

BOARD OF VISITORS GEORGE MASON UNIVERSITY

Meeting of December 8, 2016 MINUTES

PRESENT: Rector Davis and Secretary Corley; Visitors Ahmed, Alcalde, Cumbie, Dwoskin, Gruner, Hazel, Petersen, Schar, Witeck, and Zuccari; Faculty Representative Renshaw; Student Representatives Pittman and Suero; President Cabrera; and Secretary pro tem Cagle.

ABSENT: Vice Rector Peterson; Visitors Jacquemin, Marquez, and Purvis.

I. Rector Davis called the meeting to order at 1:34 p.m.

II. Approval of the Minutes

Rector Davis called for any corrections to the minutes of the Executive Committee and full Board Meetings on October 13, 2016. Hearing none, the minutes stood approved as written.

III. BoardEffect Board Portal Orientation

Rector Davis reported that, as agreed to in October, the administration was proceeding with the implementation of the BoardEffect portal. He introduced the virtual orientation conducted by a representative of BoardEffect and explained the presentation would provide basic knowledge of how to access the portal and its features. He noted the orientation would be taped and the video added to the portal for future reference.

The Board watched the virtual orientation presented by BoardEffect. The administration and the BoardEffect representative responded to questions from the Board at the conclusion of the presentation. Rector Davis confirmed the Board would be using the portal at the March Board meeting.

IV. Rector's Report

Rector Davis reminded the Board of the Mathy House Holiday Party on Friday, December 16 at the Cabrera's home. He asked that if the members had not already done so, to send their RSVPs to the President's Office.

Rector Davis informed the Board members that they are required to file an annual financial disclosure statement and noted the filing period for completion of January 1 – 15, 2017. He explained the filing would be for the calendar year 2016, emphasized the short duration for compliant filing, and noted a detailed email would be sent to the Board prior to the holidays.

V. President's Report

President Cabrera referenced his written report provided to each member and highlighted the following: the increased amount of time spent on financial planning, noting the progress that has been made in strengthening the financial position of the University while addressing the funding for a regional state school that is nationally and internationally ranked as a Tier 1 research university; the process of analyzing different tuition models and pricing structures; the University's strong enrollment numbers, surpassing 35,000 students for the first time, with strong application numbers for Spring and Fall 2017; progress on various strategic initiatives, specifically the new contract with Wylie, the partnership with ODU and SCHEV in planning a Commonwealth platform for online degree completion and progress with NOVA to develop a collaborative plan for transfer best-practice; fundraising on pace to reach the campaign goal ahead of time and endowment contributions are up; research expenditures are down, but sponsored awards are up and Mason is leading the group of vice presidents of research in Virginia research universities to develop priority areas for the new Virginia Research Investment Funds (VRIF); addressing the continuing issue of non-competitive compensation through the strategic retention initiative and identifying additional initiatives which benefit faculty and staff; progress on diversity and inclusion initiatives including search committee training; legislative outreach has continued through small group dinners at the Mathy House with members of the Northern Virginia delegation; Governor McAuliffe visited Mason Korea while he was there on a recent trade mission trip; increased activities during the election and outreach to the new members of Congress from Virginia; the inaugural gathering of the National Leadership Council that brought together Mason's friends and supporters to learn more about what Mason is doing and providing the opportunity to reconnect with the University.

President Cabrera reported that he attended the annual meeting of the Association of Public and Land Grant Universities (APLU) and was installed as chairman of the Commission of International Initiatives. He also reported that on January 1, 2017 he would begin serving a three-year term on the Board of the Federal Reserve Bank of Richmond.

(Attachment 1 - The President's Report with updates since October 13, 2016)

VI. Board of Visitors Continuing Education (per HB1952)

Frank Neville, Chief of Staff, presented several articles to the Board as part of the Continuing Education requirement of HB1952. He highlighted the following: *The REAL Data Revolution* by Brandon Busteed that focuses on how universities can position students for success after graduation, noting the long term positive

impact of emotional support and experiential learning opportunities while they are at the university; *Campus Climate, Inclusion, and Civility* statement by the Association of Governing Boards (ABG) that focuses on current campus issues and outlines the values and principles of diversity, inclusion, and freedom of expression that guide the actions of universities; *Open Doors 2016* report by the Institute of International Education that tracks international student mobility, noting an 7% increase of international students in the United States for the academic year 2015-2016; and the George Mason University International Enrollment report as compared to the *Open Doors* report. Mr. Neville responded to questions from the Board members.

(Attachment 2: Continuing Education article: *The REAL Data Revolution*)

(Attachment 3: Continuing Education article: *Campus Climate, Inclusion, and Civility*)

(Attachment 4: Continuing Education article: *Open Doors 2016*)

(Attachment 5: Continuing Education article: George Mason University International Enrollment)

VII. Strategic Plan Metrics Update

Frank Neville provided an update on the Strategic Plan Metrics since the October Board meeting. He highlighted the following sections and provided the current status as noted in the document:

- 1.2: Graduates engaged in some form of digital learning
- 1.3: Mason's total classroom inventory that supports interactive, multi-location, or hands-on learning
- 2.1: Graduation outcomes for students
- 2.2: International student enrollment
- 4.2: Six-year graduation rates
- 4.3: Four-year graduation rates of community college transfer students
- 6.1: Community members engaged in Mason's cultural, athletic, and lifelong learning activities
- 8.1-4: Faculty, staff, administrators, and graduate students from historically under-represented groups
- 9.3: Total dollar amount committed to endowed professorships
- 10.3: Total post-docs and research faculty

President Cabrera advised that future updates on these metrics would be reported through the Academic Programs, Diversity, and University Community (APDUC) Committee with periodic updates to the full Board. Rector Davis noted it was a good report card of how the University is doing against the metrics.

(Attachment 6: Strategic Plan Metrics Update – December 2016)

VIII. Committee Reports

A. Development Committee

Rector Davis called on Chairman Hazel to provide a report from the Development Committee. Chairman Hazel reported that Jay O'Brien, Chairman of the George Mason University Foundation, joined the meeting and noted that Mr. O'Brien's bank, Sandy Springs Bank, was the sponsor of the National Leadership Council event. Chairman Hazel noted that Mr. O'Brien provided an update from the Foundation that included a clean audit and a strong roster of new nominees for the incoming year with a focus on diversity among those under consideration. Chairman Hazel reported that Mr. O'Brien and Janet Bingham, Vice President of University Advancement and Alumni Relations, had been asked to make a presentation on endowment spending strategies at the January annual meeting of the Association of Governing Boards (AGB). Chairman Hazel reported that Coach Dave Paulsen addressed the committee about the financial assistance that the basketball program needs to improve practice facilities, locker rooms and other aspects of the program. He encouraged anyone interested in this opportunity to speak with Coach Paulsen and Brad Edwards, Assistant Vice President and Director of Intercollegiate Athletics. Chairman Hazel noted that David Long, Associate Vice President of University Advancement and Alumni Relations, provided an update on the Faster Farther Campaign including the new campaign posters that are in the Metro trains from December through March. He reported on the new emphasis on planned giving and that Brock Field, Director of Leadership Gifts, is the new Planned Giving Officer. Chairman Hazel reported that Chris Clark-Talley, Associate Vice President of Alumni Relations, addressed the committee about the 50th anniversary in 2018 of the first four-year graduating class of Mason. He noted this was a class of 50 students who, upon graduation, formed the Alumni Association. He reported that planning is underway for this golden anniversary celebration and that it will be an opportunity to reconnect and re-engage alumni. Regarding designated funds, Chairman Hazel noted that Janet Bingham reported that 99% of all money contributed through philanthropy is designated for use.

B. Research Committee

Rector Davis called on Chairman Gruner to provide a report from the Research Committee. Chairman Gruner reported the committee heard presentations from several speakers. She noted that Aurali Dade, Associate Vice President of Research Development, Integrity and Assurance, provided an update on research risks, research compliance, risk management procedures, training and oversight boards. Chairman Gruner reported the committee received a briefing from Dr. Cynthia Lum, Director of the Center

for Evidence-Based Crime Policy, on translational research in work with police departments and communities, highlighting three of the 34 current Center projects as follows: evaluating police practices and what practices are most effective without upsetting the community; a \$3.2 million grant from National Institute of Justice (NIJ) to do work with Seattle focusing on schools and community and how to reduce crime and delinquency; and drug use, crime and health in micro-locations (hotspots). Chairman Gruner reported that Deborah Crawford, Vice President of Research, spoke to the committee about the George Mason Research Foundation, explaining that it is a 501C3 organization and has 15 directors elected from the business community, with 8 currently vacant seats. She noted that Dr. Crawford hopes to fill those seats with people from the life sciences and internet cyber areas and welcomed any suggestions for nominees for those vacancies.

C. Finance and Land Use Committee

Rector Davis called on Vice Chairman David Petersen, in Chairman Jon Peterson's absence, to provide a report from the Finance and Land Use Committee. Vice Chairman Petersen reported the committee reviewed and approved two Action Items for presentation to the full Board. He noted both items were associated with the enhanced Capital Authority Pilot Program, explaining the first resolution delegates authority and the second resolution outlines the process that would be followed for the capital authority procurements.

It was **MOVED** by Vice Chairman Petersen and **SECONDED** by Visitor Hazel to approve the resolutions as presented. Rector Davis opened the floor for discussion. There was none.

MOTION CARRIED UNANIMOUSLY BY VOICE VOTE

(Attachment 7:

Resolution - Restructuring Act: Pilot Tier 2+ Capital Authority)

(Attachment 8:

Resolution - Restructuring Act: Capital Outlay Procurement Delivery Method)

Vice Chairman Petersen reported the committee reviewed the FY17 revenue and expense budget in conjunction with work with the rating agencies, noting the metrics are trending in a positive direction. He noted the Governor's budget will be coming out on Friday, December 16 at which time J.J. Davis, Senior Vice President for Administration and Finance, and her staff will analyze the impact to Mason. Vice Chairman Petersen noted there is a price sensitivity and market analysis that is currently taking place to look at Mason's tuition and financial framework. He reported the committee received

the following: an update on the development of the reserve policy for operational and capital reserves; the Annual Investment Policy Committee update from Linda Harber, Vice President of Human Resources and Payroll; and an update from Carl Rowan, Jr., Interim Chief of Police, on police and public safety activities that he has initiated, including a positive shift in the attitude, working with the overall Mason community, building up a reserve police force, and improving the overall recruiting initiatives.

Rector Davis commented on Mr. Rowan's extensive experience and how fortunate it was to have him at Mason.

D. Academic Programs, Diversity and University Community Committee

Rector Davis called on Chairman Alcalde to provide a report from the Academic Programs, Diversity and University Community Committee. Chairman Alcalde reported the committee reviewed and approved two Action Items for presentation to the full Board. She explained the items were for the election of one new faculty member and the conferral of emeritus status for one retired faculty member as presented in the Board book.

It was **MOVED** by Chairman Alcalde and **SECONDED** by Visitor Petersen to approve the faculty actions as presented. Rector Davis opened the floor for discussion. There was none.

MOTION CARRIED UNANIMOUSLY BY VOICE VOTE

Chairman Alcalde reported the committee received an update from the committee on the student experience redesign, noting this committee includes Michelle Marks, Vice President for Academic Innovation and New Ventures, David Burge, Vice President for Enrollment Management, Rose Pascarell, Vice President of University Life, and Marilyn Smith, Vice President and CIO. Chairman Alcalde noted this committee is working to achieve the vision of Mason's 10-year plan by 2019 to modernize the student experience to better enable student success. She reported the committee received a presentation by Barbara Meehan, Executive Director of Counseling and Psychological Services, concerning the impact of college student stress and emotional distress on academic performance, the increase in students seeking psychological services, and the University's prioritization of access to services through a redesign of the clinical system and reallocation of resources. Chairman Alcalde noted that Provost Wu addressed the committee with an update on the Fifth Year Program Review for three programs that were initiated in 2011-2012, as follows:

- PhD in Rehabilitation Science in the College of Health and Human Services has a strong overall enrollment and the prospect for the program's success is strong;
- BS in Forensic Science in the College of Science has been successful, is growing rapidly, and the prospect for success is strong;
- MA in History of Decorative Arts in the College of Humanities and Social Sciences has experienced the loss of two pivotal faculty members and low enrollment; therefore, there is a proposal to terminate the program.

E. Audit Committee

Rector Davis called on Chairman Corley to provide a report from the Audit Committee. Chairman Corley reported the Audit Committee went into Closed Session to discuss critical infrastructure vulnerability assessment information. She noted this process was established to provide some oversight over the University's enterprise risk management framework with follow-up to the committee on specific risks. Chairman Corley reported the committee received a presentation from Deborah Crawford, Vice President of Research, on the risk of maintaining the Tier 1 research rating and the provisions in place to mitigate those risks to ensure the University is in a good position to maintain that rating. Chairman Corley highlighted the importance of having a University strategy that connects the strategies for undergraduate recruitment with the ability to attract and maintain the right faculty with the ability to then drive research to ensure the best opportunity for successfully maintaining the Tier 1 rating, noting the need for goal alignment in academic, risk management, and fundraising priorities. Chairman Corley reported the committee reviewed the annual report of the approved contractual conflict of interest waivers provided by the University Ethics Officer and reviewed the Audit status report as presented in the Board book.

IX. Closed Session

Rector Davis called for a motion to go into Closed Session. Secretary Corley **MOVED** that Board go into Closed Session under the provisions of Section 2.2-3711.A.6 for discussion or consideration of investment of public funds, Section 2.2-3711.A.8 to discuss Gifts pertaining to Naming Opportunities, Section 2.2-3711.A.7 for Consultation with Legal Counsel pertaining to possible litigation, Section 2.2-3711.A.1 to discuss a Personnel Matter, and Section 2.2-3711.A.10 to discuss Honorary Degrees and Special Awards to be awarded at Graduation or Commencement. The motion was **SECONDED** by Visitor Alcalde.
MOTION CARRIED UNANIMOUSLY BY VOICE VOTE

Rector Davis invited the Faculty and Student Representatives to stay in the Closed Session for the discussion concerning the Honorary Degrees and Special Awards.

It was **MOVED** by Visitor Gruner and **SECONDED** by Secretary Corley that the Board go back into public session and further moved that by ROLL CALL VOTE affirm that only public business matters lawfully exempted from the open meeting requirements under the Freedom of Information Act were heard, discussed or considered in the Closed Meeting, and that only such business matters that were identified in the motion to go into a Closed Meeting were heard, discussed or considered in the Closed Meeting.

Roll call was taken with all present members responding in the affirmative.

As a result of the Closed Session, the following Action Items were brought to the Open Meeting:

Secretary Corley **MOVED** that pending the acceptance of the speaker invitation by the candidate reviewed in the Closed Session that the Board approve an Honorary Degree for that person at a future Graduation or Commencement. The motion was **SECONDED** by Visitor Hazel. Rector Davis opened the floor to discussion. There was none.

MOTION CARRIED UNANIMOUSLY BY VOICE VOTE

It was **MOVED** by Secretary Corley and **SECONDED** by Visitor Hazel to approve the base salary increase for President Cabrera discussed in Closed Session.

Rector Davis opened the floor to discussion. There was none.

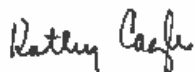
MOTION CARRIED UNANIMOUSLY BY VOICE VOTE

(Attachment 9: Resolution - Base Salary Increase for President Cabrera)

X. Adjournment

Rector Davis asked if there was any other business to come before the Board. Hearing none, he adjourned the meeting at 3:35 p.m.

Respectfully submitted,



Kathy Cagle
Secretary pro tem

Board of Visitors

December 8, 2016

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Attachment 1: President's Report (8 pages)

Attachment 2: Continuing Education article: *The REAL Data Revolution* (11 pages)

Attachment 3: Continuing Education article: *Campus Climate, Inclusion, and Civility* (19 pages)

Attachment 4: Continuing Education article: *Open Doors 2016* (5 pages)

Attachment 5: Continuing Education article:

George Mason University International Enrollment (1 page)

Attachment 6: Strategic Plan Metrics Update – December 2016 (35 pages)

Attachment 7: Resolution - Restructuring Act: Pilot Tier 2+ Capital Authority

Attachment 8: Resolution - Restructuring Act: Capital Outlay Procurement Delivery Method

Attachment 9: Resolution - Base Salary Increase for President Cabrera

President's Report

December 8, 2016

Updates since the last regular board meeting – October 13, 2016

2016-2017 Goals

The following items highlight our progress in meeting our annual goals and delivering on the ideal of inclusive excellence that is the foundation of our strategic plan—a world-class university equally committed to academic excellence and access.

- **Financial Planning**

We have made significant progress in strengthening the financial position of the university over the last four years while continuing our trajectory of growth in size and quality. Yet we continue to face a structural mismatch between our available financial resources—typical of a regional state school—and the demanding reality of operating a nationally and internationally ranked tier-1 research university.

Improving graduation rates, maintaining no disparity of outcomes across socio-economic groups, and serving a growing population of international students requires that we invest in critical student services. The “Student Experience” project—discussed in today’s APDUC meeting—identifies what those areas are. In addition, we need to invest to retain top faculty and staff, as we see our pay scales become less and less competitive in our region and peer group. Meanwhile, our state operating appropriation continues to erode, which requires that we consider all our options to generate new resources. Therefore, a big item on our agenda this year will be to examine possibilities around tuition structure and other potential revenue sources.

- **Enrollment**

Following a strong enrollment for Fall 2016—our enrollment surpassed 35,000 students for the first time—applications for Spring and Fall 2017 are ahead of last year’s numbers. We continue to work on improving our recruitment processes for both undergraduate and graduate students. Our move to the Common App should make us more accessible for both in-state and out-of-state undergraduate students. On the graduate side, we have further refined the centralized admissions process we rolled out last year. Preliminary application numbers for Fall 2017 are an early indication that these refinements are having a positive effect.

- **Strategic Ventures**

We have signed a contract with Wiley for online graduate offerings and are now working on individual program schedules. We continue to collaborate with ODU and SCHEV to design a state-wide on-line degree completion platform. We continue to pursue additional opportunities that will expand our access to new student populations and generate additional revenues for the university. Finally, we are working with NOVA to develop a collaborative plan for transfer best-practice.

- **Fundraising**

We have raised \$11.4M so far this year, down from \$14.6M a year ago. Contributions to the endowment are however up: \$1.5M vs. \$465K a year ago. Overall, we have raised a total of \$470M towards our campaign goal of \$500M, which we expect to achieve sometime in FY17 (ahead of the planned end of the campaign in 2018).

We had a successful dedication of the Scalia Law School with seven United States Supreme Court Justices and several other dignitaries in attendance. We had a successful dedication of the Schar School of Policy and Government in Arlington.

- **Research**

Research expenditures are down vs. last year (\$37M vs \$42M in part due to a one week mismatch) but sponsored awards are up: \$42M so far vs. \$40M last year. Mason is leading the group of VPRs in Virginia research universities to develop priority areas for the new VRIF funds. Presentations to VRIC have been well received. VP of Research Deb Crawford recently hosted the university Research Council for a strategic retreat as part of the process of crafting a new research strategic plan.

- **Tuition and Fee Structure**

An external consultant has been selected to study changes in tuition and fee structure. Confirmed reductions in state appropriations for the current year and anticipated for next year create additional pressure.

- **Executive Education**

As of October 31, revenues of \$3.8M account for 44% of the annual target revenue of \$8.6M. We continue to engage in development conversations with key organizations and had an inaugural working session with the new Chief Learning Officer Advisory Council, to discuss program offerings, market opportunities and business development channels.

- **Communication and Engagement**

I continue to spend a large amount of time on campus engagement. As I did last fall, I am personally visiting each of the academic units, where I hold open forums for faculty and staff. I hosted the Faculty Senate at the Mathy House and I have regular contact with students. Yesterday, I made separate presentations to the Staff Senate and Faculty Senate. As part of those discussions I shared our preliminary thinking on how to better support faculty and staff through monetary and non-monetary benefits. Also, we have handled effectively a small number of communications crises.

- **Compensation and Well-Being**

The strategic retention initiative which you approved in October has been well-received. We have identified a set of additional initiatives which to benefit faculty and staff and augment their total compensation and quality of work. At the same time, Human Resources is working with the Provost's Office and Presidential Fellow Eden King to develop and implement a plan to increase faculty satisfaction and engagement.

- **Diversity and Inclusion**

We are executing the diversity and inclusion plan, including the creation of a Director of Faculty Diversity Engagement position; the search is currently active. We are reformatting search committee training to strengthen recruitment of diverse candidates and supporting targeted hires of faculty of color and female faculty.

- **Facilities**

State budget challenges will delay the schedule for Robinson Hall project by at least three months. Staff is working to produce a revised schedule. Potomac Science Center remains on track for spring 2017 completion. Peterson Hall remains on track for occupancy by faculty in fall 2017 and by students during spring 2018.

- **Media Coverage**

Please check our weekly email update of major media hits.

Legislative Update - State:

On-going Legislative Outreach:

This fall, Beth and I hosted four small group dinners at Mathy House that engaged 17 members of the Northern Virginia delegation in conversation about University issues and priorities (three dinners since mid-October). The events were successful at

bringing together important political stakeholders with University leaders, strengthening relationships, and gaining an understanding of each other's issues and points of view.

Senators: Chap Petersen, Dick Saslaw, Jeremy McPike, Scott Surovell, Janet Howell

Delegates: Eileen Filler-Corn, David Bulova, Jennifer Boysko, Kathleen Murphy, Rich Anderson, Alfonso Lopez, Luke Torian, Rip Sullivan, Charniele Herring, Jackson Miller, Tag Greason, David LaRock

Korea trade mission with Governor McAuliffe, Secretary of Commerce & Trade Haymore and Secretary of Agriculture & Forestry Gooden:

Governor McAuliffe's recent trade mission to South Korea included a Business Roundtable Breakfast co-hosted by Mason Korea. The Governor announced the establishment of a new office of the Virginia Economic Development Partnership (VEDP) that will work to promote trade and investment between Virginia and Korea. Mason Korea President Steven Lee was pleased to welcome the Virginia delegation and introduce them to business leaders in Seoul.

Martin Luther King, Jr. Commission on the Fairfax campus:

In late October, I provided welcome remarks to members of the Martin Luther King, Jr. Commission, which is seeking public input for the creation of The Virginia Emancipation Proclamation and Freedom Monument in Richmond
<http://mlkcommission.dls.virginia.gov/>.

Legislative Update - Federal:

"Inclusion is on Us" Gathering: Provided the keynote address at a Department of Commerce forum focused on diversity, equity, and inclusion in the Federal government workforce. The heads of Commerce's Civil Rights Office and Human Resources offered to come to Mason to discuss career opportunities in the Department. In addition, a Fish and Wildlife Service representative offered to work with Mason to expand the FWS participation in the Smithsonian-Mason School of Conservation to cultivate conservation professionals.

Congressional Staffers Tour Mason Research Facilities: House Research and Technology Subcommittee staff members visited with several Mason research faculty and administrators. The Subcommittee is chaired by Rep. Barbara Comstock (VA-10), and authorizes the National Science Foundation and other research programs. Vice President for Research Deb Crawford, Dean of the College of Science Peggy Agouris,

and Dean of the Volgenau School of Engineering, Ken Ball, discussed how Mason research is translated into economic growth and jobs, and connected to the needs of the State, and the local community employers. Staff saw demos on geospatial intelligence, cyber security, air transportation and safety, bioengineering, and modeling and simulation of automobile crashes. The visit was a follow up to my testimony before the Subcommittee on September 29.

New Members of Congress from Virginia – Virginia will have three new Members of Congress. In the newly formed 4th District, State Senator A. Donald McEachin was elected. The 4th was held by Rep. Randy Forbes who switched to run in the 2nd District because of the re-shaped 4th, and lost in the primary. In the 5th District held by retiring Robert Hurt, State Senator Tom Garrett was elected. In the 2nd District, held by retiring E. Scott Rigell, Delegate Scott Taylor was elected. The 2nd and 5th remain Republican, but the 2nd went from Republican to Democrat. We've sent letters of congratulations to all elected candidates and we are planning visits with them in early spring.

