LEADERSHIP PROFILE AND
POSITION DESCRIPTION
MARCH 2015

This document is intended to provide information about Robert Morris University in Pittsburgh, Pennsylvania, and the position of President. It is designed to assist qualified individuals in assessing their interest in becoming the eighth President of Robert Morris University (RMU).
THE OPPORTUNITY

Robert Morris University (RMU) invites applications and nominations for the position of President. This leader will succeed Dr. Gregory Dell’Omo, who will become President of Rider University in August 2015 after 10 years of extraordinary contribution to RMU.

RMU has experienced tremendous growth and transformation over the past 10 years, including double-digit increases in overall enrollment and residential enrollment, greater opportunities for student engagement documented through a faculty-credentialed second transcript, and a pronounced emphasis on international experiences and global studies. The addition of 17 fully online programs and an online enrollment that went from zero to 700 in five years—plus strong increases in international enrollment for bachelor’s and master’s programs—has diversified tuition revenue, with net tuition rising while discount rate is falling.

Robert Morris also has enhanced the rigor of its academic programs, earning every professional accreditation available, and has seen an increase over the past three years alone of 28 points in the average SAT score of its incoming class. Marquee degree programs include Actuarial Science; Accounting; Sport Management; Manufacturing Engineering; Nursing; Television and Video Production; and Sport Psychology.

A PRIVATE, COMPREHENSIVE INSTITUTION

Committed to personal support combined with engaged learning that delivers tangible professional and personal outcomes for its students, Robert Morris is recognized for integrating a solid, liberal arts-based, general education curriculum with a professionally focused, applied education that prepares graduates for leadership in a rapidly changing world. Proof of that achievement lies in the University’s consistently high placement rate, which was 92 percent after one year of graduation for the Class of 2013 bachelor’s recipients.

RMU’S NEXT PRESIDENT WILL HAVE THE OPPORTUNITY TO ACHIEVE THE FOLLOWING PROFESSIONAL ACCOMPLISHMENTS:

Lead a University that has made enormous strides over the last decade and be the chief architect of the path to its next chapter of success.

Work directly with an accomplished and talented Board, leadership team, faculty, and professional staff who are all committed to the University’s mission, goals, and strategic initiatives.

Interact regularly with an exciting mix of students who are eager to develop their academic, interpersonal, communications, and leadership skills in order to ensure long-term professional and personal success.

Serve as a prominent leader in the Pittsburgh area, a region recognized for its strengths in medicine, health care, financial services, and higher education, as well as for quality of life, the richness of professional and personal resources, and its diverse neighborhoods and communities.
Situated on a wooded, gently rolling campus in suburban Pittsburgh, RMU hosts more than 5,300 students (including 4,492 undergraduates) who are educated in one of five schools: Business; Communications and Information Systems; Education and Social Science; Engineering, Mathematics and Science; and Nursing and Health Sciences. The campus is 52 percent residential, and students participate in a variety of co-curricular activities, which are documented in the University’s innovative Student Engagement Transcript (SET). Students are required to complete activities in two of the SET’s six major categories, with their participation verified by a faculty mentor.

Athletics are a strong component of student life at RMU, which offers 16 NCAA Division I sports, including the only Division I men’s and women’s ice hockey programs in the Pittsburgh region. During the past 10 years, the men’s and women’s basketball teams each have made multiple appearances in the NCAA tournament, and the men’s and women’s ice hockey teams each have won conference tournaments. In 2014, the men’s ice hockey team earned a berth in the NCAA tournament.

**A TRAJECTORY OF GROWTH AND SUCCESS**

The new President will be expected to sustain—and strategically build on—the University’s exciting momentum, which is typified by greater visibility and perceived prestige among the region’s opinion leaders and families, increasing alumni engagement, and a significantly more robust fundraising capacity and infrastructure, including a recently completed capital campaign that exceeded its $40-million goal despite an unexpected economic downturn early in its five-year span. Over the past 10 years, the University has invested more than $160 million in capital improvements, additional buildings, and deferred maintenance. A significant portion of this investment came from the Commonwealth of Pennsylvania regional improvement grants as well as other external funding from corporations, foundations, alumni, and individuals. Prospective students, students, alumni, and partners are benefitted as the University sees its Master Plan for enriching the living-learning environment on campus come to fruition.

This next leader will be asked to further mature RMU’s recent investments in new facilities, programs, and initiatives so as to enhance their quality and reputation; to develop new sources of revenue including active engagement in fundraising; and to advance a vision for RMU’s next decade.

**RMU’S MISSION**

Robert Morris University is a student-centered institution that transforms lives by building knowledge, skills, and citizenship, all of which focus on the achievement of one’s personal and professional goals. Engaged learning, within a highly supportive environment, enables our students to develop strong communication skills, excel within collaborative settings, effectively address complex problems with innovative solutions, and lead with integrity and compassion throughout their lives and careers in a diverse and rapidly changing world.

**RMU’S VISION**

Robert Morris University strives to become a recognized best value leader by providing a highly proactive student engagement learning environment that is focused on producing graduates of consequence and influence in their personal and professional lives.
Robert Morris University (RMU) was founded in 1921, and is located on 230 acres in Moon Township, PA, approximately 20 minutes west of downtown Pittsburgh.

Classes at RMU blend general education requirements with professionally focused courses that emphasize strong communications skills and prepare students for careers in such fields as business, education, engineering, and health care. For the Class of 2013, the last year for which complete data is available, 92 percent of bachelor’s degree recipients are employed or enrolled in graduate school, and 88 percent of those who are employed are working in their field of choice.

