over the most recent five years.

The College provides about \$9 million a year in financial assistance to students. More than 95 percent of students receive some form of aid,

including academic scholarships, need-based grants, federal and state grants, campus employment, and loans.

STUDENT LIFE

Randolph College prides itself on its close-knit, residential community. The small college environment makes it possible for students to assume several leadership roles, and the multicultural atmosphere of the College creates a bridge between the international and American experience.

Approximately 90% of the students live on campus in one of six residence halls. Traditions such as odd-even class rivalry, ring week, and pumpkin parade are milestones of the Randolph experience. The student-led Activities Council sponsors events such as band concerts, trips to historic sites, art workshops, and spirit week.

There are over 40 registered clubs and organizations; membership in most of them is open to any student who applies. In recent years, activities with an international perspective such as Global AIDS Campaign, Caribbean Ambassadors to U.S. Education, Club Asia, and Muslim Students Club have sponsored events to encourage intercultural understanding.

Randolph College women engage actively in the Lynchburg community. Last year, more than 250 students volunteered in community programs.

The WildCat athletic program fields varsity teams in basketball, field hockey, riding, soccer, softball, swimming, tennis and volleyball, and the college is currently introducing cross country and men's teams into their program. Randolph competes in the Old Dominion Athletic Conference (ODAC) and in the National Collegiate Athletic Association at the Division III level. Nearly 20% of the student body participates in sports at the varsity level.

ALUMNAE

Randolph College's 14,000 alumnae have been exceptionally loyal to their *alma mater*; their giving consistently puts the College near the top of national liberal arts colleges for percentage of financial participation.

The Alumnae Association, comprising graduates and other former students of the College, maintains its offices in the Muriel Zimmerman Casey

Alumnae House. Its activities are directed by a full-time director and four additional staff. The Board of Trustees currently includes twenty-three alumnae, including the President of the Alumnae Association, among its 30 voting members. The Alumnae Association also has two non-voting representatives to the Board.

Through correspondences and publications, the Association provides a point of contact between the College and its former students. Alumnae are encouraged to participate in the activities of the 31 alumnae chapters and 25 contact groups located in cities across the United States. Alumnae Admissions Representatives serve as liaisons between the College and high school students, providing contact with prospective students and guidance counselors and attending college nights and fairs.

ACCREDITATION

Randolph College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award the Bachelor of Arts, Bachelor of Science, and Master's degrees. SACS reaffirmed the College's accreditation at the baccalaureate level in December 2000 and conducted a substantive change visit in October 2006 with respect to the College's level change in granting master's degrees. The College's next full SACS reaccreditation review is scheduled for 2011.

Randolph College is also accredited by the American Chemical Society and the National Association of State Directors of Teacher Education and Certification.

CAMPUS

Located in a residential section of Lynchburg, Virginia near the James River and within 20 minutes of the Blue Ridge Mountains, the beautiful 100-acre campus has 20 buildings. Main Hall, built in 1893 and listed in the National Register of Historic Places, stands at the center of campus. The classroom buildings and residence halls, most of which are connected by enclosed corridors called trolleys, form a semicircle convenient to the more contemporary additions to the campus.

The College's nationally recognized Maier Museum of Art features works by outstanding American artists of the 19th and 20th centuries. The Museum

hosts an active schedule of special exhibitions and education programs throughout the year.

Randolph College's athletic facilities include a new softball complex, a 25-yard indoor pool, 100-acre riding center located near campus, and other indoor and outdoor facilities. The Board of Trustees has identified creation of a Sport and Activity Center from a renovated Physical Education and Recreation Building as an institutional priority.

In the past decade, the campus has seen extensive renovation, including the installation of state of the art technology and the renovation of numerous buildings, classrooms, studios and performance spaces.

The President's House, designed by a prominent Lynchburg architect in 1931, is a gracious brick residence in the Georgian style. Situated on a large, attractively planted lot and within easy walking distance of the College, the House affords a gracious site for College social functions, with its beautiful interior detail and spacious floor plan.



President's House

LYNCHBURG

Bordering the James River at the foot of the Blue Ridge Mountains, Lynchburg offers a range of historic, cultural, and recreational opportunities. With a population of 70,000 and within easy driving distance of Washington, DC, Richmond, VA, and Raleigh, NC, Lynchburg has the charm of a small town with the advantages of a big city.

Downtown Lynchburg is enjoying a resurgence of development with restaurants, museums, converted lofts, artist studios, the city market, cultural offerings, and recreational opportunities. Other parts of the city are experiencing strong growth and development. The Blue Ridge Mountains, Appalachian Trail, James River, Smith Mountain Lake, and Wintergreen Resort are easily accessible from campus and offer hiking, camping, water sports, golf, tennis, and snow skiing. The city boasts four colleges, a symphony orchestra, a class A minor league baseball team, and a thriving fine arts center.