Looking Ahead

- December 15: Holiday reception at the Executive Mansion
- December 16: Joint House Appropriations/Senate Finance meeting for Introduction of Governor's Proposed Budget
- January 4: Public Hearing on the State Budget hosted by House Appropriations and Senate Finance members. NOVA Annandale campus, Ernst Center Theater at 10:00 a.m. Details at: <http://hac.virginia.gov/>
- January 11: 2017 General Assembly Session convenes
- January 24: Mason Alumni Reception in Richmond
- January 25: Mason Lobbies (Student Government led lobby day initiative)

External Activities:

- We held the inaugural gathering of the **National Leadership Council** of George Mason University in Middleburg. This two-day conference included preeminent scientists, innovators, entrepreneurs, political commentators, journalists and elected officials from inside Mason and our extended community. It was an occasion to display the depth and breadth of Mason's faculty and how our proximity to the Nation's Capital and the Northern Virginia Technology Hub provides unique experiences for our students. It was also an opportunity to solicit ideas and input from the participants to assist with taking Mason to the next level.
- Participated in the **Washington Business Journal** photo shoot for the 2017 Book of Lists, where we will be included among Washington's innovators.

- At the invitation of the **Department of Commerce**, served as the keynote speaker for their Hispanic Observance Program. Remarks included Mason's diverse academic setting, how diversity benefits everyone, best practices and how Mason policies/practices could translate into the workplace.
- Attended the **APLU Annual Meeting** in Austin, where I was installed as **chairman** of the Commission of International Initiatives. I also participated as a panel moderator on the topic of "Institutional Strategies on Global Learning, Research and Engagement and spoke on a panel on internationalization.
- I was interviewed by students of the Dwight D. Eisenhower School for National Security and Resource Strategy on leadership.
- Invited by Jeff Selingo to participate as a panelist at the **Academy for Innovative Higher Education Leadership** on the topic of "Change Leadership for the Innovative University".
- Attended a Mason Matters event hosted by Todd House and Adrian Chapman, CEO of **Washington Gas and Light** at their offices in Tysons Corner. A philanthropic gift to support the Mason Dual Admissions COMPACT program was announced.
- Was interviewed by Carlos Herrera (Cadena COPE) the evening prior to the presidential election and by Spanish Radio Nacional the day before. On election eve, was interviewed by Carlos Alsina of the Onda Cero Spanish radio station.
- As a guest of Mike Daniels, attended the "Good Scout" Awards Luncheon honoring General Mike Hayden, former Director of the National Security and Central Intelligence Agencies and Schar School faculty member.
- Attended Virginia Council of Presidents meetings (including GPAC/SCHEV sessions).
- Participated in various development activities/cultivation dinners and visits with donors and business CEOs.
- Attended fall sessions of the 123 Club.

Internal/Campus-Related Activities & Speaking Engagements:

- Attended Mason Madness, a kickoff rally for the basketball season.
- During Alumni/Family weekend 2016, provided remarks for the "Building Mason Nation" panel, along with attending the Green & Gold Bash reception. I also ran (and finished!) the Family Weekend 5K and provided welcome remarks during the Fall Admissions Premiere event, which is Mason's largest annual prospective student Open House.
- Along with fellow members of the Executive Council, participated in a session facilitated by Dr. Kathy Obear on the topic of Diversity.

- In addition to Governors Kasich and McAuliffe, Representative Gerry Connolly, Rector Davis and Dean Rozell, attended and provided remarks at the Schar School dedication.
- Hosted a Freedom and Learning Forum on the topic of "Policing Race: A Critical Analyses of National Trends". The panel included Dr. Wendi Manuel-Scott, Dr. Rita Chung, Dr. Laurie Robinson and Dr. Earl Smith. This session provided the opportunity for engaging dialogue with extraordinary thought leaders as they discussed the national climate and current issues on policing and crimes against people of color.
- Hosted the annual BOV Recognition Event at the Mathy House, which provided the opportunity to honor Kim Dennis, Bob Pence and Siddique Sheikh, members of the Board whose service had concluded.
- Attended a Mason Well-Being Committee meeting.
- Provided welcome remarks at Mason's Communication Career Forum.
- Participated as a server and provided remarks at the Annual Faculty and Staff Appreciation Brunch.
- Attended and provided welcome remarks at the CyberSecurity Youth Conference sponsored by Mason, with support from Northrop and Symantic and participation by Microsoft, Leidos and Cisco representatives. Keynote speakers included Ruthe Farmer (EPO White House) and Dr. Dietra Trent (Secretary of Education).
- Participated in the Human Resources Outstanding Achievement awards recognizing 35 individual award recipients. This event reached the 1,000 mark for awards since the ceremonies began nearly 20 years ago in January 1997.
- Joined Rose Pascarell for the President's Student Advisory Group luncheon. Topics discussed included Freedom of Expression and University Budget.
- Welcomed presidential and vice-presidential candidates and their surrogates to Mason during the campaign season.
- Spoke about professional experiences and lessons learned to the members of the University 100 Class. The goals of the first-year seminar are to provide guidance/support for transitioning freshmen, promote student success through academic skill-building and challenge new students to engage in college life and the Mason community.
- Attended the A10 Presidents Council Fall Business Meeting.
- Hosted the annual Veterans Day Luncheon which is an opportunity to specifically recognize and honor Mason's veterans.
- Along with the Rector and Dean Boehm-Davis, participated in the launch of Masonomics Campaign and the renaming of Mason Hall and the Metropolitan Building in honor of former Mason professors and Nobel Prize winners Drs. Jim Buchanan and Vernon Smith.
- Participated in ongoing 1:1 sessions with Board of Visitor members.

- Concluded fall academic unit visits that included individual conversations with the deans and unit town hall sessions with faculty, staff and students.
- Attended various sporting events (basketball, soccer, ultimate Frisbee, etc.).

Outside Board Service:

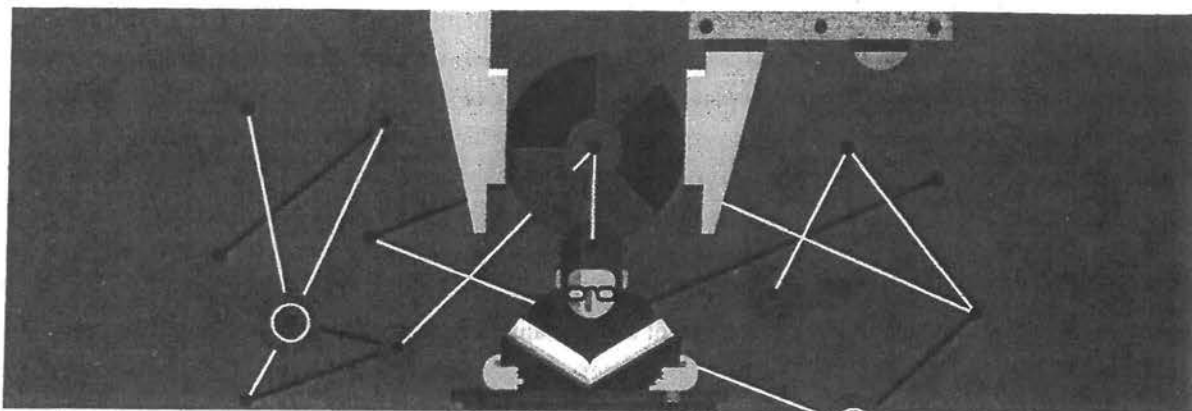
- Inovio (NASDAQ:INO) (telephonic/in-person meetings).
- Georgia Tech Advisory Board.
- Bankinter Foundation of Innovation, Madrid, Spain.
- Northern Virginia Technology Council.
- Consortium of Universities of the Washington Metropolitan Area.
- Tec de Monterrey, Mexico, Academic and Research Board (videoconference meeting).
- Institute of International Education/Council for International Exchange of Scholars Advisory Board (no meeting this period).
- Washington Airport Task Force.

Select Upcoming Events:

- President's Circle – December 11
- University Holiday Party – December 14
- Mathy House Holiday Gathering – December 16
- Winter Graduation – December 21 (9:00 & 1:00)
- University Holiday Closure – December 22, 2016 ~ January 4, 2017
- Next Regular BOV Meeting – March 2, 2017



TRUSTEESHIP MAGAZINE

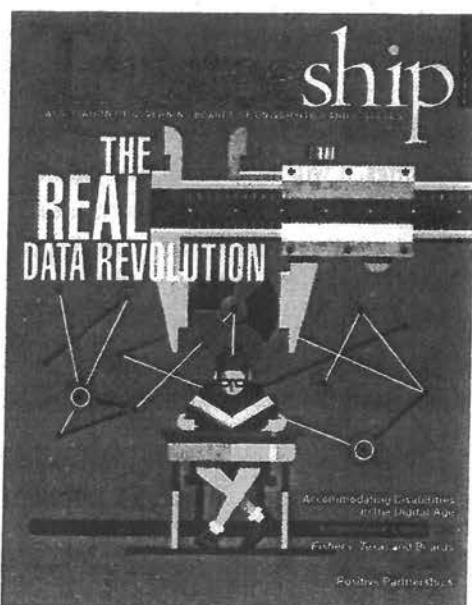


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The REAL Data Revolution

BY BRANDON BUSTEED
JULY/AUGUST 2016



TAKEAWAYS

The approaching data revolution in higher education will focus less on bigger data and more on the right data, defined by the addition of behavioral economic measures.

Graduates who reported that their institution provided them with emotional support and experiential learning opportunities are two times as likely to be engaged in their work and thriving in their wellbeing later in life.

As measures of performance and success shift, board members will need to be aware of these new metrics and incorporate them as an ongoing part of a broader set of metrics used to guide institutional performance.

There's a coming data revolution in higher education, but it's not the "big data" revolution that many have been hyping. This revolution will be more about the *right* data than *bigger* data. And it's not data on traditional education metrics, but rather data that have been largely—indeed, embarrassingly—missing from higher education. This revolution will be about the voices of consumers and constituents in higher education. It will be defined by the addition of behavioral economic measures, not just classic economic measures. And it will usher in a new era of rigorously tracking the expectations, experiences, emotions, and outcomes of students, alumni, staff, and faculty in the spirit of understanding how institutions of higher education are performing, and how they can improve. Boards, take heed.

As with any industry or sector—from business to government—understanding the human side of the ledger is critical to organizational performance. The same is true for higher education. It's almost impossible to imagine the world today without the voice of the consumer. We decide on restaurant selections by using tools like Yelp to see ratings from customers. Every time we take an Uber, we provide ratings on the drivers. Nearly every experience we have today measures our interaction with a product and our feelings about it. Imagine if we actually had this kind of information to inform how we measure and improve quality across higher education. With rare exceptions—such as business school rankings, where alumni surveys are a component of the criteria—higher education is not systematically measuring the experience of students or alumni. Current college rankings are not reported in the vein of *Consumer Reports*, which includes reviews from consumers who own and have tested products and services; the current college rankings include no such thing.

College rankings certainly drive plenty of consumer attention to higher education, as parents and prospective students flock to websites and magazines in order to judge which colleges and universities are "best." In reality, we have no idea which are best. If we judge "best" by factors like admissions selectivity and endowment size, we know which institutions score well. But if we were to attempt to judge colleges and universities by the learning growth and development of students from matriculation to graduation, we'd have no idea. No one has ever measured this. Or what if we were to judge institutions by the career and life outcomes of alumni? Remarkably, that hasn't been done, either. In 2014, Gallup and Purdue University partnered to conduct a large-scale, nationally representative study of college graduates and their long-term outcomes. The Gallup-Purdue Index was the first effort of its kind in the several-hundred-year history of higher education. The reality is that the voice of the consumer in higher education doesn't factor into how we come to judge or understand or improve it in any way. And that's a huge missed opportunity.

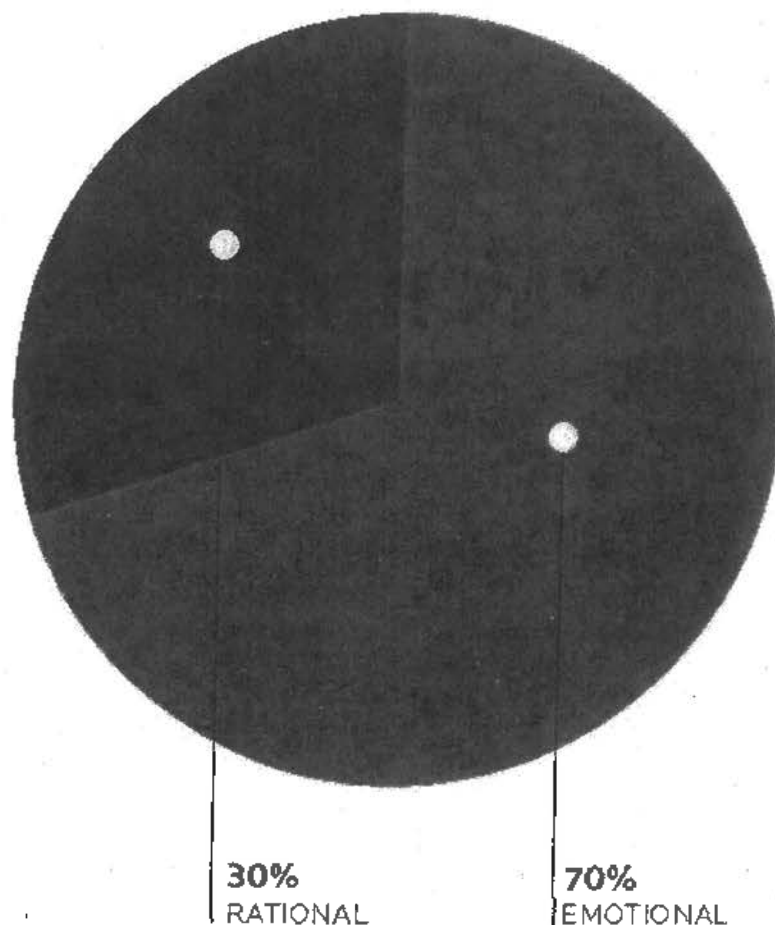
THE END OF COLLEGE RANKINGS AS WE KNOW THEM

Although this coming data revolution has implications for rankings, it will be defined much more by a spirit of continuous improvement, of identifying actionable data aimed at bettering the outcomes that matter most. A February 4, 2016, article in *The Washington Post* by Jeffrey Selingo titled "The End of College Rankings as We Know Them" articulates the seemingly subtle yet titanic shift from measuring inputs versus outcomes in higher education. In the article, Selingo likened the current ranking system to a *Consumer Reports* that "judged products based on the quality of their raw ingredients rather than the final product." Although it's fair to say that current college and university rankings have led leaders to change, the real question is whether the data and the changes based on them have actually moved the needle on things like quality, affordability, or outcomes. Decisions based on current rankings have led, in many cases, to the growing arms race in higher education (fancy buildings and student services, ballooning endowments, concern for marketing and brand reputation, increasing selectivity), and even to unethical practices like falsifying admissions data.

The uncomfortable truth is that higher education desperately needs to end its obsession with rankings and

focus more on simply improving—in all the right ways. The coming data revolution will shift colleges' and universities' focus from how they fare in rankings to a serious look at whether their own institution is improving year-over-year on the metrics that matter most to their own constituents and consumers.

The 70/30 Ratio



BEHAVIORAL ECONOMIC MEASURES

Most of us like to believe that human beings are very rational creatures, that we make decisions based on data and information, and that forces in the world behave in predictable, rational ways, too. Indeed, classic economics is based on this notion of rational decision making. And although these classic economic assumptions hold true to a certain degree, they certainly don't explain all that takes place in financial markets or a particular individual's decision-making process and behavior. The generally accepted 70/30 ratio tells us that as much as 70 percent of the decisions we make as human beings are based on emotions, while only about 30 percent are based on rational information. This is the fundamental distinction between behavioral and classic economic measures. Make no mistake—both matter. This is not an either/or conversation; it's a both/and. For that reason, and in order to have a fuller picture of how higher education is doing and how it can improve, we need to regularly and rigorously track both classic and behavioral economic measures.

In the current higher education environment, institutions track plenty of classic economic measures, such

as grades, test scores, and graduation rates. But institutions writ large are barely paying any attention to behavioral economic measures like student or graduate well-being, hope for the future, or engagement. This is the fundamental data revolution ahead. Big data and analytics utilizing classic economic measures are helping many institutions improve admissions yields, retention, and graduation rates. This is indisputably valuable and will continue to be so, but concerning behavioral economic measures, higher education is decades behind other organizations and industries.

CLASSIC ECONOMIC MEASURES

Nations have typically measured their health through classic economic indicators such as gross domestic product (GDP), unemployment rates, or even crime rates. And as important as those measures are, they are also limiting. Consider Egypt and Tunisia in the five years leading up to the 2011 Arab Spring, when GDP in both countries was rising steadily. But data from Gallup's World Poll, which samples 98 percent of the world's population over the age of 15 each year to report on well-being—that is, how people rate and experience their lives—told a very different story. Those measures, and thus well-being itself, plummeted in both countries prior to the Arab Spring. In other words, well-being was going in the opposite direction of GDP, and it turned out to be a much stronger predictor of unrest.

| Health of a Nation Ledger | |
|--|---|
| Classic Economics | Behavioral Economics |
| <ul style="list-style-type: none"> • GDP • Unemployment • Crime rates | <ul style="list-style-type: none"> • Well-being • Workplace engagement • "Feeling safe walking alone at night" |

Similarly, consider unemployment. While it is critical to quantify the number of people working or who are looking for work, this measure alone is quite limited. It's one thing to have a job, but there's a substantial difference between one that's just a job (the only one a person can find, or they aren't suited for, or that they don't excel at) and one where a person is fully engaged (emotionally connected to their work and workplace, where they do what they are best at each day and are supported by a great manager in their development). There's no comparison between these two scenarios. Decades of Gallup research have proven that employees who are engaged in their work are more productive, less likely to be sick or absent, have lower turnover rates and fewer safety incidents, and drive more revenue and profit for their organizations.

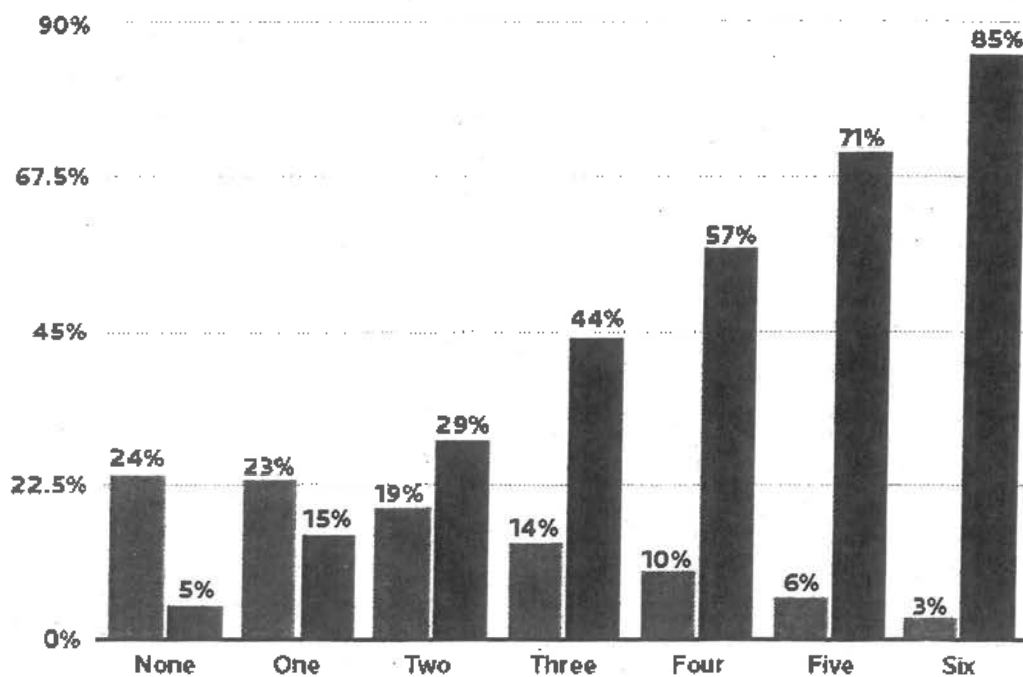
Today, nearly every K-12 student, teacher, and school is measured by three classic economic measures: grades, test scores, and graduation rates—the same core indicators used to measure higher education, too. And, once again, these measures are critical for understanding certain aspects of performance. But in and of themselves, they are grossly insufficient. It's great to know a student's grades, for example. But is that student truly engaged in what he is learning and excited about his future? Does she feel like her teachers care about her as a person, or that she has a mentor who encourages her goals? Does he feel he has a

chance to do what he is best at in school, or does he even know what he is best at?

| Education Success Ledger | |
|---|---|
| Classic Economics | Behavioral Economics |
| <ul style="list-style-type: none"> • Admissions yields • Retention • Grades • Test scores • Graduation rates | <ul style="list-style-type: none"> • Engagement • Hope • Excitement about future • Teacher/mentor who cares |

Not only are we missing the important voices and emotions of people involved in the process of learning, but classic economic measures in education have come increasingly under fire. The United States achieved its highest high school graduation rate in history this past year, yet the public dialogue about schools in our country is as negative as it's ever been. The average college GPA has gone up a full letter grade in the past 30 years, thanks to rampant grade inflation across the industry. It's hard for employers to understand what a good grade is anymore because everyone has a good grade. Google, for instance, no longer even asks candidates for their grades and test scores because they have found no correlation between those measures and success on the job. Dr. Shane Lopez, the world's foremost expert on hope—which he describes as measuring one's ideas and energy for the future—has published numerous studies showing that hope is a stronger predictor of college completion than SAT scores, ACT scores, or high school GPA. We have held these measures dear for centuries and only now are beginning to understand that there is so much more to success in life than these things alone. This is not to suggest that we abandon metrics like grades, tests, and graduation rates; they can and will serve an important purpose. But we have an immediate imperative to expand our scope beyond these limited metrics.

Emotional Support/Experiential Learning and Preparedness for Life*



■ Positive Experiences

■ Preparedness for Life

*A greater number of positive experiences correlates to greater preparedness for life. But few have experienced all six positive elements.

THE ULTIMATE OUTCOMES OF HIGHER EDUCATION

A diploma or degree is an important outcome of a college education. And there is powerful classic economic evidence that those with college degrees earn considerably more over their lifetimes than those without degrees. That's a very important outcome of an education, to be sure. But many in higher education will rush to point out that it's not the only outcome. According to our mission statements, the reach goes way beyond that. It's about getting a job, yes. But more importantly, it's about having a fulfilling career. And not just a fulfilling career, but a great life, too, in which a person thrives in their overall well-being and participates in society as a valued and engaged citizen. So how do we go about measuring this?

The Gallup-Purdue Index is a massive, ongoing, representative study of U.S. college graduates measuring their long-term outcomes in work and life. It measures classic economic elements like household and personal income and employment rates. But it also measures behavioral economic elements, like workplace engagement and overall well-being, including asking about key educational experiences had during college. The findings have provided a breakthrough set of insights. With more than 60,000 graduates surveyed to date, the Gallup-Purdue Index reports not only on outcomes at an aggregate national level but also provides benchmarks and comparisons across nearly any type of institutional cohort — across Carnegie Classifications, athletic divisions, by state, etc. A number of pioneering institutions have now done a census of their own alumni to measure their outcomes and understand how they compare with others.

FIVE ESSENTIAL ELEMENTS OF WELL-BEING: WHAT DOES A "GREAT LIFE" LOOK LIKE?