Approximately 53 percent of full-time undergraduate students (82 percent of freshmen) live in University housing. Among the University’s 196 full-time faculty, 85 percent hold terminal degrees. The student-to-faculty ratio is 15:1; the average class size is 22. While the faculty teaching load is 4-4, assigned time to support scholarship is available and regularly used by many faculty; in fact, RMU places considerable emphasis on the scholarly contributions of its faculty and provides opportunity for course load reduction related to research endeavors. Robert Morris faculty also are deeply engaged in providing experiential learning opportunities for students, and the university places great emphasis on providing students with faculty and staff mentors.

RMU is one of the most affordable private universities in Pennsylvania, with tuition, room, and board that is approximately 85 percent of the median of private schools in the state. Tuition, room, and board is approximately $36,000 per year, with a declining discount rate and rising net tuition. More than 90 percent of full-time undergraduate students receive financial aid in the form of grants, loans, scholarships, or work-study jobs. International study opportunities include Australia, England, Greece, Ireland, Italy, Mexico, and Nicaragua.
A HISTORY OF TRANSFORMATION

Throughout its history, Robert Morris University has evolved to meet the changing demands of the higher education market and the professional workforce of western Pennsylvania—all while staying true to its consistent values and mission.

RMU was founded in 1921 as the Pittsburgh School of Accountancy by Andrew Blass in response to what he saw as a shortage of accountants in the local economy. In 1935, the school’s President, Richard Khuen III, changed the name of the institution to the Robert Morris School of Business to reflect the institution’s broadening range of academic programs and to honor the founding father popularly known as the financier of the American revolution.

After leasing space at several other Pittsburgh locations, including downtown’s famed William Penn Hotel, Robert Morris purchased a building of its own in 1959, the Rust Engineering Building at 600 Fifth Ave. in downtown Pittsburgh. Three years later, Robert Morris acquired the estate of Oliver Kaufmann in Moon Township in order to build its first residential campus. The first students on campus lived in the Kaufmann mansion, where now sits Massey Hall, across from the estate’s original gardens. Today, nearly 2,000 students live in 14 residence halls.

In 1961, Robert Morris became a nonprofit institution so that it could become a junior college, a change necessitated by a decision of the Pennsylvania Institute of Certified Public Accountants to require candidates for the CPA exam to earn a college degree. The following year, the name of the school changed to Robert Morris Junior College, and then, in 1969, it became Robert Morris College.

Robert Morris continued to grow throughout the next three decades, expanding to include graduate degree programs and adding more bachelor’s programs as well. In 1977, Robert Morris joined the NCAA Division I for interscholastic athletics.

In 2002, following approval by the Pennsylvania Department of Education, the school became Robert Morris University. In 2010, RMU sold its building in downtown Pittsburgh and the following year opened a new School of Business Building at its Moon Township campus. In 2012, the Wheatley Center opened to house the School of Communications and Information Systems. Set to open in the fall of 2015 is a new building for the School of Nursing and Health Sciences. Today the university offers 48 undergraduate degrees and majors, and more than 30 graduate degrees, as well as more than 20 fully online degree programs.

RMU’S NAMESAKE

Though Robert Morris the man has no formal connection to the institution, Robert Morris University has embraced the legacy of its namesake, who was one of Pennsylvania’s first senators and a signatory to the Declaration of Independence, the Articles of Confederation, and the Constitution. RMU’s sports teams are nicknamed the Colonials and many campus buildings are named for founding fathers and other men and women who made pivotal contributions to American independence. A statue on campus, popularly known as Bronze Bob, commemorates the University’s namesake and provides a popular photo spot.

FOR NEARLY 95 YEARS, RMU HAS DELIVERED ACADEMIC EXCELLENCE WITH A PROFESSIONAL FOCUS • TODAY, WE EMPHASIZE ENGAGED LEARNING AND PROMOTE A GLOBAL PERSPECTIVE • ABOVE ALL, WE BELIEVE THAT INDIVIDUALS MATTER • BECAUSE OF THIS, RMU IS CHANGING LIVES
A NEW, FIVE-YEAR STRATEGIC PLAN

The recently adopted 2014-2019 Robert Morris University Strategic Plan (“Preparing Students for a Lifetime of Engagement, Leadership, and Well-Being”) provides a comprehensive platform for building upon RMU's considerable existing strengths in order to proactively focus attention on emerging opportunities and challenges.

At the center of the plan is the concept of RMU providing transformational experiences for its students. This is highlighted by all students participating in engaged, active learning both inside and outside of the classroom. Such a holistic educational approach directly supports the RMU mission of preparing students for leadership in a rapidly changing world.

The University-wide plan presents six key priorities which each have qualitative and quantitative measures of success with time-specific completion dates:

1. ADVANCE ACADEMIC EXCELLENCE—Improve the quality of RMU’s schools and degree programs by maintaining program-level and regional accreditations and considering selective expansion; measurement of continuous improvement via expanded outcomes assessment; enhancement of faculty credentials, scholarship and teaching; expansion of experiential learning and innovation; and expansion of online programs.

2. CONTINUE TO DEVELOP RMU AS A UNIVERSITY OF CHOICE—Build a distinct, quality identity for the University that will attract prospective students as well as provide a high quality college experience to current students. The preeminent goals here are centered on presenting a distinct education that places enhanced emphasis upon experiential and co-curricular learning.

