

RADFORD UNIVERSITY

RADFORD UNIVERSITY BOARD OF VISITORS

9:00 A.M.

NOVEMBER 11, 2016

BOARD ROOM

MARTIN HALL – THIRD FLOOR

RADFORD, VIRGINIA

DRAFT

AGENDA

- **CALL TO ORDER** Mr. Christopher Wade, *Rector*
- **INTRODUCTION OF GUESTS** Dr. Brian O. Hemphill, *President*
- **APPROVAL OF AGENDA** Mr. Christopher Wade, *Rector*
- **APPROVAL OF MINUTES** Mr. Christopher Wade, *Rector*
September 16, 2016
- **PRESIDENT’S REPORT** Dr. Brian O. Hemphill, *President*
- **REPORTS AND RECOMMENDATIONS**
 - Report to the Board of Visitors from the Faculty Representative to the Board Dr. Carter Turner, *Faculty Representative (non-voting, advisory member)*
 - Report to the Board of Visitors from the Student Representative to the Board Mr. Kevon DuPree, *Student Representative (non-voting, Advisory Member)*
- **ACADEMIC AFFAIRS COMMITTEE** Dr. Susan Whealler-Johnston, *Chair*
 - Report to the Board of Visitors
 - Recommendation to Approve the Proposal for *B.S. in Computer and Cyber Science (BSCCS)*
 - Recommendation to Approve Amendments to the Teaching and Research Faculty Handbook

- **ADVANCEMENT/ALUMNI RELATIONS AND COMMUNICATIONS/MARKETING COMMITTEE**
 - Report to the Board of Visitors
 - Presentation, Fall 2017 Recruitment Plan

Mr. Randolph “Randy” J. Marcus, *Chair*

- **BUSINESS AFFAIRS & AUDIT COMMITTEE**
 - Report to the Board of Visitors

Ms. Katherine McCarthy, *Vice President for Enrollment Management*

- **GOVERNANCE, ADMINISTRATION AND ATHLETICS COMMITTEE**
 - Report to the Board of Visitors
 - Intercollegiate Athletics Brand Video
 - Recommendation to Approve Amendments to the Bylaws of Radford University Board of Visitors

Ms. Georgia Anne Snyder-Falkinham, *Acting Chair*

- **STUDENT AFFAIRS COMMITTEE**
 - Report to the Board of Visitors

Mr. Mark S. Lawrence, *Chair*

- **REPORT FROM THE RADFORD UNIVERSITY FOUNDATION**

Ms. Callie M. Dalton,
BOV Liaison to RU Foundation

- **PRESENTATION, STUDENT MANAGED PORTFOLIO INVESTMENT ORGANIZATION (SMIPO)**

Dr. George Low, *Dean of the College of Business and Economics*

- **OTHER BUSINESS**
 - Amendment to President’s Contract
 - BOV Member Resolutions
 - BOV Member Attendance at SCHEV Orientation

Mr. Christopher Wade, *Rector*

- **ANNOUNCEMENTS**

Mr. Christopher Wade, *Rector*

- Next Board Meeting
- Board Meeting Dates for 2017

- **ADJOURNMENT**

Mr. Christopher Wade, *Rector*

Board Members

Christopher Wade, Rector
Javaid Siddiqi, Ph.D., Vice Rector
Robert A. Archer
Jay A. Brown, Ph.D.
Krisha Chachra
Callie M. Dalton
Rachel Fowlkes, Ed.D.
Mary Ann Hovis
Susan Whealler Johnston, Ph.D.
Mark S. Lawrence
Randolph “Randy” J. Marcus
Debra K. McMahon, Ph.D.
Alethea “A.J.” Robinson
Steve A. Robinson
Georgia Ann Snyder-Falkinham

THIS PAGE IS INTENTIONALLY BLANK



**RADFORD UNIVERSITY BOARD OF VISITORS MEETING
BOARD ROOM
MARTIN HALL – THIRD FLOOR
RADFORD, VIRGINIA
9:00 A.M.
SEPTEMBER 16, 2016**

DRAFT

MINUTES

BOARD MEMBERS PRESENT

Mr. Christopher Wade, Rector
Dr. Javaid Siddiqi, Vice Rector
Mr. Robert A. Archer
Dr. Jay A. Brown
Ms. Krisha Chachra
Ms. Callie M. Dalton
Dr. Rachel D. Fowlkes
Ms. Mary Ann Hovis
Dr. Susan Whealler Johnston
Mr. Mark S. Lawrence
Mr. Randolph “Randy” J. Marcus
Dr. Debra K. McMahan
Ms. Alethea “A.J.” Robinson
Ms. Georgia Anne Snyder-Falkinham
Mr. Kevon DuPree, Student Representative (non-voting advisory member)
Dr. Carter Turner, Faculty Representative (non-voting advisory member)

BOARD MEMBERS ABSENT

Mr. Steve A. Robinson

OTHERS PRESENT

President Brian O. Hemphill, Ph.D.
Mr. Richard Alvarez, Vice President for Finance and Administration and Chief Financial Officer
Dr. Irvin Clark, Interim Vice President for Student Affairs
Mr. Joe Carpenter, Vice President for University Relations and Chief Communications Officer
Mr. Danny M. Kemp, Vice President for Information Technology and Chief Information Officer
Ms. Katherine “Kitty” McCarthy, Vice President for Enrollment Management
Dr. Joseph Scartelli, Interim Provost and Vice President for Academic Affairs
Ms. Melissa Wohlstein, Vice President for University Advancement
Ms. Michele N. Schumacher, Secretary to the Board of Visitors
Ms. Ashley Schumaker, Chief of Staff

Mr. Alan Wilson, Assistant Attorney General, Commonwealth of Virginia
Radford University faculty and staff

CALL TO ORDER

Mr. Christopher Wade, Rector, called the meeting to order at 9:00 a.m. in the Board Room on the Third Floor of Martin Hall on the campus of Radford University.

APPROVAL OF AGENDA

Mr. Wade asked for a motion to approve the minutes of the May 6, 2016 meeting Agenda for the September 16, 2016 meeting, as published. After motion duly made and seconded and the Agenda as published was unanimously approved.

APPROVAL OF MINUTES

Mr. Wade asked for a motion to approve the minutes of the May 6, 2016 meeting of the Board of Visitors, as published, and the July 25-26, 2016 minutes of the Board Retreat, as published. After motion duly made and seconded, the May 6, 2016 minutes and the July 25-26, 2016 minutes were unanimously approved. A copy of the approved minutes can be found at <http://www.radford.edu/content/bov/home/meetings/minutes.html>.

PRESIDENT'S REPORT

President Brian O. Hemphill, Ph.D., provided an oral report, noting that two of his priorities for Radford University are enrollment growth and student success, and that in order to achieve the level of leadership and strategy development that is needed, Ms. Katherine "Kitty" McCarthy has been hired as the University's Vice President for Enrollment Management. President Hemphill also provided an update on the Presidential Open Forums, college orientations, Budget Planning Summit, alumni outreach activities, and economic development and community partnerships, which were held during his first two months on campus. He stated that the insights and feedback provided during these events have been helpful in his learning more about Radford University and the collective aspirations for the University's future. A copy of President Hemphill's report is attached hereto as *Attachment A* and is made a part hereof.

Mr. Wade thanked President Hemphill for his report.

REPORT FROM THE ADVISORY (NON-VOTING) FACULTY REPRESENTATIVE TO THE BOARD

Dr. Carter Turner, Advisory (non-voting) Faculty Representative to the Board of Visitors, provided a presentation containing an overview of the Radford University Faculty Senate. He specifically reviewed the role of the Faculty Senate, its leadership, and its composition. Dr. Turner also explained that each senator is assigned to one of five committees, specifically, Resource Allocation, Faculty Issues, Campus Environment, Curriculum, and Governance, and described the

responsibilities of each. A copy of Dr. Turner's report is attached hereto as *Attachment B* and is made a part hereof.

Mr. Wade thanked Dr. Turner for his report.

REPORT FROM THE ADVISORY (NON-VOTING) STUDENT REPRESENTATIVE TO THE BOARD

Mr. Kevon DuPree, Advisory (non-voting) Student Representative to the Board of Visitors, provided the Board with information on his background. He then provided a presentation that outlined three platform items that he will work on as Student Representative to the Board of Visitors, specifically: (i) re-establishing/revitalizing Omicron Delta Kappa, a national leadership honor society, on the Radford University campus; (ii) a male student leadership initiative that will focus on helping young men at Radford University to achieve success while in College and beyond; and (iii) campus unity. A copy of Mr. DuPree's report is attached hereto as *Attachment C* and is made a part hereof.

Mr. Wade thanked Mr. DuPree for his report.

REPORT FROM THE ACADEMIC AFFAIRS COMMITTEE

Dr. Susan Whealler Johnston, Chair of the Academic Affairs Committee, stated that the Committee met on Thursday, September 15, 2016. She noted that the Committee heard a report from Dr. Joseph Scartelli, Interim Provost and Vice President for Academic Affairs, which included a staffing update noting that Dr. Angela Joyner was hired as the new Executive Director of Career Services, and Dr. George Santopietro was named the new Assistant Provost for Academic Operations.

Dr. Johnston also reported that Dr. Carter Turner, Faculty Representative (non-voting advisory) member of the Board of Visitors, provided a report on the primary goals of the Faculty Senate for 2016-2017, which were internal governance and faculty compensation.

Dr. Johnston also reported that a high-level strategic discussion on academic excellence and quality took place and included a discussion on how various constituencies at Radford University may measure such matters. Topics of discussion also included: quantitative and qualitative assessments, accreditation, licensure pass rates of students in certain fields of study, employment success, personal and professional fulfillment, curricular considerations and implications, and how to create a stronger University brand with prospective students and their parents.

Mr. Wade thanked Dr. Johnston for her report.

REPORT FROM THE ADVANCEMENT/ALUMNI RELATIONS AND COMMUNICATIONS/MARKETING COMMITTEE

Mr. Randolph "Randy" J. Marcus, Chair of the Advancement/Alumni Relations and Communications/Marketing Committee, stated that the Committee met on Thursday, September 15, 2016. He noted that the Committee heard a report from Mr. Joe Carpenter, Vice President for

University Relations and Chief Communications Officer, on the branding and marketing campaign, which included a recap of the 2015-2016 marketing and advertising campaign; an overview of the 2016-2017 advertising campaign; a review of the social media platforms on which Radford has a presence; and a review of the Radford University's Creative Services departments' design efforts that support branding and marketing, as well as, the presidential transition.

He also noted that the Committee heard a report from Ms. Melissa Wohlstein, Vice President for University Advancement, that included an update on fundraising for fiscal year 2016, specifically noting that a total of \$7,996,999 had been secured in gifts and pledges; an update on the status of the Radford University Alumni Association LLC; an update on the relationship with Royall and Company to increase the amount raised through fundraising; and a review of the initiatives for Alumni Relations.

Mr. Marcus also stated that the Committee welcomed Ms. Katherine "Kitty" McCarthy, Vice President for Enrollment Management, to Radford University. He continued that Ms. McCarthy provided a high level enrollment management update, and that Mr. James Pennix reported on Fall 2016 enrollment.

Mr. Wade thanked Mr. Marcus for his report.

REPORT FROM BUSINESS AFFAIRS & AUDIT COMMITTEE

Ms. Mary Ann Hovis, Chair of the Business Affairs and Audit Committee, reported that the Committee met on Thursday, September 15, 2016. She noted that the Committee heard a report from Mr. Mike Reinholtz, Acquisitions & Contract Management Specialty Team Director and Radford Audit Project Manager with the Auditor of Public Accounts of the Commonwealth of Virginia, who provided a summary of the Auditor of Public Account's audit of the University's fiscal year 2015 financial statements. She stated that the University received an unmodified opinion with no material weaknesses. Ms. Hovis continued that Mr. Reinholtz also briefed the Committee on the upcoming audit of the University's FY 2016 financial statements.

Ms. Hovis stated that the Committee also received an oral report on the University Discretionary Fund for the quarter ended June 30, 2016 from Ms. Margaret McManus, University Auditor. It was noted that 100% of all expenditures were reviewed, and all were in compliance with the Board guidelines. Ms. Hovis also reported that Ms. McManus provided the Committee with a copy of her department's Charter and reviewed the Office and Audit and Advisory Services audit duties and responsibilities. She continued that Ms. McManus also presented the FY 2016 Activity Report, the FY 2017 Audit Plan, and the Budget and Staffing Summaries for FY 2016 and FY 2017, a balanced scorecard for FY 2016, a follow-up audit status report, and the results of the contract audit of student health and counseling services and the information technology audit of PeopleAdmin, the human resources software platform.

Ms. Hovis continued that an annual report for write-off of past due accounts for FY 2016 was provided by Ms. Stephanie Jennelle, Associate Vice President for Finance and University Controller. She also informed the Board that Mr. Richard Alvarez, Vice President for Finance and

Administration and Chief Financial Officer provided several reports including: a capital project update and an update on the Joint Legislative Audit and Review Commission (JLARC) recommendations adopted by the Virginia General Assembly. It was noted that there were eight recommendations from JLARC, which were included in the Acts of the Assembly that require University action.

Ms. Hovis also reported that there were two action items that needed Board approval. The first is the approval of the Radford University 2016-2017 Operating Budget noting that the Committee received an in-depth briefing on the 2016-2017 Operating Budget from Mr. Alvarez. Ms. Hovis moved, on behalf of the Committee, that the Board adopt the resolution approving the Radford University 2016-2017 Operating Budget. Mr. Marcus seconded, and the resolution was adopted by a vote of 13-0, with Ms. Georgia Anne Snyder-Falkinham abstaining. A copy of the Resolution approving Radford University's 2016-2017 Operating Budget is attached hereto as *Attachment D* and is made a part hereof.

Ms. Hovis stated that the second item is approval of the Radford University 2016 Six-Year Plan, and she noted Radford University's Six-Year Plan was updated to reflect existing strategies and new strategies based on institutional priorities and legislative action during the 2016 General Assembly Session. Ms. Hovis moved, on behalf of the Committee, that the Board approve Radford University's 2016 Six-Year Plan as set forth in the resolution. Mr. Marcus seconded, and the resolution approving the Radford University 2016 Six-Year Plan was approved by a vote of 13-0, with Ms. Georgia Anne Snyder-Falkinham abstaining. A copy of the resolution is attached hereto as *Attachment E* and is made a part hereof.

Mr. Wade thanked Ms. Hovis for her report.

REPORT FROM THE GOVERNANCE, ADMINISTRATION & ATHLETICS COMMITTEE

Ms. Alethea "A.J." Robinson, Chair of the Governance, Administration & Athletics Committee, informed the Board that the Committee met on Thursday, September 15, 2016. She reported that Mr. Danny M. Kemp, Vice President of Information Technology and Chief Information Officer, provided highlights of the activities of the Information Technology Division since May 2016, which included a review of the numerous hardware and software installations, demolitions, and updates that have occurred during the summer months at Radford University. In addition, Ms. Robinson noted that the identity and access management project, which was begun in 2013, was completed on June 30, 2016 on budget and on time. She also informed the Committee that Mr. Kemp provided information on several applications that will assist with enrollment and student retention, including Starfish, a student advising system launched in August 2016 which will, among other capabilities, share critical student information with appropriate individuals at the University, who can direct students to the resources and assistance they need. Ms. Robinson stated that Mr. Kemp also reported that the University has entered into an agreement with Royall & Company, whose services are anticipated to be of assistance in increasing student enrollment. Ms. Robinson continued that Mr. Kemp also reviewed information security at the University and noted that the biggest information

security problem is ransomware; and that plans are underway for an awareness campaign for October's Cybersecurity Awareness month.

Ms. Robinson also reported that Mr. Robert Lineburg, Director of Athletics, provided an intercollegiate athletic report that updated the Committee on five areas of the six-year plan for Radford University Athletics that was presented at the September 2015 meeting. She continued that Mr. Lineburg reviewed the following areas of the Athletics six-year plan: (i) enhancing the student-athlete experience noting that activities during 2015-2016 included various leadership and life skills training; (ii) academic excellence noting that over 60% of RU's student-athletes finished with a 3.0 GPA or better; (iii) competitive excellence noting that Men's Soccer won the Big South Regular Season Championship and advanced to NCAA Tournament with an at-large bid; (iv) the culture within RU's Athletics to operate in full compliance with University, state, conference and NCAA guidelines noting the various training that coaches and student-athletes received and/or will receive during the year includes topics on hazing, Title IX, and alcohol abuse; and (v) branding and marketing noting that the new athletic brand will be unveiled before calendar year-end. Ms. Robinson continued that Mr. Lineburg also reviewed the steps being taken to increase the amount of sponsorship dollars being raised, and the fundraising goals for FY 2017.

Ms. Robinson also reported that Ms. Michele N. Schumacher, Secretary to the Board of Visitors, discussed proposed changes to the Radford University Board of Visitors Bylaws. It was noted that the changes are necessitated by a recodification of the Virginia Code that pertains to higher education, as well as discussions held at the Board Retreat. It is anticipated that the proposed changes will be brought before the Board in November for approval.

Mr. Wade thanked Ms. Robinson for her report.

REPORT FROM THE STUDENT AFFAIRS COMMITTEE

Mr. Mark S. Lawrence, Chair of the Student Affairs Committee, stated that the Committee met on Thursday, September 15, 2016. Mr. Lawrence stated that the Ms. Jacinda Jones, Student Government Association (SGA) President, provided a presentation on the SGA's strategic priorities for the 2016-2017 academic year, which included Highlander Pride events, civic engagement, sexual assault awareness, community service, school unity, and campus safety. It was noted that a new initiative of the SGA will be to assist with retention efforts to include peer to peer mentoring and developing an ongoing relationship with the local public schools by making on-site visits.

Mr. Lawrence also reported that Dr. Irvin Clark, Interim Vice President for Student Affairs, provided a presentation on the overall student experience at Radford University that highlighted areas of student activities, diversity and inclusion, recreation and wellness programs, student advocacy, sexual violence education, campus safety, and intercollegiate athletics. Mr. Lawrence continued that Dr. Clark also provided an update on the Student Affairs Division, which included staffing updates, retention efforts that included the creation of the Office of Student Success and Engagement, new initiatives to promote student well-being, and an initiative to develop a sustainable civic and community engagement program.