PRESIDENT'S RESPONSIBILITIES

The College's next President will be expected to lead the College on critical issues by:

- **Providing bold, visionary leadership for the College's future:** The next President will lead the College through its transition to a coed institution. She/he will need to provide leadership in developing new and innovative strategies to ensure the long-term strength and quality of the College. With significant momentum already underway, the President will need to engage the trustees, faculty, staff, students and alumnae in continuing this new direction for the College.
- **Strengthening the financial position of the College:** The next President must be an enthusiastic representative of the College and able to raise money from various constituencies. In order to meet today's challenges in recruiting students and attracting faculty and staff, the new President needs to address significant deferred maintenance on campus. Chiefly, the College must renovate the Lipscomb Library and accomplish construction of an exciting Sport and Activities Center that is currently in the architectural drawing stage. Faculty salaries will need to continue to increase, as will funding for scholarships and endowed professorships.

- **Increasing enrollment:** The College's strategic vision calls for an increase in enrollment to 1,100 students. The next President will need to lead the effort to create a message that will speak to prospective male and female students and an environment that will attract and retain students of the highest caliber.

CURRENT ADMINISTRATIVE STRUCTURE

The President is the chief executive officer of the College, reporting directly to a 30-member Board of Trustees.

Reporting to the President is a senior administrative staff of nine individuals:

- Dean of the College
- Vice President for Enrollment
- Vice President for Development and College Relations
- Associate Vice President for Development
- Vice President for Finance and Administration
- Vice President for Student Affairs and Dean of Students
- Director of the Office of College Relations
- Alumnae Director
- Director of Institutional Research and Assistant to the President

The senior staff meets weekly with the President. The chair of the Faculty Representative Committee also attends the senior staff meetings.

FINANCIAL RESOURCES

Randolph College has the benefit of a large and diverse asset base. The 2005-06 academic year saw a 7.4% increase in net assets of the College to \$169 million on total assets of \$203 million at June 30, 2006 (Please note that the audited statements record the College's land, buildings and renowned art collection 'at cost', which significantly understates the current market value of its previous properties). The College's endowment is also very healthy and had a market value in excess of \$148 million as of October 31, 2006. In addition, the College received a Standard & Poors rating of A- in 2003, and this rating was reaffirmed in early 2006.

The educational and general budget for 2006-07 is \$27.2 million, exclusive of financial aid. Randolph College's tuition, fee, room, and board charges for 2006-07 total \$33,210.

In 2006, the College met its \$100 million goal for *Vita Abundantior: Changing Lives for a Changing World*, the Campaign for Randolph-Macon Woman's College with total gifts and commitments of \$104.3 million. The campaign funded endowed chairs in American Culture, Asian Studies, and Environmental Sciences; physical enhancements across the campus, and new scholarships.

Approximately 40 percent of the campaign contributions were in future commitments, and the campaign did not fund renovation of the Lipscomb Library and the Sport and Activities Center, which remain top development goals. Other funding priorities include faculty salaries and new initiatives being developed through implementation of the strategic plan.

PRESIDENTIAL QUALIFICATIONS

The next President will be a dynamic leader and strong manager who can articulate boldly and promote the mission and values of an undergraduate, liberal arts college devoted to men and women.

Leading candidates should have demonstrated successful experience providing leadership in the following areas:

- **Raising money to support the mission of an institution:** The next President will need to lead an aggressive fund raising effort to garner resources from individual, corporate and foundation sources. An excellent communicator, the President will need to persuasively represent the mission, values and aspirations of the College to a wide range of constituencies including alumnae, prospective students and donors, and other external groups.
- **Management of financial, physical and personnel resources:** The next President will need to be a superb financial manager able to effectively manage the College's budget and endowment. The President should be skilled in hiring, mentoring and retaining senior staff. A strong understanding of enrollment management strategies and practices is expected.

- **Leading change to accomplish and further goals:** Working within the College's strategic plan, the next President will need to engage the campus community to drive change and build momentum for the new direction of the College. Positive, energetic and able to inspire enthusiasm and confidence, the next President will be a consensus-builder who is able to make timely and necessary decisions.

CONTACT

The review of credentials will begin immediately and will continue until the position is filled. For best consideration, please submit materials, nominations and expressions of interest by February 15, 2007 in confidence and preferably electronically, to:

Shelly Weiss Storbeck, Managing Director and Vice President

Edward W. Kelley and Partners

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Alexandria, Virginia 22314

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For more information about Randolph College, please consult its website:
<http://www.rmwc.edu>

Randolph College is an Equal Opportunity, Affirmative Action employer.