3. CONTINUE TO DEVELOP RMU AS AN EMPLOYEE UNIVERSITY OF CHOICE—Improve RMU’s degree of supportiveness, communication, and recognition for its employees while also seeking to transform tasks from transactional to transformative.

4. DEVELOP RMU’S LIVING AND LEARNING INFRASTRUCTURE—Improvements to RMU’s facilities and infrastructure will be prioritized and addressed via an updated campus Master Plan. Critical upgrades to student living spaces as well as academic/instructional environments are a high priority.

5. SOLIDIFY AND LEVERAGE RMU BRAND—Bring focus and recognition to RMU’s stature and presence in both existing and new markets via more and better marketing. RMU will apply new resources and strategies to enhance and focus its public image in both its primary market area as well as in new markets that are important to the attainment of its enrollment goals. Improvement of the University's ranking in external surveys is an important measure.

6. STRENGTHEN RMU’S FINANCIAL POSITION—Develop non-tuition revenue streams that will bolster RMU’s financial strength and flexibility as well as provide the means to carry out the goals set forth in this plan. A new capital campaign is the cornerstone of this initiative and so is the inculcation of a culture of philanthropy among RMU faculty, staff, students, and alumni. Additionally, the University will seek ways to improve the margin contribution from existing programs in order to boost its financial flexibility and affordability.
FULL-TIME FACULTY

All full-time teaching faculty are represented under a collective bargaining agreement with the American Federation of Teachers (AFT). The relationship between the AFT and Robert Morris is characterized by most as a positive one where cooperation and collaboration prevail.

ACCREDITATIONS

Consistent with its strategic plan, in recent years, Robert Morris University has successfully focused on expanding the accreditation of its programs and schools as a means of further enhancing academic quality. These include Middle States, AACSB, ABET, and many others.

EMBRACING A NEW MODEL OF ACCOUNTABILITY

Robert Morris University has adopted the Gallup-Purdue Index (GPI) as a way to hold itself accountable to its students, alumni, policy makers, and the general public. The GPI defines success not only as having a great job, but leading a great life, which refers to a variety of measures of well-being. This dovetails with RMU’s emphasis on both the personal and professional aspects of a student’s educational experience.

Over the past 30 years, the Gallup Organization has identified 12 elements that predict employee engagement and workplace performance. Gallup categorizes workers as either “engaged,” “not engaged,” or “actively disengaged.” Engaged employees are more involved, enthusiastic, and loyal, and their organizations experience greater productivity and profits. Gallup also measures well-being, which refers to how a person feels about and experiences their daily lives.

What’s more, Gallup has identified six undergraduate experiences categorized as support behaviors and engaged learning activities that, together, predict whether or not people will be engaged at work and thriving in their personal lives. Universities that deliver these “magic six” experiences are likely to produce students and graduates with much greater likelihood of having “great jobs, great lives.”

RMU’S ACADEMICS

FIVE SCHOOLS
The School of Business
The School of Communications and Information Systems
The School of Education and Social Sciences
The School of Engineering, Mathematics and Science
The School of Nursing and Health Sciences

MAJORS AND DEGREES
48 undergraduate majors and degrees
34 master’s majors and degrees
21 fully online degrees
7 doctorate degrees

571
FULL-TIME EMPLOYEES

196
FULL-TIME INSTRUCTIONAL FACULTY
MORE RMU ALUMS ENJOY “GREAT JOBS, GREAT LIVES”

In late 2014, Gallup surveyed RMU alumni who earned bachelor’s degrees and found the following:

Among all American workers, only 30 percent are engaged in their jobs. But 44 percent of Robert Morris University graduates are engaged at work, higher than the 39 percent of all college graduates who are engaged nationwide. RMU graduates are also more likely than their counterparts nationwide to be thriving in all five areas of well-being.

Additionally, at 77 percent, more RMU graduates are currently employed full-time than the 71 percent national average. When this figure is broken down by gender, RMU female graduates perform the same as male graduates, with 77 percent employed full-time. But this far surpasses the national average of 59 percent full-time employment for female college graduates.

RMU is seeing growth over time in the number of graduates who report having had those “magic six” experiences while they were in college that predict future success. To cite two examples, among alumni who graduated before 2001, 56 percent said they had an instructor who made them excited about learning, versus 72 percent among those who graduated in 2009 or later. Similarly, 21 percent of those who graduated before 2001 were extremely active in extracurricular activities compared to 35 percent of those who graduated in 2009 or later. This reflects a conscious effort and investment by RMU to ensure that engaged learning activities and supportive experiences are enhanced and made more consistent for all.

GALLUP’S “MAGIC SIX”

SUPPORT:
My instructors cared about me as a person.
I had at least one instructor who made me excited about learning.
I had a mentor who encouraged me to pursue my goals and dreams.

EXPERIENTIAL LEARNING:
I had an internship or job that applied what I learned in the classroom.
I was extremely active in extracurricular activities and organizations.
I worked on a project that took a semester or more to complete.
THE STUDENT EXPERIENCE

Robert Morris University’s recent history has been marked by its ongoing transformation from a regional commuter college to a nationally recognized, comprehensive university where a majority of full-time undergraduate students live on campus. Overall enrollment has grown 10 percent over the past three years, including double-digit growth in traditional undergraduate enrollment even though the number of high school graduates in the University’s primary enrollment market is declining. The University has been buoyed as well by substantial growth in international enrollment and online enrollment.