Mr. Wade thanked Mr. Lawrence for his report.

REPORT ON THE RADFORD UNIVERSITY FOUNDATION

Ms. Callie M. Dalton, Board liaison to the Radford University Foundation (Foundation), reported that the Foundation Board had its first meeting of the year on September 14, 2016, with four new board members attending, including President Hemphill. She noted that RU Corporate Park has signed five new tenants since July 1, 2016. Ms. Dalton also reported that the total assets of the Foundation as of June 30, 2016 were \$70.6 million, noting that investments with Spider Management Group in Richmond total \$46.2 million.

Mr. Wade thanked Ms. Dalton for her report.

OTHER BUSINESS

Virginia Freedom of Information Act Presentation

Mr. Allen Wilson, Senior Assistant Attorney General – Commonwealth of Virginia, gave a presentation on the Virginia Freedom of Information Act (FOIA), which included a discussion on what is a public record, who may request a record, how an institution must respond to the request, and the exclusions set forth in the statute as to when a record does not need to be disclosed. In addition, Mr. Wilson also reviewed the meeting requirements in FOIA, noting that per the statute a meeting is defined as a body or entity of three or more members of a public body. He also reviewed when electronic meetings are permissible and when closed meetings can be held. A copy of the material presented by Mr. Wilson is attached hereto as *Attachment F-1 and F-2* and is made a part hereof.

Board Resolutions

Mr. Wade presented the resolutions honoring former Board members Mr. Anthony R. Bedell, Ms. Mary Waugh Campbell, Dr. Kevin R. Dye, Ms. Ruby W. Rogers, and Ms. Georgia Anne Snyder-Falkinham. After discussion the Board requested that the resolutions be re-drafted to include more detailed personal activities of each Board member and that they be brought before the Board in November.

Meeting Dates

Mr. Wade also noted that the next scheduled Board meeting is November 10-11, 2016, and the Board schedule for calendar year 2017 will be presented at the next meeting.

ADJOURNMENT

With no further business to come before the Board, Mr. Christopher Wade, Rector, adjourned the meeting at 11:40 a.m.

RADFORD
UNIVERSITY

Brian O. Hemphill, Ph.D.
President

TO: Members of the Board of Visitors

FROM: Brian O. Hemphill, Ph.D.
President

DATE: September 16, 2016

RE: President's Report

I want to thank you for the opportunity to update you and share my perspectives about our University. Since starting my presidency nearly two and a half months ago, I have had the privilege of meeting and interacting with many of our students, faculty, staff, alumni, parents, and supporters. Those interactions have further confirmed what I believed before assuming the presidency: Radford University is an institution – and a family – committed to the success of our students.

That level of commitment comes at a time when the Commonwealth of Virginia is facing budgetary challenges. There was a shortfall of \$266 million from the last fiscal year with a \$1.5 billion shortfall over the next two years. There has been an increase in revenue of 12 percent for this past month.

Strategic Enrollment Growth and Student Success

Two of my priorities for Radford University are to grow our strategic enrollment and improve upon our retention. I view them as mutually supporting. As was briefed at both the May Board meeting and yesterday's Committee meetings, our enrollment for fall 2016 continued a decline that has been developing for the last few years. This decline is a combination of fewer new students enrolling and not retaining enough students for their second or third year. During this time, headcount enrollment has decreased from 9,743 students to 9,401 students.

While Virginia has experienced a declining population of college-eligible prospective students and increased competition in the marketplace for new students, we must remain competitive. To bring the level of leadership and strategy development that we need, I am pleased to report that we were able to identify our first Vice President of Enrollment Management. Vice President Kitty McCarthy brings three decades of experience in higher education admissions and enrollment management, at both public and private institutions. She has served as:

- Vice President for Enrollment Management and Student Affairs at West Virginia State University, Institute, W.Va.;

- Associate Vice President for Enrollment Management at Northern Illinois University, DeKalb, Ill.;
- Assistant Vice Chancellor for Enrollment Marketing at The State University of New York (SUNY), System Administration, Albany, N.Y.;
- Director of Admissions at Alfred University, Alfred, N.Y.;
- Dean of Admissions at Siena College, Albany, N.Y.; and
- Associate Director of Admissions/Marketing at the University of Rochester.

Vice President McCarthy will establish an enrollment vision and related strategy and provide leadership to the offices of Undergraduate Admissions, the Registrar, and Financial Aid. A briefing regarding the recruitment plan for the University is being planned as part of the November Board meeting.

Presidential Open Forums

Tenets of my leadership approach are visibility and accessibility on campus and include: engaging with students, faculty, and staff; seeking input and soliciting new ideas to identify improved tactics and strategies; and working together to improve and build upon Radford University and the education we provide.

As part of my effort to learn more about Radford University, I hosted six Presidential Open Forums: one for administrative and professional faculty; one for classified staff; two for faculty; and two for students. A majority of the forums were well-attended. In addition to sharing my vision and strategic areas of focus during the forums, I opened the floor to questions afterward. I found the discussions wide-ranging and, I believe, good opportunities to gain insights into issues that are on the minds of our students, faculty, and staff.

College Orientation Briefings

As we began the 2016-17 academic year and as part of the final phase of the presidential transition, I recently completed orientation briefings with each of the colleges. With a wide representation from each college, the presentations covered the mission, organization, enrollment, programs, faculty and staff, challenges, and opportunities. Reflecting the individual character of the colleges, I found both the presentations and following question and answer sessions extremely insightful, thereby providing a great deal of context and perspective to the academic offerings and operations of Radford University.

Budget Planning Summit

Last Friday, Radford University's inaugural Budget Planning Summit was held. The Summit was comprised of 132 students, faculty, and staff, who started the forum hearing presentations from: Virginia Department of Planning and Budget Associate Director of Education and Transportation Michael Maul; Interim Provost and Vice President for Academic Affairs Joseph P. Scartelli; Vice President for Finance and Administration Richard S. Alvarez; and myself regarding the budget forecast.

Following the presentations, the forum featured nine breakout groups to brainstorm and engage in thoughtful discussion regarding a variety of recommendations related to revenue generation, efficiencies, innovation, economic development, and programmatic strategies. Following the breakouts, the individual breakout groups presented highlights of their brainstorming.

Alumni Engagement

As I shared with the Board and members of the Presidential Search Committee during my interview process, philanthropic giving and alumni engagement are among the vital outreach initiatives for Radford University moving forward. With the excellent teamwork and planning efforts of the entire Alumni Relations team, Radford University hosted more than 1,200 alumni during the months of July and August with receptions across the Commonwealth, including Northern Virginia; Richmond; Virginia Beach; Roanoke; New River Valley; and Abingdon.

At the conclusion of each event, I opened the floor to questions. While each location and alumni had differing questions, interests, and issues, there was a common desire to assist the University. As I shared with those in attendance, I am seeking their "time, talent, and treasure." Our initial Commonwealth tour is complete, and later this month, we will host similar receptions in the Raleigh, Charlotte, and Atlanta areas to meet with out-of-state alumni. As it has been brought up at some of the Committee meetings, as well as separate discussions, our alumni are eager to serve and give back. Whether it is assisting with student internships, bringing their experiences back to our students, or in donating their hard-earned resources to fund scholarships and other opportunities, the entire leadership team and I are actively engaged in identifying new and improved engagement and outreach strategies. Our alumni support, in all of its forms, is critical for Radford's future.

Economic Development and Community Partnerships

Developing new and building upon existing partnerships with local and regional communities and businesses will be critical for advancing Radford University, as well as fulfilling our role as a public institution in service to Southwest Virginia. In addition to individual and one-on-one visits, I hosted a business leaders breakfast in early August. With more than 110 representatives in attendance, I shared my vision and strategic areas of focus and followed with an open dialogue session to learn from the attendees about important initiatives as we move our "town and gown" and cooperative relationships forward.

In conclusion, the Highlander community's feedback and insights have been very helpful in learning more about Radford University and our collective aspirations for the future. I have witnessed firsthand a passion for and commitment to Radford University that is truly inspiring and is sharply focused on the success of our students, teamwork, and connection as a campus community. These attributes will enable us, as one Radford family, to persevere against our challenges and to create new opportunities for success.

ATTACHMENT B

Radford University Faculty Senate

RADFORD
UNIVERSITY

September,
2016

The Role of the Faculty Senate

- “to enable the faculty to fulfill its function with respect to academic and educational policies and other affairs of Radford University”
- “to assure forceful and articulate representation of faculty interests and of the faculty view of the common good of the university community”
- to “serve as the official voice of the faculty on all matters which fall within its jurisdiction. It may express an opinion or take a stand on any issue affecting the faculty, academic life, or the academic environment at Radford University”

- From Faculty Senate Constitution

Faculty Senate Executive Committee

- **President** - Dr. Carter Turner, Associate Professor of Religious Studies and Chair of the Department of Philosophy and Religious Studies
- **Vice President** - Dr. Susan Schoppelrey, Professor and Associate Director of the School of Social Work
- **Secretary** - Dr. Kim Gainer, Professor of English and Associate Dean of the College of Humanities and Behavioral Sciences
- **At Large** - Dr. Suzanne Ament, Associate Professor of History
- **At Large** - Dr. Prahlad Kasturi, Professor and Chair of the Department of Economics

Faculty Senate Composition

- Currently 47 faculty senators.
- Each department/school has one representative; Remaining senators are apportioned based on number of faculty in each college.
- The Faculty Senate meets every Thursday alternating between full-senate meetings and committee meetings.
- Each senator sits on one of the following committees:
 - Resource Allocation
 - Faculty Issues
 - Campus Environment
 - Curriculum
 - Governance

Resource Allocation Committee

- University Budget and Priorities
- Long-Range Planning
- Academic Resources
 - Library
 - Technology Support
 - Departmental Equipment and Supplies
 - Grants and Contracts

Faculty Issues Committee

- Tenure
- Post-Tenure Review
- Faculty Evaluations Procedures
- Grievance Policies/Due Process
- Diversity Issues
- Research and Professional Development
- Academic Calendar

Campus Environment Committee

- Faculty and Student Needs
 - Faculty Evaluations Procedures
 - Grievance Policies/Due Process
 - Diversity Issues
 - Research and Professional Development
 - Academic Calendar
- Enrollment
 - Enrollment Management and Planning
 - Recruitment and Admissions
- Catalogs
- Faculty and Student Quality Improvement

Curriculum Committee

- Academic Policies and Procedures
 - Registration
 - Advising
 - Class Loads
- Undergraduate Curriculum
 - General Education
 - Requirements for Graduation
 - Degree Programs
 - Program Evaluations
- Graduate and Extended Education

Governance

- Faculty Senate Constitution and Membership
- Internal Governance Structure and Functionality
 - Maintain Consistency among IG Documents
 - Identify Decision Making Pathways
- Evaluation of Deans

ATTACHMENT C

Student Representative Report to the Board of Visitors

RADFORD
UNIVERSITY

Platform Ideas

- **Omicron Delta Kappa**
- **Male Student Leadership Initiative**
- **Campus Unity Fest**

Omicron Delta Kappa (OΔK)



Male Student Leadership Initiative



**INDEPENDENT MEN ACHIEVING GOALS
IN EDUCATION**

Campus Unity Fest



QUESTIONS?

RADFORD
UNIVERSITY

ATTACHMENT D

Radford University Board of Visitors
Approval of 2016-17 Radford University Operating Budget

**Resolution
September 16, 2016**

Approval of the Radford University 2016-17 Operating Budget

BE IT RESOLVED, the Radford University Board of Visitors approves the fiscal year 2016-17 operating budget as presented in Schedule A for Total Operating Budget and Schedule B for Auxiliary Enterprises.

**Radford University
Proposed University Operating Budget
2016-17**

Dollars in Thousands

	Annual Budget for 2015-16			2016-17 Adjustments				2016-17
	Original Total Budget	(a) Adjustments	Adjusted Total Budget	Adjusted Total Budget	Technical Adjustments	Base Adjustments	One-Time Adjustments	Recommended Total Budget
Educational and General Programs								
<u>Revenues</u>								
General Fund	\$47,702	\$359	\$48,061	\$48,061	(\$359)	\$3,838	\$0	\$51,540
Tuition and Fees	71,879	553	72,432	72,432	(553)	472	0	72,351
All Other Income	2,506	0	2,506	2,506	(1,231)	15	1,406	2,696
Revenue	\$122,087	\$912	\$122,999	\$122,999	(\$2,144)	\$4,325	\$1,406	\$126,586
<u>Expenditures</u>								
Instructional & Academic Support	(\$81,117)	\$470	(\$80,647)	(\$80,647)	(\$470)	(\$2,059)	\$0	(\$83,176)
All Other Support Programs	(40,970)	(1,382)	(42,352)	(42,352)	2,613	(2,266)	(1,406)	(43,410)
Expenditures	(\$122,087)	(\$912)	(\$122,999)	(\$122,999)	\$2,144	(\$4,325)	(\$1,406)	(\$126,586)
Reserve Draw (Deposit)	0	0	0	0	0	0	0	0
NET	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Student Financial Assistance								
Revenue	\$10,095	\$224	\$10,319	\$10,319	(\$224)	\$1,856	\$0	\$11,951
Expenditures	(10,095)	(224)	(10,319)	(10,319)	224	(1,856)	0	(11,951)
Reserve Draw (Deposit)	0	0	0	0	0	0	0	0
NET	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Sponsored Programs								
Revenue	\$6,100	\$0	\$6,100	\$6,100	\$0	\$0	\$0	\$6,100
Expenditures	(6,100)	0	(6,100)	(6,100)	0	0	0	(6,100)
Reserve Draw (Deposit)	0	0	0	0	0	0	0	0
NET	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Auxiliary Enterprises								
Revenues	\$68,020	(\$1,685)	\$66,334	\$66,334	\$1,685	(\$1,375)	\$0	\$66,644
Expenditures	(60,666)	(1,500)	(61,251)	(61,251)	815	(143)	(751)	(61,329)
Reserve Draw (Deposit)	(7,353)	3,185	(5,084)	(5,084)	(2,500)	1,519	751	(5,315)
NET	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total University								
Revenues	\$206,301	(\$549)	\$205,752	\$205,752	(\$682)	\$4,806	\$1,406	\$211,282
Expenses	(198,948)	(2,636)	(200,669)	(200,669)	3,183	(6,324)	(2,156)	(205,967)
Reserve Draw (Deposit)	(7,353)	3,185	(5,084)	(5,084)	(2,500)	1,519	751	(5,315)
NET	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Notes:

(a) Original Total Budget - Reflects the 2015-16 Operating Budget as of July 1, 2015 which was approved by the Board at the September 2015 meeting. Both recurring and one-time operating budgets are included.

(b) Adjusted Total Budget - Reflects the 2015-16 Operating Budget as of June 30, 2016. Both recurring and one-time operating budgets are included.

(c) Recommended Total Budget - Reflects the proposed 2016-17 Original Total Budget as of July 1, 2016. Both recurring and one-time operating budgets are included.

Radford University
Proposed Auxiliary Enterprise Budget
2016-17

Dollars in Thousands

	Annual Budget for 2015-16			2016-17 Adjustments				2016-17 Recommended Total Budget ^(c)
	Original Total Budget ^(a)	Adjustments	Adjusted Total Budget ^(b)	Adjusted Total Budget	Technical Adjustments	Base Adjustments	One-Time Adjustments	
Residential & Dining Programs								
Revenues	\$31,532	(\$1,500)	\$30,032	\$30,032	\$1,500	(\$1,135)	\$0	\$30,398
Expenditures	(28,609)	316	(28,292)	(28,292)	(484)	404	(401)	(28,773)
Reserve Draw (Deposit)	(2,924)	1,184	(1,740)	(1,740)	(1,016)	731	401	(1,624)
NET	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Bookstore								
Revenues	\$850	\$0	\$850	\$850	\$0	(\$210)	\$0	\$640
Expenditures	(269)	0	(269)	(269)	0	(0)	0	(269)
Reserve Draw (Deposit)	(581)	0	(581)	(581)	0	210	0	(371)
NET	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Parking & Transportation								
Revenues	\$1,786	\$0	\$1,786	\$1,786	\$0	\$19	\$0	\$1,805
Expenditures	(1,372)	(94)	(1,466)	(1,466)	172	(168)	(48)	(1,509)
Reserve Draw (Deposit)	(414)	94	(319)	(319)	(172)	149	48	(295)
NET	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Telecommunications								
Revenues	\$566	\$0	\$566	\$566	\$0	\$0	\$0	\$566
Expenditures	(494)	(0)	(494)	(494)	0	(5)	0	(498)
Reserve Draw (Deposit)	(72)	0	(72)	(72)	(0)	5	0	(67)
NET	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Student Health Services								
Revenues	\$3,053	\$0	\$3,053	\$3,053	\$0	\$80	\$0	\$3,134
Expenditures	(2,986)	(28)	(3,014)	(3,014)	67	(89)	(8)	(3,043)
Reserve Draw (Deposit)	(68)	28	(40)	(40)	(67)	9	8	(91)
NET	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Student Programming								
Revenues	\$8,271	\$0	\$8,271	\$8,271	\$0	\$118	\$0	\$8,389
Expenditures	(7,803)	(515)	(8,318)	(8,318)	615	(336)	(27)	(8,066)
Reserve Draw (Deposit)	(468)	515	47	47	(615)	218	27	(323)
NET	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Building & Facilities								
Revenues	\$3,510	\$0	\$3,510	\$3,510	\$0	(\$79)	\$0	\$3,431
Expenditures	(1,692)	(0)	(1,692)	(1,692)	55	131	(55)	(1,561)
Reserve Draw (Deposit)	(1,818)	0	(1,818)	(1,818)	(55)	(52)	55	(1,870)
NET	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Enterprise Functions								
Revenues	\$6,020	(\$300)	\$5,720	\$5,720	\$300	(\$162)	\$0	\$5,858
Expenditures	(5,329)	83	(5,097)	(5,097)	(99)	89	(174)	(5,280)
Reserve Draw (Deposit)	(691)	217	(623)	(623)	(201)	73	174	(578)
NET	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Intercollegiate Athletics								
Revenues	\$12,432	\$115	\$12,546	\$12,546	(\$115)	(\$7)	\$0	\$12,425
Expenditures	(12,112)	(495)	(12,607)	(12,607)	489	(170)	(40)	(12,329)
Reserve Draw (Deposit)	(319)	380	61	61	(374)	177	40	(96)
NET	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Auxiliary Enterprise								
Revenues	\$68,020	(\$1,685)	\$66,334	\$66,334	\$1,685	(\$1,375)	\$0	\$66,644
Expenses	(60,666)	(734)	(61,251)	(61,251)	815	(143)	(751)	(61,329)
Reserve Draw (Deposit)	(7,353)	2,419	(5,084)	(5,084)	(2,500)	1,519	751	(5,315)
NET	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Notes:

(a) Original Total Budget - Reflects the projected 2015-16 Operating Budget as of July 01, 2015 which was approved by the Board at the September 2015 meeting. Both recurring and one-time operating budgets are included.