RANDOLPH COLLEGE
THE FUTURE OF THE COLLEGE

2006

“The whole plan for the future can perhaps be summed up in a motto long ago adopted for the College: ‘Vita Abundantior.’ The conservation of the best elements in the heritage from the past and progress toward greater opportunity is the principle that the College has heretofore observed and that will likewise govern it in the future.” –Roberta D. Cornelius, 1951[†]

This strategic plan[†] is based on the rich heritage of Randolph-Macon Woman's College's liberal arts and sciences curriculum with an intensive emphasis on preparing students to contribute and to lead in a global society. It acknowledges the value the College places on high academic standards, its students, its faculty and staff, its alumnae, the strong tradition of its Honor System and personal integrity, and its commitment to a total educational experience.

As a strategic plan, this document addresses the plan's fundamental concepts in a broad manner. Section IV describes the groups and procedures which will shape the details of the plan and move it toward implementation.

I. VISION, VALUES, AND PURPOSE

A. Vision

The College will be a preferred destination for students, both female and male, who seek intensive individual preparation with the goal of contributing to and leading in a global society. The College will attract and graduate students of exceptional integrity who are passionate about intellectual inquiry, exploration, and collaboration. The campus community will be one that embraces and develops fulfilling relationships between living and learning, empowering its graduates to enjoy and foster, for themselves and others, "A Life More Abundant" in the global community.

This Vision will be achieved in a way that honors the College's history as a woman's college of excellence and its long tradition of graduates who have contributed, and continue to contribute, to society in many ways. The Vision will preserve the treasured and long-recognized benefits that flow from our commitments to internal and external community, honorable living, and the liberal arts and sciences. The resulting consciously coeducational living and learning environment will offer rich rewards to both female and male students and, ultimately, the world that they will shape.

* Roberta D. Cornelius, *The History of Randolph-Macon Woman's College from the Founding in 1891 through 1949-50* (Chapel Hill: UNC Press, 1951), 347.

[†] This Strategic Plan was articulated prior to the institutions name change to Randolph College. The objectives of the Plan remain unchanged.

B. Values and Their Realization

Our Vision is built on the College's long-cherished values and greatest strengths and ensures that they will be realized to their fullest potential in our future.

- The College values and is committed to continuing to provide a liberal arts and sciences education of excellence in an intimate setting.
- The College values its students and their diversity of background and thought and is committed to recruit students who will contribute to such a community.
- The College values its faculty and staff and is committed to providing the resources necessary to ensure they can provide the highest quality education as educators and mentors.
- The College values its alumnae and friends and is committed to including them in the education of its students.
- The College values personal and institutional integrity and is committed to its Honor System as an embodiment of that integrity.
- The College values both formal learning and that which occurs outside the classroom and is committed to providing a wide range of curricular and co-curricular opportunities in enhanced and modern facilities to support the scholarly and social lives of the College community.

In sum, the College is committed to providing an educational experience of excellence to enable students to understand and live these values.

C. Purpose

Randolph-Macon Woman's College was founded to undertake what was at that time a dramatic and forward looking purpose, one that it has pursued with distinction. Today, the College adopts a new, dramatic, and forward looking purpose through which it will continue to educate women and will extend its unique culture to the education of men. The College will provide a distinctive educational experience for its students, characterized by vibrant intellectual inquiry, awareness of the continuing importance of gender issues for both women and men, varied opportunities for actual application of knowledge, and discovery in an environment that creates world citizens with a deep sense of global consciousness and responsibility.

II. BACKGROUND AND THEMES

As former President Bowman stated in her President's Report 2005[‡], Randolph-Macon Woman's College has provided women with a liberal arts and sciences education of high quality that its graduates have used to become important contributors to society. She also articulated the external challenges and trends for small liberal arts colleges for women and thus the College. She described the efforts that had been taken by the College over the prior several years to address those challenges. She emphasized the importance of

[‡] http://www.rmwc.edu/strategicplan/pdf/presidents_report_05.pdf

a strategic plan to reposition the College to better face those challenges and, thus, to preserve its special aspects – and to do so at this time, a time in which it could take advantage of its continuing strengths.

In October 2003, the Board of Trustees created a Strategic Planning Steering Committee (SPSC) and charged that committee to “Develop strategic initiatives that will ensure the future of R-MWC as an academically excellent woman’s college and a financially sustainable enterprise and present those initiatives to the Board of Trustees for discussion and action.” The Board also made clear that the SPSC was to explore seriously any options that would sustain an institution of high quality and financial viability.