Purpose

How you occupy your time; liking what you do each day

Social

Relationships and love in your life

Financial

Managing your economic life to reduce stress and increase security

Community

Engagement and involvement in the area where you live

Physical Well-Being

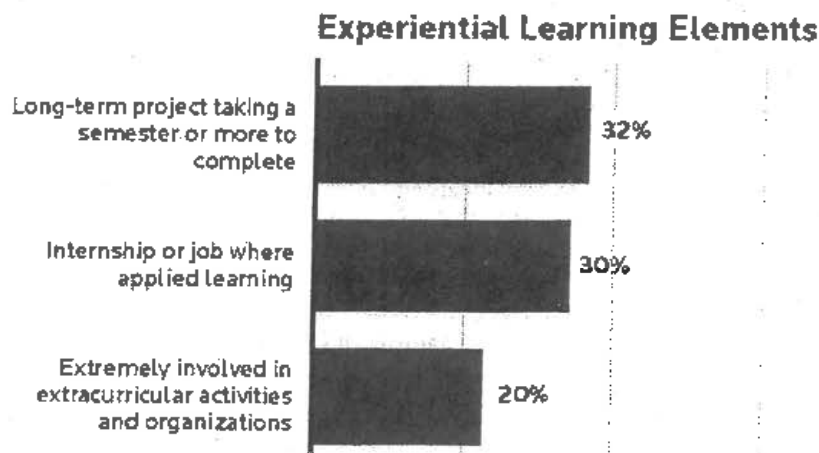
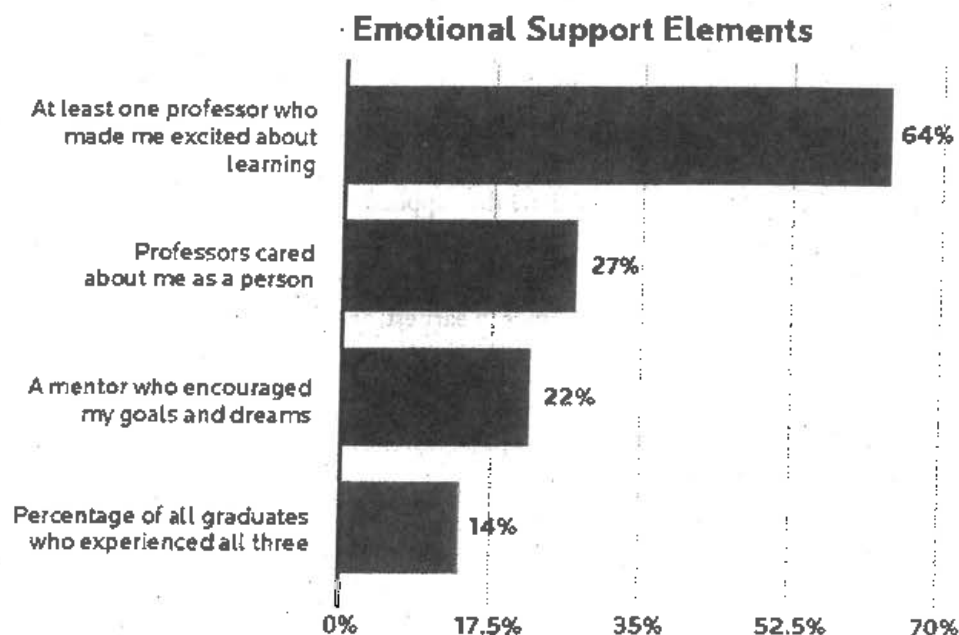
Good health and enough energy to get things done daily

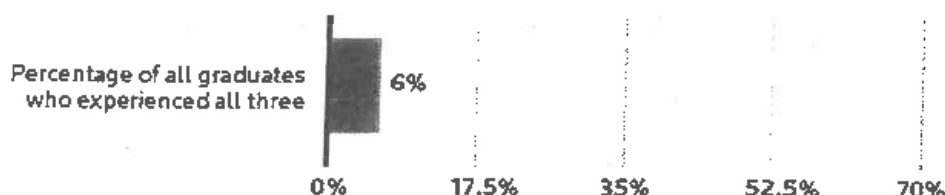
FIVE ELEMENTS OF WELL-BEING

Gallup has been studying and measuring well-being for nearly 80 years. It began with early studies led by George Gallup that tried to "quantify a life well-lived," as he described it. And it is now expanded, both to a

daily poll of 500 U.S. adults and the annual Gallup World Poll. What Gallup has learned is that there are five essential elements of well-being that are consistent across all ages, races, religions, etc. They are described as purpose, social, financial, community, and physical well-being. These are important measures because they are powerful predictors of a number of key outcomes. Employees who are thriving in all five elements of well-being, for example, represent one-third of the healthcare cost burden to their organizations compared with employees who are not thriving in any one element. In short, a metric for well-being is not a *nice-to-have*, it's a *need-to-have*.

In addition to well-being, Gallup has been studying workplace engagement for decades, too. Being engaged at work, to remind, is a measure of your emotional connection with your work and workplace, and it is linked to all sorts of key performance indicators. Engaged employees bring all the new ideas and energy to their workplace. Employees who are not engaged are not necessarily bad employees, but they are not invested in their work; they punch in and punch out each day. And then there are actively disengaged employees who are so miserable they try to spread their misery to others. Like well-being, being engaged at work makes a big difference in an employee's life and in the outcomes of the organizations they work for.





Highlights from the Gallup-Purdue Index revealed that, on the likelihood of graduates being engaged in their work later in life or thriving in their well-being, there was no difference by institutional typology—no difference between public versus independent, highly selective versus not, and not even when comparing the top 100 ranked schools in *U.S. News & World Report* to all others. To be sure, there are individual colleges and universities that are excelling on these measures, but it's not because of the type of institution; rather, it is because of what the institution is doing or not doing, what it values or doesn't value. In other words, it's more about intentionality than typology.

What matters is the kind of emotional support or deep, experiential learning the graduates experienced as students. And the whole story is told by behavioral economic measures. Graduates who were emotionally supported during college or who had deep, experiential learning are two times as likely to be engaged in their work and thriving in their well-being later in life. The Gallup-Purdue Index identified six of these key experiences that serve as potential career- and life-trajectory game-changers. The key emotional support elements can be described as follows: having a professor who made students excited about learning, professors who cared about them as a person, and a mentor who encouraged their goals and dreams. The experiential learning elements can be described thusly: working on a project that took a semester or more to complete, having a job or internship where they applied what they were learning, and being extremely involved in extracurricular activities. The good news is that these critical experiences for students dramatically improve their odds of success later in life. The bad news is two-fold: most colleges and universities have never measured these things in earnest, and only 3 percent of U.S. college graduates strongly agree that they have experienced these six measures (see chart).

MISSION: WE ARE WHAT WE MEASURE

Many of us have heard the expression, "We are what we measure." But few stop to ponder whether our organizations are actually *measuring what we value*. Consider college and university mission statements. Presumably, these statements articulate the most important outcomes the institution wants to achieve. Trustees of colleges and universities have a responsibility to guide the institution according to its mission or, at times, to modify it. They are entrusted to hold the institution accountable to its stated mission. Otherwise, why even have such a statement? But if there were a grade assigned to how higher education is doing according to its collective mission statements, it would be an "F" or a dropped class. Colleges and universities simply aren't measuring whether they are accomplishing their stated missions.

These mission statements articulate lofty ideals and goals: engaged citizenry, research in the service of society, global leadership, fulfilling lives, etc. The challenge is less about whether those are the right aims and more about how institutions will know if they are meeting them. Gallup read and analyzed hundreds of college mission statements as part of a recent study; most are very similar, with a handful of words and phrases used by the majority of institutions, the most common being "life-long learning." Presumably, then, there is extensive data measuring how well universities are doing in producing life-long learners among their graduates. Ask yourself whether you've ever seen

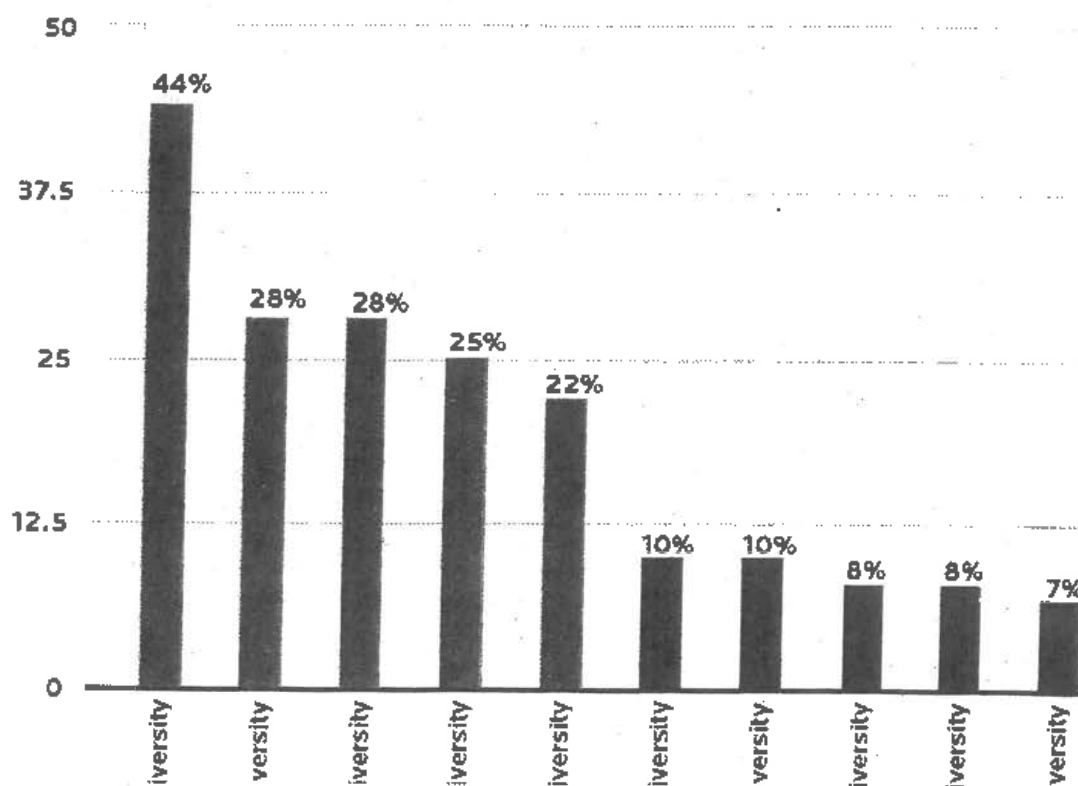
such data, nationally or for your own institution. Likely, you haven't, because few if any institutions have ever sought to measure it.

What would it look like if we measured our mission statements in higher education? Recent Gallup studies shed some light on this, but here's a hint: doing so requires using behavioral economic measures.

Less than one-third of all U.S. college graduates, for example, strongly agree that their professors cared about them as a person, that they had a job or internship where they applied what they were learning, or that they worked on a long-term project. Collectively, a mere 3 percent hit the mark on all six experiences. And stunningly, a full quarter missed the mark on all of them. And here's how important the nuance of the wording in the questions is: We also asked graduates whether they had a paid job in college as a "yes" or "no" question. Among those who said "yes," their response had no relationship with their workplace engagement later in life. But if they strongly agreed with the separate statement indicating they had a job or internship in which they applied what they were learning in the classroom, it doubled the odds that they ended up engaged at work later in life. The difference is demonstrated by their feelings as to whether or not their work experience had relevance to their learning. There is no other way to know this than to ask the student or graduate directly.

For graduates who strongly agreed with all six of these statements, 82 percent of them also strongly agreed that their college prepared them well for life after college; among those who missed the mark on all six, only 5 percent strongly agreed. This is a 16x differential on feeling well-prepared depending on whether graduates agree with these six key statements.

Percentage Who Strongly Agreed That Their Professors Cared about Them as People: Five Highest- and Lowest-Ranked Institutions



| | | | | | | | | | |
|--------|--------|--------|--------|--------|---------|---------|---------|---------|---------|
| #1 Uni | #2 Uni | #3 Uni | #4 Uni | #5 Uni | #29 Uni | #30 Uni | #31 Uni | #32 Uni | #33 Uni |
|--------|--------|--------|--------|--------|---------|---------|---------|---------|---------|

THE FUTURE OF BEHAVIORAL ECONOMICS AND HIGHER ED

Now that Gallup has conducted these kinds of studies for dozens of individual colleges and universities, it's become clear that institutions are gaining dramatic new insights that point them toward specific ideas and actions for improving. And it's providing the country with a different perspective of what matters and how to measure quality in higher education. There is, indeed, a wide range of variance in how institutions are doing on these measures. There's even a wide variance within programs or departments on the same campus. Based on the national data, few are satisfied with how higher education is scoring on these metrics. They all beg for improvement. Even institutions that fare well relative to national benchmarks are eager to improve. And the best news is that we have nowhere to go but up. Higher education has never really measured these kinds of things, and once it starts doing so, it will make incredible progress.

These measures are also changing how we think about performance. Take historically black colleges and universities (HBCUs), for example. On measures such as graduation rates and student loan default rates, they don't fare well. But in looking at the percentage of their graduates who strongly agree they had the six key experiences, as documented in a Gallup- USA Funds Minority Graduate study, the story changes dramatically. Black graduates from HBCU institutions are two to three times more likely to hit the mark on these experiences than black graduates from all other types of institutions. It's a remarkable difference. The behavioral economic measures that look so good for HBCUs don't change the classic measures like graduation rates that don't look so good, but this most definitely changes our view of their overall performance. Their relevance, based on these new measures, has never been greater.

As our measures of performance and success shift, so will our understanding of which colleges and universities are "best." Today, the Ivy League dominates the top rankings on nearly every dimension of classic economics in higher education: selectivity, pre-matriculation test scores and GPAs, graduation rates, and endowment size. But how do they fare on the six key college experiences identified in the Gallup-Purdue Index? Their graduates rank higher than the national average on three of the six, and they are at the national average on one experience. They are among the lowest of all institutional cohorts Gallup has studied on two particular items: having professors who cared about them about as a person and having a mentor who encouraged their goals and dreams. Among graduates from the Ivy League, 17 percent strongly agreed their professors cared about them as a person; among graduates from HBCUs, 58 percent did. On this measure—based entirely on the view of graduates themselves— HBCUs perform nearly three times better than the Ivy League.

The institutional-level variance Gallup has observed on these measures is also astounding. Some colleges and universities are doing six times better on these metrics than others, as demonstrated by the chart above, in which the range is 44 percent to 7 percent of graduates who strongly agree their professors cared about them as a person.

Board members need to know where their institutions stand on these measures, which need to be an ongoing part of a broader set of metrics used to guide institutional performance. Just as the healthcare industry was transformed by patient surveys a decade ago, higher education will be transformed by the coming data revolution. It will be an exciting new frontier that will yield a dramatic improvement in

performance on factors that matter most for the relevant constituents and consumers of higher education—and to the aims of its collective, powerful mission, as well.

ABOUT THE AUTHOR ▶

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IMAGE CREDIT

MICHAEL BRANDON MYERS

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AGB BOARD OF DIRECTORS' STATEMENT ON

Governing Board Accountability for

CAMPUS CLIMATE, INCLUSION, AND CIVILITY

As trustees, we are stewards for the institution or system that they shepherd, and more broadly as stewards for higher education across the nation. Board members have a fiduciary **duty of care**—the duty to act in good faith and with **skill in protecting** the various assets for which they are responsible. They also have a fiduciary duty to ensure that the institution acts in accordance with its **mission** and with applicable laws. Legislation governing colleges must **ensure** institutional compliance with applicable federal, state, and local laws that **prohibit discrimination** based on race, sex, sexual orientation, or gender identity. They must also protect the benefits of research and **academic freedom**.

This statement was approved on August 19, 2016, by the Board of Directors of the Association of Governing Boards of Universities and Colleges (AGB). AGB Board Statements are formal assertions of the critical importance of a particular issue or topic to higher education governance. They are intended to guide boards in the governance of colleges, universities, and systems; inform them of their roles and responsibilities; and clarify their relationship with chief executives, administration, faculty, and others involved in the governance process.

ACKNOWLEDGMENTS

The Association of Governing Boards of Universities and Colleges and its Board of Directors are grateful to the many people who contributed to the development of this statement. We are especially grateful to Thomas K. Hyatt, AGB's general counsel, who served as principal author of the statement and who contributes regularly to knowledge development for AGB's membership; and to Artis Hampshire-Cowan, AGB Senior Fellow and former senior vice president and secretary at Howard University, for her thought leadership and facilitation of a task force that helped to identify the complexity of issues, fundamental values, and foundational principles to anchor the statement.

We also extend our gratitude to members and friends of AGB who added value to the statement through their responses to the association's invitation for public comment, which proved invaluable in strengthening the piece.

ABOUT AGB

Since 1921, the Association of Governing Boards of Universities and Colleges (AGB) has had one mission: to strengthen and protect this country's unique form of institutional governance through its research, services, and advocacy. Serving more than 1,300 member boards, 1,900 institutions, and 36,000 individuals, AGB is the only national organization providing university and college presidents, board chairs, trustees, and board professionals of both public and private institutions and institutionally related foundations with resources that enhance their effectiveness.

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AGB Board of Directors' Statement on

Governing Board Accountability for Campus Climate, Inclusion, and Civility

Introduction

CONSIDER THESE ACTUAL EVENTS:

- A group of more than 1,000 demonstrators marches through a campus in support of racial equity and social justice, catalyzed by a police shooting of a young African American off campus, less than a mile away.
- Students and other stakeholders on campus urge changes in institutional policies through protests and teach-ins.
- Students request "trigger warnings" for the teaching of potentially offensive or upsetting material and "safe spaces" in which those with differing identities and viewpoints are not permitted to be present.
- A student group presents a long list of non-negotiable demands to a college president and governing board for: changes in admissions and personnel policies and academic offerings; an immediate increase in the diversity of the faculty and the administration; direct involvement in the hiring of the president; and remedies to asserted inequities both on and off campus.
- A student gains national attention while carrying a mattress with her on campus every day to protest a university's failure to expel another student she accused of sexually assaulting her.
- A university offers gender-free housing and provides a resource center for LGBT students, while another denies housing to a transgender student on religious grounds.
- Students in some states may now carry loaded, concealed weapons in college and university buildings.

In ways large and small, students and other stakeholders on college and university campuses across the United States are making themselves heard, by speech and by action, and are challenging higher education leaders and faculty to create campus climates that are diverse and inclusive; that promote academic freedom, freedom of expression, and civility; and that enable all members of the community to feel welcome and safe from harm. At the same time, a lingering intolerance and impatience by some, both within and outside the campus community, can put at risk the ability of colleges and universities to provide an environment in which a full range of opinions and ideas are welcome and can be aired and debated in a respectful manner.

At the center of these tensions lie governing boards and institution and system chief executive officers, who bear ultimate accountability and responsibility for risk management, institutional reputation, educational quality, and the creation of an open and safe campus environment, and who are just as often taken to task for their failure to act as they are for the actions they take.

Governing boards are stewards for the institution or system that they serve, and more broadly are stewards for higher education writ large across the nation. Board members have a fiduciary duty of care—the duty to act in good faith and with diligence, care, and skill in protecting the various assets for which they are responsible. They also have a fiduciary duty of obedience—the duty to ensure that the institution acts in compliance with its mission and with applicable law.¹ Accordingly, higher education governing bodies must ensure institutional compliance with applicable federal, state, and local laws, including those that prohibit discrimination based on age, race, gender, sexual orientation, religion, disability, and other characteristics,² and those that protect freedom of speech and academic freedom.³

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challenging higher education leaders and faculty.

¹ For a fuller discussion of board fiduciary duties, see the 2015 “AGB Board of Directors’ Statement on the Fiduciary Duties of Governing Board Members” and the 2014 final report of the National Commission on College and University Board Governance, “Consequential Boards: Adding Value Where It Matters Most.”

² See, for example, under federal law, Titles IV, VI, VII, and IX of the Civil Rights Act; the Americans with Disabilities Act of 1990, as amended in 2008; and Section 504 of the Rehabilitation Act of 1973.

³ See, for example, the free speech and press provisions in the First Amendment to the U.S. Constitution and similar provisions in state constitutions and statutes, as well as faculty contractual protections, particularly in private institutions.

AGB Board of Directors' Statement on Governing Board Accountability for
Campus Climate, Inclusion, and Civility

A successful resolution of these complex and high-profile issues, and the building of a campus climate and culture that can generate sustained buy-in and support, mandate that institutional and system governing boards meet their fiduciary responsibilities in a manner that demonstrates leadership based on shared values and institutional mission, as well as an appropriate partnership with the institution's stakeholders.

In order to effectively undertake these duties, governing boards should ensure that they understand the history and culture of their institutions, as well as the historical context for past institutional actions, and the impact they have on current events and constituencies. Similarly, boards and chief executives should share a common understanding of the institution's mission and values (and revisit and refresh them as warranted) and integrate them into everything the institution does to address matters of diversity, inclusion, freedom of expression, academic freedom, safety, and campus climate and culture.

However, the mission, history, culture, symbols, traditions, and even the founders of an institution must also be viewed through a lens of current campus and community values and principles. We do this so as to be aware of, and address as necessary, their impact on today's students, faculty, alumni, and communities. For example, one university community has considered how to make amends for a time when the institution was sustained financially through the sale of slaves. Another institution's board of trustees has re-examined the naming of campus buildings and programs after a United States president who demonstrated racist views in his administration. Institutional history is likely to receive much closer student and faculty scrutiny now as values evolve and the effectuation of mission is re-evaluated.

Boards, by their nature, are usually steeped in their college or university's traditions and symbols and often see themselves as the protectors of those things, particularly when board members are alumni of the institution. It should come as no surprise, then, that some boards might be resistant to change when constituencies and events cry out for a different approach. A governing board should demonstrate courage in recognizing the need for change and supporting or even requiring it, for the betterment of the institution's students and the community. Institutions may need to come to terms with new realities, and while these situations are rarely easy, strong leadership is essential.

A successful resolution

of these complex and high-profile issues, and the building of a campus climate and culture that can generate sustained buy-in and support, mandate that institutional and system governing boards meet their fiduciary responsibilities in a manner that demonstrates leadership.

This AGB statement presents values, principles, recommendations, and discussion questions for governing bodies and chief executives to consider in addressing the issues of campus climate, diversity, inclusion, and civility. The purpose of this statement is not to suggest specific resolutions for these critical issues; the remedies, like the issues, are specific to each institution. Rather, the statement provides guidance to governing boards and chief executives to help ensure that a collaborative governance process and effective policies are in place that can successfully achieve those remedies.

The AGB Board of Directors, in approving this important statement, realizes that some of the recommended practices presented herein will raise concerns. Some will prompt difficult conversations and will challenge boards to address the questions that result. However, governing bodies bear ultimate responsibility to ensure that effective policies are in place and followed in order to uphold institutional mission, values, and educational quality for all who are part of their institutional community. As stated in the 2007 “AGB Board of Directors’ Statement on Board Accountability,” governing board members are accountable to institutional mission, the public interest, and the “legitimate and relevant interests of the institution’s various constituencies.” It is what fiduciary bodies are required to do and are expected to do.

This AGB statement presents
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executives to consider in addressing
the issues of campus climate,
diversity, inclusion, and civility.

AGB Board of Directors' Statement on Governing Board Accountability for
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Respecting the Values and Principles of Higher Education

American higher education is steeped in values that have developed over nearly four centuries. Two of the most fundamental and influential values across the sector are institutional independence and academic freedom. Institutional independence protects colleges and universities from undue external influence and enables each institution to set a mission and goals that are distinct and that achieve the institution's unique purposes. Public and private colleges and universities operate within a collaborative leadership model while assigning ultimate responsibility to a duly constituted governing board⁴ that is expected to honor and guard that independence in its decision making.

Academic freedom recognizes the right of faculty members to conduct research and publish results without interference, instruct students in subject matter according to their own professional judgment, and to express themselves freely as citizens and not as representatives of the institution.⁵ This value also urges institutions to ensure an academic environment that welcomes diverse opinions and a healthy openness to candid exchanges of ideas and perspectives among all stakeholders.