(b) Adjusted Total Budget - Reflects the 2015-16 Operating Budget as of June 30, 2016. Both recurring and one-time operating budgets are included.

(c) Recommended Total Budget - Reflects the proposed 2016-17 Original Total Budget as of July 1, 2016. Both recurring and one-time operating budgets are included.

ATTACHMENT E

Resolution

Approval of Radford University's 2016 Six-Year Plan **September 16, 2016**

WHEREAS, the Higher Education Opportunity Act of 2011 became effective July 1, 2011, and requires each public institution of higher education in Virginia to develop and submit an institutional six-year plan; and

WHEREAS, § 23-38.87:17 of the Act requires, “*The governing board of each public institution of higher education shall develop and adopt biennially and amend or affirm annually a six-year plan for the institution and shall submit that plan to the Council (State Council of Higher Education for Virginia), the Governor, and the Chairs of the House Committee on Appropriations and the Senate Committee on Finance no later than July 1 of each odd-numbered year, and shall submit amendments to or an affirmation of that plan no later than July 1 of each even-numbered year or at any other time permitted by the Governor or General Assembly*”; and

WHEREAS, Radford University prepared a six-year plan in accordance with the requirements of the Higher Education Opportunity Act of 2011 and guidelines provided by the State Council of Higher Education for Virginia; and

WHEREAS, the University submitted the six-year plan to the State Council of Higher Education for Virginia by the stated deadline of July 1, 2016 for the 2016 submission; and

WHEREAS, the 2016 Six-Year Plan must be approved by the Board of Visitors prior to the October 1 final submission;

THEREFORE, BE IT RESOLVED the Radford University Board of Visitors approves the Radford University 2016 Six-Year Plan as presented in the format provided by the State Council of Higher Education for Virginia; and

BE IT FURTHER RESOLVED, that the University is authorized to revise the 2016 Six-Year Plan as required by State officials for final submission by the stated deadline.

Six-Year Plans - Part I (2016): 2016-18 through 2020-22

Due: July 1, 2016

Institution: Radford University

Institution UNITID: 233277

Individual responsible for plan

Name: Richard S. Alvarez

Email address: ralvarez@radford.edu

Telephone number: 540-831-5411

Six-Year Plans - Part I (2016): 2016-18 through 2020-22

Radford University

ACADEMIC AND FINANCIAL PLAN

Instructions: In the column entitled "Academic and Support Service Strategies for Six-Year Period (2016-2022)," please provide titles to identify strategies (for the three biennia of this six-year period) associated with goals in the Statewide Strategic Plan. *Please use this title to identify a more detailed description of the strategy in the separate Word document (Part II - Narrative).*

Priority Ranking	ACADEMIC AND SUPPORT SERVICE STRATEGIES FOR SIX-YEAR PERIOD (2016-2022)											Strategies	Strategies	
	Biennium 2016-2018 (7/1/16-6/30/18)										Biennium 2018-2020 (7/1/18-6/30/20)			
	Strategies (Short Title)	VPHE Goal	Cost: Incremental, Savings, Reallocation								Strategies			Strategies
			2016-2017		2017-2018		2016-2017 (Revised)		2017-2018 (Revised)					
Total Amount			Amount From Tuition Revenue	Total Amount	Amount From Tuition Revenue	Total Amount	Amount From Tuition Revenue	Total Amount	Amount From Tuition Revenue					
1	Support Undergraduate Transfer Student Enrollment and the Changing Student Demography	1	Incremental:	\$1,252,508	\$400,803	\$3,004,233	\$1,101,142	\$569,052	\$0	\$3,004,233	\$1,146,716	Continue to support existing undergraduate student populations	Continue to support existing undergraduate student populations	
			Savings:	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			
			Reallocation:	\$520,800	\$0	\$520,800	\$0	\$520,800	\$0	\$520,800	\$0			
2	Enhance Student Success, Retention, and Graduation	2	Incremental:	\$2,247,191	\$898,427	\$4,993,757	\$1,996,504	\$664,332	\$136,810	\$4,993,757	\$1,906,117	Continue to enhance student success, retention, and graduation.	Continue to enhance student success, retention, and graduation.	
			Savings:	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			
			Reallocation:	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			
3	Move Faculty Salaries Toward the 60th Percentile <i>For Reference Only. All resources are identified below.</i>	3	Incremental:	Identified Below	Identified Below	Identified Below	Identified Below	Identified Below	Identified Below	Identified Below	Identified Below	Continue to address faculty salaries by moving the average salary toward the 60th percentile of the institution's peer group.	Continue to address faculty salaries by moving the average salary toward the 60th percentile of the institution's peer group.	
			Savings:	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			
			Reallocation:	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			
4	Increase Financial Aid to Assist Low and Middle Income Students	1	Incremental:	\$1,200,000	\$0	\$2,400,000	\$0	\$1,685,086	\$0	\$2,885,086	\$0	Continually seek to maintain affordability and access for low and middle income students.	Continually seek to maintain affordability and access for low and middle income students.	
			Savings:	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			
			Reallocation:	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			
5	Establish Cyber Security Emergency Operations Training and Education Lab and Emergency Operation Center	3 & 4	Incremental:	\$350,000	\$139,930	\$350,000	\$139,930	\$0	\$0	\$350,000	\$139,930	Sustain the newly created Cyber Security Emergency Operations training program and activities across the state while building new partnerships to provide additional training in the public and private sectors	Sustain the newly created Cyber Security Emergency Operations training program and activities across the state while building new partnerships to provide additional training in the public and private sectors	
			Savings:	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			
			Reallocation:	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			
6	Implement an Ed.D. in Education	1, 3 & 4	Incremental:	\$145,800	\$145,800	\$433,080	\$433,080	\$0	\$0	\$145,800	\$145,800	Continue to grow the Ed.D. program with additional cohorts and build additional relationships with the Commonwealth's K-12 network.	Continue to grow the Ed.D. program with additional cohorts and build additional relationships with the Commonwealth's K-12 network.	
			Savings:	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			
			Reallocation:	\$102,354	\$0	\$178,385	\$0	\$0	\$0	\$102,354	\$0			
7	Develop STEM-H Programs in Science and Technology	3 & 4	Incremental:	\$0	\$0	\$489,989	\$0	\$0	\$0	\$0	\$0	Support the newly created undergraduate study in Biomedical Forensics while investigating other areas to expand STEM-H programs in science and technology.	Continue to support undergraduate study in Biomedical Forensics while investigating other areas to expand STEM-H programs in science and technology.	
			Savings:	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			
			Reallocation:	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			
8	Transition to an entry-level M.S. in Athletic Training to enhance students' career preparedness	3	Incremental:	\$23,100	\$9,235	\$23,100	\$9,235	\$0	\$0	\$23,100	\$8,817	Finalize the transition to the M.S. in Athletic Training while completing the phase out of the undergraduate program.	Sustain the M.S. in Athletic Training program.	
			Savings:	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			
			Reallocation:	\$76,988	\$0	\$153,976	\$0	\$0	\$0	\$76,988	\$0			
9	Expand STEM-H Communication Sciences graduate programs in support of historic K-12 demand	3 & 4	Incremental:	\$0	\$0	\$1,420,165	\$0	\$0	\$0	\$837,897	\$0	Finalize the COSD expansion.	Continue to support the COSD expansion program while investigation other areas to expand STEM-H programs in Allied Health.	
			Savings:	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			
			Reallocation:	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			
10	Expand STEM-H Degree Production Through Existing Allied Health Programs	3 & 4	Incremental:	\$765,306	\$0	\$1,700,681	\$0	\$0	\$0	\$765,306	\$0	Continue to support existing STEM-H degree programs and address other possible program expansion as necessities may require.	Continue to support existing STEM-H degree programs and address program expansion as necessities may require.	
			Savings:	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			
			Reallocation:	\$107,000	\$0	\$214,000	\$0	\$0	\$0	\$107,000	\$0			
11	Develop a Master's Program in Health Promotion and Disease Prevention (M.S./M.A.)	3 & 4	Incremental:	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	Operationalize the newly created Master's Program in Health Promotion and Disease Prevention.	Operationalize the newly created Master's Program in Health Promotion and Disease Prevention.	
			Savings:	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			
			Reallocation:	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			
12	Optimal Year-Round Use of Facilities and Instructional Resources	3	Incremental:	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	Continue to optimize the use of the Institution's facilities and instructional resources in every strategic initiative of the University.	Continue to optimize the use of the Institution's facilities and instructional resources in every strategic initiative of the University.	
			Savings:	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			
			Reallocation:	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			
Total 2016-2018 Costs														
Incremental (Included in Financial Plan line 61)				\$5,983,905	\$1,594,195	\$14,815,005	\$3,679,891	\$2,918,470	\$136,810	\$13,005,179	\$3,347,380			
Savings				\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0			
Reallocation				\$807,142	\$0	\$1,067,161	\$0	\$520,800	\$0	\$807,142	\$0			

Six-Year Plans - Part I (2016): 2016-18 through 2020-22
Radford University

Six-Year Financial Plan for Tuition and Fee Increases and Nongeneral Fund Revenue Estimates

Items	Revised																		
	2014-2015 (Estimated)			2015-2016 (Estimated)			2016-2017 (Planned)			2017-2018 (Planned)			2015-16 (Est.)	2016-2017 (Estimated)			2017-2018 (Planned)		
	Student Charge	Total Revenue	Student Charge	Rate Increase	Total Revenue	Student Charge	Rate Increase	Total Revenue	Student Charge	Rate Increase	Total Revenue	Total Revenue	Student Charge	Rate Increase	Total Revenue	Student Charge	Rate Increase	Total Revenue	
E&G Programs																			
Undergraduate, In-State	\$6,440	\$53,829,116	\$6,842	6.2%	\$56,926,573	\$7,195	5.2%	\$59,336,440	\$7,566	5.2%	\$62,062,850	\$56,382,469	\$7,045	3.0%	\$56,670,938	\$7,254	3.0%	\$58,328,795	
Undergraduate, Out-of-State	\$19,126	\$8,529,588	\$19,126	0.0%	\$9,011,840	\$19,685	2.9%	\$9,305,591	\$20,069	2.0%	\$9,661,375	\$9,756,459	\$19,126	0.0%	\$9,047,072	\$19,126	0.0%	\$9,072,400	
Graduate, In-State	\$7,241	\$5,370,089	\$7,694	6.3%	\$5,247,206	\$8,091	5.2%	\$5,805,590	\$8,509	5.2%	\$6,514,594	\$5,328,592	\$7,922	3.0%	\$5,651,679	\$8,157	3.0%	\$5,782,484	
Graduate, Out-of-State	\$16,894	\$1,859,112	\$16,894	0.0%	\$1,889,077	\$17,386	2.9%	\$1,958,733	\$17,724	1.9%	\$2,022,038	\$2,088,538	\$16,894	0.0%	\$2,159,308	\$16,894	0.0%	\$2,165,749	
Law, In-State	\$0	\$0	\$0	%	\$0	\$0	%	\$0	\$0	%	\$0	\$0	\$0	%	\$0	\$0	%	\$0	
Law, Out-of-State	\$0	\$0	\$0	%	\$0	\$0	%	\$0	\$0	%	\$0	\$0	\$0	%	\$0	\$0	%	\$0	
Medicine, In-State	\$0	\$0	\$0	%	\$0	\$0	%	\$0	\$0	%	\$0	\$0	\$0	%	\$0	\$0	%	\$0	
Medicine, Out-of-State	\$0	\$0	\$0	%	\$0	\$0	%	\$0	\$0	%	\$0	\$0	\$0	%	\$0	\$0	%	\$0	
Dentistry, In-State	\$0	\$0	\$0	%	\$0	\$0	%	\$0	\$0	%	\$0	\$0	\$0	%	\$0	\$0	%	\$0	
Dentistry, Out-of-State	\$0	\$0	\$0	%	\$0	\$0	%	\$0	\$0	%	\$0	\$0	\$0	%	\$0	\$0	%	\$0	
PharmD, In-State	\$0	\$0	\$0	%	\$0	\$0	%	\$0	\$0	%	\$0	\$0	\$0	%	\$0	\$0	%	\$0	
PharmD, Out-of-State	\$0	\$0	\$0	%	\$0	\$0	%	\$0	\$0	%	\$0	\$0	\$0	%	\$0	\$0	%	\$0	
Veterinary Medicine, In-State	\$0	\$0	\$0	%	\$0	\$0	%	\$0	\$0	%	\$0	\$0	\$0	%	\$0	\$0	%	\$0	
Veterinary Medicine, Out-of-State	\$0	\$0	\$0	%	\$0	\$0	%	\$0	\$0	%	\$0	\$0	\$0	%	\$0	\$0	%	\$0	
Other NGF		\$2,689,678			\$2,824,162			\$3,017,820			\$3,017,820	2,883,266			\$3,669,764			\$3,597,802	
Total E&G Revenue - Gross		\$72,277,583			\$75,898,858			\$79,424,174			\$83,278,677	\$76,439,324			\$77,198,761			\$78,947,230	
Total E&G Revenue - Net of Financial Aid		\$70,370,112			\$73,991,387			\$77,516,703			\$81,371,206	\$74,531,853			\$75,291,290			\$77,039,759	
E&G Revenue Used for Faculty Salary Increases		\$0			\$211,032			\$787,441			\$823,569	\$221,399			\$273,433			\$195,309	
Average T&R Faculty Salary Increase Rate		0.00%			4.00%			4.59%			4.59%	2.00%			3.00%			0.00%	
Auxiliary Program																			
Mandatory Non-E&G Fees																			
Undergraduate	\$2,920		\$2,967	1.6%		\$3,071	3.5%		\$3,178	3.5%			\$3,036	2.3%		\$3,188	5.0%		
Graduate	\$2,920		\$2,967	1.6%		\$3,071	3.5%		\$3,178	3.5%			\$3,036	2.3%		\$3,188	5.0%		
Law	\$0		\$0	%		\$0	%		\$0	%			\$0	%		\$0	%		
Medicine	\$0		\$0	%		\$0	%		\$0	%			\$0	%		\$0	%		
Dentistry	\$0		\$0	%		\$0	%		\$0	%			\$0	%		\$0	%		
PharmD	\$0		\$0	%		\$0	%		\$0	%			\$0	%		\$0	%		
Veterinary Medicine	\$0		\$0	%		\$0	%		\$0	%			\$0	%		\$0	%		
Total Auxiliary Revenue (ALL including room and board)		\$65,500,387			\$66,219,611			\$69,530,592			\$73,007,121	\$66,233,116			\$69,530,592			\$73,007,122	
Total Tuition and Fees																			
Undergraduate, In-State	\$9,360		\$9,809	4.8%		\$10,266	4.7%		\$10,744	4.7%			\$10,081	2.8%		\$10,442	3.6%		
Undergraduate, Out-of-State	\$22,046		\$22,093	0.2%		\$22,756	3.0%		\$23,247	2.2%			\$22,162	0.3%		\$22,314	0.7%		
Graduate, In-State	\$10,161		\$10,661	4.9%		\$11,162	4.7%		\$11,687	4.7%			\$10,958	2.8%		\$11,345	3.5%		
Graduate, Out-of-State	\$19,814		\$19,861	0.2%		\$20,457	3.0%		\$20,902	2.2%			\$19,930	0.3%		\$20,082	0.8%		
Law, In-State	\$0		\$0	%		\$0	%		\$0	%			\$0	%		\$0	%		
Law, Out-of-State	\$0		\$0	%		\$0	%		\$0	%			\$0	%		\$0	%		
Medicine, In-State	\$0		\$0	%		\$0	%		\$0	%			\$0	%		\$0	%		
Medicine, Out-of-State	\$0		\$0	%		\$0	%		\$0	%			\$0	%		\$0	%		
Dentistry, In-State	\$0		\$0	%		\$0	%		\$0	%			\$0	%		\$0	%		
Dentistry, Out-of-State	\$0		\$0	%		\$0	%		\$0	%			\$0	%		\$0	%		
PharmD, In-State	\$0		\$0	%		\$0	%		\$0	%			\$0	%		\$0	%		
PharmD, Out-of-State	\$0		\$0	%		\$0	%		\$0	%			\$0	%		\$0	%		
Veterinary Medicine, In-State	\$0		\$0	%		\$0	%		\$0	%			\$0	%		\$0	%		
Veterinary Medicine, Out-of-State	\$0		\$0	%		\$0	%		\$0	%			\$0	%		\$0	%		
Student Financial Aid (Program 108)		\$1,907,471			\$1,907,471			\$1,907,471			\$1,907,471	\$1,907,471			\$1,907,471			\$1,907,471	
Sponsored Programs (Program 110)		\$4,898,665			\$5,045,625			\$5,196,993			\$5,352,903	\$5,054,750			\$5,196,994			\$5,352,904	
Unique Military Activities		\$0			\$0			\$0			\$0	\$0			\$0			\$0	
Workforce Development		\$0			\$0			\$0			\$0	\$0			\$0			\$0	
Other (Specify)		\$0			\$0			\$0			\$0	\$0			\$0			\$0	

Notes:

¹ The tuition and fee rates populated on the Finance T&F template assume general fund support using the University's current fund split. The proposed strategies and populated tuition and fee rates are subject to change pending strategy execution, actual general fund support received, and Board of Visitors approval.