The growth in enrollment and residential life has happened in tandem with an expansion of Student Life programming and the development of a dynamic Student Engagement Program that affords students numerous opportunities for internships and other professional experiences; community service; scholarly research; campus leadership; and much more. These faculty-sanctioned activities are documented for students on the Student Engagement Transcript (SET), which gives RMU students a competitive edge in applying for jobs and admission to graduate schools.

Under the University’s current Strategic Plan, these experiential learning activities are being more fully integrated into the academic curriculum. The new Center for Innovative Teaching and Directed Engaged Learning provides resources and support for faculty to develop these opportunities for students, which augment what they learn in the classroom and provide them with valuable professional experiences. The ability to infuse these experiences in their teaching is an important component of the faculty profile at Robert Morris.
IT’S ALL ABOUT THE STUDENTS

Many of the new opportunities for student engagement and student life have been developed by the students themselves, and their participation in many of these activities has outpaced overall enrollment growth. Some examples:

Over the past 10 years, the number of students and organizations participating in community service projects has grown 75 percent. Robert Morris has been named to the President’s Higher Education Community Service Honor Roll each of the past seven years.

RMU added an Office of Multicultural Student Services and the Center for Global Engagement, which promote inclusion and diversity and international enrollment and study, respectively. Students have launched several multicultural organizations including the Asian Student Club, the Black Student Union, the Saudi Student Club, Voi Italiane, and Claddagh Club.

The number of club sports teams grew from nine to 19 during the previous 10 years, representing 400 student participants. Several of these teams are competitive at the national level including ice hockey, rugby, bowling, and volleyball. Participation in intramural sports has grown 10-fold, with 191 teams participating in 12 sports.

RMU LIVES ITS CORE VALUES EVERY DAY

ACADEMIC EXCELLENCE
RMU will strive for superior faculty, academic facilities, and programs. The foundation of the University’s academic programs will be great teaching and a faculty that employs the teacher-scholar model, which includes faculty actively incorporating scholarship into teaching and engaging students in research. RMU’s academic programs will be the basis of building a widely-recognized curriculum that will employ outcomes assessment to produce evidence of improvement in student learning.

CHANGING LIVES
An RMU education is a transformative experience where students will be provided with a living/learning environment that will prepare them for the complexities and uncertainties of an evolving society. Student success and personal growth will be fostered via a combination of academics, social relations, leadership roles, spiritual development, community service, and athletic opportunities.

ENGAGED LEARNING
RMU will be a leader in integrating active learning techniques into instruction with a focus upon instructional technology, team learning exercises, and the development of student communication skills, as well as effective student engagement via internships and co-ops, study abroad, student-faculty research projects, extracurricular activities, service learning, and other experiential learning methods.
THE BOARD OF TRUSTEES

The University’s Board of Trustees is currently composed of 30 men and women whose combined experience, dedication, and vision provides leadership and guidance to shape RMU’s goals, policies, and practices. Alumni comprise more than 50 percent of the Board membership. The President is a non-voting, ex-officio member. Although the majority of Trustees reside in the Pittsburgh region, there is increasing geographical diversity on the Board. The Board meets quarterly, and its eight committees meet throughout the year.

RMU RESOURCES

Robert Morris’s annual operating budget for fiscal year 2015-16 is projected to produce a $1-million surplus, based on a projected $126 million in revenue and $125 million in expenses. The University’s endowment has grown steadily over the last decade and is now at $31 million. A $40-million capital campaign, completed in 2012, provided funding for a number of major projects and academic initiatives, including the School of Business Building and the Wheatley Center for the School of Communications and Information Systems. The campaign also generated 30 new endowed scholarship funds.

GLOBAL PERSPECTIVE

An increasingly diverse and multinational work environment demands graduates who are able to understand and relate to cultural differences as well as to excel within an increasingly complex world. Study abroad and cross-cultural educational experiences will be an integral part of an RMU education.

INDIVIDUALS MATTER

RMU will be a community where respect for the individual comes first. This will be manifested through the cultivation of mutual respect and personal integrity and via a commitment to building a diverse University community.

PROFESSIONAL FOCUS

RMU’s strength is its alignment of its academic programs with the external environment, validated by the highly successful job placement rates of its graduates, growing student demand for its educational offerings, and its increasing attainment of professional accreditations. The curricula will maintain this historical focus for both existing and future programs.
THE PITTSBURGH REGION

The Pittsburgh metropolitan area is the largest population center in both the Ohio River Valley and Appalachia with a 2012 population of 2.3 million. It is nestled in the foothills of the Allegheny Mountains, at the junction of the Allegheny and Monongahela rivers. It has recently been ranked “America’s Most Livable City” by Rand-McNally.

The city was founded in the 1750s during the French and Indian War. The rivers flowing through Pittsburgh made it easy to ship goods into and out of the city, and during the Industrial Revolution, Pittsburgh became a hub of commerce and manufacturing. By the time of the Civil War, Pittsburgh boasted nearly 1,000 factories. Steel production became the city’s chief industry in the late 1800s, and Pittsburgh experienced several decades of growth and prosperity. But the U.S. steel industry shrank in the late 1970s, and Pittsburgh’s wealth and population began to decline.

A CITY TRANSFORMED

Pittsburgh has recovered from the collapse of its steel mills. The city has rebuilt itself and developed new industries, and today it is known for its financial, educational, and health care institutions. The city is home to 28 colleges and universities, earning it the nickname “The College City.”

Because of its low cost of living, low crime rate, cultural and entertainment venues, and rural surroundings, Pittsburgh is consistently voted one of the most livable cities in the country.