It is from these inherent higher education values that institutional policy related to campus climate, diversity, inclusion, and civility should be developed, viewed, affirmed, and welcomed. Each college and university community is unique. In the ideal, each should approach ongoing discussions of the values and principles described herein inclusively, respectfully, honestly, with open hearts and minds, and without undue concern for uncomfortable or awkward exchanges, to determine what is the right path, now and for future generations.

The principles of a vital campus climate are undergoing extensive examination across the higher education sector, although the very definition of campus climate is broad and varies among institutions. For the purposes of this statement, we rely upon the following, which is referenced often in this larger conversation: "The atmosphere or ambience of an organization as perceived by its members. An organization's climate is reflected in its structures, policies, and practices; the demographics of its membership; the attitudes and values of its members and leaders; and the quality of personal interactions."⁶

⁴ See the 2015 "AGB Board of Directors' Statement on the Fiduciary Responsibilities of Governing Board Members"; and the 2010 "AGB Statement on Board Responsibility for Institutional Governance."

⁵ This is a paraphrasing of the discussion of academic freedom offered in the American Association of University Professors (AAUP) 1940 *Statement of Principles on Academic Freedom and Tenure*. Importantly, the policies of some religiously affiliated institutions delimit academic freedom in keeping with their missions. Still others define academic freedom for themselves. Despite some differences in interpretation, the value of academic freedom undergirds the governance of virtually all colleges and universities in the United States.

⁶ See, for example, the University of Wisconsin-Madison Provost's Office, *Definition of Campus Climate* (2004).

The following principles amplify higher education's central values of independence and core freedoms and should be reflected throughout institutional and system policies:

Diversity. Diversity is a part of the value proposition for the institution and for higher education because of its demonstrated educational benefits for all students. Diversity comes in many forms, including: race, gender, gender identity and expression, ethnicity, national origin, religion, sexual orientation, age, socio-economic background, physical ability and disability, neurodiversity, and student and faculty intellectual and political beliefs. Diversity also includes beliefs and practices that are strongly held by some religiously affiliated colleges and universities but that may differ from those of other higher education institutions. Diversity is not merely about demographics but also about campus climate, culture, and norms. Institutions cannot merely claim to be diverse. Rather, diversity is a dynamic institutional choice whose scope and characteristics will vary over time and place and circumstance.

Inclusion. Diversity without inclusion is only a metric. Inclusion recognizes and embraces the need for all members of the institutional community to have a sense of ownership in the institution and a place of belonging. It requires sustained and intentional institutional commitment and action. Tolerance is passive and may be a starting point. Inclusion is active and reflects the continuing character of a campus.

An inclusive campus climate is manifested by the ideas, policies, actions, and shared culture of its governing body, chief executive, administration, faculty, students, alumni, and local community. Respect and civility, even in a clash of passionately expressed beliefs and values, are essential to the ability of a college or university to thrive and sustain over generations.

Campus safety is fundamental to protecting and implementing these ideals. In this context, being "safe" does not mean being shielded from potentially challenging ideas and beliefs, which may be uncomfortable for some. Rather, individuals should have the right to be safe from physical or emotional harm or harassment in their expression of ideas, beliefs, values, lifestyles, diversity, and personal characteristics.

Diversity

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Inclusion

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of belonging.*

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Freedom of Expression. Freedom of expression is both an American constitutional right and a principle that is central to an open and engaged institution of learning. It must be established by meaningful and consistent policies and remedies for its infringement, or there is no freedom. Tolerance—the willingness to permit the free expression of ideas, beliefs, and values that may be at odds with your own, rooted in a climate of mutual respect—is an essential characteristic of a campus climate that promotes this principle. With respect to engagement, civility is an essential response, but it is also an element of campus culture. Civility is not the opposite of passion. Conversations, discussions, debates, protests, and demonstrations do not need to be passive or unduly constrained in the name of civility, although they must respect the rights and safety of those who participate and those who do not. Tolerance and civility are at the heart of true freedom of expression.

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Recommendations for Leadership

The following recommendations apply higher education's core values and principles and embrace the obligations of a shared educational, legal, and business imperative for effective governance on the issues of campus climate, inclusion, and civility.

Developing a campus culture that enables students, faculty, and the community to feel safe, included, and valued and that can endure challenges, missteps, and times of unrest is an ongoing process. While certain actions can make a meaningful difference in the near term, fundamental policy and operational change requires a longer time horizon and sustained attention and support. In many instances, leaders seeking to respond to a situation or crisis lack complete or perfect information. Situations often evolve over time, and thoughtful reflection and restraint may be called for by boards and chief executives alike to respond appropriately and with the needs and interests of all constituencies in mind.

The statement encourages boards and institutional leaders to consider the recommendations below in order to be confident that policies are in place to ensure a healthy, vibrant, and safe campus community.

1. *An institutional or system governing board should support the chief executive officer with trust, confidence, and the delegation of authority necessary to make critical and timely decisions consistent with institutional and system policy.*

While not delegating away their fiduciary decision-making authority, governing boards should avoid micromanaging the chief executive in responding to campus climate matters, particularly in moments of crisis. The responsibility and attention of the governing board must focus on the assurance of policy adequacy, while recognizing and supporting strong and effective administrative leadership. These are often time-sensitive matters; chief executives need to be confident in the support of their governing board.

The statement encourages boards and institutional leaders to consider these recommendations in order to be confident that policies are in place to ensure a

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Chief executives, too, can benefit from the opportunity, such as at a board retreat or dedicated committee meeting, to examine and address campus climate issues with the board.

2. *Chief executives should be fully transparent and collaborative with the governing board on campus climate issues.*

Chief executives should support the governing board's fiduciary authority to consider and establish policies related to campus climate, diversity, and inclusion issues by regularly updating the board on current challenges and instances of stakeholder protest and engagement, potential risk areas, and a periodic review of related policies. In addition, chief executives should advise the board on those instances when efforts to advance diversity, equity, inclusion, and free and open discourse have been successful and when they have been unsuccessful. Chief executives can support the board in developing meaningful metrics for assessing achievement of campus climate goals.

3. *Boards should periodically review campus climate policies and ensure that those policies are up-to-date and consistent with institutional mission and relevant laws and regulations.*

In order to be prepared for the implementation of sound and effective decisions, under sometimes intense scrutiny and duress, governing boards should be proactive to ensure that institutional or system policies that clearly articulate principles of diversity and inclusion, free and open discourse, academic freedom, and personal safety are developed, updated, and followed. The board should periodically review the timeliness of these policies and be aware of their content and scope. Chief executive officers should also include in board or board committee meetings, as needed, those institutional administrators who bear responsibility for policy implementation so as to discuss campus climate policies, related risk factors, and compliance with mission and applicable law.

Institutional policies should also protect the rights of students who are not involved in campus protests, unrest, and interventions by uniformly enforcing reasonable "time, place, and manner" guidelines for such events. This enforcement should be consistent irrespective of the point of view being expressed.

Mission and values should be the touchstone of everything a college or university board and chief executive do in developing policies to effectuate an inclusive and welcoming campus climate. In addition, governing board members, as fiduciaries, must always consider their overall responsibility to protect and promote the business operations of the institution through their practices and policies. Without a comprehensive strategy to address matters of diversity and inclusion as discussed in this statement, institutions

risk being unsuccessful in achieving their human capital goals (regarding students, faculty, staff, and administration). In addition, individuals and organizations that are key sources of institutional funding—via tuition dollars, sponsored and funded research, philanthropy, and government support—will rightly view diversity and inclusion as key drivers of quality and excellence. Institutions that commit to creating environments that foster diversity and inclusion and a welcoming campus climate are most likely to attain both the human and financial capital needed to thrive in the long term.

4. *Boards should exercise their fiduciary duty of care by ensuring that the institution has allocated appropriate resources to address campus climate needs.*
 - Consistent with their fiduciary duties, boards should ensure that necessary budget resources and staff assistance are available to properly address campus climate, diversity, inclusion, and safety needs. Chief executives should work with appropriate board committees to ensure that they are current on the identification and timing of these needs. The governance practice of evaluating resource deployment should not be simply reactive, but rather should be timely and proactive while considering both short-term and long-term needs.
5. *Governing boards should ensure the implementation of an effective communication plan and receive regular updates from the chief executive and other administrators who are responsible for the implementation of campus and system policies regarding campus climate.*

The governing board should approve an institution-wide communications plan that provides consistent support for the policies that are developed and for the chief executive, staff, and faculty members who carry them out. Boards and institutional leadership must be transparent, clear, and consistent in their

response to campus climate matters for the institution and the community. Board decisions made only behind closed doors without appropriate input and communicated without explanation or sensitivity put the board at an immediate leadership disadvantage. Transparency and consistency, through explanation and example, breed trust.

Boards should receive regular reports from appropriate sources, both among institutional staff and within the campus and local communities, that provide current information and context about instances of campus and community social unrest. Boards should also receive reports on institutional efforts and metrics that can guide their responses, including campus climate surveys, student engagement surveys, academic achievement results, and retention rates of various student groups and subgroups.

*Transparency and consistency,
through explanation and example,
breed trust.*

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The communications plan provisions on crisis response must be adequate to address a campus protest or other campus climate concern. In responding to these issues, and in demonstrating and supporting leadership, boards should speak with one voice. Most often, this will be through the chief executive and the board chair. The chair of the governing board should be prepared to publicly support institutional leadership during a campus protest or act of hate or violence that threatens the safety or personal freedoms of the college or university community.

And, while the chair is the voice of the board's actions and deliberations, all board members are fiduciaries and ambassadors for their institution and all should be prepared to communicate with a uniform message developed through board deliberation and agreement and careful consideration of impact and consequences. When urgent circumstances preclude a timely board discussion on messaging, the chief executive, board chair, and institutional communications professionals should provide support for an immediate board communication.

Boards should ensure that they are attuned to risks to reputation and culture by meeting on these matters with the chief executive and others as appropriate, including faculty leaders, the general counsel, the diversity and inclusion officer, the communications officer, student leaders, outside experts, and officers charged with ensuring institutional compliance under Title IV, Title VI, Title VII, and Title IX.

6. *Governing boards should actively lead in addressing campus climate issues through effective governance practices that are proactive, responsive, and adaptive.*

It is difficult to be credible in providing stewardship and leadership on campus climate issues of diversity and inclusion if the governing board itself is not diverse and inclusive. Governing boards of private institutions should work on diversity objectives through their governance committees, while boards of public colleges and universities should work with the authorities who hold board appointment responsibilities for those institutions. In that effort, board selection, the choice of board officers and committee chairs, and board education must effectuate the diversity that should be present in today's higher education environment. The campus community pays close attention to the make-up and values of the governing body. If diverse pools of available trustees are limited, training and sensitization with such boards around diversity, equity, and inclusion can help to bridge the gap.

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The chief executive should also ensure that the appropriate balance is found between efforts to acknowledge when instruction and speech may be distressing or offensive to some and the unbridled freedom to inquire, teach, learn, experiment, and debate ideas and values.

Governing boards should work with their chief executives to ensure that the governance and administrative structure of the institution are aligned with needs in this area. Effective governance practices include these actions:

Governing boards should work with their chief executives

- Designate one or more board committees or task forces, as appropriate, to review campus climate issues and progress towards resolution of any problems or concerns.

to ensure that the governance and administrative structure of the institution are aligned with needs in this area.

- Include a review of campus climate issues in the board's enterprise risk management efforts; risks related to crisis response, reputation, and community relations are appropriate for full board review, but may also be delegated to an executive or dedicated committee.
- Define and measure attainment of campus climate goals.
- Ensure that committees and task forces report to the board regularly on their findings.
- Include feedback on progress in this area in board self-assessments.

Boards need to be able to adapt to changing circumstances, beliefs, and laws surrounding diversity, inclusion, and free speech on campus and in the community. Reliance on bylaws, charters, and policies that have not been specifically updated for this purpose may result in an inadequate response.

Education and training on campus climate, diversity, and inclusion for boards and for the chief executive and senior administrators are also essential. Seek out resources and make time for these efforts on the board and staff agendas.

7. *Governing boards, as a collective body, should seek direct engagement with students, faculty, staff, alumni, local communities, and other stakeholders to be certain that they have an understanding of their concerns and current priorities.*

Boards should seek to understand the current priorities, issues, sensitivities, and needs of the institution's students, faculty, and campus community. Forums for listening can

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occur on the spur of the moment in a seemingly instantaneous student demonstration; in planned events that are designed to reach students where they live and socialize; in response to a crisis that can become a teachable moment; in conversations with alumni; in a physical environment that supports real dialogue; and with a single trustee or the whole board, as appropriate. It is important to be authentic in conversations and in actions. Boards should strive to overcome their tendency, in reality and in appearance, to be insular and detached. Boards should also look beyond the snapshot and not shy away from what may be an uncomfortable exchange. For example, one board demonstrated its commitment to listen by adjourning its meeting and joining protestors on campus.

Partnership is key. In many instances, students may be doing the heavy lifting in addressing campus climate and inclusion matters and by expressing their passion and commitment. Be partners with students in their education and in their efforts to understand and resolve these issues. Be partners with chief executives in their leadership on these matters, as well. As was said at a Lumina Foundation event on race gaps in higher education, the focus must be not only on "college-ready students," but also on "student-ready colleges."

Engagement with the community around the campus—serving as "stewards of place"⁷—is also essential. When the correct response is unclear, mission and values (along with legal obligation) provide the way forward.

*The focus must be not only on
"college-ready students,"
but also on
"student-ready
colleges."*

8. *Chief executives should demonstrate compliance with governing board policy and governance expectations on diversity and inclusion and show leadership in staff development.*

In partnership with the board, chief executives should champion diversity and equal opportunity throughout the staff and faculty hiring and development process. Progress on these goals should be included in the chief executive's annual assessment or key performance indicators. CEOs should ensure that the institution's staff structure and assignments correlate with campus climate needs and with the board governance structure in these areas.

⁷ See, for example, the 2002 report of the American Association of State Colleges and Universities, "Stepping Forward as Stewards of Place."

Conclusion

Effectively addressing campus climate, inclusion, and civility issues can be a daunting task for volunteer governing board members and institutional chief executives alike. Providing board and institutional leadership on these matters is not easy, and working through them can be messy. These issues are often fraught with conflict and emotionally charged. There is no one-size-fits-all answer, and campus communities may address the same issues from very different religious and socio-political perspectives.

These issues must also be viewed against the backdrop of rapid social change, substantial polarization in the political arena, political challenges to the freedoms of expression and religion, and high-profile instances of violence and terrorism.

Catalytic events—even those that take place far from a campus—unrecognized needs, and pent-up demand for social change can alter the climate and reputation of a campus in the blink of an eye.

It is here that board members' fidelity to the fiduciary duties of care, loyalty, and obedience is most critical. The core values and principles set forth in this AGB statement, along with recommendations for action, provide boards and chief executives with effective tools to carry out these duties.

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Discussion Questions for Boards

- Does the board understand its fiduciary responsibilities related to campus climate, inclusion, and civility matters?
- Is the board up-to-date on federal, state, and local laws and rules in these areas?
- In a crisis, who speaks for the board? For the institution or system?
- Are the lines and methods of crisis communication between the chief executive and the board well understood and documented?
- How diverse is the board itself? Does the board (or appropriate state authorities for public institutions) have a plan for recruiting members with varied gender, racial, ethnic, and other diverse characteristics, and for identifying capable new members with diverse experiences, skills, and backgrounds?
- Does the chief executive have adequate authority, resources, and board support to champion diversity and equal opportunity throughout the staff and faculty hiring and development process?
- Does the institution support a nurturing campus environment where every member can express him or herself openly and civilly and learn from others who may have a different point of view, without fear of sanction or harm? Or, conversely, does the institution restrict expressions of free speech in the interest of maintaining order and keeping conflict at a minimum?
- Does the campus have current and educationally effective policies that protect the essential values of freedom of speech and academic freedom and that encourage civil discourse?
- Are diversity and inclusion initiatives directly tied to the mission and strategic goals of the institution?

*Are diversity and inclusion
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- What process is in place for the board to respond to student petitions and demonstrations?
- How has the board impacted the culture of the institution in establishing institutional policy?
- How well does the board model civility in its discussions and decisions?
- Does the institution provide a platform for individuals to confront those who engage in intolerance, disrespect, and hostility? Should it?
- Has the institution recently reviewed and updated its practices and policies to protect students' safety? Does the board understand and support the role of the campus police in these areas?
- From a risk management perspective, what considerations should the board address to help protect institutional reputation and ensure student safety? Those considerations might include:
 - campus climate and the environment on campus
 - statements and affirmations of institutional mission and values
 - the structure of the board to be responsive to these issues
 - allocation of resources
 - policies regarding campus protest and speech
 - the responsibilities and jurisdiction of campus and local police
 - crisis management planning
- How well-equipped do board members feel to navigate issues of diversity, equity, and inclusion as a board member?

*How well-equipped do board
 members feel to navigate issues of
 diversity, equity,
 and inclusion
 as a board member?*

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*At the outset, we simply talked
and listened to one another.
We worked to find areas of
understanding and agreement—
and not dwell on our differences.
Throughout those discussions, we
in positions of leadership strove
to speak using the poetry of
compassion, respect, and dignity,
rather than the prose of fear,
power, and threats.*

*Fred P. Pestello
President, Saint Louis University*



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INSTITUTE OF
INTERNATIONAL
EDUCATION

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Open Doors 2016:

- **International Students in U.S. Top One Million for the First Time**
- **They Make Up Only 5 Percent of Students in U.S. Higher Education**
- **More U.S. Students Study Abroad and Pursue Experiential Learning Overseas**
- **Strong growth among students in STEM fields in both directions**

New York, NY—An increasing number of students are crossing the globe to gain practical, international experience that they can apply in their careers and life in a global society.

According to the 2016 *Open Doors Report on International Educational Exchange* data released today by the Institute of International Education (IIE) in partnership with the U.S. Department of State's Bureau of Educational and Cultural Affairs, the number of international students at U.S. colleges and universities surpassed one million for the first time during the 2015-16 academic year—an increase of seven percent from the previous year to a new high of nearly 1,044,000, representing five percent of the total student population at U.S. institutions. More than a third of these international students studied engineering, math or computer science, and 14 percent engaged in Optional Practical Training (OPT), including many in science, technology, engineering or math (STEM) professions. The growth in international STEM students is likely connected to the 25 percent increase in students from India, more than three quarters of who study in these fields.

Open Doors also reports that more than 313,000 U.S. students received credit last year for study abroad during 2014-15, an increase of nearly three percent over the previous year. Approximately a quarter of these students majored in STEM fields. The *Open Doors* findings reflect that students study abroad in part to gain international experience that can be applied in their careers, and data also show that an increasing number of U.S. students—over 22,000 in 2014-15—participated in non-credit work, internships and volunteering abroad through which they can gain practical skills.

“We need to empower more of America’s future leaders to experience the world beyond our borders,” said Evan Ryan, Assistant Secretary of State for Educational and Cultural Affairs at the U.S. Department of State. “International education helps people develop the knowledge and

skills needed to succeed in today's global economy, and creates networks across borders that improve international understanding and strengthen the national security of the United States."

"The *Open Doors* findings show that international students value the quality, diversity and strong reputation of U.S. institutions and recognize that these institutions will give them opportunities that can help them not only in their education but also in their careers," said IIE President Allan Goodman. "At the Institute of International Education, we believe American colleges and universities offer a premiere education and valuable training to students from around the globe and that students from other nations also teach us a lot about the world we share. The more we can open doors to other cultures for our students, the better off our country and our world will be."

Despite the overall rise in the international student population in the U.S. and the shrinking gender gap over the past few decades, *Open Doors* shows that the gender gap among international students has widened slightly over the past two years: only 43 percent of students who came to the U.S. to study during the 2015-16 academic year were women, down from 45 percent five years ago, likely because fewer women tend to study in STEM fields worldwide.

For the U.S. students studying abroad, women continue to make up 67 percent of the study abroad population. The racial and ethnic diversity has improved modestly each year since 2004-05, with 27 percent of U.S. students who studied abroad in 2014-15 identified as racial or ethnic minorities, up from 17 percent a decade ago. *Open Doors* reports that about 5 percent of those who studied abroad were people with disabilities.

"Studying abroad is one of the best ways to prepare to enter and succeed in the interconnected, globalized workforce, yet 90 percent of American college students do not study or intern outside of the United States. We owe it to the next generation of Americans to find ways to make it more accessible to a wider range of students," said IIE's President, Dr. Allan E. Goodman. "Some U.S. students studying in STEM fields had found it challenging to study abroad. But this is changing, and global experience is increasingly crucial to success in all fields."

Europe continues to host more than half of all for U.S. students going abroad, with about a third of all U.S. students choosing the United Kingdom, Italy, or Spain in the 2014-15 academic year. However, students were increasingly drawn to countries that offer an up-close look at how our world is changing, such as Cuba and Mexico, as well as Greece, which experienced the highest rate of growth among top study abroad destinations with an 18 percent increase. *Open Doors* data indicate the Ebola crisis likely deterred U.S. students from traveling to sub-Saharan Africa, as the number of U.S. students in that region fell by 20 percent.

Other key findings from the *Open Doors* data include the following:

- While students from China and India remained the leading countries of origin and accounted for 84 percent of the growth in international students in 2015-16, Saudi Arabia's government-sponsored international scholarship program helped drive that country to surpass South Korea to become the third largest sender of international students to the United States.

- Meanwhile, the number of students coming to the United States from Brazil declined by 18 percent in 2015-16, the largest decline recorded and one that is likely due to the freeze in the Brazilian government's Scientific Mobility Program, which previously sponsored many Brazilian students' U.S. studies.
- California hosted nearly 150,000 international students in 2015-16, making it the top destination for students from abroad. Four of the top 20 U.S. host institutions for international students were located in California, with the University of Southern California ranking second, just behind New York University. New York is the second leading host state, and New York City is the leading host metropolitan area.
- International students bring nearly \$36 billion to the U.S. economy, according to the U.S. Department of Commerce. Open Doors shows breakdowns by country and host state.

For more data, infographics and resources on the 2016 *Open Doors Report on International Educational Exchange*, visit <http://www.iie.org/Open-Doors>.

Open Doors is published by the Institute of International Education, an independent not-for-profit organization with a network of 19 offices and affiliates worldwide and over 1,400 member institutions. IIE designs and implements programs of study and training for students, educators, young professionals and trainees from all sectors with funding from government agencies, foundations, and corporations. IIE has conducted an annual statistical survey of the international students in the United States since its founding in 1919 and in partnership with the U.S. Department of State's Bureau of Educational and Cultural Affairs since 1972. *Open Doors* also reports on the number of international scholars at U.S. universities; international students enrolled in pre-academic Intensive English Programs; and on U.S. students studying abroad. Further details on the *Open Doors 2016* surveys and their findings is on the [Open Doors website](#), and the full 100+ page report will be available in January and can be ordered from [IIE Books](#).

The Bureau of Educational and Cultural Affairs (ECA) of the U.S. Department of State builds relations between the people of the United States and the people of other countries through academic, cultural, sports, professional and private sector exchanges, as well as public-private partnerships and mentoring programs. Approximately 50,000 participants annually embark on these exchange programs, including the flagship Fulbright Program and the International Visitor Leadership Program. ECA also sponsors the Benjamin A. Gilman Scholarships for U.S. undergraduates with financial need, the Critical Language Scholarship Program in support of [U.S. foreign language study abroad](#), and the [EducationUSA](#) network of over 400 advising centers worldwide, which provides information to students around the globe who wish to study in the United States. For more information on the Department of State's educational and cultural exchange activities, visit eca.state.gov or contact ECA-Press@state.gov.