Six-Year Plans - Part I (2016): 2016-18 through 2020-22
Radford University

FINANCIAL AID PLAN

Note: If you do not have actual amounts for Tuition Revenue for Financial Aid by student category, please provide an estimate. If values are not distributed for Tuition Revenue for Financial Aid, a distribution may be calculated for your institution.

Allocation of Tuition Revenue Used for Student Financial Aid

2014-15 (Actual)				
T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid
Undergraduate, In-State	\$53,829,116	\$1,526,046	2.8%	\$1,739,429
Undergraduate, Out-of-State	\$8,529,588	\$220,973	2.6%	\$168,042
Graduate, In-State	\$5,370,089	\$116,820	2.2%	\$0
Graduate, Out-of-State	\$1,859,112	\$43,632	2.3%	\$0
First Professional, In-State	\$0	\$0	%	\$0
First Professional, Out-of-State	\$0	\$0	%	\$0
Total	\$69,587,905	\$1,907,471	2.7%	\$1,907,471
Total from Finance-T&F worksheet	\$72,277,583	\$1,907,471	2.6%	
In-State Sub-Total	\$59,199,205	\$1,642,866	2.8%	\$1,739,429

2015-16 (Planned)				
T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid
Undergraduate, In-State	\$56,926,573	\$1,526,046	2.7%	\$1,725,911
Undergraduate, Out-of-State	\$9,011,840	\$220,973	2.5%	\$181,560
Graduate, In-State	\$5,247,206	\$116,820	2.2%	\$0
Graduate, Out-of-State	\$1,889,077	\$43,632	2.3%	\$0
First Professional, In-State	\$0	\$0	%	\$0
First Professional, Out-of-State	\$0	\$0	%	\$0
Total	\$73,074,696	\$1,907,471	2.6%	\$1,907,471
Total from Finance-T&F worksheet	\$75,898,858	\$1,907,471	2.5%	
In-State Sub-Total	\$62,173,779	\$1,642,866	2.6%	\$1,725,911
Additional In-State	\$2,974,574	\$0	%	-\$13,518

2016-17 (Planned)				
T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid
Undergraduate, In-State	\$59,336,440	\$1,526,046	2.6%	\$1,725,911
Undergraduate, Out-of-State	\$9,305,591	\$220,973	2.4%	\$181,560
Graduate, In-State	\$5,805,590	\$116,820	2.0%	\$0
Graduate, Out-of-State	\$1,958,733	\$43,632	2.2%	\$0
First Professional, In-State	\$0	\$0	%	\$0
First Professional, Out-of-State	\$0	\$0	%	\$0
Total	\$76,406,354	\$1,907,471	2.5%	\$1,907,471
Total from Finance-T&F worksheet	\$79,424,174	\$1,907,471	2.4%	
In-State Sub-Total	\$65,142,030	\$1,642,866	2.5%	\$1,725,911
Additional In-State	\$2,968,251	\$0	%	\$0
Additional In-State from Financial Plan		\$0	%	

2017-18 (Planned)				
T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid
Undergraduate, In-State	\$62,062,850	\$1,526,046	2.5%	\$1,725,911
Undergraduate, Out-of-State	\$9,661,375	\$220,973	2.3%	\$181,560
Graduate, In-State	\$6,514,594	\$116,820	1.8%	\$0
Graduate, Out-of-State	\$2,022,038	\$43,632	2.2%	\$0
First Professional, In-State	\$0	\$0	%	\$0
First Professional, Out-of-State	\$0	\$0	%	\$0
Total	\$80,260,857	\$1,907,471	2.4%	\$1,907,471
Total from Finance-T&F worksheet	\$83,278,677	\$1,907,471	2.3%	
In-State Sub-Total	\$68,577,444	\$1,642,866	2.4%	\$1,725,911
Additional In-State	\$3,435,414	\$0	%	\$0
Additional In-State from Financial Plan		\$0	%	

Six-Year Plans - Part I (2015): FY2015-2016

Radford University

INTELLECTUAL PROPERTY ASSIGNMENTS AND EXTERNALLY SPONSORED RESEARCH

Background

The intellectual property (IP) worksheet captures report information for the most recently ended fiscal year as required by § 23-4.4 (B) of the Code of Virginia. Assignment of IP interests to persons or nongovernmental entities and the value of externally sponsored research funds received during the year from a person or nongovernmental entity by the institution, any foundation supporting the IP research performed by the institution, or any entity affiliated with the institution are captured by the worksheet. Information is sought on research that yields IP regardless of the project's intent. Information is sought about IP transferred as a result of either basic or applied research. The worksheet is structured to capture separate aggregate data on entities that have a principal place of business in Virginia and those with a principal place of business outside of Virginia.

Data Collection

Special Note: The information requested below pertains to the institution as well as any affiliated entity.

FY 2015-2016	Principal Place of Business in VA	Principal Place of Business outside VA
Number of assignments of intellectual property interests to persons or nongovernmental entities	0	0
Value of funds from persons or nongovernmental entities to support intellectual property research	\$0	\$0
Number of patents (by type) developed in whole or part from external projects funded by persons or nongovernmental entities:		
Patent Type - Design	0	0
Patent Type - Plant	0	0
Patent Type - Utility	0	0
Total	0	0

Definitions

Assignment: A transfer of ownership of Intellectual Property from one entity to another, including exclusive and royalty bearing licenses.

Design Patent: A patent that may be granted to anyone who invents a new, original, and ornamental design for an article of manufacture.

Intellectual Property: Creations of the mind – creative works or ideas embodied in a form that can be shared or can enable others to recreate, emulate, or manufacture them.

Nongovernmental Entities: An entity not associated with any federal, national or local government.

Patent: A property right granted by the Government of the United States of America to an inventor "to exclude others from making, using, offering for sale, or selling the invention throughout the United States or importing the invention into the United States" for a limited time in exchange for public disclosure of the invention when the patent is granted.

Plant Patent: A patent that may be granted to anyone who invents or discovers and asexually reproduces any distinct and new variety of plant.

Sponsored Research: Research that is supported and compensated by a sponsoring agency.

Utility Patent: A patent that may be granted to anyone who invents or discovers any new, useful, and nonobvious process, machine, article of manufacture, or composition of matter, or any new and useful improvement thereof.

Value of Funds: Total value of all monetary and in-kind support provided by an external sponsor of Intellectual Property research.

ATTACHMENT F-1

Radford University



FREEDOM OF INFORMATION ACT

“THE PUBLIC’S BUSINESS DONE IN PUBLIC”

Why does FOIA matter?



- Highly scrutinized by many groups: press, public, General Assembly
- First time violations can result in civil penalties from \$500 - \$2,000.
- Negative publicity for Radford, Board and administration
- Violation of the public trust

WHAT IS A PUBLIC RECORD?



- Any writing or recording
- Any format
- Prepared, owned by or in the possession of
- A public body or its employees
- In the transaction of public business

EXAMPLES



- Handwritten notes
- Typewritten documents
- Electronic files
- E-mail
- Audio and video recordings
- Photographs
- Any other written or recorded media

Requesting A Record



Who may request a record?

- Any Citizen of Virginia
- Newspapers or magazines with circulation in Virginia
- Radio and TV stations that broadcast in or into Virginia

Requesting a Record



- May be oral or in writing
- Does not have to mention FOIA
- Cannot require request to be in writing
- Can request name and legal address before responding

Responding To A Request



- Must be in writing
- Must be made within 5 days of receipt of request
- Failure to timely respond is considered a denial and violation of FOIA

FOIA Exclusions



- Exclusions of General Application – Va. Code § 2.2-3705.1
 - Personnel records
 - Legal Advice
 - Legal memoranda and work product related to litigation

FOIA Exclusions



- Exclusions related to higher education – Va. Code § 2.2-3705.4
 - Scholastic records
 - Confidential letters and statements of recommendation
 - Certain information related to fundraising

Meetings



- “Meeting” is defined as a meeting as a body or entity of 3 or more members of a public body. – Va. Code § 2.2-3701
- Meetings include work sessions and telephonic communication.

Meetings



- All meetings of public bodies shall be open, except when the requirements for holding a closed meeting are met. – Va. Code § 2.2-3707
- Notice of the date, time and location of the meeting is required.
- Notice must be posted at least 3 days prior to meeting.

Electronic Meetings



Members may participate in a meeting by phone from a remote location if:

- A quorum is physically assembled in one central location.
- All remote locations are open to the public.
- A speaker phone is available at each remote location so the public can hear and participate fully.
- The meeting notice includes the address of the remote location and contact information for the central location.

Closed Meetings



- Can only be held for limited purposes. – Va. Code § 2.2-3711.
- More than 40 exceptions, including:
 - **Personnel** – Discussion of specific employees
 - **Scholastic records** – Discussion of specific students
 - **Contracts** – Discussion of award of a contract using public funds where an open meeting would adversely affect the Institution's bargaining position
 - **Legal advice** – Consultation with legal counsel for advice on specific legal matters

Closed Meeting-Procedures



- Motion must be made in open meeting
 - Identifies subject matter of closed meeting;
 - States the purpose of the meeting; and
 - Makes reference to the specific exemption from the open meeting requirements.

Closed Meeting-Procedures



- Notice provisions do not apply.
- Discussion restricted to only those matters identified in the closed meeting motion.
- No action can be taken in closed meeting.
- Minutes are not required.
- Must immediately reconvene in open meeting and vote.

Enforcement



- Any person denied FOIA rights and privileges may file petition in court
- Agency has burden of proving that an exemption applies
- Court may award payment of attorneys' fees and cost
- A court finding of willful and knowing violation may result in civil penalty of \$500-\$2,000

Other Statutes of Note



- The Virginia Public Records Act – Va. Code § 42.1-76, *et seq.*
- Government Data Collection and Dissemination Practices Act – Va. Code § 2.2-3800, *et seq.*

Questions?

Thank you.





COMMONWEALTH of VIRGINIA

Office of the Attorney General

Education Section

July 2015

900 East Main Street
Richmond, Virginia 23219
804-786-2071
FAX 804-786-1991
Virginia Relay Services
800-828-1120

What Every BOV Member Absolutely *has* to Know about FOIA

Do not underestimate the importance of Virginia's Freedom of Information Act (FOIA). This is very serious business. These are *laws* -- not just corporate bylaws or operating protocols that can be disregarded. Violations risk invalidation of board decisions and expose the University and you personally to embarrassment, litigation, and civil penalties of up to \$5,000.¹ The greatest loss, however, is the resulting damage to public confidence in you and the University. In fact, the Governor could publicly request your resignation.

The idea behind FOIA (which was first enacted in 1968) is that the Government's business is the people's business. FOIA ensures that citizens have the right to inspect and copy public records and to attend public meetings.²

FOIA governs many aspects of the operation of Boards of Visitors, and has wide application to conduct of members, even when they are not at meetings. All members must be aware of the basic requirements of FOIA.

This Synopsis and FAQ is designed to give the Board of Visitors ("BOV" or "Board") members a basic understanding of their personal responsibilities under FOIA and to insure that you are aware that FOIA compliance is your responsibility. It is not comprehensive. It does not cover all aspects of FOIA. Whenever you have any concerns, questions, or uncertainties about FOIA or its application, you should contact your institution's counsel.

¹ § 2.2-3714

² § 2.2-3700

Virginia's Freedom of Information Act: Synopsis

Documents and Email

- FOIA broadly guarantees public access to public records, including your notes and correspondence concerning University business. This includes e-mail, digital documents, and even preliminary drafts of documents.³ There are numerous exemptions, which are all fact-specific.⁴ Always be sensitive to the potential for public disclosure of your written communications. Any request by the press or any person to inspect your documents should be brought immediately to the University's attention to ensure a timely and proper reply. Oral and informal requests to you are considered legitimate FOIA requests. Any request for records, regardless of the request, is a FOIA request.

Meetings

- Unlike the private sector, the public (including employees of the institution) and press have a right to be present at your board and committee meetings.⁵
- All meetings of the BOV, including its committees and subcommittees plus any other group or entity appointed by the BOV to advise it or exercise delegated power, must be conducted in public session with at least three working days advance public notice of meeting time and location.⁶ It does not matter that a meeting involves no actual voting or transaction of business, such as, for example, retreats.⁷ A meeting exists in the eyes of the law whenever three or more Board members meet and discuss any University matter.⁸ Voting on any University action must always be conducted in public session.⁹ Voting by secret ballot or proxy is prohibited.¹⁰
- Once properly convened and in open session, discussions regarding certain limited topics can be held in closed session.¹¹ The justification for closed session does not depend on whether a subject may be very sensitive or delicate or political, or that a confidential setting might better encourage candid exchanges.¹² Closed sessions must be specifically authorized by FOIA.¹³
- Also, to go into closed session, certain specific procedural steps must be taken, including:¹⁴
 - Advance public notice for the meeting must have been given.
 - During the meeting in public session, the Board must vote on a motion authorizing closed session. This public motion must reasonably identify both the purpose for the closed session and the subject for discussion.
 - While in closed session, the discussion must be related only to the topic identified in the public motion. Take care not to digress into any unrelated areas or other subjects, even if those topics would be eligible for closed session with a proper motion. It is your responsibility both as a matter of law and common sense that you stick to the subject matter described in the motion authorizing the closed session.

³ § 2.2-3700

⁴ See § 2.2-3705.1-3705.8.

⁵ § 2.2-3700

⁶ § 2.2-3707

⁷ § 2.2-3701

⁸ § 2.2-3701

⁹ § 2.2-3711(B)

¹⁰ § 2.2-3710

¹¹ § 2.2-3711

¹² § 2.2-3712

¹³ § 2.2-3712

¹⁴ For "closed session" procedures see: § 2.2-3712.

- Any action the Board wishes to take as a result of discussions in closed session must be voted on in public session.
 - When discussion in closed session is adjourned, the chair of the meeting should immediately direct the opening of doors and inviting public/staff into the room for open session.
 - Once back in open session, each member of the body will then be required to publicly certify that his or her discussion in closed session was proper and related to the permitted subject set forth in the motion convening the closed session.
 - The law requires that your general counsel or an Office of the Attorney General's representative must be invited to all BOV and committee meetings, including all closed sessions. This also protects the BOV in the event the discussion in closed session is questioned.
- Some BOV members may participate by phone *provided* (1) there is a quorum of the board or committee physically convened at the main location. (2) all locations are announced ahead of time as places the public and press may participate (3) all locations are equipped with speakerphones, and (4) there is no interruption in communication between or among locations.¹⁵
 - There is a limited exception, allowing remote participation, if unable to attend because of illness or another emergency, but state law requires that your illness or the emergency be publicly noted in the minutes.¹⁶ Additionally, for remote participation in such cases, the BOV is required to have adopted a written policy allowing for and governing remote participation, including an approval process for participation.¹⁷ That policy must be applied strictly and uniformly, without exception, to the entire membership and without regard to the identity of the member making the request or the matters to be considered or voted on during the meeting.¹⁸

¹⁵ § 2.2-3708(B)

¹⁶ § 2.2-3708.1

¹⁷ § 2.2-3708.1(B)

¹⁸ § 2.2-3708.1(B)

Frequently Asked Questions

Table of Contents

FOIA GENERALLY	7
What does FOIA do?	7
FOIA requires that some records be withheld and some meetings be closed, right?	7
Who does FOIA apply to?	7
MEETINGS	8
Meetings Generally.....	8
Can we meet without telling anyone?	8
Can less than a quorum of the BOV – say three or four members – get together informally to discuss affairs of the institution?	8
Can't I even go to a cocktail party or dinner with two (or more) other BOV members?.....	8
The BOV wants to take a bus tour of campus and our new facilities during a break at our Board meeting. Any problem with this?	9
Who can come to our meetings?.....	9
Do we have to tape record our meetings?	9
Do we have to have minutes taken?.....	9
Closed Meetings.....	10
What are the exceptions to open meetings? When can we hold a closed meeting?	10
When are we <i>required</i> to go into closed session?	11
What must we do to go in order to into closed session?	11
What if we are in open session with only the Board and President in attendance, and we want to discuss something that we would ordinarily discuss in closed session. Can't we do that without going through the formalities since there is no one we need to exclude?	11
What can we discuss in closed sessions?.....	11
Who is permitted to go into a closed session with the BOV?	12
Who decides when closed session is appropriate?	12
Can we vote in closed session?	12
What do we do when we have finished our closed session discussions?.....	12
May BOV members talk with other people about matters that were discussed in closed session?.....	13
Should minutes be taken in closed session?.....	13
We hold an annual retreat. This is a very informal work/training session. No business is conducted and no action is taken. Do we have to advertise this meeting and allow the press and members of the public to attend?.....	13
What is an executive session?	13
Electronic Communication Meetings, or "Telephone Meetings"	13
May we hold a meeting by telephone or video?	13
May members of the board call in from different locations?	14

May a member call in from wherever he or she happens to be at the time of the meeting?	14
If a remote location is noticed for the convenience of a member, then the member decides to attend at another location, may we then omit the original location?	14
Is it sufficient to allow public access to the 'main' meeting?	14
May we use email to communicate between meetings?	15
What types of meetings may be held by telephone?	15
May we hold all of our meetings as telephone meetings?	15
Are there any special voting requirements for telephone meetings?	16
Must the telephone meeting be tape recorded or minutes kept?	16
What if a phone goes out or there is some other problem with communication during the meeting?	16
May a member call in on the telephone and participate in discussion at a meeting so long as the member does not vote?	16
May a BOV set up remote sites for public participation without 3 days' notice?	16
What if a member is sick or has another emergency and can't be at the meeting?	16
Emergency Meetings	17
What if the University or BOV have an emergency? Can we meet without three day's notice?	17
If we have an emergency, may we have a telephone meeting without 3 days' notice?	17
If an emergency telephone meeting is held, must public access be provided?	17
RECORDS	17
What does FOIA require regarding public records?	17
What is a "public record"?	17
Don't FOIA requests have to be in writing?	18
Are there exceptions to the requirement that we produce requested records?	18
How long do I have to produce records in response to a FOIA request?	18
Would a FOIA request require me to give an account of some event I witnessed, for example, write a description of a discussion I had with another BOV member?	18
What about my personal documents, including for example, handwritten notes such as those from meetings or discussions with alumni, email at home on my personal computer, etc.?	19
PENALTIES	19
So what if we violate FOIA? What's the big deal?	19

FOIA GENERALLY

What does FOIA do?