The city itself is beautiful. Rivers wind under dozens of bridges. Glass towers rise high above downtown. Two new sports stadiums, Heinz Field for the Steelers and PNC Park for the Pirates, brighten the skyline. Consol Energy Center for the Penguins is revitalizing the city’s historic Hill District.

Pittsburgh also offers entertainment and cultural opportunities on par with many major cities. The city is home to more than 200 museums and art galleries, including the world famous Carnegie complex of museums and the funky Andy Warhol Museum. The cultural district features live theater, music, and dance, including the world-famous Pittsburgh Symphony Orchestra, the Pittsburgh Public Theater, and the Pittsburgh Ballet Theatre.

Career opportunities are abundant. Pittsburgh is home to several Fortune 500 companies, 250 international corporations, one of the country’s largest banks, and a health system ranked in the nation’s top 10.
OPPORTUNITIES FOR LEADERSHIP

RMU’s impressive growth and transformation over the past decade have been driven by a culture of responsiveness, practicality, industry connection, community service, caring, and student focus. RMU’s next President will be expected to enhance that sense of meaningful change, evolution, and momentum. The next leader will be expected to carefully balance the needs and opportunities for both optimization of current resources and assets and the acquisition of, or investment in, new ones. Some of the key priorities that are expected to require the focus and energy of the next President, particularly in the early years of his or her administration, include the following:

Define and champion RMU’s vision for future growth and success—The excitement and buzz surrounding RMU is impressive, and all of its constituents are eager to ensure that the next President builds on that momentum. RMU’s new President will serve this objective by relatively quickly formulating and articulating his or her own vision and priorities that capture the spirit and aspirations of RMU. This vision should be centered on RMU’s unique core strengths in professional education, applied learning, personal attention, and student engagement, and define how those will be vital to strengthening RMU’s position over the course of the next decade and beyond.

A valuable asset in realizing this vision will be RMU’s recently adopted Strategic Plan. The new President will be expected to apply fresh eyes and place his/her own imprint on this document. Once operationalized—and benefitting from the new President’s input—it will be a key resource to guide the University’s focus and resources towards the achievement of goals that were developed by the entire RMU community. In successfully finalizing and implementing this plan, the new President will draw on an array of experience, knowledge, competencies, and personality attributes.

The path to success—and the success milestones themselves—will likely be different than it has been in the past, but the RMU community has proven that it responds enthusiastically to a leader with a confident plan for the future.

Develop new revenue sources and serve as an exceptional steward of RMU’s resources—A prominent aspect of RMU’s transformation has been its success in identifying and exploiting emerging trends in the business of higher education. For example, the University’s initiatives to deliver courses online have presented early successes from both an educational and a financial perspective. The next President should evaluate RMU’s endeavors in this area to ensure that future investments in online program development are consistent with RMU’s core strengths, and that clear metrics are established that define strategic and financial success.

In an environment in which the practice of past tuition increases will be difficult—or even impossible—to sustain, the University will need to find alternative ways to fund its efforts to increase quality and improve its infrastructure. In 2012, RMU celebrated the successful completion of a $40-million capital campaign, which drew the support of over 8,000 donors and enabled the construction of several new academic buildings and the establishment of over 30 new scholarship funds. The success of this campaign demonstrated confidence in the RMU community’s capacity for giving. While a new campaign is still in preliminary planning stages, the next President must immediately become personally engaged in building relationships among current and prospective donors and securing additional resources.

From a business perspective, RMU’s new President should have a disciplined approach to the University’s planning and financial practices. The next President, in collaboration with RMU’s management team, must continue to look critically at business and financial modeling and projections so that RMU’s resources can be optimally managed and not diluted. To support this, the University has recently implemented a new cost-accounting tool that supports more strategic decisions about RMU’s array of programs and modalities.

Ensure the continued improvement in quality and reputation of RMU’s academic schools and programs—Over the past decade, RMU has steadily raised the bar measuring the quality of its academic programs and faculty, and the success of this has been demonstrated through a
wide array of growth in reputable accreditations. RMU’s next President should continue to guide investments targeted at raising academic quality as reflected in accreditation reports and national rankings. The University should continue to strive to recruit diverse, high-quality students and faculty whose work enhances the excellence of the overall enterprise, and to provide the infrastructure and support that allows them to do their best work.

Continue to enhance RMU’s residential student experience—With over 50 percent of the full-time RMU student body now housed in University residence halls, RMU has accomplished the transition from its history as a commuter school to that of a primarily residential, full-time student body. In order to capitalize on its new reputation as a residential University, RMU must ensure that residential students are well-served by appropriate facilities, personnel, and programs designed to support a 24/7 living-learning environment. This will require new and continued investments, particularly in on-campus recreational facilities and programs that support a quality residential experience. The next President should be diligent in assuring that students who choose to live on campus—as well as those who continue to commute—are presented with rewarding and enriching co-curricular experiences.

Because RMU is a Division I university, its student-athletes compete at the highest level. This has amplified the institution’s national brand awareness and is an important point of pride for the University. RMU is committed to the total development of its student-athletes through its scholarships, talented coaches, and facilities. Remaining competitive and visible will demand resources and strategic decisions that the new President will be expected to cultivate.

Maintain Healthy Enrollment—In light of RMU’s tuition-dependent finances, the new President and his/her leadership team must constantly focus on growing and sustaining enrollment. To the University’s credit, RMU has successfully avoided the trends that have caused enrollment declines among peer institutions in its region and has produced healthy enrollment results year after year. Sustaining this will require intense efforts to better define and present RMU’s value proposition to prospective students and to invest in recruiting students from an expanded geographic footprint. It will also require an aggressive cultivation of non-traditional students who can receive the value of an RMU education through different models of teaching and learning, including an expanded RMU Online component.