2016 "Fast Facts"

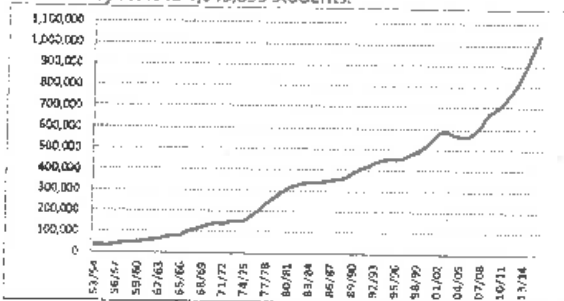
INTERNATIONAL STUDENTS IN THE U.S.

NEW INTERNATIONAL STUDENT ENROLLMENT

| | | |
|---------|---------|-------------------------------|
| 2010/11 | 214,490 | New international student |
| 2011/12 | 228,467 | enrollment — students |
| 2012/13 | 250,920 | enrolling for the first time |
| 2013/14 | 270,128 | at a U.S. institution in |
| 2014/15 | 293,766 | fall 2015 — increased by 2.4% |
| 2015/16 | 300,743 | over the previous year. |

INTERNATIONAL STUDENT TRENDS

In 2015/16, the number of international students in the U.S. increased by 7.1% to 1,043,839 students.



| | Total Int'l students | % change | U.S. higher education total | % Int'l |
|---------|----------------------|----------|-----------------------------|---------|
| 2004/05 | 565,039 | -1.3 | 17,272,000 | 3.3 |
| 2005/06 | 564,766 | -0.1 | 17,487,000 | 3.2 |
| 2006/07 | 582,984 | 3.2 | 17,672,000 | 3.3 |
| 2007/08 | 623,805 | 7.0 | 18,248,000 | 3.4 |
| 2008/09 | 671,616 | 7.7 | 19,103,000 | 3.5 |
| 2009/10 | 690,923 | 2.9 | 20,428,000 | 3.4 |
| 2010/11 | 723,277 | 4.7 | 20,550,000 | 3.5 |
| 2011/12 | 764,495 | 5.7 | 20,625,000 | 3.7 |
| 2012/13 | 819,644 | 7.2 | 21,253,000 | 3.9 |
| 2013/14 | 886,052 | 8.1 | 21,216,000 | 4.2 |
| 2014/15 | 974,926 | 10.0 | 20,300,000 | 4.8 |
| 2015/16 | 1,043,839 | 7.1 | 20,264,000 | 5.2 |

*Data from the National Center of Education Statistics

TOP U.S. STATES HOSTING INTERNATIONAL STUDENTS

| | 2014/15 | 2015/16 | % change |
|-----------------|---------|---------|----------|
| 1 California | 135,130 | 149,328 | 10.5 |
| 2 New York | 106,758 | 114,316 | 7.1 |
| 3 Texas | 75,588 | 82,184 | 8.7 |
| 4 Massachusetts | 55,447 | 59,436 | 7.2 |
| 5 Illinois | 46,574 | 50,327 | 8.1 |
| 6 Pennsylvania | 45,704 | 48,453 | 6.0 |
| 7 Florida | 39,377 | 43,462 | 10.4 |
| 8 Ohio | 35,761 | 37,752 | 5.6 |
| 9 Michigan | 32,015 | 33,848 | 5.7 |
| 10 Indiana | 28,104 | 29,219 | 4.0 |

The Institute of International Education (IIE) has conducted an annual census of international students in the U.S. since its founding in 1919. Known as the Open Doors Report since 1954, and supported by the Bureau of Educational and Cultural Affairs of the U.S. Department of State since 1972, the report provides detailed data on student flows into and out of the U.S. Visit us online at: <http://www.iie.org/opendoors>.

Note: Percent distribution may not total 100.0 due to rounding

TOP PLACES OF ORIGIN OF INTERNATIONAL STUDENTS

| | 2014/15 | 2015/16 | % of total | % change |
|--------------------|----------------|------------------|--------------|------------|
| World TOTAL | 974,926 | 1,043,839 | 100.0 | 7.1 |
| 1 China | 304,040 | 328,547 | 31.5 | 8.1 |
| 2 India | 132,888 | 165,918 | 15.9 | 24.9 |
| 3 Saudi Arabia | 59,945 | 61,287 | 5.9 | 2.2 |
| 4 South Korea | 63,710 | 61,007 | 5.8 | -4.2 |
| 5 Canada | 27,240 | 26,973 | 2.6 | -1.0 |
| 6 Vietnam | 18,722 | 21,403 | 2.1 | 14.3 |
| 7 Taiwan | 20,993 | 21,127 | 2.0 | 0.6 |
| 8 Brazil | 23,675 | 19,370 | 1.9 | -18.2 |
| 9 Japan | 19,064 | 19,060 | 1.8 | 0.0 |
| 10 Mexico | 17,052 | 16,733 | 1.6 | -1.9 |
| 11 Iran | 11,338 | 12,269 | 1.2 | 8.2 |
| 12 United Kingdom | 10,743 | 11,599 | 1.1 | 8.0 |
| 13 Turkey | 10,724 | 10,691 | 1.0 | -0.3 |
| 14 Nigeria | 9,494 | 10,674 | 1.0 | 12.4 |
| 15 Germany | 10,193 | 10,145 | 1.0 | -0.5 |
| 16 Kuwait | 9,034 | 9,772 | 0.9 | 8.2 |
| 17 Nepal | 8,158 | 9,662 | 0.9 | 18.4 |
| 18 France | 8,743 | 8,764 | 0.8 | 0.2 |
| 19 Indonesia | 8,188 | 8,727 | 0.8 | 6.6 |
| 20 Venezuela | 7,890 | 8,267 | 0.8 | 4.8 |
| 21 Hong Kong | 8,012 | 7,923 | 0.8 | -1.1 |
| 22 Malaysia | 7,231 | 7,834 | 0.8 | 8.3 |
| 23 Colombia | 7,169 | 7,815 | 0.7 | 9.0 |
| 24 Thailand | 7,217 | 7,113 | 0.7 | -1.4 |
| 25 Spain | 6,143 | 6,640 | 0.6 | 8.1 |

TOP U.S. INSTITUTIONS HOSTING INTERNATIONAL STUDENTS, 2015/16

| | | | | |
|----|---|-----------------|----|--------|
| 1 | New York University | New York | NY | 15,543 |
| 2 | University of Southern California | Los Angeles | CA | 13,340 |
| 3 | Arizona State University - Tempe | Tempe | AZ | 12,751 |
| 4 | Columbia University | New York | NY | 12,740 |
| 5 | University of Illinois - Urbana-Champaign | Champaign | IL | 12,085 |
| 6 | Northeastern University - Boston | Boston | MA | 11,702 |
| 7 | University of California - Los Angeles | Los Angeles | CA | 11,513 |
| 8 | Purdue University - West Lafayette | West Lafayette | IN | 10,563 |
| 9 | Boston University | Boston | MA | 8,455 |
| 10 | University of Washington | Seattle | WA | 8,259 |
| 11 | Michigan State University | East Lansing | MI | 8,256 |
| 12 | University of Texas - Dallas | Richardson | TX | 8,145 |
| 13 | Penn State University - University Park | University Park | PA | 8,084 |
| 14 | University of Michigan - Ann Arbor | Ann Arbor | MI | 7,630 |
| 15 | University of California - San Diego | La Jolla | CA | 7,556 |
| 16 | University of California - Berkeley | Berkeley | CA | 7,313 |
| 17 | Indiana University - Bloomington | Bloomington | IN | 7,159 |
| 18 | Ohio State University - Columbus | Columbus | OH | 7,117 |
| 19 | Carnegie Mellon University | Pittsburgh | PA | 7,051 |
| 20 | University of Minnesota - Twin Cities | Minneapolis | MN | 7,037 |

ACADEMIC LEVEL TRENDS OF INTERNATIONAL STUDENTS

| | Under-graduate | % change | Graduate | % change | Non-degree | % change | OPT | % change |
|---------|----------------|----------|----------|----------|------------|----------|---------|----------|
| 2011/12 | 309,342 | 6.1 | 300,430 | 1.3 | 69,566 | 17.4 | 85,157 | 12.0 |
| 2012/13 | 339,993 | 9.9 | 311,204 | 3.6 | 73,528 | 5.7 | 94,919 | 11.5 |
| 2013/14 | 370,724 | 9.0 | 329,854 | 6.0 | 79,477 | 8.1 | 105,997 | 11.7 |
| 2014/15 | 398,824 | 7.6 | 362,228 | 9.8 | 93,587 | 17.8 | 120,287 | 13.5 |
| 2015/16 | 427,313 | 7.1 | 383,935 | 6.0 | 85,093 | -9.1 | 147,498 | 22.6 |

INTERNATIONAL STUDENTS IN THE U.S. (cont'd)

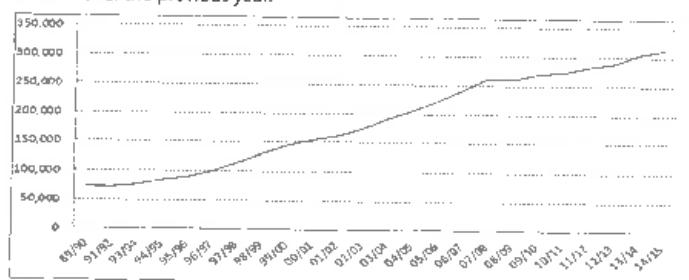
| PRIMARY SOURCE OF FUNDING | 2015/16 | % of total |
|----------------------------------|------------------|--------------|
| Personal and Family | 694,152 | 66.5 |
| U.S. College or University | 177,453 | 17.0 |
| Foreign Government or University | 77,244 | 7.4 |
| Current Employment | 68,893 | 6.6 |
| Foreign Private Sponsor | 9,395 | 0.9 |
| U.S. Government | 4,175 | 0.4 |
| U.S. Private Sponsor | 3,132 | 0.3 |
| International Organization | 2,088 | 0.2 |
| Other Source | 7,307 | 0.7 |
| TOTAL INT'L STUDENTS | 1,043,839 | 100.0 |

SELECTED FIELDS OF STUDY

| | 2014/15 | 2015/16 | % of total | % change |
|-----------------------------------|---------|---------|------------|----------|
| Engineering | 196,750 | 216,932 | 20.8 | 10.3 |
| Business and Management | 197,258 | 200,312 | 19.2 | 1.5 |
| Math and Computer Science | 112,950 | 141,651 | 13.6 | 25.4 |
| Social Sciences | 75,951 | 81,304 | 7.8 | 7.0 |
| Physical and Life Sciences | 73,838 | 75,385 | 7.2 | 2.1 |
| Fine and Applied Arts | 56,758 | 59,736 | 5.7 | 5.2 |
| Intensive English | 49,233 | 40,877 | 3.9 | -17.0 |
| Health Professions | 33,399 | 33,947 | 3.3 | 1.6 |
| Communications and Journalism | 20,161 | 21,160 | 2.0 | 5.0 |
| Education | 17,675 | 19,483 | 1.9 | 10.2 |
| Humanities | 17,504 | 17,664 | 1.7 | 0.9 |
| Legal Studies and Law Enforcement | 13,778 | 15,077 | 1.4 | 9.4 |
| Agriculture | 12,278 | 12,318 | 1.2 | 0.3 |

U.S. STUDENTS STUDYING ABROAD

313,415 U.S. students studied abroad for academic credit in 2014/15, an increase of 2.9% over the previous year.



TOP FIVE MAJOR FIELDS OF STUDY

| | 2013/14 | 2014/15 | % of total | % change |
|---|---------|---------|------------|----------|
| Science, Technology, Engineering & Math | 68,798 | 75,065 | 23.9 | 9.1 |
| Business | 59,687 | 63,015 | 20.1 | 5.6 |
| Social Sciences | 57,067 | 54,295 | 17.3 | -4.9 |
| Foreign Language and Int'l Studies | 23,818 | 24,077 | 7.7 | 1.1 |
| Fine and Applied Arts | 21,191 | 21,693 | 6.9 | 2.4 |

RACE/ETHNICITY OF U.S. STUDENTS ABROAD

| | 2004/05 | 2009/10 | 2014/15 |
|-----------------------------------|----------------|----------------|----------------|
| White | 83.0 | 78.7 | 72.9 |
| Hispanic or Latino(a) | 5.6 | 6.4 | 8.8 |
| Asian or Pacific Islander | 6.3 | 7.9 | 8.1 |
| Black or African-American | 3.5 | 4.7 | 5.6 |
| Multiracial | 1.2 | 1.9 | 4.1 |
| American Indian or Alaska Native | 0.4 | 0.5 | 0.5 |
| TOTAL U.S. STUDENTS ABROAD | 205,983 | 270,604 | 313,415 |

DESTINATIONS

| | 2013/14 | 2014/15 | % of total | % change |
|--------------------|----------------|----------------|--------------|------------|
| 1 United Kingdom | 38,250 | 38,189 | 12.2 | -0.2 |
| 2 Italy | 31,166 | 33,768 | 10.8 | 8.3 |
| 3 Spain | 26,949 | 28,325 | 9.0 | 5.1 |
| 4 France | 17,597 | 18,198 | 5.8 | 3.4 |
| 5 China | 13,763 | 12,790 | 4.1 | -7.1 |
| 6 Germany | 10,377 | 11,010 | 3.5 | 6.1 |
| 7 Ireland | 8,823 | 10,230 | 3.3 | 15.9 |
| 8 Costa Rica | 8,578 | 9,305 | 3.0 | 8.5 |
| 9 Australia | 8,369 | 8,810 | 2.8 | 5.3 |
| 10 Japan | 5,978 | 6,053 | 1.9 | 1.3 |
| 11 South Africa | 4,968 | 5,249 | 1.7 | 5.7 |
| 12 Mexico | 4,445 | 4,712 | 1.5 | 6.0 |
| 13 India | 4,583 | 4,438 | 1.4 | -3.2 |
| 14 Czech Republic | 3,572 | 4,093 | 1.3 | 14.6 |
| 15 Denmark | 3,545 | 4,034 | 1.3 | 13.8 |
| 16 Brazil | 4,226 | 3,836 | 1.2 | -9.2 |
| 17 Ecuador | 3,699 | 3,746 | 1.2 | 1.3 |
| 18 Argentina | 4,301 | 3,708 | 1.2 | -13.8 |
| 19 Greece | 3,066 | 3,628 | 1.2 | 18.3 |
| 20 South Korea | 3,219 | 3,520 | 1.1 | 9.4 |
| 21 Peru | 3,396 | 3,481 | 1.1 | 2.5 |
| 22 New Zealand | 3,021 | 3,325 | 1.1 | 10.1 |
| 23 Israel | 2,876 | 3,317 | 1.1 | 15.3 |
| 24 Austria | 2,744 | 3,211 | 1.0 | 17.0 |
| 25 Chile | 3,333 | 3,136 | 1.0 | -5.9 |
| WORLD TOTAL | 304,467 | 313,415 | 100.0 | 2.9 |

| HOST REGIONS* | 2013/14 | 2014/15 | % |
|----------------------------|----------------------|----------------------|------------|
| | total % of total | total % of total | change |
| Europe | 162,282 53.3 | 170,879 54.5 | 5.3 |
| Latin America & Caribbean | 49,312 16.2 | 50,298 16.0 | 2.0 |
| Asia | 36,290 11.9 | 35,713 11.4 | -1.6 |
| Oceania | 11,923 3.9 | 12,614 4.0 | 5.8 |
| Sub-Saharan Africa | 13,266 4.4 | 10,647 3.4 | -19.7 |
| Middle East & North Africa | 6,349 2.1 | 6,844 2.2 | 7.8 |
| North America | 1,470 0.5 | 1,569 0.5 | 6.7 |
| Antarctica | 15 0.0 | 64 0.0 | 326.7 |
| Multiple | 23,560 7.7 | 24,787 7.9 | 5.2 |
| TOTAL | 304,467 100.0 | 313,415 100.0 | 2.9 |

PARTICIPATION

| | U.S. study abroad total | U.S. higher education total | % |
|--|-------------------------|-----------------------------|------|
| All U.S. undergrads studying abroad in 2014/15 | 274,551 | 16,762,364* | 1.6 |
| All U.S. undergrads who study abroad during their degree program | 274,551 | 2,733,371** | 10.0 |
| U.S. bachelors students who study abroad during their degree program | 268,910 | 1,785,452*** | 15.1 |

* Total enrollment of U.S. undergraduates (excluding international students) in higher education

** U.S. students (excluding international students) receiving Associate and Bachelor's degrees

*** U.S. students (excluding international students) receiving Bachelor's degrees

DURATION

| | 2013/14 | 2014/15 |
|---|---------|---------|
| Short-term (summer, or eight weeks or less) | 62.1 | 63.1 |
| Mid-length (one semester, or one or two quarters) | 34.9 | 34.3 |
| Long-term (academic or calendar year) | 3.0 | 2.5 |

* Cyprus and Turkey are included in Europe; Mexico is included in Latin America

OTHER FORMS OF EDUCATION ABROAD

In addition to the 313,415 U.S. students who received academic credit for study abroad in 2014/15, 373 institutions reported 22,431 U.S. students participated in non-credit work, internships, and volunteering abroad.

**George Mason University International Enrollment
Compared to Institute for International Education (IIE) Open Doors Report**

| Top Places of Origin for International Students * | | | | |
|---|-----------|-----------|--------|----------|
| | Fall 2015 | Fall 2016 | Change | % Change |
| China | 519 | 764 | 245 | 47.2% |
| India | 534 | 581 | 47 | 8.8% |
| Saudi Arabia | 300 | 293 | -7 | -2.3% |
| Korea, Republic of | 149 | 141 | -8 | -5.4% |
| Vietnam | 66 | 72 | 6 | 9.1% |
| Taiwan | 28 | 54 | 26 | 92.9% |
| Iran | 47 | 49 | 2 | 4.3% |
| Pakistan | 54 | 48 | -6 | -11.1% |
| United Arab Emirates | 35 | 46 | 11 | 31.4% |
| Bangladesh | 34 | 43 | 9 | 26.5% |
| Bolivia | 28 | 30 | 2 | 7.1% |
| Peru | 18 | 25 | 7 | 38.9% |
| Nigeria | 19 | 24 | 5 | 26.3% |
| Canada | 21 | 23 | 2 | 9.5% |
| Turkey | 26 | 23 | -3 | -11.5% |
| Egypt | 24 | 22 | -2 | -8.3% |
| Thailand | 14 | 22 | 8 | 57.1% |
| Japan | 17 | 20 | 3 | 17.6% |
| Brazil | 13 | 18 | 5 | 38.5% |
| United Kingdom | 14 | 17 | 3 | 21.4% |
| Mexico | 14 | 16 | 2 | 14.3% |
| Germany | 12 | 15 | 3 | 25.0% |
| Colombia | 16 | 14 | -2 | -12.5% |

* Mason definition includes INTO Mason, Korea, Graduate, Law, and Undergraduate. Slightly different definition than used in IIE Open Doors report.

| Overall International Student Trends * | | | |
|--|-------|-----------------------|----------|
| | Total | Year-over-Year Change | % Change |
| Fall 2014 | 2,357 | | |
| Spring 2015 | 2,506 | | |
| Fall 2015 | 3,006 | 649 | 27.5% |
| Spring 2016 | 3,036 | 530 | 21.1% |
| Fall 2016 | 3,414 | 408 | 13.6% |

| Top US Institutions Hosting International Students | | |
|--|------------------------------------|--------------|
| 72 | SUNY Binghamton University | 3,395 |
| 73 | University of North Texas | 3,279 |
| 74 | University of Delaware | 3,272 |
| 75 | Rochester Institute of Technology | 3,248 |
| 76 | California State Univ - Long Beach | 3,153 |
| 77 | George Mason University | 3,123 |
| 78 | Yale University | 3,089 |
| 79 | New Jersey Institute of Technology | 3,088 |
| 80 | Wayne State University | 3,076 |
| 81 | Georgetown University | 3,047 |
| 82 | Washington University in St. Louis | 3,047 |

| Top Virginia Institutions Hosting International Students | | |
|--|--|--------------|
| 55 | Virginia Polytechnic | 4,020 |
| 77 | George Mason University | 3,123 |
| 100 | University of Virginia - Charlottesville | 2,573 |
| 144 | Northern Virginia Community College | 1,855 |
| 159 | Virginia Commonwealth University | 1,703 |
| 246 | Liberty University | 1,062 |

STRATEGIC PLAN 2014-2024

**Metrics Update
December 2016**

Updated December 5, 2016

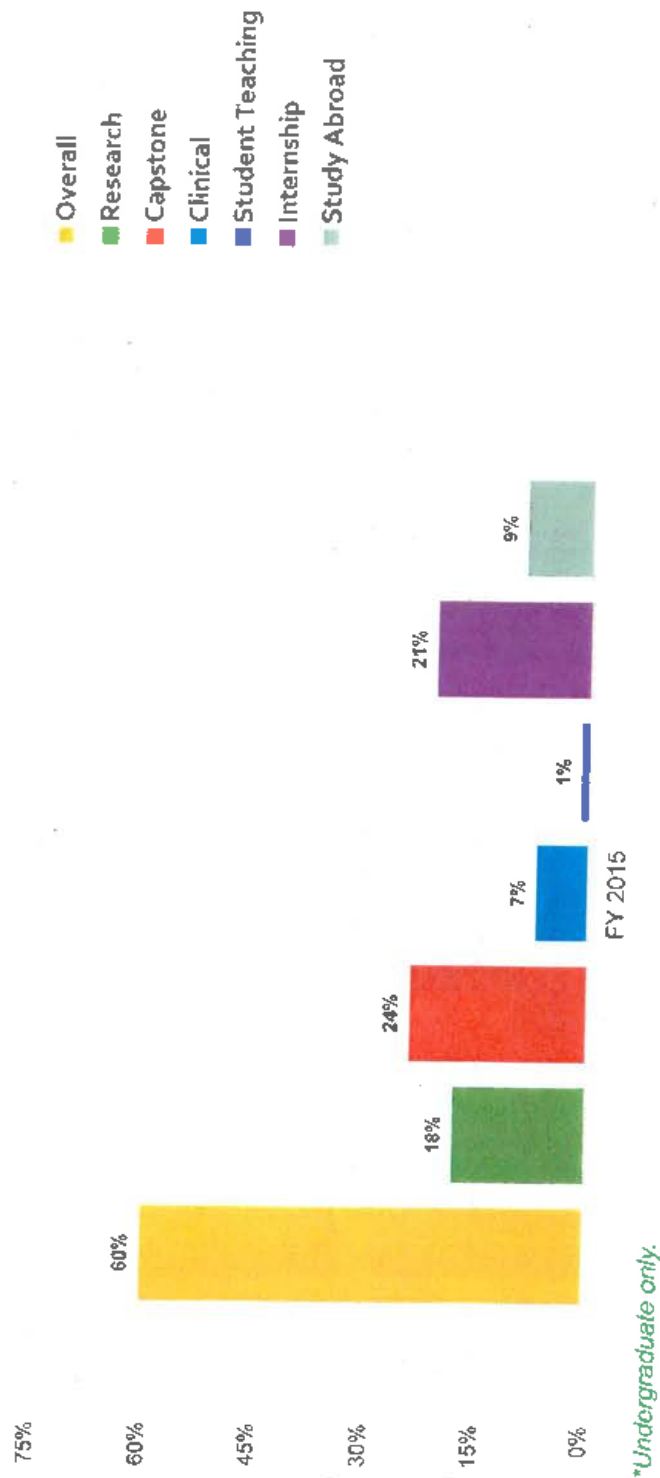


Updated Data for December 2016

- 1.2: Graduates Engaged in Some Form of Digital Learning
- 1.3: Mason's Total Classroom Inventory that Supports Interactive, Multi-location, or Hands-On Learning
 - 2.1: Graduation Outcomes for Students
 - 2.2: International Student Enrollment
 - 4.2: Six-year Graduation Rates
 - 4.3: Four-Year Graduation Rates of Community College Transfer Students
- 6.1: Community Members Engaged in Mason's Cultural, Athletic, and Lifelong Learning Activities
- 8.1-4: Faculty, Staff, Administrators, and Graduate Students from Historically Under-represented Groups
- 9.3: Total Dollar Amount Committed to Endowed Professorships
- 10.3: Total Post-Docs and Research Faculty