In general terms, FOIA defines what a meeting is and requires that all meetings be open to the public.¹⁹ It also prohibits discussion of public business among members outside of meetings.²⁰ There are, however, exceptions to these general meeting requirements that each member should be familiar with.²¹

FOIA also requires that all public records (with some limited exceptions) be made available upon request to members of the public for inspection and copying.²²

All public records and meetings are *presumed* open, and the BOV and the institution have the burden always of being prepared to prove that there was a legitimate reason for closing meetings or withholding records.²³

FOIA also requires that its open government provisions be liberally construed, and its exemptions be narrowly construed. This means that you should always err on the side of leaving meetings open rather than closing them, and releasing documents rather than withholding them.²⁴

Whenever you have specific questions about FOIA or its requirements, please do not hesitate to contact your counsel with the Attorney General's Office.

FOIA requires that some records be withheld and some meetings be closed, right?

Wrong. The exemptions to disclosure of records and for closed sessions are discretionary, not mandatory. There is no penalty for *releasing* records that *could* be withheld under a FOIA exemption (though other provisions of federal and state law, such as FERPA, may prohibit disclosure). There is also nothing that says a meeting *must* be closed just because it *could* be closed under a meetings exemption under FOIA. Please contact counsel if you have concerns about federal or state law that might prohibit release of information.

Who does FOIA apply to?

FOIA applies to all public bodies. In the context of universities, that means that FOIA applies to the institution and all of its officers (including members of the BOV) and employees.²⁵ It also applies to the operations of the BOV itself together with all of its committees and subcommittees plus any other groups or entities appointed by the BOV to advise the BOV or exercise delegated functions.

¹⁹ § 2.2-3700

²⁰ § 2.2-3707

²¹ §§ 2.2-3707.01 and 2.2-3711

²² § 2.2-3704

²³ § 2.2-3700(B)

²⁴ § 2.2-3700(B)

²⁵ § 2.2-3700

MEETINGS

Meetings Generally

Can we meet without telling anyone?²⁶

FOIA requires that all meetings of the BOV or any committee or subcommittee be advertised to the public for at least three working days. The notice requirements of FOIA are very specific. The secretary to the BOV will handle the details of complying with these. Members of the BOV, however, should be aware that any meeting called must be far enough in advance that the secretary has time to properly prepare the notice and advertise the meeting for three work days in the various ways required by FOIA. Also, any materials supplied to the BOV members before the meeting must also be made available for public inspection at the same time the materials are provided to the BOV, with the exception of documents that are specifically exempt under FOIA from disclosure.²⁷ This includes any materials one BOV member sends to all other members!

If your bylaws call for more notice for meetings than FOIA does, you must comply with the stricter provisions of the bylaws.

Can less than a quorum of the BOV - say three or four members - get together informally to discuss affairs of the institution?

No. A gathering of three or more members of the BOV where business is discussed is illegal, unless the gathering has been properly advertised for at least three work days as a meeting. It does not matter that a quorum was not present.²⁸ If more than two BOV members serve on a university-related foundation's board, FOIA will likely be violated.

This prohibition is generally against *three or more* members discussing public business. *Two* members may discuss public business in person, on the phone, or otherwise, with one notable exception. However, if those two members constitute either the entirety or a quorum of a committee or subcommittee, or other group that has been designated by the Board or Rector to advise the BOV or has been delegated some responsibility by the BOV, then any discussions between them must be properly advertised as a meeting. Otherwise, the gathering is an illegal "meeting" under FOIA.²⁹

Can't I even go to a cocktail party or dinner with two (or more) other BOV members?

Yes, of course you can. While there, you may even discuss business with *one other* member at a time.

Three members, however, may *not* jointly discuss public business. Nor may a third member be listening to the conversation.

²⁶ For details *see*: § 2.2-3707.

²⁷ § 2.2-3707F

²⁸ § 2.2-3707

²⁹ § 2.2-3701

Please keep in mind that this prohibition applies at *all* times and in *all* places – including, for example, lunches, dinners, and social occasions held in conjunction with BOV meetings or at annual professional conferences. For example, if a BOV holds a luncheon between the morning and afternoon sessions of a meeting, the BOV must, either advertise the luncheon as a meeting and have the luncheon open to members of the public, or ensure that no public business is discussed. That’s a difficult task, but a mandatory one.³⁰

The BOV wants to take a bus tour of campus and our new facilities during a break at our Board meeting. Any problem with this?

No, no problem – *provided* arrangements are made also for members of the press and public to be present whenever any institutional business is discussed. That means you might need a big bus if any discussions will take place on the bus. (This was a real-life problem at a University recently.)³¹

Who can come to our meetings?

Anybody who wants to. All meetings must be open to the public. Any member of the public (including, of course, press, employees, and students) has a right to attend, to listen, and to make a video or audio recording of any meeting. The BOV can put reasonable restrictions on recording to ensure that actions of the press or public do not disrupt the meeting.

You will, at times, have outside consultants present at your meetings. They will not be familiar with FOIA and may expect or request confidentiality that FOIA does not permit. The BOV and university staff should provide these consultants with information that will reduce the conflict between their expectations and what FOIA permits.

Do we have to tape record our meetings?

No. Recording meetings is not required. However, proper minutes must be taken and draft minutes, and later final minutes, must be posted to the web. The secretary to the BOV will ordinarily have this responsibility.³²

Do we have to have minutes taken?

Yes. FOIA requires that minutes be taken of every meeting, including retreats or work sessions. Also, draft minutes that fairly reflect actions taken must be posted on the web within 10 days following the meeting.³³

³⁰ § 2.2-3701

³¹ § 2.2-3700

³² § 2.2-3707

³³ § 2.2-3707(I)

Closed Meetings

What are the exceptions to open meetings? When can we hold a closed meeting? ³⁴

FOIA has 45 exceptions to the open meetings requirement, with more being adopted by the General Assembly each year. The exceptions most likely to be utilized by BOVs to justify closed sessions are:

- (1) *the personnel exception*: discussion, consideration, or interviewing of prospective candidates for employment; or the discussion of assignment, appointment, promotion, performance, demotion, salaries, discipline, or resignation of *specific* employees. This exception does *not* apply to discussion of members of the BOV themselves. It is also inapplicable to discussions of general school policy or operations – for example, reorganization – that would refer to reassignment or laying off of employees – unless the discussion centers upon *specific* employee(s).
- (2) *the scholastic record exception*: discussions or consideration of admission or disciplinary matters, or other matters that would involve disclosure of information in scholastic records (as defined in the act) of specific student(s). Generally speaking, however, the student or his lawyer is entitled to attend those closed sessions.
- (3) *the real property exception*: discussion or consideration of the acquisition or disposition of real property where open discussion would adversely affect the bargaining position or negotiating strategy of the institution. This exception does not apply once the real property has been acquired or disposed of, and does not include potential use of real property.
- (4) *the investment exception*: discussion or consideration of the investment of public funds where competition or bargaining is involved, where, if made public initially, the financial interest of the institution would be adversely affected. This exception might occasionally be invoked during discussion of endowment funds investment.
- (5) *the legal advice exception*: consultation with legal counsel for legal advice on specific matters, and briefings by staff members or consultants pertaining to actual or probable litigation.
- (6) *the development exception*: discussion or consideration of matters related to gifts, bequests, and fund-raising activities, and grants and contracts for services or work to be performed by the institution.
- (7) *the honorary degree exception*: the discussion or consideration of honorary degrees or special awards.
- (8) *the terrorism or cybersecurity exception*: discussions related to plans to protect public safety as it relates to terrorist activity and response to that activity. This exception also includes discussion of specific cybersecurity threats and vulnerabilities.
- (9) *the contract exception*: the discussion of the award of a public contract involving the expenditure of public funds where discussion in open session would adversely affect the bargaining position or negotiating strategy of the institution.

You should *always* consult with legal counsel well in advance of going into any closed meeting. The above are brief descriptions of exceptions for going into closed sessions – the “basics”. In each case, there are additional, specific legal criteria or requirements to be considered.

³⁴ For full list of exceptions see: § 2.2-3711(A). The Statute does refer to the exemptions for "closed meetings" but as will be discussed, a more accurate description is that they are a 'closed session' within a meeting. The terminology "closed session" will be used in these FAQs.

When are we *required* to go into closed session?

You are never required by law to go into closed session. FOIA gives the BOV the option of doing so when the topic of discussion falls within a FOIA open meetings exception.

What must we do to go in order to into closed session?

First, all meetings must have been properly noticed (discussed above). FOIA does not really permit a "closed meeting." All meetings are open, but for limited purposes, you may go into a "closed session." This is the case even if the only subject of the meeting is proper for closed session. A closed session may be held as a small part of a larger, open meeting, or a meeting may be called and noticed specifically for the purpose of having a closed session. But in any event, all meetings must first be convened as open meeting, and then proper procedures must be followed to go into closed session. Closed sessions must be followed by an open session certification that the closed meeting was proper.

A detailed motion must be made to go into closed session. That motion, which must be included in the open meeting's minutes, must identify: (1) the closed session's subject matter; (2) the closed session's purpose; and (3) the specific exemption under §2.2-3711(A) that applies. General references to FOIA or to the subject matter of the meeting do not suffice.³⁵

Your counsel can provide the Rector with a "script" to use in going into closed session.

What if we are in open session with only the Board and President in attendance, and we want to discuss something that we would ordinarily discuss in closed session. Can't we do that without going through the formalities since there is no one we need to exclude?

You certainly may hold the discussion without going into closed session, but there are some shortcomings to that approach, including that minutes would have to be taken, whereas minutes would not be mandated in closed session.³⁶

What can we discuss in closed sessions?

Once the BOV properly goes into closed session, you can discuss only those specific matters identified in the motion to go into closed session. For example, if the BOV went into closed session to discuss "personnel matters – specifically the salary of the president," the BOV could not discuss any other matter, not even a different personnel matter, even if that other matter might have been the proper subject of a closed session had it been included in the motion.³⁷

It's easy to stray from the topic identified in the motion for closed session. One responsibility of your counsel is to watch closely and call any deviation to your attention.

³⁵ § 2.2-3712

³⁶ § 2.2-3712(I)

³⁷ § 2.2-3712

Who is permitted to go into a closed session with the BOV?

Just because the BOV goes into closed session, it does not mean that everyone other than BOV members must be excluded. The BOV can allow any persons to attend that the Board feels are necessary to the discussion. That said, it is best to *only* allow those who are necessary to the discussion.

As of July 1, 2013, BOVs are required by law to always invite and include counsel in all meetings, including closed sessions.³⁸ The BOV is focused on conducting its business, and not focused on making sure they discuss only matters for which they went into closed session. It is very easy to stray from the central discussion, and the lawyer can focus attention on keeping the BOV within legal bounds. This is important in that each individual BOV member must certify upon leaving closed session that nothing was discussed other than the matter(s) mentioned in the motion to go into closed session.³⁹ Your counsel can also identify that legal advice may be needed when BOV members are unaware that legal issues are implicated.

Who decides when closed session is appropriate?

The BOV as a whole is responsible for deciding whether to go into closed session and who should be included and excluded. The BOV decides to go into closed session through passage of the motion to do so. As a matter of governance, the BOV as a whole should also actively decide who should stay and not rely solely on the rector, the secretary to the BOV or the President to make that call.⁴⁰

Barring unusual circumstances, for practical reasons, the President should remain in most closed meetings.

Can we vote in closed session?

Well, yes and no. The BOV can take non-binding votes – straw-polls, of sorts – to get a sense of how a public vote will go. No ‘official’ vote, however, may be taken. Any action that is required as a result of discussions in closed session must be taken after going back into *open meeting*. Members are not legally bound to vote in open meeting as they indicated they would in closed session.⁴¹

What do we do when we have finished our closed session discussions?

The BOV must reconvene, by motion, in open session following closed session, even if they have no more business to conduct. After the room is opened and visitors are informed that the meeting is now open, each member of the body must affirm by roll call or recorded vote that only those matters identified in the motion to close the meeting were discussed. Any member who believes matters outside the scope of the motion were discussed is to say so prior to the vote.

Failure to certify that the meeting was properly held does not affect the validity or confidentiality of matters discussed in the closed meeting or action taken on those matters later in open session. Deviation from the proper subject of the closed session and failure of a

³⁸ § 23-2.02

³⁹ § 2.2-3712(C), (F)

⁴⁰ § 2.2-3712

⁴¹ § 2.2-3711(B)

unanimous certification vote could, however, subject the BOV to harsh public criticism and individual members to monetary penalties.⁴²

May BOV members talk with other people about matters that were discussed in closed session?

There is no *legal* prohibition against BOV members revealing discussions held in closed sessions; nor may the BOV itself prohibit such. BOV members are officers of the Commonwealth, and within legal parameters, each must decide how to best execute their responsibilities to the Commonwealth and the institution. Common sense, professional norms, and individual consciences must dictate BOV members' actions. One notable exception from Federal law: FERPA does generally prohibit all school officials, including BOV members, from revealing information obtained from student records. Other privacy requirements outside of FOIA may exist under federal and state law. Please consult counsel if you have questions.

Should minutes be taken in closed session?

Not necessarily. There is no requirement that minutes be taken in closed session. Any minutes that *are* taken need not be disclosed. They *may* be released, however, in the BOV's discretion. In general, a BOV may prefer *not* to take minutes, in that there would then be no document that could inadvertently be released.⁴³

We hold an annual retreat. This is a very informal work/training session. No business is conducted and no action is taken. Do we have to advertise this meeting and allow the press and members of the public to attend?

Absolutely. Any get-together of three or more members at which the business or operations of the institution are discussed is a "meeting" under FOIA. Retreats and work session are no exception. They must be properly advertised, and must be open unless an exemption applies to a specific matter under discussion.⁴⁴

What is an executive session?

The term executive session no longer has any legal significance. Under FOIA there is a meeting and you are either in open session or closed session. For that reason, we strongly suggest that BOVs abandon using the terminology "executive session." Further, it is common for BOV members and others to confuse "executive session" and "executive committee."

Electronic Communication Meetings, or "Telephone Meetings"⁴⁵

May we hold a meeting by telephone or video?

Yes. Under FOIA, meetings to discuss or transact public business *generally* may not be conducted by telephone, video, or other electronic communication means. Instead, members must be physically assembled in one place. A BOV may, however, conduct a meeting through those means provided it strictly complies with the special FOIA provisions governing electronic communication meetings. Electronic communication meetings are referred in throughout these FAQs as "telephone meetings."

⁴² § 2.2-3712(D), (E)

⁴³ § 2.2-3712(I)

⁴⁴ § 2.2-3701

⁴⁵ All rules regarding Electronic Communication Meetings can be found in: § 2.2-3708-§ 2.2-3708.1.

How much notice must be given of telephone meetings?

The notice required for telephone meetings is three (3) working days – the same as for other meetings. As with other meetings, the secretary to the Board will ordinarily handle posting the proper notice. Again, if BOV bylaws require more than 3 days' notice, the longer notice period must be met.

There are very specific requirements regarding the notice that require many details about the meeting to be known in advance. For example, the notice must include the specific locations from which all members will participate.

May members of the board call in from different locations?

Yes, with some limitations. First, a *quorum* of the body *must* be physically assembled at the main meeting location. If a quorum is not gathered in one place, members may not discuss or transact business. If a quorum *is* gathered in one location, other members may call in from remote locations provided the locations were advertised in the notice and other statutory requirements are met.

May a member call in from wherever he or she happens to be at the time of the meeting?

No. In order to conduct a telephone meeting, each remote location must have been determined in advance and advertised to the public as a remote location of the meeting. Further, each and every location from which any member is participating in the meeting must be open to the public, and must be equipped with a speakerphone so the public can hear and participate. Any person attending the meeting at any of the meeting locations must be given the same opportunity to address the BOV as persons attending the primary location where the quorum is located.

If a remote location is noticed for the convenience of a member, then the member decides to attend at another location, may we then omit the original location?

No. Once a location is noticed as a remote location, public access must be provided at that location unless the entire meeting is cancelled and re-noticed for at least 3 days later.

Is it sufficient to allow public access to the 'main' meeting?

No. Every location of the meeting (that is, every location from which a member of the body participates) must be noticed as a public location and must be provided public access. The public at each location must have full access; that is, they must be able to hear (and see, in the case of video) and fully participate, including comment, to the same extent as the public at the 'main' meeting location. Also, at least one copy of the agenda and materials made available to the members of the body must at the same time be made available for public inspection; and a copy of those advance materials *and* materials distributed to the members of the body at the meeting must be made available for public inspection at *all* meeting locations.

May we use email to communicate between meetings?

The nature of the email use is an important factor in determining whether its use is proper.

There is nothing improper or illegal about using email in and of itself. Email provides a fast, efficient means of communication for you in your public service life, just as it does for you in your personal and professional life. Nothing prohibits the use of standard email for general communication between or among members. This type communication is analogous to mailing copies of a letter or mass distribution by fax, and is not specifically governed by the meeting provisions of FOIA.

It is important to note, however, that the *nature of e-mail use* will determine the legality of its use. No *lawful* meeting may be held by email. That is to say, if three or more members of a public body (or a quorum if less than three) do communicate by *instant* e-mail (otherwise known as IM, AIM, or 'chat', or if members are present at computers to simultaneously receive and send e-mail, that may well constitute an *illegal* meeting.

Where use of e-mail more resembles traditional communication through ordinary mail, with significant delay between receipt and response, then there is no "meeting" under FOIA. Where an exchange of e-mails resembles an assemblage of members of a public body, in that e-mails are being sent and responded to in quick fashion such that there is a feature of simultaneity, then such an exchange may be a "meeting" under FOIA, albeit an unlawful meeting.