The initial research indicated that a greater distinctiveness in our educational program was essential in a competitive marketplace. The distinctiveness that the SPSC concluded most effectively reflected the historical strengths of the College is one that will be termed, for the time being, Global Honors. In addition to building on the historic strengths of the College in global education, it also builds on the strength of engaged student learning in an honors environment of active intellectual inquiry.

However, further research confirmed that while academic distinctiveness was a necessary component for a bright future for the College, it would not, alone, suffice to achieve the enrollment needed to support the academic quality that all of the College’s constituents deemed non-negotiable. Therefore, this plan also calls for the College to become coeducational and to grow, preserving its commitment to producing thoughtful leaders. The plan results from intense analysis of the challenges, but also the opportunities, facing R-MWC today and the examination of many alternatives. It is based on the best market research available, research that was supplemented and verified by the College’s thoughtfully planned and executed internal research. The over two-year planning process included numerous meetings and other communications with faculty, students, alumnae, and major donors and friends.

The College’s past points to its future. The plan builds on the College’s existing strengths and focuses resources on distinctive programming that also responds to the marketplace of young students. The plan requires change that the College and its alumnae may understandably experience as loss, but it invites future growth and opportunities for R-MWC to reach new and exciting heights that continue the academic excellence and values of its past.

III. GOALS

The strategic plan has six specific goals. For each goal, the plan identifies several important implementations that will further the plan’s vision. As the implementation process engages all constituencies in turning the plan into reality, other specific actions will emerge.

- A. To develop the curriculum and educational approaches that will provide a distinctive academic identity for the College based on the proposed Global Honors concept and will ensure that all students:
 - Are fully engaged in their education, identify ambitious individual goals, work independently and collaboratively, and reflect often and thoughtfully on their progress.

- Receive close personal attention from faculty, take individual responsibility for a rigorous academic program, and challenge themselves to excel both inside and outside the classroom in a systematic and progressive way.
 - Regardless of major, are prepared to succeed in, and contribute to, an increasingly global society as knowledgeable citizens of the world.
 - Pursue work, focused research, internships, service, study abroad, or other opportunities that will supplement in important ways the formal learning at the College.
- B. To establish student recruitment, admissions, and retention approaches that will increase the size of the student body by 50 to 60% without sacrificing quality or diversity.
- C. To continue to look to alumnae as models of meaningful achievement and to engage them further in the students' total educational experience.
- D. To implement a coeducational environment:
- that is successful in significantly expanding enrollment;
 - that continues to produce women graduates of distinction and also to produce men graduates of distinction – all of whom will continue the College's traditions of academic achievement and contributions to society; and
 - that improves the social lives of students without diminishing their intellectual lives.
- The development of this environment will be informed by the “best practices” of colleges that have become coeducational.
- E. To adopt a business plan that ensures the financial sustainability of the College, that supports the goals of the strategic plan, and that permits investments in the future. The plan will need to consider reallocating selected existing assets, increasing the endowment, and securing new revenue sources.
- F. To prepare integrated communications that will ensure that the College's repositioning is understood.

Any one of these goals is a significant challenge by itself, but they must be addressed simultaneously because they are interlocking. The implementation plan recognizes that reality. All of these goals advance the Vision, Values, and Purpose of the College.

IV. DEVELOPING IMPLEMENTATION STRATEGIES

The President of the College and the President of the Board will appoint six working groups, each with a specific charge related to one of the six goals. Working group members will include members of the Board, faculty, staff, students, and alumnae. The faculty will be chosen in consultation with the Faculty Representative Committee. Where needed, external expertise will be utilized. The many studies, reports, and suggestions

that College constituents have offered during the planning process will be valuable resources for the implementation working groups.

Each working group's charge will include developing specific approaches for implementing its aspect of the plan, identifying necessary resources, and establishing methods for measuring success. The chair of each working group will be a member of the implementation steering committee, which will be co-chaired by the President of the College and the President of the Board. Their reports will be presented in early 2007, and some groups' work will carry on well beyond.

The first coeducational class will enter in 2007-08, and the new curricular changes will begin to emerge the same year.

V. CONCLUSION

Future generations of our students

- will be educated from a global perspective;
- will travel into the world;
- will have the world brought to them through technology, the arts, and their fellow students;
- will, as they always have done, benefit from their intense engagement with faculty; and
- will experience as well as study.

Our students will comprehend how science, technology, and communications have all played a role in globalization, as have politics, geography, and demographics. Our students will experience a strong honor code and the College's tradition of excellence in the liberal arts and sciences. In short, if we meet our goals, our students will be prepared to contribute to the 21st century as engaged citizens. This is our imperative.