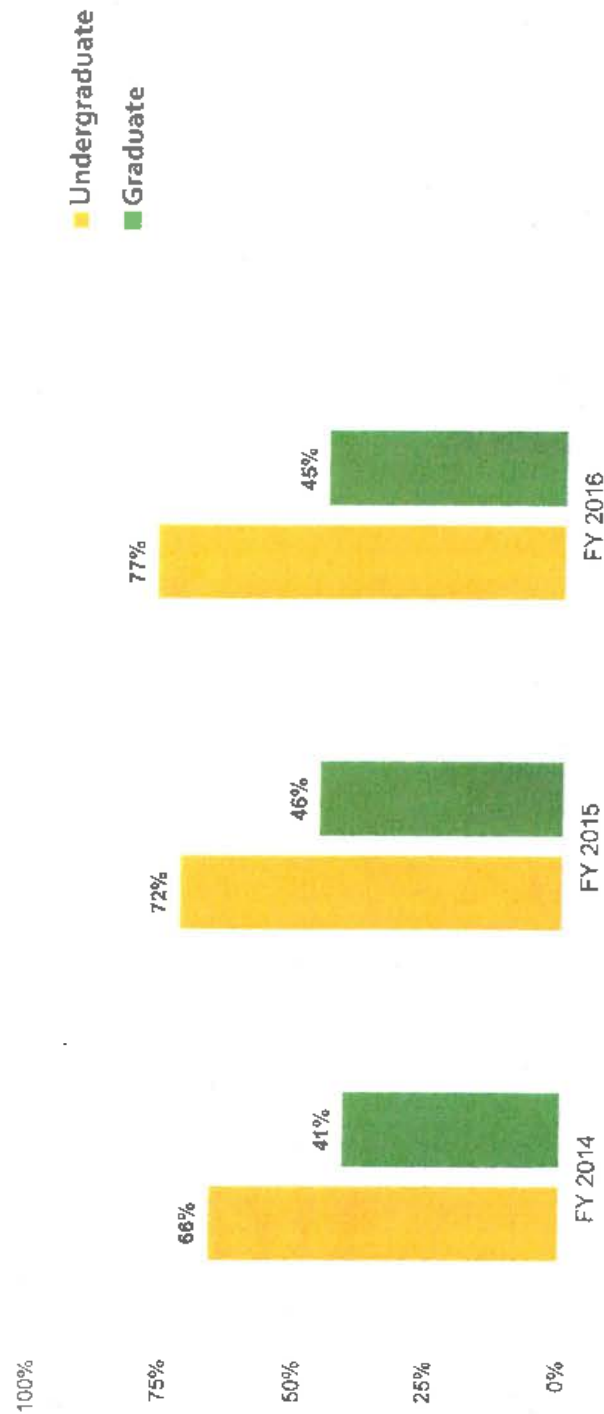
1.1 Mason Graduates Who Solve Complex Challenges through Research, Experiential Learning, or Creative Projects (%)

Target: Overall 75%



1.2 Graduates Engaged in Some Form of Digital Learning (%)

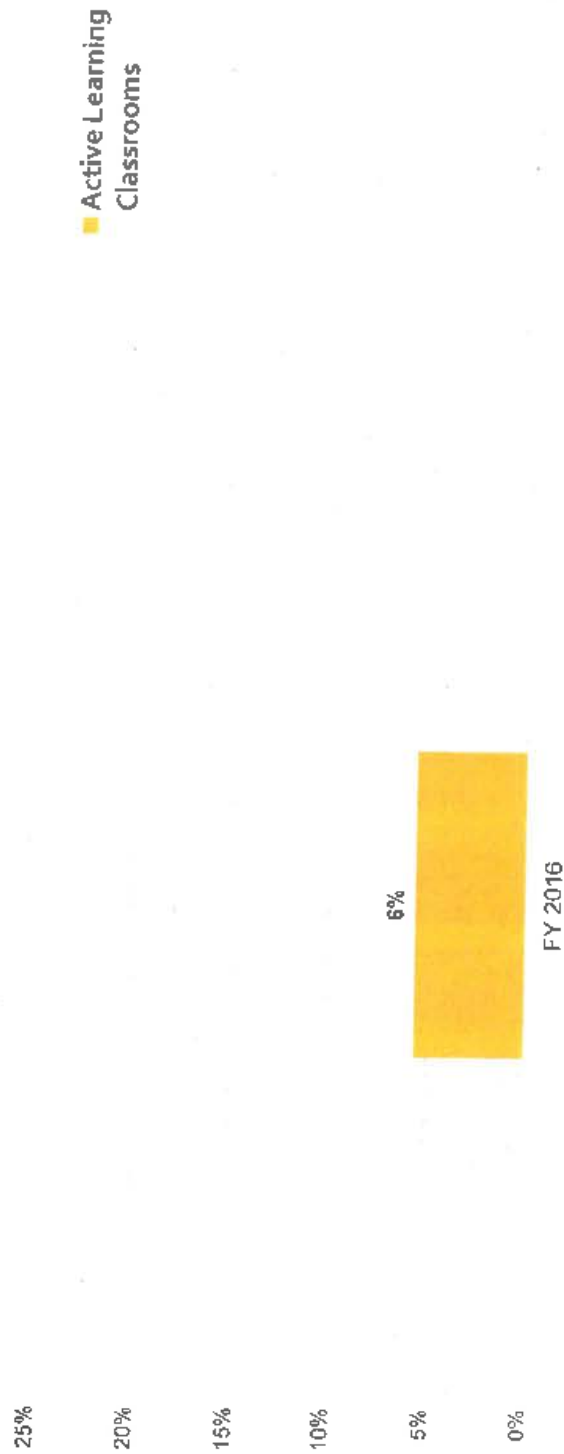
Target: Overall 100%



*Graduates who took at least one course either online or hybrid.

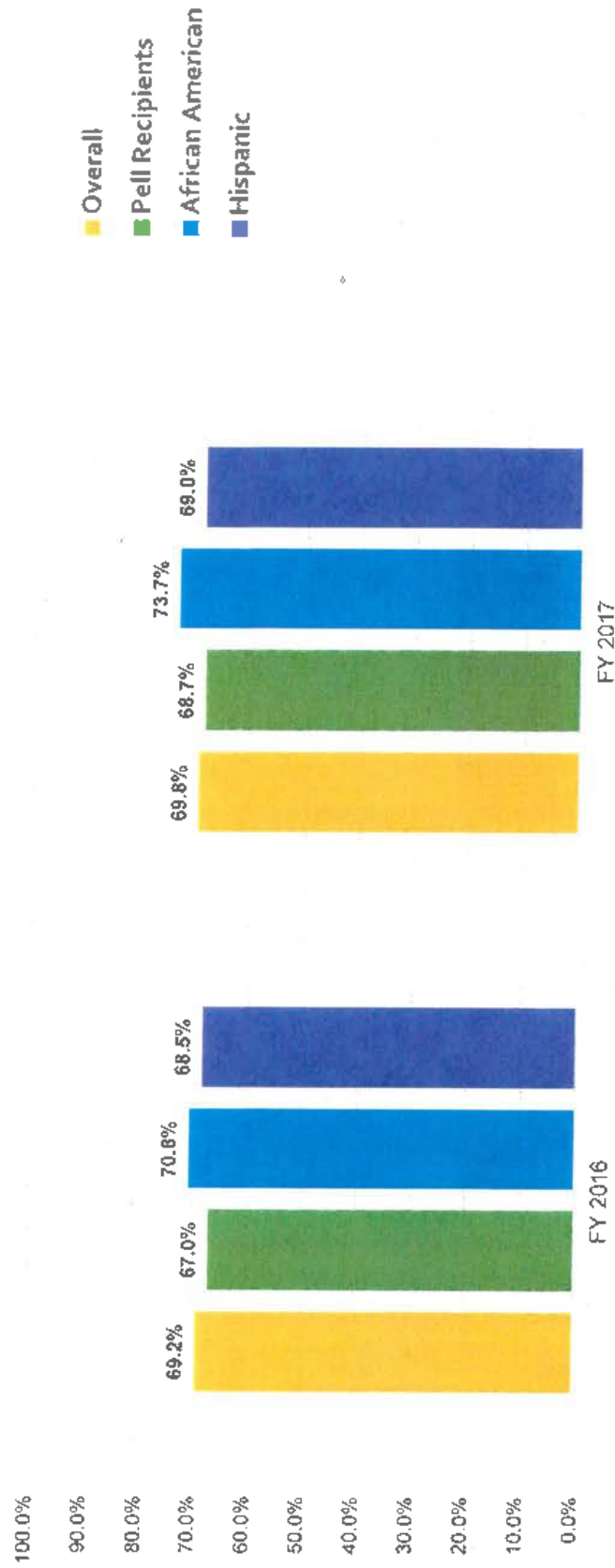
1.3 Mason's Total Classroom Inventory that Support Interactive, Multi-location, or Hands-On Learning

Target: 25%



2.1 Graduation Outcomes for Students (%)

Target: Equal Outcome (Three percentage points -- TBD)



*Six-year graduation rates of first-time full-time freshmen students.

2.2 International Student Enrollment (N)

Target: 4,000



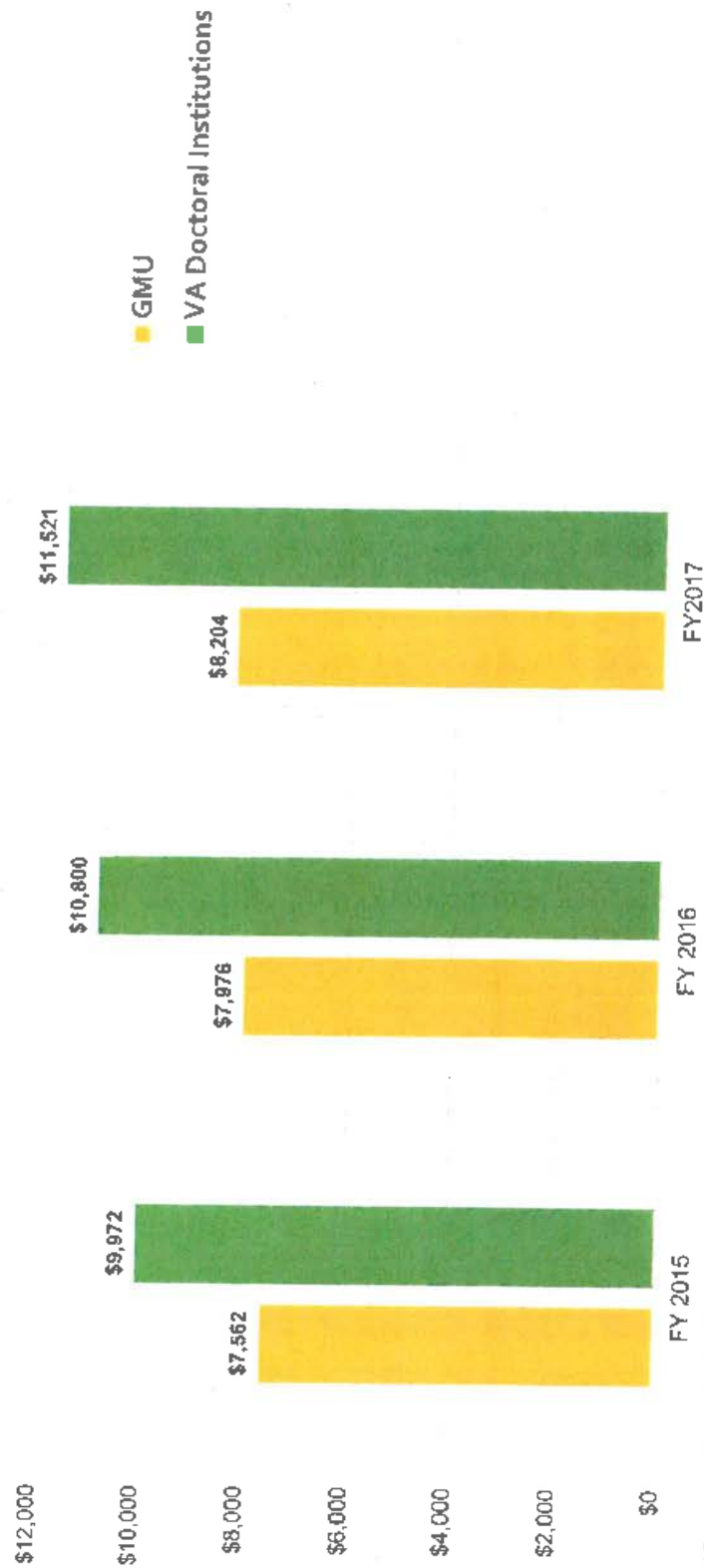
2.3 Total Students Graduated from Programs Delivered Mostly Online (N)

Target: Over 500% Increase



3.1 In-state Student Tuition (USD)

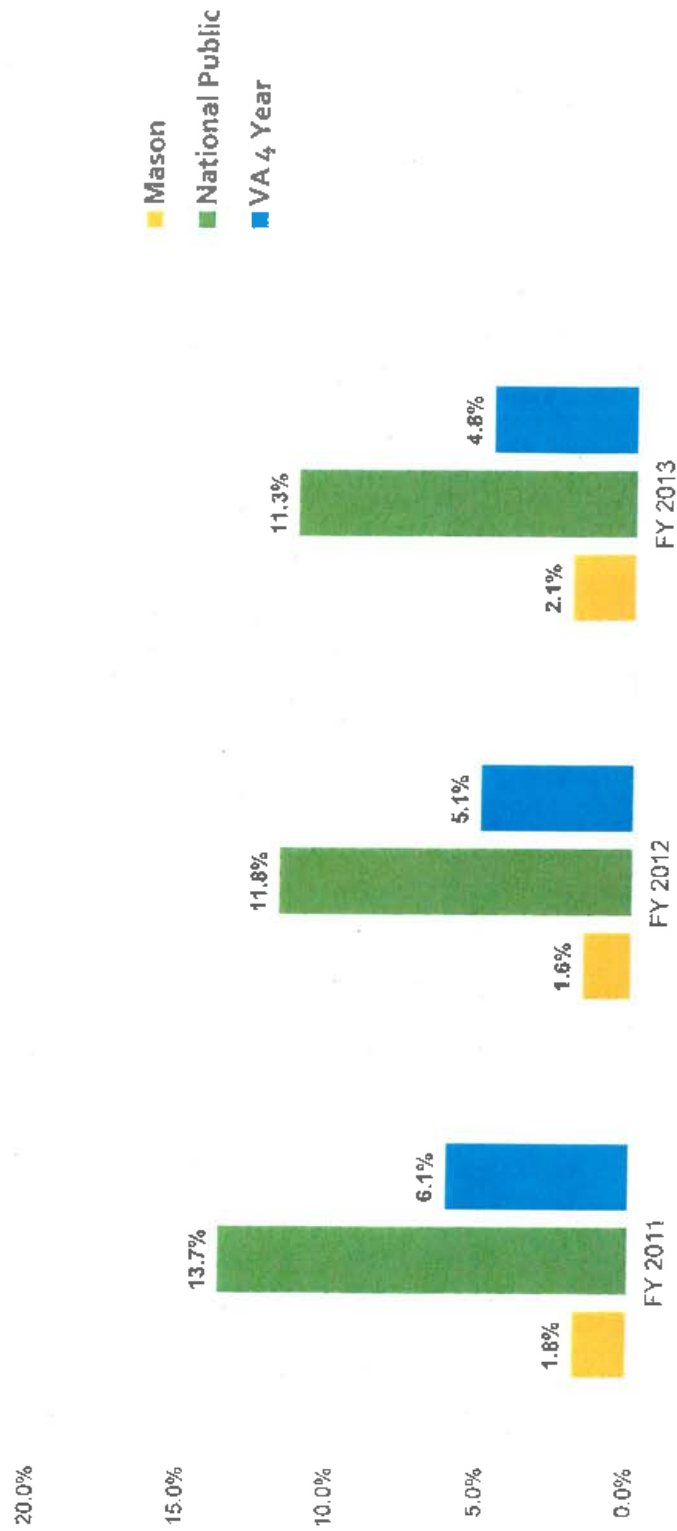
Target: At or below VA doctoral institutions



*Source: WWW.SCHEV.EDU.

3.2 Three-year Student Loan Default Rates of Graduates (%)

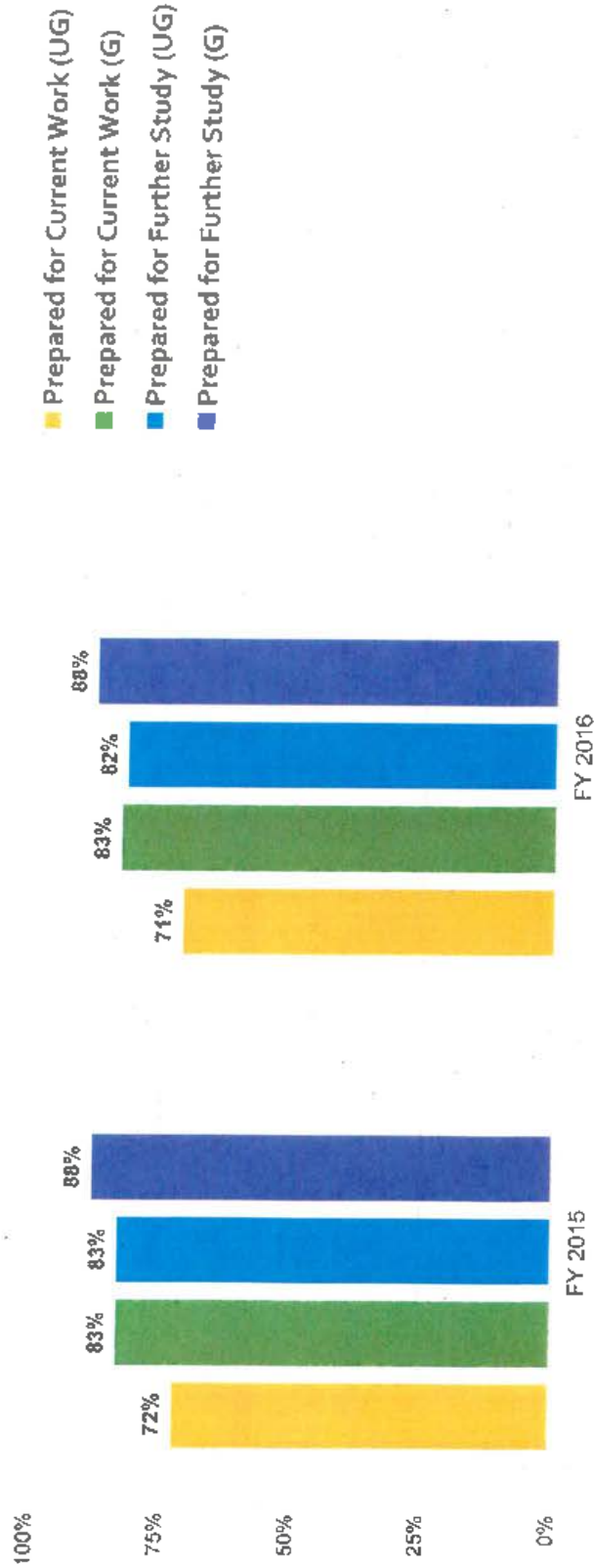
Target: Below the lowest quartile and VA public average



*FY 2013 CDR Year uses 2011-2012 enrollment. Latest report released September 2016.

3.3 Alumni Who Agree with the Statement “Mason Helped Me Grow Personally and Professionally” (%)

Target: 70%



*Source: One Year Out Alumni Survey.

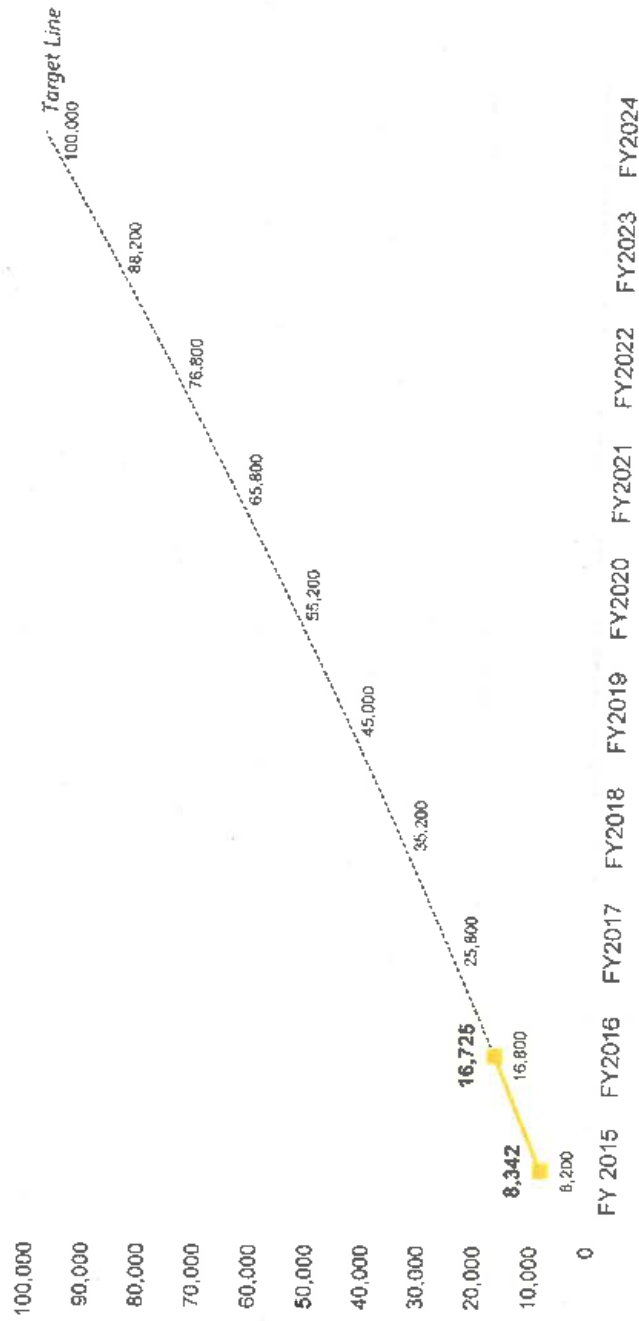
3.4 Graduates Desiring to Be Employed are Employed within Six Months of Graduation (%)

Target: 80%

- A revised metric has been drafted and will be presented for review at the March APDUC committee meeting

4.1 Produce 100,000 Graduates by FY2024 (N)

Target: 100,000 cumulative



4.2 Six-year Graduation Rates (%)

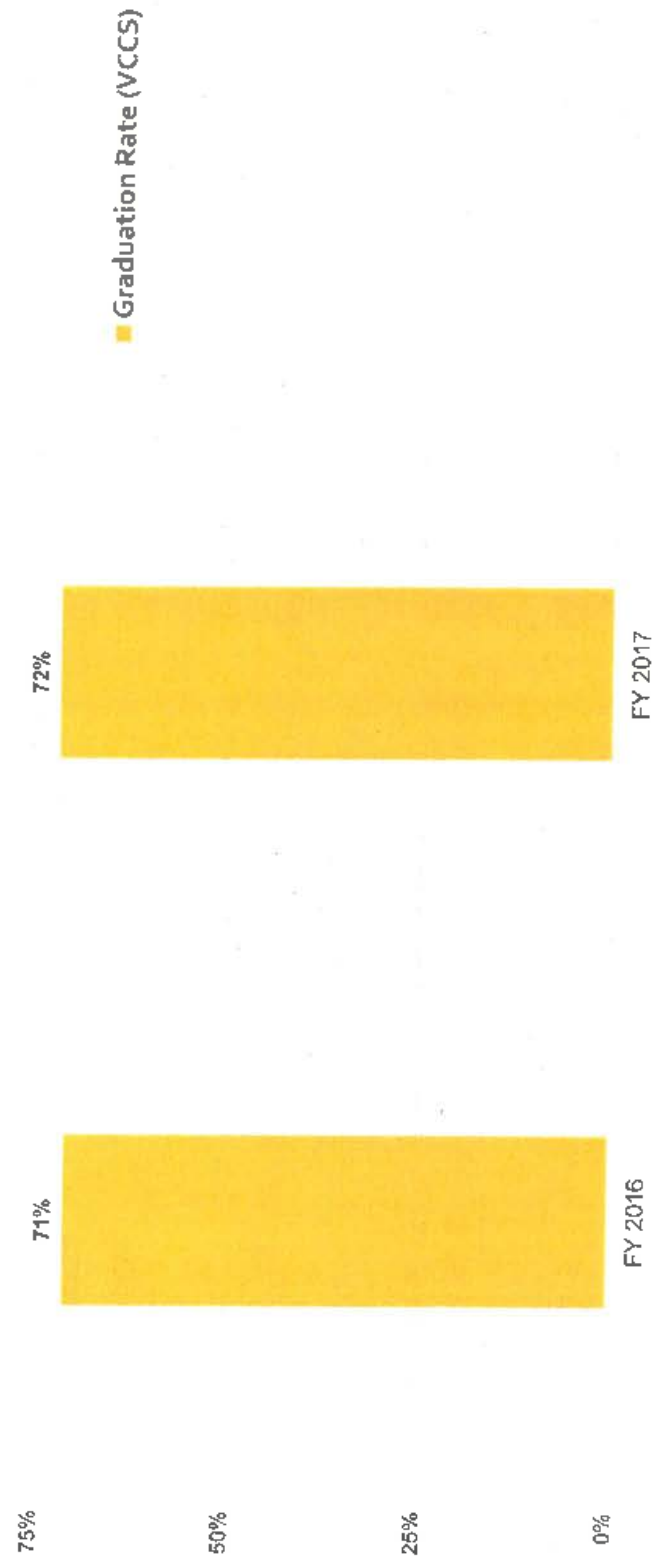
Target: 78%



*Six-year graduation rates of first-time full-time freshmen students.