BOV members should exercise *extreme caution* in the use of email. Use of distribution lists (that is, sending the same email to either the entire BOV or even to just two other members) could set the stage for an illegal meeting. Consider, for example, that a BOV member sends an email to all members of the BOV, and two of those members happen to be sitting at their computers - not an unlikely situation. If those two members respond to the message using function "reply all" within a short timeframe, we have an *illegal meeting*, subjecting the members to public criticism and the monetary penalties of FOIA.

Keep in mind, though, that emails are "records" under FOIA and must be produced in response to a request. (See below under "Records.") Be careful what you write!

What types of meetings may be held by telephone?

Any otherwise-permitted meeting of the BOV, including closed sessions and emergency meetings, may be held as a telephone meeting. Meetings of committees or subcommittees of the BOV may also be held as telephone meetings, but must comply with the same requirements as telephone meetings of the BOV itself.

May we hold all of our meetings as telephone meetings?

No, not all. You must hold at least one meeting annually where members are physically assembled at one location and where no members participate by electronic communication means.

Are there any special voting requirements for telephone meetings?

Yes. All votes at telephone meetings must be roll-call votes, recorded by name, and included in the minutes. This includes *pro forma* motions such as motions to adjourn.

Must the telephone meeting be tape recorded or minutes kept?

There is no requirement that the meeting be tape recorded. However, minutes must be kept just as with non-electronic meetings.

What if a phone goes out or there is some other problem with communication during the meeting?

If initial connection is not made with the remote location (e.g., member does not call in), then the meeting may not take place. The meeting may take place if the connection is made and available to the public even if the member is not at the location.

If, during the meeting, there is any interruption in the audio or video communication at any location - whether the primary location or a remote location - the meeting must be suspended immediately and may not be resumed until repairs are made.

May a member call in on the telephone and participate in discussion at a meeting so long as the member does not vote?

No. Not unless all the requirements for a telephone meeting are met, including 3 days' notice and public access. The *discussion or transaction* of public business by telephone is prohibited unless all requirements are met. A member may, however, call in from a location that has not been noticed provided the member *only listens*, and does not otherwise participate in any manner. However, the more conservative, and safer, approach would be to avoid this scenario.

May a BOV set up remote sites for public participation without 3 days' notice?

Yes, provided no *member* of the body participates from those remote sites. The telephone meeting provisions of FOIA are designed to limit *member* participation by electronic means, not *public* participation. Bodies may allow members of the public to call in; and may otherwise set up remote sites for public participation. Telephone meeting provisions do not apply unless a *member* is participating from a remote location.

What if a member is sick or has another emergency and can't be at the meeting?

A member who is sick and unable to attend, or who is otherwise prevented from attending because of an emergency, may call in without having given notice of the location to the public and without public being permitted to attend the remote location, provided (1) the BOV votes to permit the member to participate and (2) the minutes reflect specifically the illness, disability or emergency suffered by the member.⁴⁶ An obvious example of "emergency" would be a snowstorm that made roads impassable or hazardous; but there are countless other possibilities.

⁴⁶ § 2.2-3708.1

Emergency Meetings

What if the University or BOV have an emergency? Can we meet without three days' notice?

Yes. Notice that is "reasonable under the circumstances" must be given. In an emergency, notice must be given to the public and to BOV members at the same time. While "emergency" is not defined under FOIA, an emergency is best thought of an extremely urgent situation beyond the BOV's control. Delay or procrastination on the part of the BOV or institution does not make for an "emergency" under FOIA.⁴⁷

If we have an emergency, may we have a telephone meeting without 3 days' notice?

Yes. An "emergency" is an unforeseen circumstance rendering the notice required by FOIA impossible or impracticable, and which requires immediate action. If an emergency telephone meeting is called, reasonable notice under the circumstances must be provided the public. Generally, that would mean providing notice to the same persons as in a non-emergency by the most expedient method possible. Notice must be given the public contemporaneously with that given members of the body.⁴⁸

If an emergency telephone meeting is held, must public access be provided?

Yes. At an emergency telephone meeting, public access must be provided at all locations, just as in a non-emergency. Except for the requirement of 3 days' notice, bodies must meet all other telephone meeting requirements; for example, minutes must be kept. (See above.) Further, the minutes of the meeting must state the nature of the emergency.⁴⁹

RECORDS

What does FOIA require regarding public records?

In general, FOIA requires that unless an exception applies, all records in the possession of a public employee or officer (including BOV members) that relate to public business must be made available to Virginia citizens and members of the media upon request. They are entitled to read and inspect the document and to make copies. (Generally, institutions find it easier to simply provide requestors with copies rather than requiring the requestor to make the copies.) We generally refer to a request for public records as a "FOIA request."⁵⁰

What is a "public record"?

Public records are basically anything the institution and its officials and employees use to transact public business and record data, whether produced by them or others. Records include (among other things) paper documents such as copies of letters, contracts, memos, etc. Also included are video tapes and audio tapes; digital documents on computer hard drives and servers; and text messages on cell phones – in short, anything that records or documents public business – whether written on a digitally stored or chiseled onto a rock, or anything in-between.

⁴⁷ § 2.2-3707(D)

⁴⁸ § 2.2-3707, § 2.2-3708

⁴⁹ § 2.2-3707

⁵⁰ § 2.2-3704

If it's about public business, it's a public record.⁵¹ This includes anything in a member of the BOV's home or work computer or otherwise in their possession.

Don't FOIA requests have to be in writing?

Absolutely not. Any request made for records is a FOIA request, whether made orally, by letter, by email, or by carrier pigeon. Nor does the person requesting records have to use any magic words, such as "records," or "FOIA." The requestor is not required to tell you why he or she is asking for the records or what they intend to do with them; nor should you ask.

Whenever *anyone* asks you for *anything* related in *any way* to the business of your institution, you should report it immediately to the institution's FOIA officer - even if you do not have any records you believe to be responsive to the request. Others within the institution may have records responsive, and the institution is under a very tight time frame within which to produce the records or object to production.⁵²

Are there exceptions to the requirement that we produce requested records?

Yes. In fact, there are well over a hundred exceptions. Your responsibility as a BOV member is to report any request for records to your institution's FOIA officer or counsel. They will help you and others determine what exemptions might apply and how best to respond to the request.⁵³ The role of the FOIA officer is to assist in document collection to be responsive. Legal questions should be directed to legal counsel.

How long do I have to produce records in response to a FOIA request?

The institution has only 5 working days to initially respond, thus the importance of reporting any request immediately to the institution's FOIA officer. The FOIA officer will assist you and others in gathering documents and properly responding to the request. Even if the institution invokes the permitted extension of time, a final response must be made within 12 work days of the initial request, unless other arrangements are worked out between the FOIA officer and the requestor.

Never attempt to respond to a FOIA request on your own without consulting your counsel.

Would a FOIA request require me to give an account of some event I witnessed, for example, write a description of a discussion I had with another BOV member?

No. FOIA only requires the production of already-existing document. It never requires that a record or document be created. At times, though, an institution may find it preferable for any number of reasons to create a new document rather than producing the existing documents that were requested. That's fine, so long as the requester agrees.

⁵¹ § 2.2-3701

⁵² § 2.2-3700

⁵³ To view the exclusions *see*: 2.2-3705.1-2.2-3705.8.

What about my personal documents, including for example, handwritten notes such as those from meetings or discussions with alumni, email at home on my personal computer, etc.?

First, understand that *any* record (letter, memo, scribbled note, email, audio recording, or any other) that in any way relates to the business of the University is *not* a personal document or record, it is a *public record*. This is the case no matter where it resides – whether on campus, in your personal computer, on a computer server in Cyberland, in the glove compartment of your car. So in the event of a FOIA request to you, to the University, or to anyone at the University, those records would have to be produced if responsive to the request.⁵⁴

PENALTIES⁵⁵

So what if we violate FOIA? What's the big deal?

First, the big deal is that members of the BOV are entrusted with the public confidence, and a FOIA violation is breach of that trust. The General Assembly has determined that, with specific exceptions, the public's right to open government is not to be violated. Extreme embarrassment to both the University and you personally can result from FOIA violations.

Beyond that, any citizen can file a complaint in court if he believes FOIA has been breached. It is up to the officer or employee to prove that an exception to FOIA was properly applicable. If not successful, the offending officer or employee can be personally fined up to \$2000 for the first occurrence and up to \$5000 for additional occurrences.

⁵⁴ § 2.2-3701

⁵⁵ For violations and penalties *see*: § 2.2-3714.

THIS PAGE IS INTENTIONALLY BLANK

Student Representative Report to the Board of Visitors

RADFORD
UNIVERSITY

Omicron Delta Kappa (OΔK)

- Meeting with OΔK Representative Tim Reed (10/3)
- Mass email informing the campus of OΔK (10/10)
- Interest Meetings held (10/17 & 10/27)

Male Student Leadership Initiative

- Invited to serve on the Best Practices to Improve Retention Committee (10/6)
- Best Practices to Improve Retention Committee meetings (10/12 - 11/2)

RT02. New Freshmen Retention by Gender



Term	Female Cohort	Female Retained	Female Retention	Male Cohort	Male Retained	Male Retention
Fall 1996	868	672	77.4%	552	399	72.3%
Fall 1997	1,048	789	75.3%	571	416	72.9%
Fall 1998	1,011	774	76.6%	507	382	75.3%
Fall 1999	1,075	782	72.7%	580	431	74.3%
Fall 2000	1,081	863	79.8%	672	524	78.0%
Fall 2001	1,155	907	78.5%	720	546	75.8%
Fall 2002	1,109	873	78.7%	704	533	75.7%
Fall 2003	1,097	868	79.1%	703	499	71.0%
Fall 2004	1,135	902	79.5%	693	533	76.9%
Fall 2005	1,101	814	73.9%	792	583	73.6%
Fall 2006	1,045	814	77.9%	686	516	75.2%
Fall 2007	1,056	822	77.8%	785	615	78.3%
Fall 2008	1,119	874	78.1%	753	593	78.8%
Fall 2009	839	660	78.7%	608	439	72.2%
Fall 2010	1,068	853	79.9%	769	545	70.9%
Fall 2011	1,145	876	76.5%	890	637	71.6%
Fall 2012	1,166	932	79.9%	886	670	75.6%
Fall 2013	1,126	876	77.8%	860	606	70.5%
Fall 2014	1,159	902	77.8%	854	611	71.5%
Fall 2015	1,161	903	77.8%	799	553	69.2%



Source: Fall Headcount File

Campus Unity Fest

- Date and location for event confirmed (9/28)
- Planning committee formed (10/8)
- First planning committee meeting (10/26)

Student Engagement/Campus Events

- SGA Tailgate (9/24)
- Sunday Midday 5K (9/25)
- VIEWS: Life Through a Different Lens (10/5)
- Powder Puff Football Game (10/8)
- Homecoming/Family Weekend (10/14 - 10/16)
- VIEWS: A Global Perspective on Discrimination (10/20)



VIEWS: Life Through a Different Lens



Powder Puff Football



Sunday Midday 5K

Questions?

RADFORD
UNIVERSITY

THIS PAGE IS INTENTIONALLY BLANK

**Resolution for Approval of
Bachelor of Science in Computer and Cyber Science**

November 11, 2016

WHEREAS, the Department of Information Technology (ITEC) in the College of Science and Technology at Radford University proposes a Bachelor of Science in Computer and Cyber Science (BSCCS); and

WHEREAS, the BSCCS will build upon and extend the department's highly successful computer science degree and the undergraduate certificate in information security; and

WHEREAS, the proposed BSCCS program will prepare the next generation of security professionals; and

WHEREAS, the BSCCS program will provide a well-rounded curriculum by combining foundational computer science courses with security courses from the undergraduate certificate and new courses in reverse engineering and embedded device security; and

WHEREAS, student interest, alumni recommendations, and employment projections support the establishment of the BSCCS degree;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors approves the program for the Bachelor of Science in Computer and Cyber Science, CIP 11.1003 (hereafter "Program"); and be it further

RESOLVED, that the President and/or his designee(s) are hereby authorized to submit any and all documentation that may be required to receive approval of said program from the State Council of Higher Education of Virginia (SCHEV) and the Southern Association of Colleges and Schools Commission on Colleges.

To: Dr. Joe Scartelli, Provost and Vice President for Academic Affairs
Radford University

From: Orion Rogers, Dean
College of Science and Technology

Date: August 15, 2016

Re: Executive Summary of Proposed B.S. in Computer and Cyber Science

Introduction

The Department of Information Technology in the College of Science and Technology proposes to establish a Bachelor of Science in Computer and Cyber Science (BSCCS). The proposed degree focuses on cybersecurity and the vast array of foundational information technology and computer science topics needed for cybersecurity. Radford will become the second public university (the other being Old Dominion) with an undergraduate degree in in this field. The proposed BS degree will build upon the courses developed and taught in the Department's highly successful undergraduate certificate in information security. BSCCS will develop specialized competencies and skills to prepare graduates for entry-level careers in cybersecurity.

Security professionals constantly face new challenges in a rapidly evolving world. Increasingly sophisticated attacks force organizations to secure every aspect of their business from training personnel to hardening computing, networking, and data infrastructures. Bring your own device and the Internet of Things complicate security further. Many organizations are lowering costs with highly efficient, wireless accessible smart systems like HVAC. Protecting these systems requires security professionals with knowledge of embedded electronic devices. Traditional computer science degrees do not provide the breadth and depth of knowledge required to architect, develop, deploy, troubleshoot, plan, and manage security. The proposed BSCCS program will prepare the next generation of security professionals.

Justification

Computer science professionals with a deep understanding of cybersecurity are in high demand, especially those with an undergraduate degree in cybersecurity. According to Burning Glass' research, postings for cybersecurity jobs have grown 91 percent from 2010 to 2014. This growth rate is over three times faster than all Information Technology (IT) jobs. Furthermore, the Burning Glass Job Market Intelligence Report 2015¹ states that over 61 percent of the jobs require a B.S. degree or higher. This mirrors a similar conclusion by the Virginia Employment Commission and

¹ http://burning-glass.com/wp-content/uploads/Cybersecurity_Jobs_Report_2015.pdf

the U.S. Bureau of Labor Statistics (2012-2022) that cybersecurity entry-level jobs require a bachelor's degree.

Traditionally, cybersecurity has been taught as a set of courses in a Computer Science or IT bachelor's degree programs. However, the required skillset for security professionals is greatly expanding, thereby prompting the need for a dedicated degree program. Specifically, as cyber attacks become increasingly sophisticated and target new domains, such as the Internet of Things, a traditional bachelor's degree in computer science is insufficient to prepare for graduates to defend corporations and the nation. Well-rounded security professionals must possess:

- (a) A strong background in the vast fundamental computing principles of cybersecurity such as: operating systems, networks, coding and discrete mathematics;
- (b) Skills to design, code, deploy and administer security solutions based on knowledge of software, data and network security, and cryptography; and
- (c) Knowledge of computer and embedded device architectures to design and troubleshoot security issues with emerging non-traditional computational devices, such as smart devices used in homes and corporations.

The BSCCS program will provide a well-rounded curriculum by combining foundational computer science courses with security courses from the undergraduate certificate and new courses in reverse engineering and embedded device security.

Current Support for Cybersecurity

BSCCS builds upon and extends the Department's highly successful computer science degree and the undergraduate certificate in information security. Furthermore, Radford University is building a reputation for its strong cybersecurity education as indicated by the following accomplishments:

- (a) The National Security Agency (NSA) and the Department of Homeland Security (DHS) designated Radford University as a National Center for Academic Excellence in Cyber Defense Education for 2016-2021.
- (b) Radford University's Cyber Defense Club, a club consisting of students pursuing security courses, has consistently placed in the regionals of the National Collegiate Cyber Defense Contest (reaching the regionals four out of the last five years). Only eight out of a total of approximately 31 colleges in the mid-Atlantic region qualify for the regionals each year. Radford is the only public university in Virginia to do so consistently over the last five years.
- (c) Strong, well-established K-12 outreach to increase the pipeline of potential majors in cybersecurity into Radford University. This outreach, supported since 2013 through four yearly competitive grants from the NSA, has reached a network of over 30 public schools and governor's schools and five community colleges across Virginia. The outreach includes curriculum and course materials for high school students in cybersecurity, as well as training K-14 teachers to incorporate cybersecurity into their curriculum. This outreach

program has received prominence at national forums, such as the NIST sponsored National K-12 cybersecurity education conference where Radford University was the co-chair for the high school cybersecurity education outreach program.

- (d) Membership in national/federal advisory groups: Radford University has a working membership to set the national agenda in cybersecurity education through the National Initiative for Cybersecurity Education (NICE) Working Group (especially K-12) – initiated at the National Institute for Standards and Technology (NIST).

Employment Demand

The employment demand for cybersecurity professionals, including graduates from programs such as the BSCCS, cannot be overstated. The National Initiative for Cybersecurity Education (NICE) group at the National Institute of Standards and Technology (NIST), published a report (based on research by Burning Glass, the Bureau of Labor Statistics, and CompTIA) stating that *“cybersecurity jobs are in high and growing demand and that a critical shortage of qualified workers exists across the nation. Specifically, according to Burning Glass’ research, postings for cybersecurity jobs have grown 91 percent from 2010 to 2014. This growth rate is over three times faster than all Information Technology (IT) jobs.”* The Bureau of Labor Statistics Occupational Outlook Handbook² indicates the job outlook for 2014-24 is expected to be 18 percent, faster than average. The demand hits close to home: according to the *Burning Glass Job Market Intelligence Report 2015*³ the Commonwealth of Virginia currently ranks second in the country in total job postings in cybersecurity. In fact, Governor Terry McAuliffe’s Executive Order 8, issued in February 2015, stated that almost 17,000 jobs in cybersecurity are unfilled. Further, according to the Burning Glass research report, employers are demanding more education or experience for these cybersecurity jobs with almost 61 percent of the jobs requiring a BS degree. Data from the Virginia Employment Commission and the U.S. Bureau of Labor Statistics (2012-2022) leads to a similar conclusion: a bachelor’s degree or higher is typically required for entry-level jobs.