As the percentage of residential students grows, the next President will need to guide the University in determining how demographic trends and student recruitment strategies will optimize the ratio of residential to commuter to online enrollment that best suits the campus facility capacity. RMU wants to invest wisely in facilities that strategically match projected needs and neither overbuilds nor underserves its students and faculty.

Cultivate a campus culture centered on outcomes—The relevance of a higher education experience is increasingly measured by students, parents, and employers in terms of the ability of an institution to prepare students for immediate career success and long-term employability and success. RMU—with its emphasis on professional education and developing practical skills—is well positioned to demonstrate that its students are realizing a comparatively higher return on investment on their college education. The next President should further amplify this outcomes orientation to better differentiate RMU in the marketplace, and also work diligently to ensure that RMU administrators, faculty, and staff all share this accountability.

In support of this, RMU is taking advantage of its participation in the Gallup-Purdue Index by applying this outcomes measure to its own alumni and students over the next four years. The data from RMU’s initial Gallup survey of its alumni in fall 2014 showed, not only a significant link between university mentorship coupled with applied education and long-term workplace engagement, but also suggests that RMU graduates perform higher than the national average on many of these measures. This validates and reinforces the importance of RMU’s Strategic Plan to prepare students for “a lifetime of engagement, leadership, and well-being.”

**PRESIDENTIAL QUALITIES AND QUALIFICATIONS**

The President of Robert Morris University first and foremost embraces, embodies, and champions its values. The ideal candidates for the position must therefore appreciate and value the unique culture and spirit of this distinctive and entrepreneurial University. It is essential that the President convey a passion for RMU’s culture
and the ability and willingness to enthusiastically communicate the University’s strengths and priorities as the public face and voice of RMU.

RMU’s eighth President must demonstrate a leadership style and managerial approach that emphasizes clear and open communication, a team orientation, and the ability and willingness to delegate authority while holding people accountable. The next President must combine these attributes with creativity, the ability to assess and undertake calculated risk, a tolerance for ambiguity and nuance, optimism, and a sense of humility and humor. Like most great leaders, RMU’s President must be able to balance the need to engage in appropriate levels of collaboration and consultation with the essential ability to make timely and informed decisions.

The President will expend considerable time and energy working with external constituencies to generate the resources the University needs to carry on and expand its operations and enhance its profile. This includes personal involvement in fundraising from private individuals and organizations. It will also include interactions with print, as well as broadcast and online media, and requires a sensitivity to the impact those interactions will have on the University.

The President will have demonstrated both a talent and an enthusiasm for fundraising. In connection with these external relationships, the President will also demonstrate considerable skill and experience as a communicator and negotiator, and will possess the diplomatic dexterity, political savvy, courage of convictions, self-awareness, and exquisite judgment necessary to superb leadership.

The next President must exhibit a clear vision for what the future will bring for RMU. This will draw on a knowledge of best practices nationally, an understanding of and engagement with the issues facing institutions of higher education, a global perspective, and a clear understanding of the keys to success in the foreseeable future. In short, the President must be able to galvanize RMU’s key constituencies around a shared vision for the University—built on the current Strategic Plan—and must then provide the leadership necessary to make that vision a reality. At the same time, the President must be vigilant for external or internal changes in the environment that might necessitate a modified or even new strategy, and be prepared to lead the development and execution of such changes.

The ideal candidate for RMU’s Presidency will ideally possess most if not all of the following professional qualifications and personal characteristics:

**PROFESSIONAL EXPERIENCES**

**FINANCIAL MANAGEMENT/BUDGETING**
Experience in managing the financial and budgeting operations of a major department, institution, or organization is a prerequisite for this position. Prior financial management experience will provide the foundation for effectively managing all major business aspects of the University.

**ACADEMIC CREDENTIALS**
A Ph.D. or its equivalent degree in a related field is preferred. In lieu of the typical terminal degree, candidates may present a demonstrated record of successful executive leadership and comparable credentials and/or experience sufficient to warrant the respect and confidence of the academic community.

**ACADEMIC ADMINISTRATION**
Due to the unique nature of leading in an academic setting, some experience in this or a similar environment is preferred. Part of the uniqueness of RMU is a unionized faculty with no faculty senate. Consequently, the ideal candidates for President would have some experience in a university setting that requires a balanced approach between collegiality with the faculty and firm stands that move the university forward—or similar executive leadership experience in a non-academic business or institution.

**FUNDRAISING**
Due to the criticality of fundraising to the growth and progress of RMU, the President must play a key role in this process. In fact, an estimated 25 to 30 percent of the President’s time will be spent in the fundraising arena. The President provides overall strategy, oversight, and involvement to help cultivate donor relationships and raise necessary funds. Experience in fundraising is crucial for the new President to fulfill this key responsibility.

**COMMUNITY INVOLVEMENT**
As RMU continues to grow its community presence and image, the President must have a high level of involvement and visibility. The President’s work in the community is a must to help position RMU as a major university in Pittsburgh and its regional communities. Past experience in community, organization, or nonprofit boards would be indicators that the new President would continue such initiatives in this position.
BOARD INTERACTIONS/EXPERIENCE
The RMU Board of Trustees has a strong corporate and business emphasis, and the Trustees have higher levels of involvement than many university boards. The new President should have some experience working with boards that have this level of involvement. The current President spends approximately 1.5 days per week interacting with Trustees or participating in Board committee meetings, which all require preparation. Experience in working with similar boards would be helpful in successfully collaborating with the Board of Trustees.