4.3 Four-year Graduation Rates of Community College Transfer Students (%)

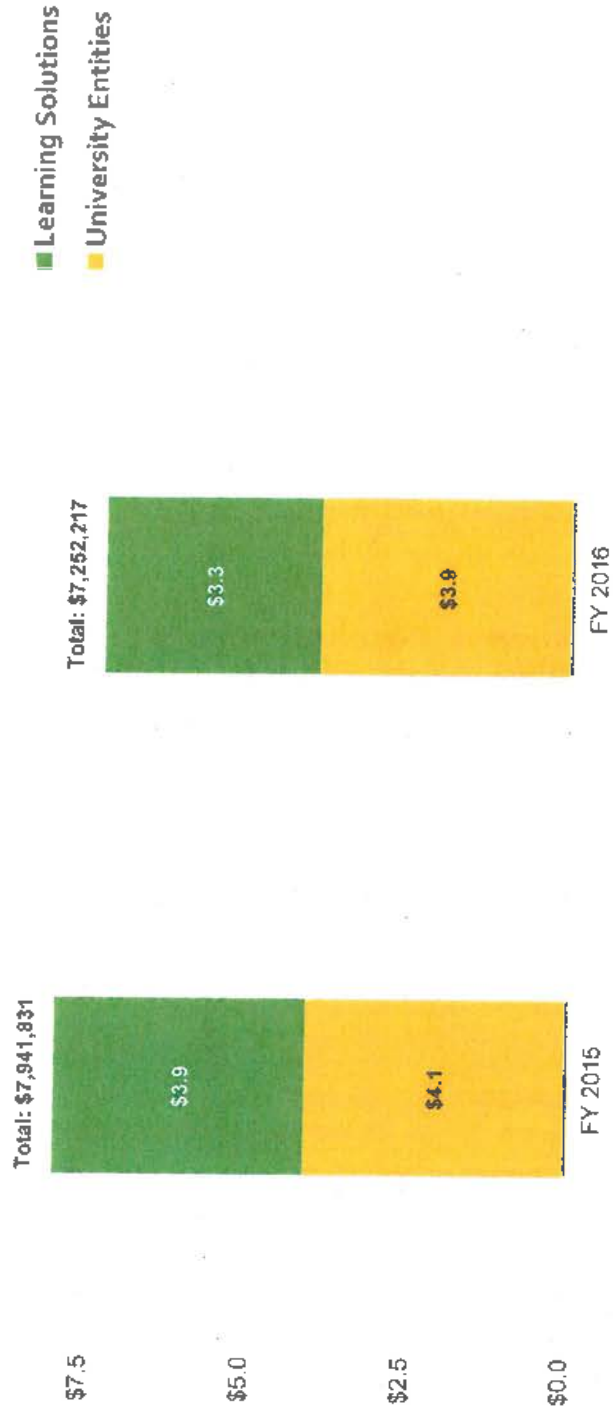
Target: 75%



5.1 Executive and Professional Education Revenues (USD)

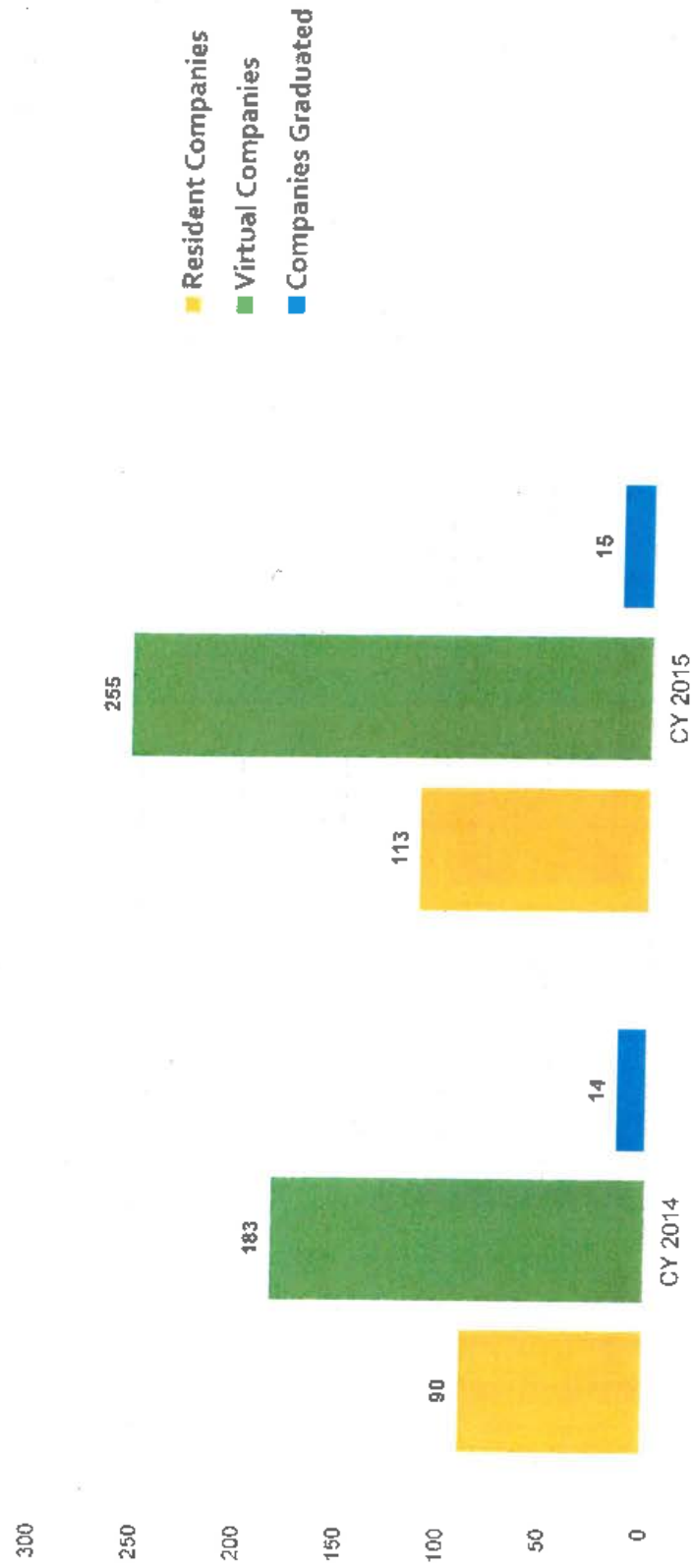
Target: \$50 million

Million



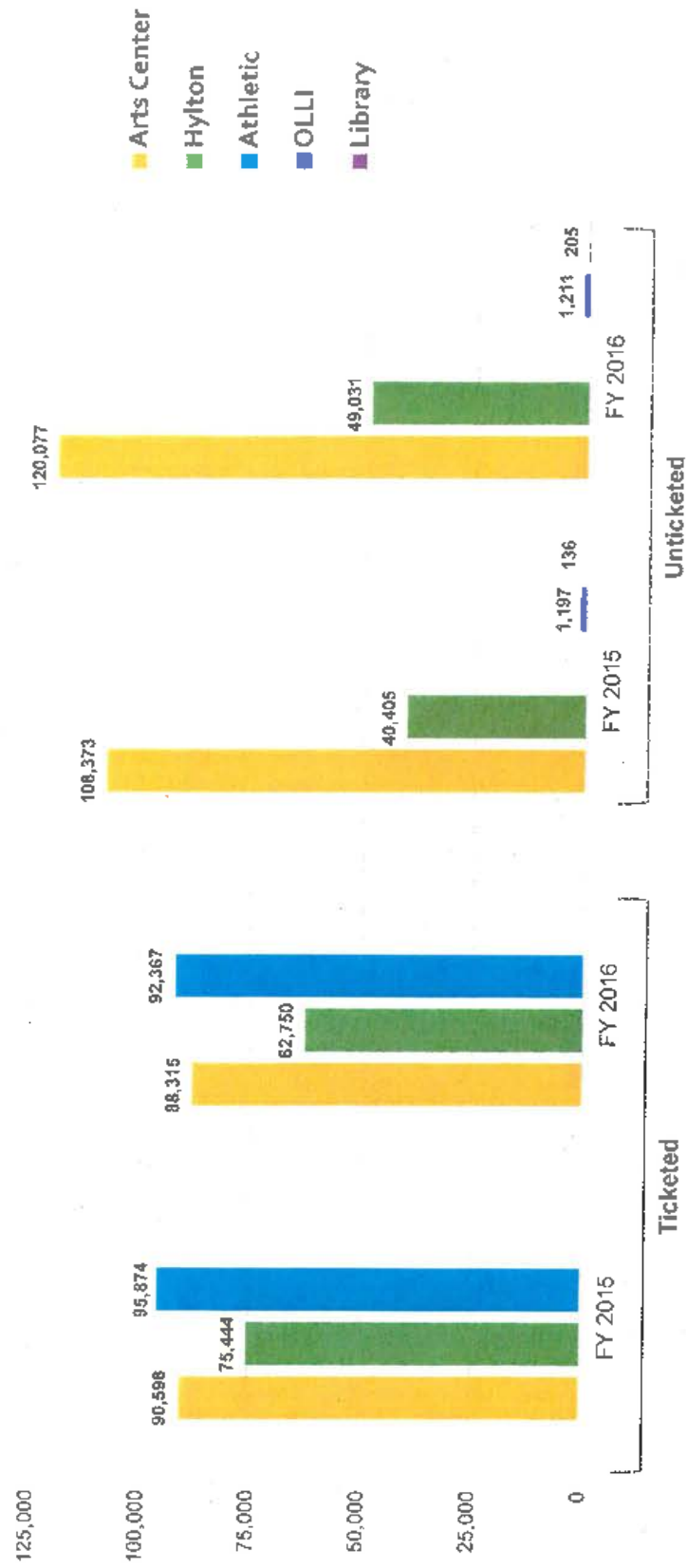
5.2 Total Companies Incubated, Supported, or Accelerated (N)

Target: TBD



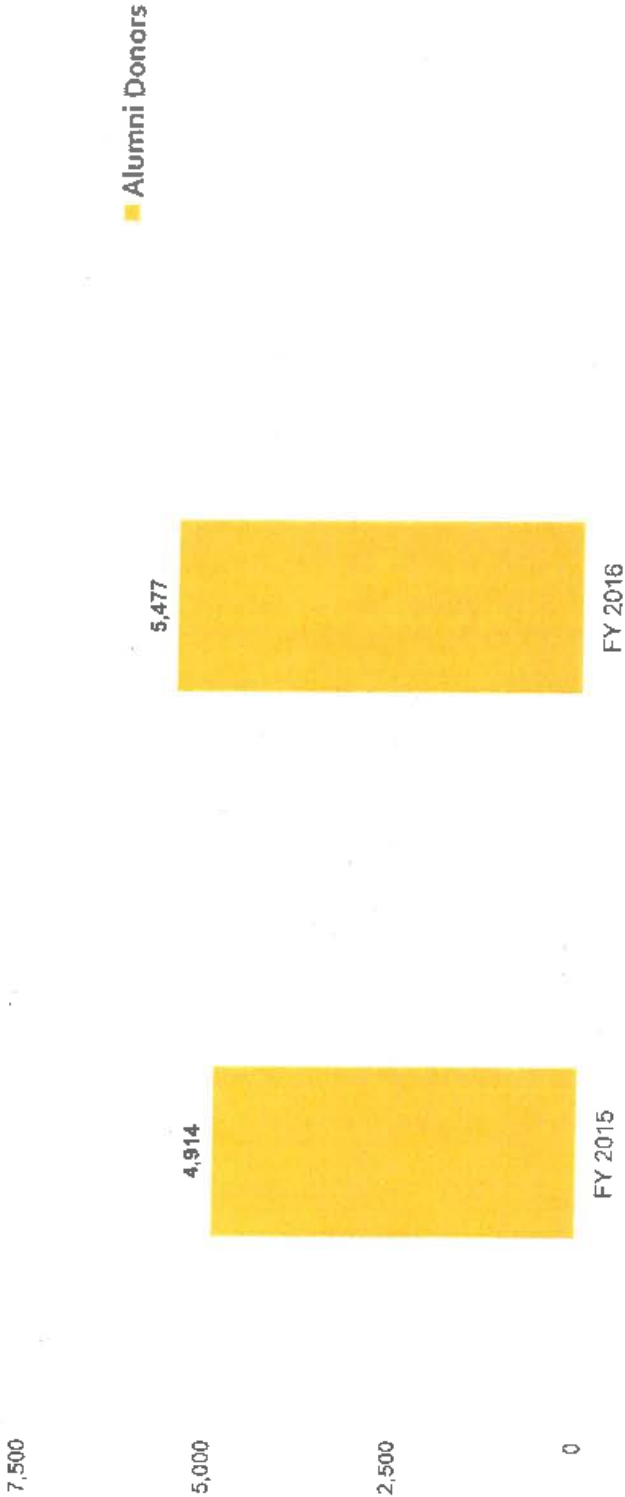
6.1 Total Community Members Engaged in Mason's Cultural, Athletic, and Lifelong Learning Activities (N)

Target: Increase by 30%



6.2 Total Alumni Donors Participating in the Annual Fund (N)

Target: 12,000



6.3 Total Number of Students, Faculty and Staff Engaged with the Community

Target: Double

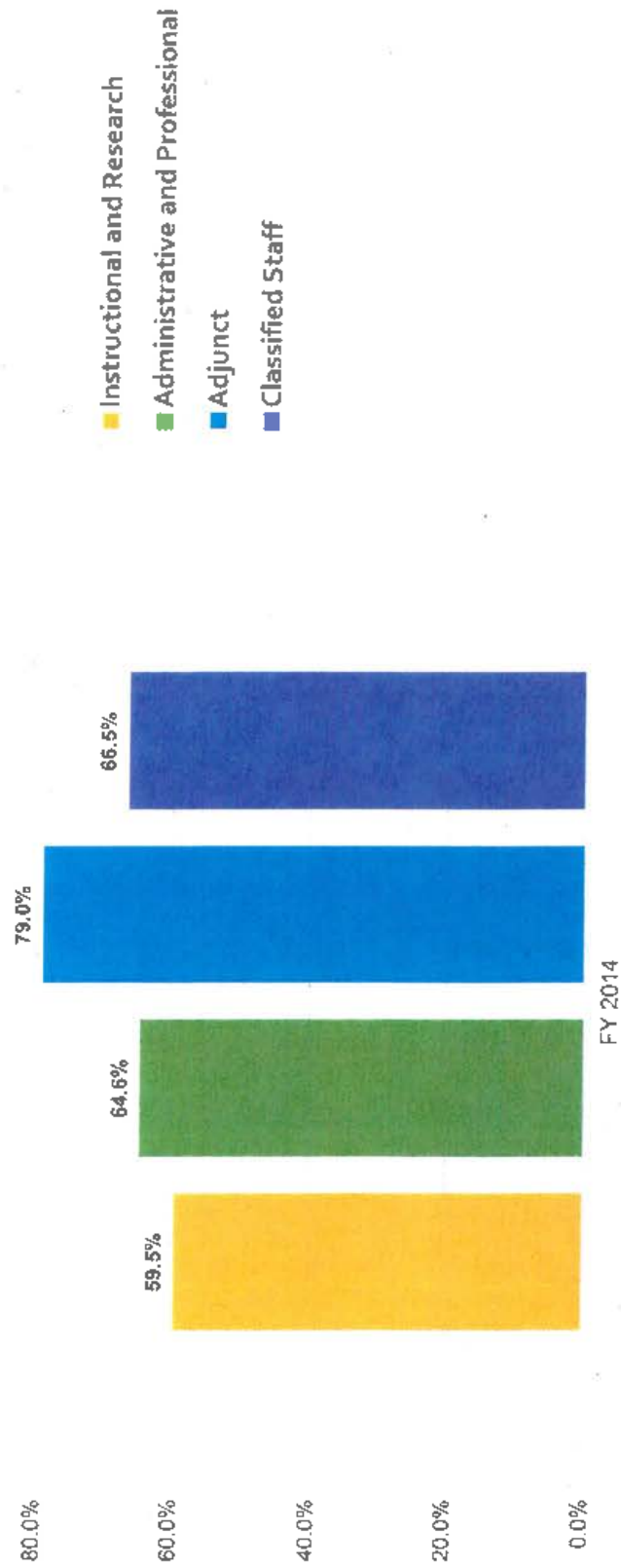
- The Community Engagement Council is developing an online software application and process to collect information about community projects.

6.4 Achieve Classification as a Carnegie Community Engaged Campus

- Next opportunity for GMU to apply for this classification is April 15, 2019.

7.1 Faculty and Staff Who Agree with the Statement “Mason is a Great Place to Work” (%)

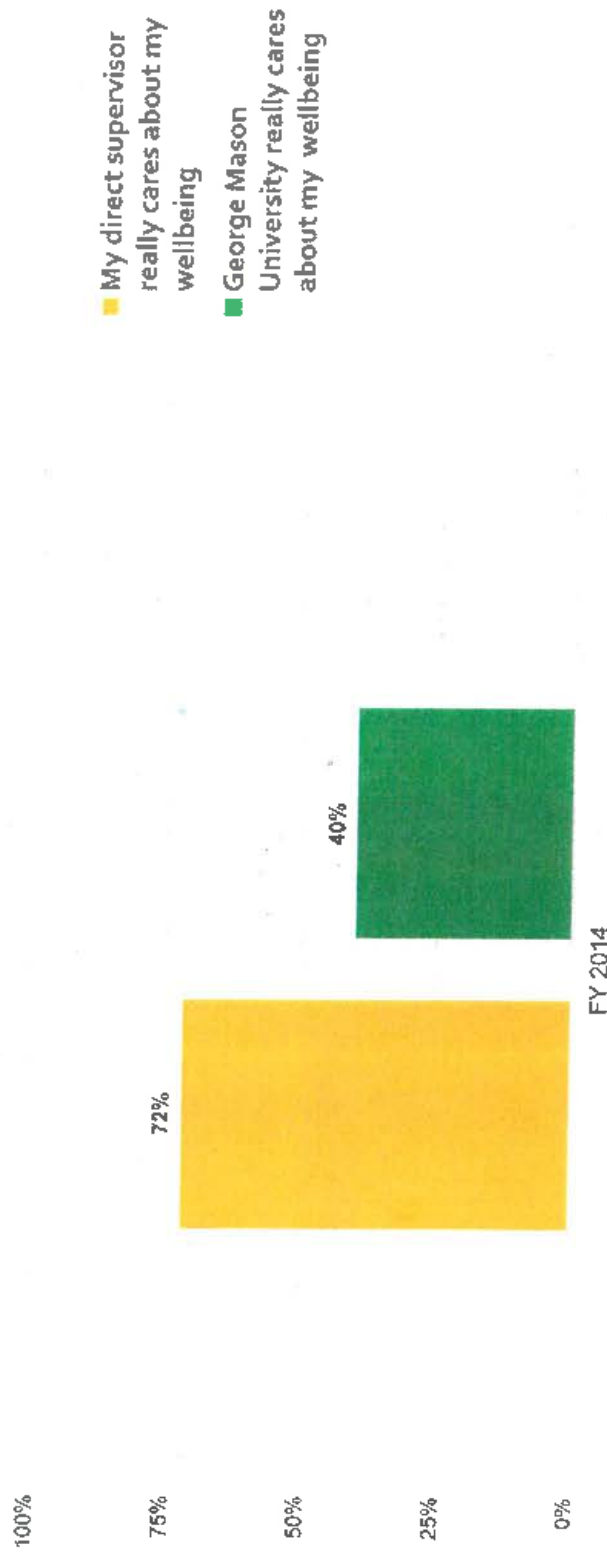
(Every Three Year Well Being Survey), Target: 70%



*Seven and above on a scale of one to ten.

7.2 George Mason University Really Cares About My Wellbeing

(Every Three Year Well Being Survey), Target: TBD

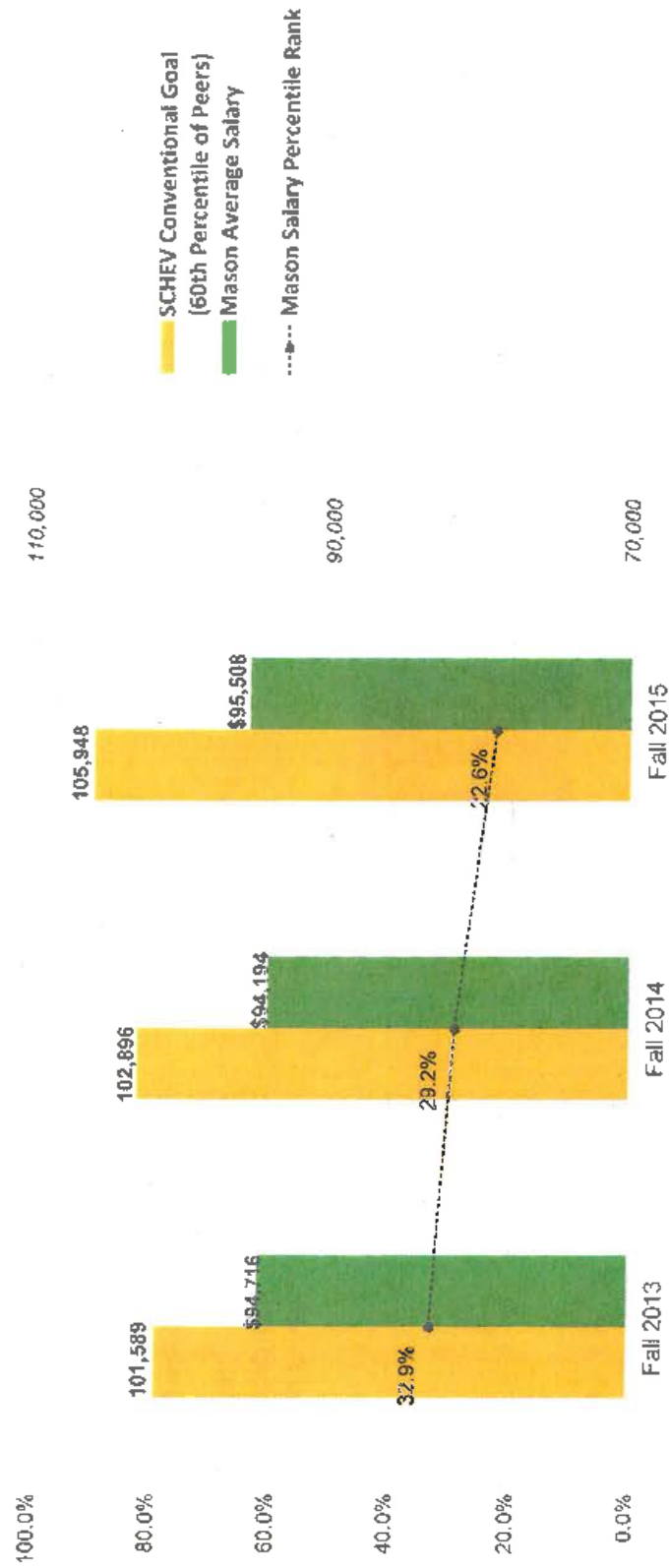


* Agree and strongly agree on a scale of one to five.