Projected Resource Needs

The BSCCS program is expected to incur modest start-up and maintenance costs as the program will leverage, to the extent possible, existing resources available to the Department. For the 2016-17 academic year, the Department converted an open Special Purpose position into a full-time temporary position. This position must be filled permanently with an experienced cybersecurity professional. Because this is a spin-off program, no additional faculty are needed to initiate the program. Additional faculty may be needed as enrollment increases. Existing hardware, software, and student laboratories are sufficient to initiate the program with future increases based on enrollment growth. The existing cybersecurity program currently incurs approximately \$5,000 per year. Funding for this expense comes from external grants with supplements as needed from the

² <http://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm>

³ http://burning-glass.com/wp-content/uploads/Cybersecurity_Jobs_Report_2015.pdf

Department and College budgets. This cost must be institutionalized to sustain the BSCCS program.

Summary

If approved, the proposed BSCCS will be one of only two undergraduate programs in Virginia to develop the highly competent professionals needed to meet the growing demand for cybersecurity professionals. The NSA/DHS designated Center for Academic Excellence and the robust K-12 outreach program will attract highly qualified students. The existing undergraduate certificate in cybersecurity, the award-winning cyber defense club, and emphasis on practical, hands-on experience will ensure that students develop the knowledge, skills, and experience that industry and federal agencies need. Extensive engagement with corporate partners across the state will expose students to career opportunities and retain graduates within the Commonwealth. Student interest, alumni recommendations, and employment projections support the establishment of the Bachelor of Science in Computer and Cyber Science degree.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

1. Institution	2. Program action (Check one): New program proposal _____ Spin-off proposal _____ Certificate proposal _____
3. Title of proposed program	4. CIP code
5. Degree designation	6. Term and year of initiation
7a. For a proposed spin-off, title and degree designation of existing degree program	
7b. CIP code (existing program)	
8. Term and year of first graduates	9. Date approved by Board of Visitors
10. For community colleges: date approved by local board _____ date approved by State Board for Community Colleges _____	
11. If collaborative or joint program, identify collaborating institution(s) and attach letter(s) of intent/support from corresponding chief academic officers(s)	
12. Location of program within institution (complete for every level, as appropriate). Department(s) or division of _____ School(s) or college(s) of _____ Campus(es) or off-campus site(s) _____ Distance Delivery (web-based, satellite, etc.) _____	

13. Name, title, telephone number, and e-mail address of person(s) other than the institution's chief academic officer who may be contacted by or may be expected to contact Council staff regarding this program proposal.

Bachelor of Science in Computer and Cyber Science Description of Program

Program Background

The Department of Information Technology in the College of Science and Technology at Radford University proposes a Bachelor of Science in Computer and Cyber Science (BSCCS) to begin in the Fall 2017. BSCCS builds on the Department's Bachelor of Science in Computer Science and undergraduate Information Security Certificate and creates a new program to prepare students to work in the emerging field of cybersecurity, developing, deploying, and managing security solutions for different computing infrastructures. The program will be initiated as a traditional in class program taught on the Radford University campus.

In addition to teaching traditional computer science concepts and principles, the BSCCS program will teach students: basic principles and concepts of information security; how to secure databases, operating systems, and computing systems; how to apply cryptography to secure data traveling across a network; basic principles of digital forensics; techniques to reverse engineer, analyze, and investigate computer systems; and how to develop policies and procedures to protect and govern information and maintain data quality and integrity.

In the past, a BS in Computer Science or Information Technology (IT) with a course in cybersecurity would have prepared students for these jobs. However, as the Internet of Things (IoTs) becomes more commonplace, so have the range of cybersecurity threats that target non-traditional computing platforms. Designing, developing, and deploying solutions for these threats requires traditional computer science skills, along with a deep emphasis on their application. This requires courses in areas such as: reverse engineering and security analysis. For instance, research from IBM in 2013 found out: *"there is more to teach and learn"* as the *"field of cybersecurity has significantly expanded with more domains to secure and more ways to attack"*¹. The report concludes with the need to expand cybersecurity learning into areas such as: protection of *"heterogeneous systems and real-time security analysis"*. To accommodate this applied nature of computer science, there is a need for a separate BS program that covers the vast field of cybersecurity and the wide array of foundational computer science/IT topics that cybersecurity builds on.

BSCCS will prepare graduates for entry-level positions in the cybersecurity field. These entry level positions include: engineers, managers/administrators, analysts, information security specialists/technicians, architects, and consultants².

¹ Cybersecurity Education For the Next Generation, Advancing a Collaborative Approach, IBM Center for Applied Analytics, 2013 (http://www-01.ibm.com/common/ssi/cgi-bin/ssialias?subtype=XB&infotype=PM&appname=CHQE_ED_ED_USEN&htmlfid=EDE12345USEN&attachment=EDE12345USEN.PDF)

² http://burning-glass.com/wp-content/uploads/Cybersecurity_Jobs_Report_2015.pdf

Engineers architect and develop security solutions for computing infrastructures. They are involved in secure design and coding of software, developing secure configurations/architecture, engineering cryptographic solutions, or analyzing network protocols for security issues.

Data, information and network security managers or administrators deploy and manage security solutions and troubleshoot issues, respond to intrusions, and/or perform security planning including developing security policies and procedures.

Architects, including security architects and network architects, develop and deploy secure configurations of network based computing infrastructure. Security consultants, such as network security consultants and infrastructure security consultants, deploy, debug, and perform security analysis of computing infrastructures. Their tasks also include malware analysis and intrusion handling. Security or information assurance analysts, perform risk management and assessment, audit planning, identify security threats, vulnerabilities and potential exploits, conduct penetration tests, and/or ensure legal compliance.

The program will develop the necessary skillsets for these jobs by covering a vast array of foundational topics such as: coding, operating systems, computer architecture, and networks, as well as the broad area of cybersecurity including: secure system design and implementation, risk assessment, security and systems analysis, security administration, security planning, intrusion detection, and digital forensics. BSCCS will accomplish this by building on the existing BS in Computer Science program.

The BSCCS will provide students the technical foundation to work in public and private organizations protecting the data, software, and hardware resources from criminal and espionage activities. The students will also learn the foundational issues with policy and procedures necessary for organizations to ensure the safe handling of data and management of resources.

Mission

BSCCS will contribute to the Commonwealth of Virginia and the nation by preparing students for careers in the cybersecurity field. These goals are entirely congruent with the mission of Radford University:

Radford University serves the Commonwealth of Virginia and the nation through a wide range of academic, cultural, human service, and research programs. First and foremost, the university emphasizes teaching and learning and the process of learning in its commitment to the development of mature, responsible, well-educated citizens. RU develops students' creative and critical thinking skills, teaches students to analyze problems and implement solutions, helps students discover their leadership styles, and fosters their growth as leaders. Toward these ends, the university is student-focused and promotes a sense of caring and meaningful interaction among all members of the University community. Research is viewed as a vital corollary to the teaching and learning transaction as it sustains and enhances the ability to teach effectively. Radford University believes in the dynamics of change and has a strong commitment to continuous review, evaluation, and improvement in the curriculum and all aspects of the University, so as to meet the changing needs of society (Radford University, 2013).

BSCCS directly supports Radford University's mission by:

1. Emphasizing teaching and learning through hands-on projects that require meaningful interaction with faculty and industry partners.
2. Cultivating creative and critical thinking to analyze problems and implement solutions.
3. Developing technical skills that will benefit employers and the IT discipline.
4. Creating high impact learning opportunities for undergraduates through project and research opportunities.

Admissions Criteria

Freshmen applicants to Radford University must submit the following:

1. Application form
2. Official transcript of high school work completed (must have completed Algebra 2)
3. Official copy of SAT or ACT score report (students with a 3.50 GPA on a 4.0 scale may elect to be considered for admissions without submitting either an SAT or ACT score)
4. International students must either take the SAT or TOEFL to prove competency in the English language (minimum TOEFL scores are 520 for paper based, 190 for computer-based or 68 or higher for Internet-based).

The BSCCS will have no additional admissions requirements beyond the requirements for admission to Radford University.

Target Population

The target populations for the BSCCS are students seeking to complete a bachelor level degree to enter the cybersecurity field in entry-level positions. Since Radford University primarily serves residents of Virginia, the majority of the students will likely be graduates from a Virginia high school or students who have completed classes in the Virginia Community College System.

Given the exceptionally high demand for cybersecurity in Virginia, the state is actively working to increase the pipeline of K12 students pursuing cybersecurity. In February 2014, the Governor of Virginia passed Executive Order 8 to establish Cyber Virginia and the Virginia Cybersecurity Commission to support activities that increase the pipeline of students from K12 for cybersecurity majors at the college/university level. Sample activities include: developing security curriculum and conducting summer camps in cybersecurity. Beginning in 2013³, the Department of Information Technology at Radford University initiated several outreach activities to boost the K12 pipeline in cybersecurity with support from five grants from the National Security Agency (NSA).

Student recruiting for the proposed BSCCS will leverage the outreach activities described above, along with the strengths of the University and additional outreach activities including:

5. Radford University is a National Security Agency(NSA)/Dept. of Homeland Security (DHS) designated National Center for Academic Excellence (CAE) in Cyber Defense Education. Among the many benefits, the CAE designation affords Radford national recognition and visibility from its prominent listing on the NSA/DHS websites. Further, this designation recognizes the rigor and high quality of Radford's computer science and security offerings – making the University attractive to prospective students.
6. Radford University faculty are members of the National Initiative for Cybersecurity Education (NICE) group created by the federal organization National Institute of

Standards and Technology (NIST). Radford faculty are active on the NICE K12 working group for cybersecurity education and regularly serve on national panels on K12 cybersecurity education. For instance, they chaired panels at the National K12 CyberSecurity Conference in Linthicum, Maryland in 2015^{3,4} and are doing so in 2016. The audience for these panels and work groups are K12/community college educators and decision makers. Recruitment efforts will include tapping this network to participate in Radford's outreach activities for recruitment.

7. K12 Cybersecurity outreach projects: With support from five grants from the National Security Agency (NSA) since 2013, Radford University developed a comprehensive two-tiered outreach program to increase the pipeline for cybersecurity at K12. This includes a motivational curriculum for K12 in security and teacher training to educators across Virginia. Some key outcomes of these activities include:
 - a) An annual cyber defense contest called *RUSecure?*: First conducted in Spring 2014, this contest is now drawing around 90 high school students from across Virginia's public schools each year. In 2016, the NSA awarded Radford University a grant to fund the prizes for this competition, thereby increasing the number of students the competition can support.
 - b) High school level cybersecurity course (ITEC 145) offered to students online: First offered in Spring 2015 (and offered every semester after that), this course has drawn over 25 students each semester from high schools, specifically: Radford City High School, Christiansburg High School, Blue Ridge Virtual Virginia Governor's School, Shenandoah Valley Governor's School, Southwest Virginia Governor's School, and Piedmont Governor's School. As a next step, the project proposes to make the course materials and lab resources available across Virginia through collaborations with community colleges.
 - c) Graduate level K12 teacher training course (ITEC 545): First offered in Spring 2016, over 44 teachers from 41 schools/community colleges across Virginia have either taken (in Spring 2016) or are currently taking (in Fall 2016) this course. This course equips teachers with the tools needed to start cybersecurity curriculum in their schools. In fact, most of these teachers are taking this course as they prepare to develop and introduce a cybersecurity curriculum in their respective school districts. Two NSA grants provided partial funding for this effort.
 - d) Community College outreach: Radford University is assisting regional community colleges (Virginia Western Community College and Virginia Highlands Community College) to develop cybersecurity curriculum in their colleges and meet the guidelines specified in Executive Order 8. Using this

³ Uppuluri. P, Panelist, Higher Education outreach efforts, National K12 Cybersecurity Education Conference, Linthicum, MD 2015 (<https://www.youtube.com/watch?v=yTnHHwI3D48>)

⁴ Uppuluri. P, Panelist, Higher Education efforts: prepping for cyber defense competitions, National K12 Cybersecurity Education Conference, Linthicum, MD 2015 [VIDEO]

collaboration as a template, Radford University is also developing a transfer guide for VCCS students to transfer to the proposed BSCCS program.

- e) Summer Bridge for High School students in cybersecurity: This program is conducted annually and draws female students from high schools, thereby providing an opportunity to participate in university level cybersecurity exercises for a week. Since 2009, around 25 female high school students have taken part in this exercise annually. In Summer 2016, part of this effort was funded with an NSA grant.

The outreach activities described above have enabled Radford University to establish a large network of collaborators in cybersecurity at the K12/community college level. We propose to tap into this network and continue these activities to attract students to the BSCCS program.

Curriculum

The proposed bachelor program is a spin-off degree from the Department’s current computer science degree. The program will combine the University’s CORE curriculum, core courses from the Department of Information Technology, courses from the Information Security Certificate, and newly developed courses to create a new 120-credit hour bachelor degree.

The table below provides a side-by-side comparison of the existing BS in computer science program (BSCS) and the proposed BSCCS program. The primary difference between these two programs is the additional 12 hours of cybersecurity education required by the proposed degree.

To graduate, all students must have a minimum overall 2.0 GPA and a minimum 2.0 in-major GPA. Students must complete the required courses and the necessary elective hours (free electives) from any university course to total 120 credit hours.

Current BSCS Program	Proposed BSCCS Program
<i>Core Curriculum (43-45 credits):</i>	
Univ. Core A:Core Foundation	12
Univ. B-Core Skills and Knowledge	16
College Core A-National and International Perspectives	6
College Core B-Supporting Skills and Knowledge	9-11
<i>Department of Information Technology core requirements (18 credits):</i>	
ITEC 110 - Principles of Information Technology	3
ITEC 120 - Principles of Computer Science I	4
<i>Core Curriculum (43-45 credits):</i>	
Univ. Core A:Core Foundation	12
Univ. B-Core Skills and Knowledge	16
College Core A-National and International Perspectives	6
College Core B-Supporting Skills and Knowledge	9-11
<i>Department of Information Technology core requirements (18 credits):</i>	
ITEC 110 - Principles of Information Technology	3
ITEC 120 - Principles of Computer Science I	4

ITEC 220 - Principles of Computer Science II	4	ITEC 220 - Principles of Computer Science II	4
ITEC 225 - Web Programming I	3	ITEC 225 - Web Programming I	3
ITEC 345 - Introduction to Information Security	3	ITEC 345 - Introduction to Information Security	3
ITEC 490 - IT Professionalism	1	ITEC 490 - IT Professionalism	1

Mathematics requirements (12 credits)

Mathematics requirements (12 credits)

MATH 151 – Calculus and Analytic Geometry I	3	MATH 151 – Calculus and Analytic Geometry I	3
MATH 152 – Calculus and Analytic Geometry II	3	MATH 152 – Calculus and Analytic Geometry II	3
MATH 251-Calculus and Analytic Geometry III	3	STAT 200 or 301 – Probability and Statistics	3
STAT 301 – Probability and Statistics	3	ITEC 122: Discrete Mathematics	3

Bachelor of Science requirements

Bachelor of Science requirements

Students must choose two courses from the following list: ASTR 111:ASTR 112; any Biology (except BIOL 301:BIOL 302); any Chemistry; any Geology (except GEOL 110, 205); any Physics (except PHYS 111:PHYS 112 and PHYS 221:PHYS 222 or PHYS 231); PHSC 301.	6-8	Students must choose any one course from the following list: any 500 or 600-level ITEC course approved by the Department Chair; MATH 152; ASTR 111, ASTR 112, any Biology (except BIOL 301 and BIOL 302); any Chemistry; any Geology (except GEOL 110 and 205), any Physics, or PHSC 301; CRJU 412	6-8
---	-----	--	-----

Information Technology core (27 credits):

Information Technology core (27 credits):

ITEC 122 – Discrete Mathematics	3	ITEC 310: C& UNIX	3
ITEC 320-Procedural Analysis and Design	3	ITEC 340 – Database Management Systems	3
ITEC 324 – Principles of Computer Science III	3	ITEC 350 – Computer Networking	3
ITEC 352 – Computer Organization	3	ITEC 352 – Computer Organization	3
ITEC 360-Data Structures and Analysis of Algorithms	3	ITEC 371 – Operating Systems	3
ITEC 370-Software Engineering	3	ITEC 445 – Computer System and Database Security	3
ITEC 371 – Operating Systems	3	ITEC 455 – Applied Cryptography and Network Security	3
ITEC 380-Organization of Programming Languages	3	ITEC 465 –Computer System Security Analysis and Investigation Techniques	3

ITEC 420-Computability Theory and Formal Languages	3	ITEC 466 – Information Assurance Program Management	3
<i>Restricted Electives (one of the following courses) (3 credits)</i>		<i>Restricted Electives (one of the following courses) (3 credits)</i>	
ITEC 315 – Graphical User Interface Design and Implementation	3	ITEC 360 – Data Structures and Analysis of Algorithms	3
ITEC 340-Database	3	ITEC 420 – Theory of Computation	3
ITEC 350-Introduction to Computer Networking	3	ITEC 370 – Software Engineering	3
ITEC 410-Modelling and Simulation	3	ITEC 460-Translator Design and Construction	3
ITEC 430-Computer Graphics	3	Any MATH 400 level course	3
ITEC 460-Translator Design and Construction	3	<i>Other required courses (3 credits)</i>	
ITEC 480-Artificial Intelligence	3	BLAW 203: Business Law 1	3
<i>Physics (7 credits)</i>			
PHYS 221-Physics	4		
PHYS 221-Physics	3		

Student Retention and Continuation Plan

Our student retention and continuation plan is to engage students in and out of the classroom through advising, active learning, and interaction with faculty.

Advising

The highest quality education requires effective feedback, guidance, and mentoring from dedicated faculty members. All students will be assigned to an undergraduate faculty advisor who will meet with the students at least once per semester to review student progress, discuss academic issues, and plan future course work for the student. Advisors will also guide students on elective courses and career options.

Active Learning

Classes in the Department of Information Technology balance theory with practice. Necessary theoretical background, concepts, and fundamentals are reinforced with hands-on learning experiences. Many courses utilize a flipped or hybrid delivery model providing online content accessed outside of class to maximize the amount of in-class time devoted to active problem solving and faculty/student interaction.