MARKETING AND PROMOTION EXPERIENCE
Much of the University’s future success will be based on its expanded brand image and self-promotion. The new President must lead the change to continue enhancing the University’s reputation, not only locally, but nationally as well. A key part of driving the University’s strategic direction will be supporting and enhancing the RMU brand marketing efforts. Experience in overseeing a promotion or marketing campaign that propelled an organization forward would be beneficial to the new President.

ACADEMIC EXPERIENCE
Prior university experience can be a key to appreciating and understanding this institution’s uniqueness and challenges. Experience as a faculty member, department leader, or dean would enable the new President to build rapport with the many key constituents he or she would lead.

KNOWLEDGE
BUSINESS ACUMEN
A thorough understanding of economic, financial, and industry data that enables accurate diagnosis of University strengths and weaknesses, identification of key issues, and development of strategies and plans.

GOVERNANCE IN A UNIVERSITY ENVIRONMENT
Having knowledge of governance practices is essential, and having that experience in a university setting would be preferred. Working with and being familiar with boards and how they operate can be learned rapidly once in the position, but having that knowledge in advance would help the new President become fully engaged more quickly.

INFORMATION TECHNOLOGY
In today’s world of rapid technological advances and applications, a working knowledge of the direction and possibilities of information technology would be very useful in steering advances at the University. This is purely at an oversight level; however, some knowledge of technology capabilities would be beneficial.

COMPETENCIES: LEADERSHIP SKILLS
VISIONARY LEADERSHIP—Creating a clear view of the future state; helping others understand and feel how things will be different when the future state is achieved; influencing movement and compelling action toward the future state.

Importance
In the last decade RMU has been very successful in growing to university status. The challenge for the future is enhancing the reputation and continuing growth to get RMU to the next level. A clear view of an ideal future state as a guidepost for the future will be necessary. Being able to help create that vision and gaining the passion and commitment of all constituents will be very important to the success of the next President.

ALIGNING PERFORMANCE FOR SUCCESS—Focusing and guiding others in accomplishing work objectives.

Importance
One of a university president’s key roles is helping to create the institutional vision and then driving accountabilities and performance aligned with that vision. This requires skill in setting clear goals and objectives, ensuring that the right people with the right skills are in key positions, and monitoring and measuring performance on the lead and lag measures of the critical priorities.

EMPOWERMENT/DELEGATION—Using appropriate delegation to create a sense of ownership of higher-level organizational issues and encouraging individuals to stretch beyond their current capabilities.

Importance
Presidency of RMU is a very demanding job, particularly so regarding time management because of the variety of challenges and constituents that require attention. The next RMU President should be able to balance when to dig into the details and stay hands on with when to delegate significant tasks and responsibilities to competent staff members. Just as micromanagement of very competent people can lead to disaster, so can a laissez-faire approach where the boundaries and accountabilities are not clear.
BUILDING A SUCCESSFUL TEAM—Using appropriate methods and a flexible interpersonal style to help build a cohesive team; facilitating the completion of team goals.

Importance
RMU has been the beneficiary of a senior team that has worked very well together. That teamwork and collaboration at the senior level is a must if the University’s goals are to be achieved. The next President must continue to build the collaboration and teamwork of the senior staff, manage politics and conflict to a minimum, and create a team atmosphere at the top that presents a unified group driving for the same objectives and goals.

COMPETENCIES: BUSINESS/MANAGEMENT SKILLS
ESTABLISHING STRATEGIC DIRECTION—Establishing and committing to a long-range course of action to accomplish a long-range goal or vision.

Importance
The vision provides the guideposts and direction, but a concrete, specific strategy with priorities and initiatives is needed to continue RMU’s progress. The President must lead the creation of that direction in the strategically important aspects of the University. From curriculum to facilities, finances to faculty, Board management to student satisfaction, the President must lead the charge in establishing those critical strategic priorities to ensure RMU’s success.

OPERATIONAL DECISION MAKING—Relating and comparing; securing relevant information and identifying key issues; committing to an action after developing alternative courses of action that take into consideration resources, constraints, and organizational values.

Importance
The President is not only the University’s strategic leader, but also the formal decision-maker on all major aspects of its day-to-day operations. In conjunction with the Board, the President must ensure competent analysis and staff work, and weigh alternatives to arrive at logical, sound decisions in all areas of the University. These include decisions on labor relations, faculty hiring and promotion (or recommendations to the Board), salary and compensation, budgets, staff performance, facility expenditures, community relations, curriculum modification, expansion, and other key facets of the University.

ENTREPRENEURSHIP—Advancing own understanding and sharing insight regarding key market drivers; actively using that knowledge to create/seize business and customer-focused opportunities and/or to expand into new markets, products, or services.

Importance
The RMU Board is looking for the next President to have the drive and motivation to take the University to the next level. That will require an entrepreneurial spirit and insight to seek out those opportunities that can help achieve that objective. This skill is one that usually is not associated with an academic environment, but it is crucial that the next President of RMU has some skill in this area.

COMPETENCIES: INTERPERSONAL SKILLS
DEVELOPING STRATEGIC RELATIONSHIPS—Using appropriate interpersonal styles and communication methods to influence and build effective relationships with business partners (e.g., peers, functional partners, external vendors, and alliance partners).