7.3 Faculty and Staff Compensation (USD)

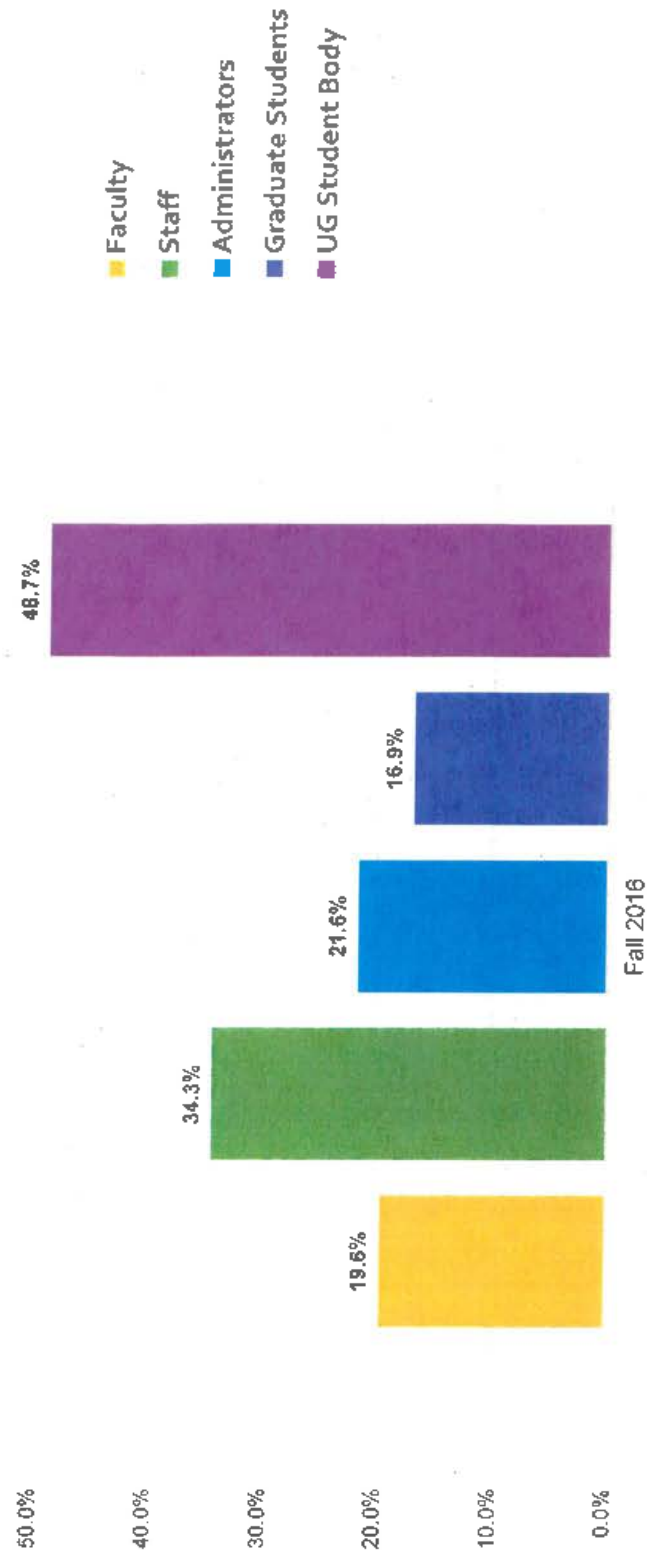
Target: At or above 60th Percentile of Peers

Mason Average Instructor Salary and Mason's Percentile Among Peer Institutions



8.1-4 Proportion of Faculty, Staff, Administrators, and Graduate Students from Historically Under-represented Groups (%)

Target: Same as UG student body



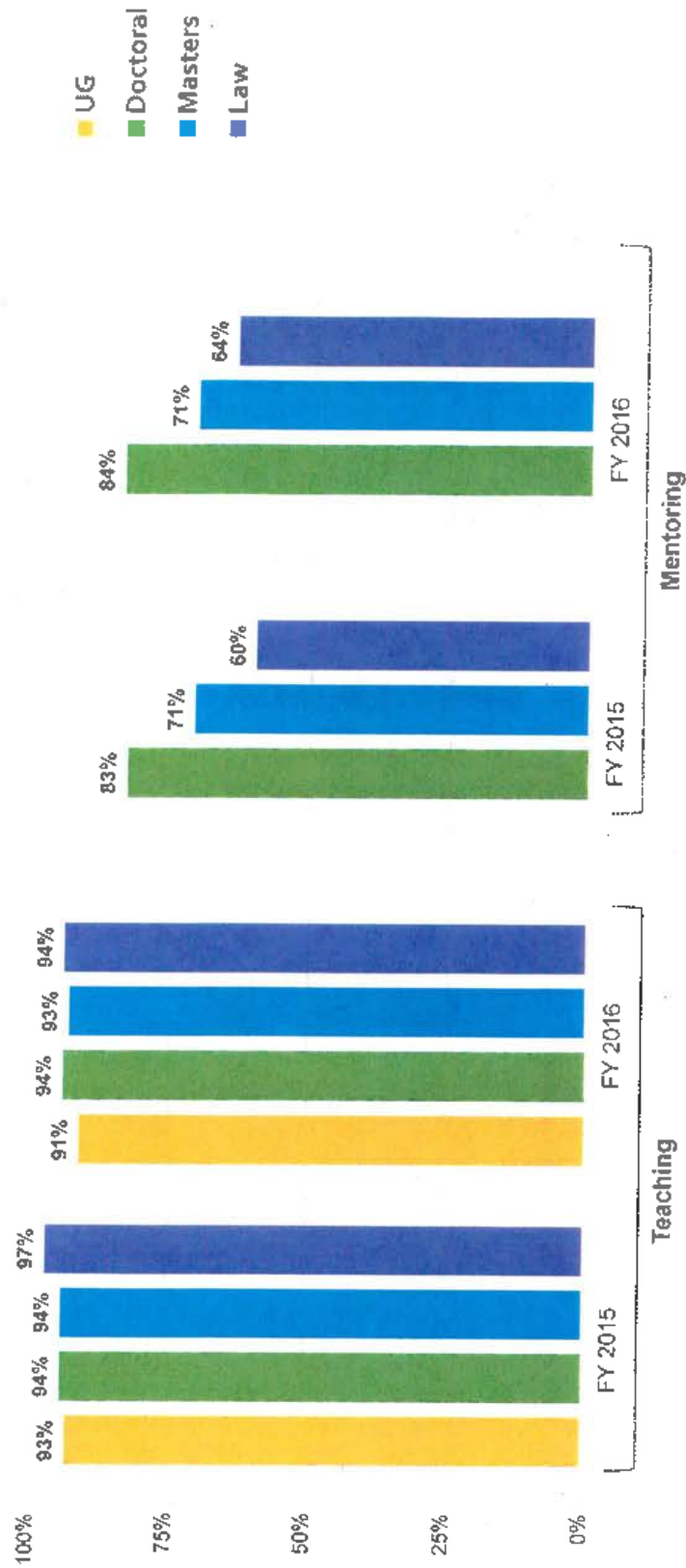
9.1 The Number of Faculty Receiving National Recognition for Research Excellence

Target: Double

- Pending purchase of a national database subscription.

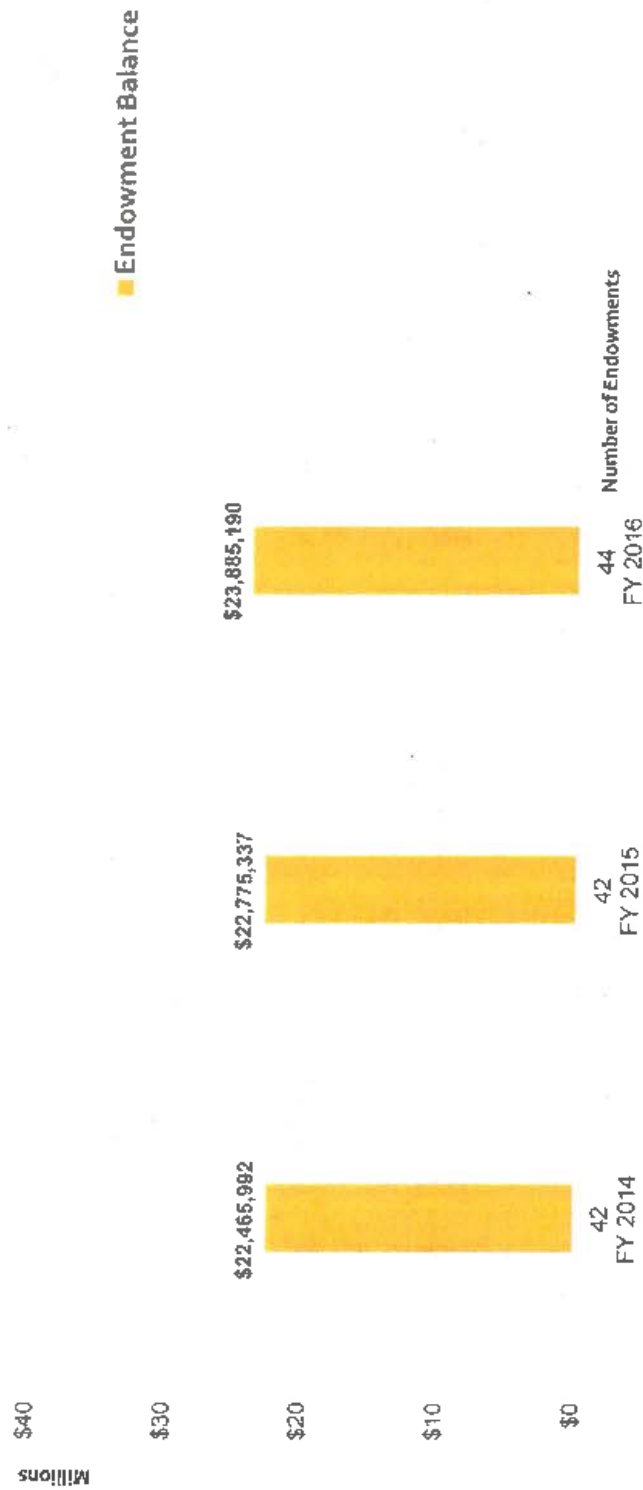
9.2 Graduating Students Reporting Satisfaction with Teaching and Mentoring at Mason (%)

Target: 70%



9.3 Total Dollar Amount Committed to Endowed Professorships

Target: Double



9.4 Graduate Student Compensation

Target: Peer group median (TBD)



10.1 Total Research Expenditures (USD)

Target: \$250 million



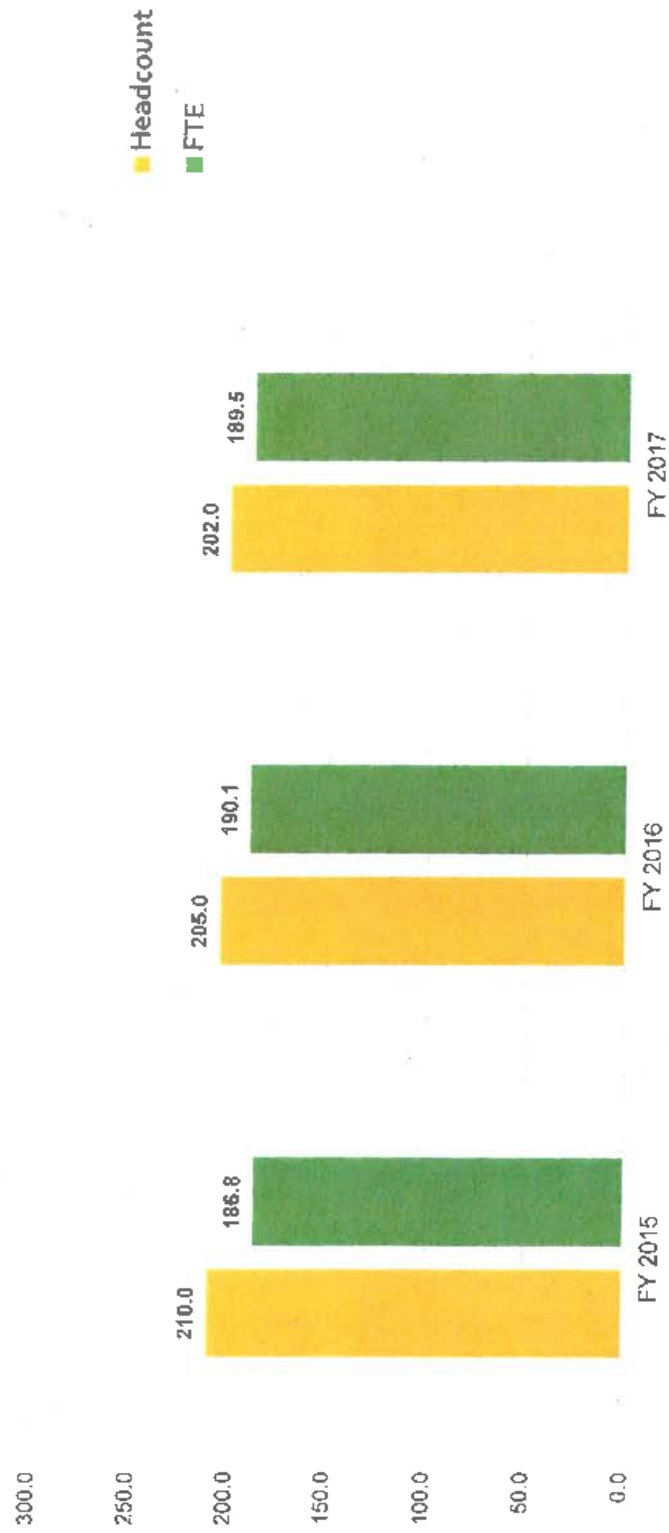
10.2 Total PhD Graduates (N)

Target: TBD



10.3 Total Post Docs and Research Faculty (N)

Target: TBD



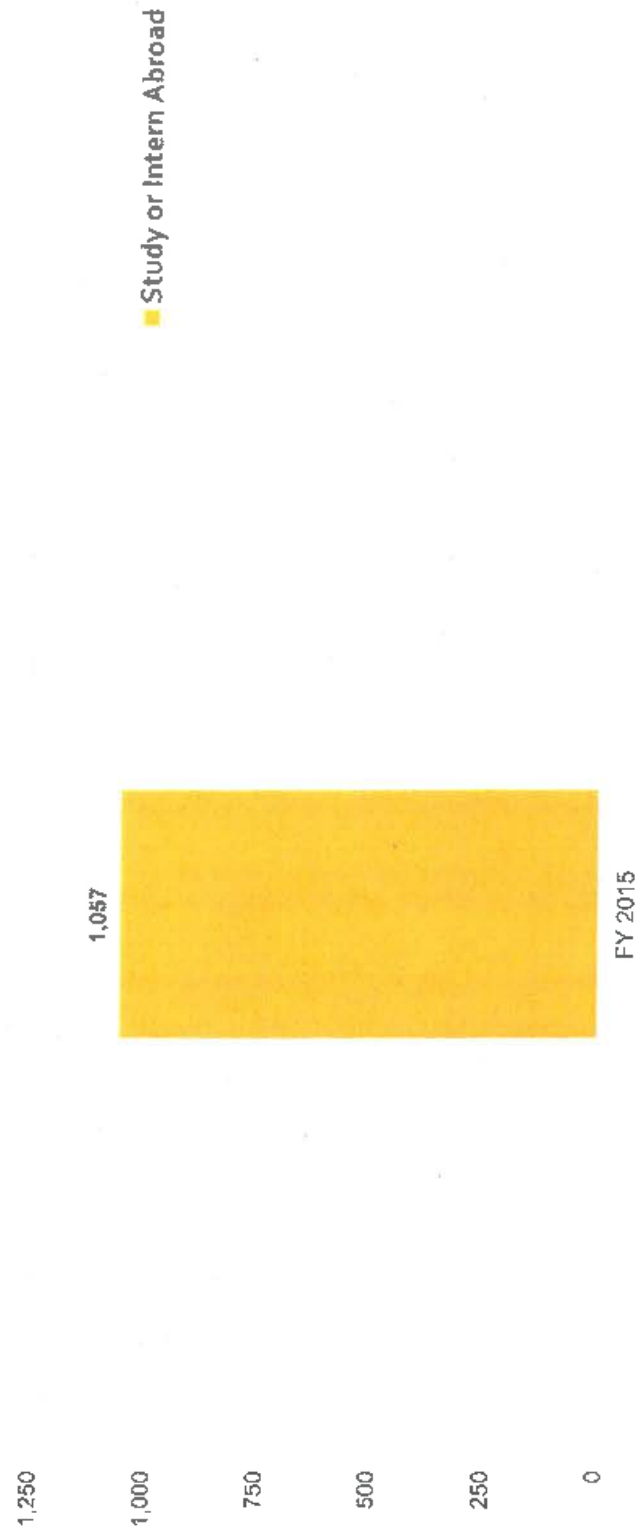
11.1 Annual Citations and Mentions in National and International Media

Target: Increase by 50%

- Pending purchase of a national database subscription.

12.1 Total Students Who Study or Intern Abroad (N)

Target: 3,000



* Fiscal Year 2016 is Pending.

12.2 Total Number of Faculty who are Engaged in International Teaching or Research Projects

Target: TBD

- Pending purchase of a national database subscription.

**RESOLUTION
OF THE
BOARD OF VISITORS OF GEORGE MASON UNIVERSITY**

WHEREAS, the 2005 Session of the General Assembly enacted Chapters 933 and 945, Acts of Assembly, known as the Restructured Higher Education Financial and Administrative Operations Act (the "Act"), now codified at Chapter 10 of Title 23.1, Sections 23.1-1000, et seq., of the Code of Virginia (1950), as amended; and

WHEREAS, the 2008 Session of the General Assembly enacted Chapters 824 and 829, Acts of Assembly to amend and reenact sections of the Code of Virginia relating to operational authority for public institutions of higher education in information technology, procurement, and capital projects excluding leases of real property, and which allows the University to enter into a memoranda of understanding for additional operating authority in two, but no more than two, of these three areas; and

WHEREAS, on September 2, 2009, the University and the Commonwealth of Virginia entered into original memoranda of understanding with the appropriate Cabinet Secretary or Secretaries, as designated by the Governor, granting appropriate operational authority for the functional areas of information technology and procurement, for a period of three years, and then, on March 8, 2012, renewed those memoranda and grants of authority for an additional five years; and

WHEREAS, the 2016 Session of the General Assembly enacted Section 4-9.02 of the 2016-2018 biennial budget which provides that the University is authorized, for a period of five years, to exercise additional financial and administrative authority as set out in each of the three functional areas of information technology, procurement and capital projects as set forth and subject to all the conditions in §§ 2.0, 3.0 and 4.0 of the second enactment of Chapters 824 and 829 of the 2008 Acts of Assembly; and

WHEREAS, the University desires to exercise and implement this grant of additional operational authority in the area of capital projects;

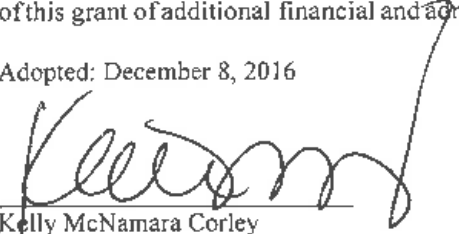
BE IT RESOLVED:

That the Board directs and authorizes the President of the University and its Senior Vice President for Administration and Finance to take all actions deemed by them to be necessary or advisable to facilitate this undertaking.

BE IT FURTHER RESOLVED:

That the President and Senior Vice President are granted full authority and responsibility for management of the capital projects functions of the University and to ensure the University's compliance with the terms and conditions of this grant of additional financial and administrative authority.

Adopted: December 8, 2016



Kelly McNamara Corley
Secretary
Board of Visitors
George Mason University

**RESOLUTION
OF THE
BOARD OF VISITORS OF GEORGE MASON UNIVERSITY**

WHEREAS, effective this Board meeting, George Mason University operates as a Level II Pilot Institution with Capital Outlay; and

WHEREAS, the 2016 General Assembly passed legislation regulating the types of construction procurement methods available for public institutions of higher education; and

WHEREAS, the legislation requires George Mason University to update its Construction Procurement Approval Procedures for Capital Project Delivery ("Capital Outlay Procedures"); and

WHEREAS, the legislation also requires that George Mason University submit the updates to its Capital Outlay Procedures to the Department of General Services for review and recommendations; and

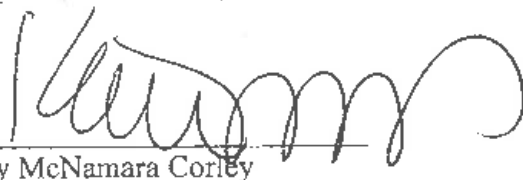
WHEREAS, the Department of General Services has reviewed and provided recommendations, which recommendations have been incorporated into the submitted Capital Outlay Procedures; and

WHEREAS, the legislation requires the university to submit to the Board for the Board's approval the proposed Capital Outlay Procedures; and

WHEREAS, with the approval of the Capital Outlay Procedures, George Mason University confirms that all of the required Board-level policies and procedures are in place to implement the new legislation;

NOW, THEREFORE, BE IT RESOLVED, that the Board approves the University's proposed Construction Procurement Delivery Approval Procedures for Capital Project Delivery.

Adopted: December 8, 2016



Kelly McNamara Corley
Secretary
Board of Visitors
George Mason University

**RESOLUTION OF THE BOARD OF VISITORS OF GEORGE MASON UNIVERSITY
AUTHORIZING INCREASE IN BASE SALARY FOR PRESIDENT CABRERA**

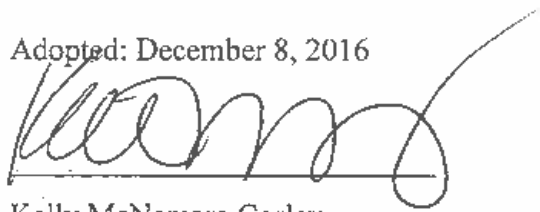
WHEREAS, in accordance with the 2016 Mason Strategic Retention Initiative approved by the Board of Visitors on October 13, 2016, President Ángel Cabrera is eligible for a 1% increase to his base salary, to be paid from non-state funds; and

WHEREAS, section D.1. of President Cabrera's current contract for employment requires any adjustment of base salary be approved by the Board of Visitors;

NOW, THEREFORE, BE IT RESOLVED:

The Board of Visitors approves an increase of one percent (1%) in President Cabrera's annualized base salary.

Adopted: December 8, 2016

A handwritten signature in black ink, appearing to read 'Kelly McNamara Corley', is written over a horizontal line.

Kelly McNamara Corley
Secretary
Board of Visitors
George Mason University