Importance
The President of RMU must build collaborative relationships with key members of numerous constituents—from the faculty to community leaders, state education to legislative leaders, Board members to student leaders. The right interpersonal skills are a must to build rapport, trust, and open communication, as well as to cultivate an atmosphere of integrity and partnership.

COMMUNICATING WITH IMPACT—Expressing thoughts, feelings, and ideas in a clear, succinct, and compelling manner in both individual and group situations; adjusting language to capture the attention of the audience.

Importance
The challenges facing the next President of RMU are extensive. Consequently, the President must have a personal presence and impact that gains the attention and interest of individuals or groups. The communication aspect of impact involves displaying the enthusiasm or passion, clarity, and delivery that help to get the message across.
PERSUASIVENESS—Persuading or influencing others to accept a point of view, adopt a specific agenda, or take a course of action.

Importance
At times, the President’s communication will seek to influence or persuade, such as is required in fundraising, influencing the Board on various issues, convincing prospective students to consider RMU, or gaining agreement from community leaders to support a particular University initiative. Being able to read the audience, determine specific needs, and propose solutions or courses of action that meet those needs will be key to the President’s success.

PERSONAL ATTRIBUTES

EXECUTIVE DISPOSITION—Conveying an image that is consistent with the organization’s values; demonstrating the qualities, traits, and demeanor (including intelligence, competence, or special talents) that command leadership respect.

Importance
The President of RMU must present a demeanor that projects experience, reason, integrity, and confidence. People want to work for, partner with, or contribute to those who project the confidence and maturity we like to think of in successful executives.

DRIVE FOR RESULTS—Setting high goals for personal and group accomplishment; using measurement methods to monitor progress toward goal attainment; tenaciously working to meet or exceed those goals while deriving satisfaction from the process of goal achievement and continuous improvement.

Importance
RMU doesn’t want or need a caretaker as President. The goals of the University are to continue to grow and progress to a higher level. That requires a leader who sets aggressive goals, shows a passion for results, and models a penchant for action. Being satisfied with being just good isn’t enough. The University wants a President who will strive for greatness, and that takes drive.

COMMUNITY INVOLVEMENT—Developing or possessing a personal reputation as someone who represents the University and is civic-minded through action by being extensively involved in the local community as well as University social events.

Importance
Community involvement is key to RMU’s future, and the new President must lead this charge, seeing this responsibility not as a chore but as a welcome part of the role. The President should gain personal satisfaction from these activities and experiences given how often he or she should be participating in community events. This is especially true for those activities that take place during the evenings or on weekends. The next President must see this as a positive aspect of the job.

VALUING DIVERSITY—Creating and maintaining an environment that naturally enables all participants to contribute to their full potential in pursuit of organizational objectives.

Importance
Part of the strategy for growth at RMU is to increase the diversity of the faculty, staff, and student body. The President must lead this endeavor, understanding the business reasons why diversity will improve RMU. Increasing diversity can’t be seen as an additional or side issue; it must be recognized as a key issue to ensure the University’s long-term success.

AUTHENTICITY—A basic genuineness which engenders trust, encompassing integrity and a willingness to be receptive to feedback; confidence, but with humility.

Importance
The President of RMU must demonstrate the highest level of integrity and character. He or she must be truly interested in the views of his or her constituents and always act in the best interests of the University. Through openness and honesty, including the courage to admit mistakes, the President must build a culture of trust and confidence in the leadership of RMU.
**PROCEDURE FOR CANDIDACY**

Nominations, expressions of interest, and applications are invited. Interested individuals should provide a letter describing their interest in and qualifications for the position and a current curriculum vitae.

This material should be sent via email (Microsoft Word attachments are preferred) to Robert Morris University’s consultants, John K. Thornburgh and Robert M. Smith, Ph.D. at RMUPRESIDENT@WITTKIEFFER.COM.

To receive the fullest consideration, **APPLICATIONS SHOULD BE RECEIVED BY MAY 1, 2015**.

Review of candidates will begin in May 2015 with the intent of announcing the appointment of the new President by mid-summer 2015. This process will be carried out in a fully confidential fashion.

Material that cannot be emailed may be sent to:

**PRESIDENT**
ROBERT MORRIS UNIVERSITY
C/O WITT/KIEFFER
ATTENTION: JOHN K. THORNBURGH/ROBERT SMITH
2015 SPRING ROAD, SUITE 510
OAK BROOK, IL 60523

Confidential inquiries and questions concerning this search may be directed to:
John K. Thornburgh at (412) 209-2666 or Robert M. Smith at (724) 496-2000

More information about Robert Morris University may be found at its web site:
RMU.EDU or RMU.EDU/PRESIDENTIALSEARCH

More information about the Pittsburgh region may be found at its web site:
PITTSBURGHREGION.ORG

**ROBERT MORRIS UNIVERSITY INSTITUTIONAL EQUITY VISION STATEMENT**

At Robert Morris University, we believe that institutional equity reflects our continued commitment to a community where everyone is both valued and respected. Institutional equity encompasses racial, ethnic, gender, and religious diversity, cultural perspectives, national origins, sexual orientation, physical ability, as well as socioeconomic contexts, and educational backgrounds.

We are dedicated to developing a diverse population by fostering an environment where intellectual and social growth, individual perspectives, and all human experiences are valued. We strive to be an inclusive community that celebrates and embraces differences as a means of responding to the cultural and social demands of a global society. Inherent in our inclusion efforts is a strong commitment to intercultural and global education to produce and include citizens who will serve as educational, social, economic, and cultural ambassadors to the world. EOE