Interaction

Student interaction with faculty and professionals in the field is a key component of a student's education. Interactions create relationships that provide students encouragement and a support system to envision and implement their academic plans. Our program facilitates these types of

interactions by maintaining a small student to faculty ratio in Department classes, student clubs and organizations, one-on-one advising, independent studies, and student competition teams sponsored by the Department. The Department hosts the award winning Cyber Defense Club (CDC), along with the ACM Student Association and the Upsilon-Pi-Epsilon (UPE) Honors Society. Students in the CDC have regularly participated in several national level competitions and achieved great success including:

1. Qualifying (8 out of 30 colleges) for the Mid-Atlantic Collegiate Cyber Defense Contest in four of the last five years – the only public college/University in Virginia to do so; and
2. Placing in the top 100 of the individual student contest – the National Cyber League, out of over 1,500 students in the past three years.

The Cyber Defense Club attracts students from different majors including freshman. Since its start in 2012, the club has been very active organizing weekly events, inviting presentations from distinguished speakers, helping students get comfortable with computing environments, organizing socials, and travelling to various security conferences.

Faculty

The Department of Information Technology has 17 full-time faculty positions, 13 of which are tenure-track positions. Every member of the Department's faculty has earned a master's or a doctorate degree in an information technology field that contributes deep skills, knowledge, and expertise in the core areas of the Department's programs. A minimum of four or five faculty members are well qualified to teach the core courses. Nine of the Department's 17 faculty members have extensive educational and work experience in computer science and areas related to cybersecurity (e.g., networking, operating systems, database, and coding). These nine faculty members will be the primary instructors in the core cybersecurity classes. Additional faculty members are available to teach BSCCS courses.

The Department does not request any new faculty positions to initiate the program. Additional faculty may be needed based on increased enrollment.

Program Administration

The program will be housed within the Department of Information Technology. The Department Chair will be responsible for scheduling classes, providing required resources, and ensuring sufficient faculty are available with the required expertise to teach the required and selected elective classes. The chair may appoint a program director from the Department faculty to assist in administrative tasks associated with the program if necessary. The program director would have no credentials beyond those required to teach classes in the program.

Student Assessment

Students will be assessed using various instruments including (but not limited to): projects, homework assignments, lab exercises, presentations, reports, quizzes, and examinations. The Department will collect samples of student work for assessment. Assessment will follow the three year ABET lifecycle that the current BS in Computer Science and Technology program follows. As part of this assessment each course will be assessed to determine if it meets the learning outcomes once every three years.

In addition to gaining core competency in computer science, graduates of the program will be able to:

1. Identify threats, vulnerabilities, and attacks on computer based systems of varying complexity and sizes.
2. Apply physical, administrative, and technological security controls include secure coding, secure design principles, and secure operations in the development and installation of software and networking systems.
3. Reverse engineer and detect malware for various computer architectures such as: x86 and embedded devices.
4. Acquire and apply effective communication techniques and strategies appropriate to the field.
5. Conduct risk assessment and perform risk management.

The curriculum emphasizes strong theory complemented with hands-on application to achieve the learning outcomes below. Graduates of the program will have gained competency in the following learning outcomes:

1. An ability to apply knowledge of computing and mathematics appropriate to the area of computer science and/or security.
2. Ability to analyze a problem and identify and define the computing and/or security requirements appropriate to its solution.
3. Ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.
4. Ability to function effectively on teams to accomplish a common goal.
5. Understand professional, ethical, legal, security, and social issues and responsibilities.
6. Ability to communicate effectively with a range of audiences.
7. Ability to analyze the local and global impact of computing on individuals, organizations, and society.
8. Recognize the need for, and an ability to engage in, continuing professional development.
9. Ability to use current techniques, skills, and tools necessary for computing and/or security practices.
10. Ability to apply design and development principles including: secure design and development standards in the construction of software systems of varying complexity.
11. Analyze, secure and administer computer networks of varying design and degrees of complexity.

Table 1, shown on the following page, maps the outcomes described above to specific courses.

Table 1: Student outcome and courses that achieve those outcomes. (S: Strong, M: Medium, W: Weak. An empty cell indicates that the outcome is not necessarily met by the course)

Student Outcomes to Course Mappings (S: Strong, M: Medium; W: Weak)											
Course	1	2	3	4	5	6	7	8	9	10	11
ITEC-110	M	W	W	M	M		M	W	W		
ITEC-120	S	S	S	W	M		W		M	W	
ITEC-122	S	S	S							S	
ITEC-220	S	S	S		S	M	W	W	S	S	
ITEC-225	M	S	S		S		W	W	S	M	
ITEC-310	S	S							S	S	
ITEC-340	M	S	S						S	S	
ITEC-345	M	S	M		S			M	M	M	M
ITEC-350	S		S	S		S		S	S	S	M
ITEC-352	S	S	S						M	M	W
ITEC-360	S	S	S						S	M	
ITEC-370	S	S	S	S	M	S	S	M	S		
ITEC-371	S		S		M			M	M	M	W
ITEC-420	S	M	M							S	
ITEC-445	S	S	S					M	S	S	S
ITEC 455	S	S	S	S	M	S	W	S	S	S	S
ITEC 465	S	S	S	W				S	S	S	S
ITEC 466	S	S	S	M			S	S	S	S	S
ITEC-490					S	S	M	S			

Program Assessment

The Department of Information Technology currently offers three BS programs that are ABET accredited. Consequently, the Department has an extensive and well established assessment program. The Department maps all student learning outcomes to specific courses that support each outcome as shown in Table 1 above. Each student outcome is assessed by measuring student performance in all courses mapped to the outcome. Selected assessments are conducted every semester with all mapped assessments being completed in a three-year cycle. The goal for each student outcome is a measured student competency of 3.5 on a 5.0 scale. The Department leadership team reviews the data each year and initiates corrective action if necessary. The Department also does alumni and senior surveys to gather feedback on the program, as well as conduct a meeting with industry partners to get feedback on graduates and industry trends on an

annual basis. Data from the course based assessment, alumni survey, senior survey, and industry meeting is summarized and reports on assessment outcomes are generated each summer. The Department’s leadership team meets in the Fall to review the raw data and summary reports. The leadership team then decides what corrective actions and other program improvements are needed and an action plan is developed.

Prior to the beginning of the BSCCS program, the existing courses will be added to the established assessment rotation. This will follow a calendar (tentatively) as shown in Table 1. Assessment of student outcomes will begin in the first semester of the program. Course based assessment will be collected, summarized, and evaluated in Fall 2018 with corrective actions initiated by the Department leadership team if necessary.

Program Outcome	Supporting Assessments of Student Work Conducted in ITEC					
	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
	1	2	3	4	5	6
1		320	120, 281, 352, 420	220, 340, 371, 455	465	122, 360, 425
2	345	360		465	120, 220, 352	122, 225, 315, 325, 370, 425
3	120, 226	225, 360	122, 281	220, 315, 340, 371, 425	324, 352, 380	320, 325
4	110	350		325	370	
5		425, 485	220, 490	345	340	495
6		227			370	490
7		340	485, 490		370	495
8	490					345
9	220, 225, 226, 281	227, 315, 320, 425	380	325, 350, 455	324, 340, 445	335, 360, 370
10	465	466	345			320
11	465	466				

The BSCCS will begin in Fall 2017, and junior and senior level courses will be taught starting in the Fall 2017. This rotation will allow for new transfer students, as well as students who have taken the correct prerequisite courses, to select the BSCCS program and begin as juniors in Fall 2017. The first graduates from the BSCCS program are expected in Spring 2019. In the Spring 2019 semester, the Department will begin senior surveys of BSCCS graduates and a report will be generated that summer for departmental review in Fall 2019. The following summer, the Department will have alumni from the program who have been in the workforce for at least one year, and the annual process of alumni surveying will begin. This will provide for the last piece of the established assessment process in the Department, and a full set of assessment reports will

be created in Summer 2020 for leadership team review in Fall 2020. At this point, the Department will assess and report on the BSCCS in the same cycle as the three established ABET accredited programs with an annual data collection, analysis, review, and action plan creation process. A thorough review of the annual reports, action plans, and student outcomes are completed at the end of each three-year assessment cycle and improvements are determined and an action plan created.

The Department chair also creates an annual program review report for the Dean of the College of Science and Technology on each program in the Department. These reports provide a review outside the Department and are conducted under the auspices of the Radford University Office of Academic Assessment. The annual reports are the basis for the University's five-year cycle of review for every academic program and include, but are not limited to, topics including program viability numbers, student retention, faculty productivity, and program strengths and weaknesses. The annual program review documents for the BSCCS will begin with the 2020-21 academic year after the program has had its first graduates in Spring 2020.

Benchmarks of Success

The BSCCS will produce graduates prepared to obtain jobs in the cybersecurity field or to enter a graduate program. The following benchmarks will measure how successfully the program meets its goals:

1. The BSCCS will attract and retain students
 - a) Enrollment in the first year will equal at least 30 students (75 percent of the current number who are pursuing a BSCS degree with the undergraduate certificate in information assurance as a supplement).
 - b) In subsequent years, the enrollment will exceed the above number.
2. Eight-five percent of the program's seniors will report on the senior exit survey being satisfied or highly satisfied with the program.
 - a) Senior satisfaction will be reviewed annually and if the satisfaction is below 85 percent the leadership team will analyze the senior survey results and develop an action plan to improve satisfaction based on student responses.
3. Ninety percent of graduates are placed in appropriate employment or graduate school within one year of graduation.
 - a) Employment and graduate school acceptance rates will be determined from the alumni surveys and reviewed on an annual basis. If the goals are not met, the leadership team will work with survey results and industry partners to determine the reason and develop an action plan to improve the program.

Spin-Off

The BSCCS program is a spin-off of the existing Bachelor of Science in Computer Science degree program.

The current certificate program was created to allow students in the Computer Science and Technology and Information Science and Systems programs to develop a deeper understanding of information security. The existing program is a nine credit hour undergraduate certificate and requires the following coursework:

ITEC 345 – Introduction to Information Security	3
ITEC 445 – Computer Systems and Database Security	3
ITEC 455 – Applied Cryptography and Network Security	3

The BSCCS builds a bachelor level degree from the foundation of a nine credit hour certificate. Additional security classes, classes from the current Bachelor of Science in Computer Science and Technology program, and the required general education and Bachelor of Science electives are included to create a new 120 credit hour bachelor degree program. Due to the overlap with the existing computer science program and information security certificate, the new BSCCS program can be created without any additional faculty. The required new courses will be within the Department’s capacity and expertise to teach. The existing Information Security Certificate will continue to be offered as an option for students in the Computer Science and Information Systems programs.

Expansion of Existing Program

This program is not an expansion of an existing program.

Relationship to Existing Degree Programs

Although the proposed BSCCS is a stand-alone program, the BSCCS curriculum overlaps significantly with the existing Computer Science and Technology (CSAT) degree program, also taught in the Department of Information Technology. The BSCCS will require all of the Department’s core classes. ITEC 122 (Discrete Math) will also be a core requirement of the BSCCS program. The BSCCS program will differ from the existing CSAT program by requiring two additional security classes and one additional class requirement at the 400 level within the Mathematics Department. The program will also differ from each of the four concentrations currently offered by the CSAT degree. The table below shows the number of courses in the BSCCS program that are different from each of the CSAT concentrations.

Concentration	Number of Different Courses
Computer Science	6 courses (18 credits)
Networking	7 courses (21 credits)
Software Engineering	7 courses (21 credits)
Database	7 courses (21 credits)

The proposed BSCCS degree is expected to have an impact on the current computer science program. Many of the students pursuing the Department’s Information Security Certificate (approximately 90 each year) are majoring in computer science. Some of these students will change their major from CSAT to the proposed BSCCS program thereby reducing the number of majors in the CSAT program. Enrollment in the computer science program is very healthy with over 300 students. Losing some students to the proposed program will not hurt the viability of the CSAT program. Additionally, because the BSCCS shares a number of classes with the computer science program, enrollment in the CSAT courses should remain steady and eventually increase as the BSCCS program attracts new students.

Collaboration or Standalone

The proposed BSCCS degree is a stand-alone program.

Response to Current Needs

Over the last three decades, Computer Science has continued to be one of the most highly demanded and best paying majors^{5, 6}. Among computer science jobs, information security tends to be even higher in demand. The National Initiative for Cybersecurity Education (NICE) group at the National Institute of Standards and Technology (NIST)⁷ using research by Burning Glass, the Bureau of Labor Statistics, and CompTIA concluded that “*cybersecurity jobs are in high and growing demand and that a critical shortage of qualified workers exists across the nation. Specifically, according to Burning Glass’ research, postings for cybersecurity jobs have grown 91 percent from 2010 to 2014. This growth rate is over three times faster than all Information Technology (IT) jobs*”. The Bureau of Labor Statistics Occupational Outlook Handbook⁸ indicates the job outlook for 2014-24 is expected to be 18 percent, faster than average. Moreover, a heavy demand exists for cybersecurity workforce in Virginia but there is a critical shortage in the number of workers. Specifically, Virginia currently ranks second in the country in total job postings in cybersecurity according to the *Burning Glass Job Market Intelligence Report*⁹ (Figure 4), but almost 17,000 jobs in cybersecurity in Virginia are unfilled as stated by the Governor in his State of the Commonwealth 2016 address¹⁰. According to the Burning Glass research report, employers are demanding more education or experience for these cybersecurity jobs with almost 61 percent, of the jobs requiring a BS degree as shown in Figure 5. Data from the Virginia Employment Commission and the U.S. Bureau of Labor Statistics (2012-22) also come to the same conclusion (as shown in Figure 6): that a bachelor degree is typically required for entry-level jobs.

Top States by Total Postings*

	State	Total Postings	Location Quotient**	% Growth (2010-2014)
1	California	28,744	1.02	75%
2	Virginia	20,276	3.09	38%
3	Texas	18,525	0.92	113%

Figure 4: States with most cybersecurity jobs (source: Burning Glass Report 2015).

⁵ <http://www.bankrate.com/finance/personal-finance/high-paying-college-majors-1.aspx>

⁶ <http://www.forbes.com/pictures/lmj45jgfi/no-3-computer-science/#1d0ba3bd6323>

⁷ <http://csrc.nist.gov/nice/map/faq.html>

⁸ <http://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm>

⁹ http://burning-glass.com/wp-content/uploads/Cybersecurity_Jobs_Report_2015.pdf

¹⁰ <https://governor.virginia.gov/newsroom/newsarticle?articleId=13920>

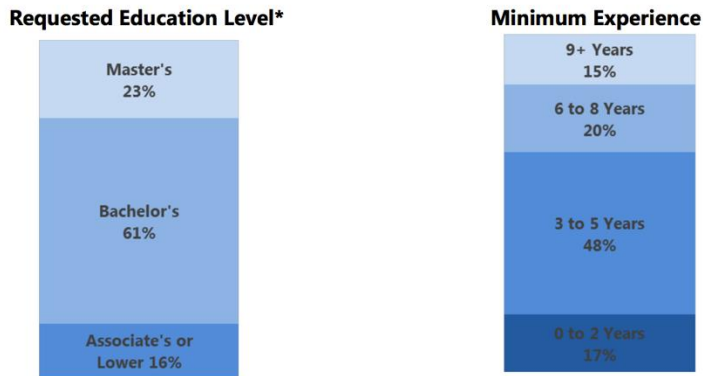


Figure 5: Education level for cybersecurity jobs (courtesy: Burning Glass Report 2016)

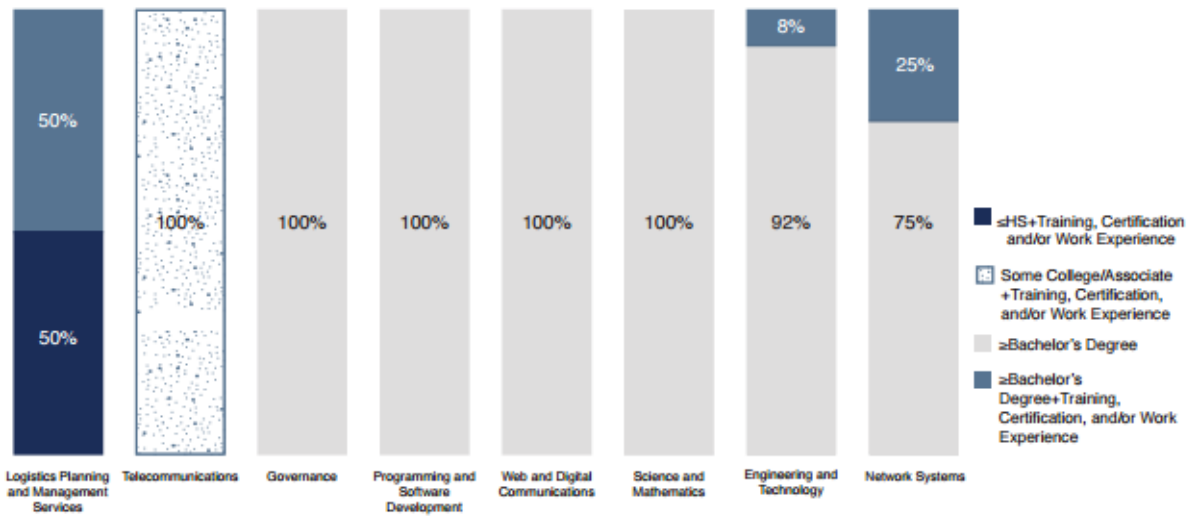


Figure 6: Predominant Education Level for Cybersecurity (source of this image is from the report: Virginia's 21st Century Career Pathway: Cybersecurity Page 12, Figure 4). The image shows that in most employment categories (Governance, Programming, Web, Science and Mathematics, Engineering and Technology and Network Systems), cybersecurity jobs require a bachelor degree or higher.

Employment Demand

The Commonwealth of Virginia has the highest concentration of cybersecurity positions in the country (Bureau of Labor Statistics refers to this field as 15-1122 Information Security Analysts).

States with the highest employment level in this occupation¹:

State	Employment	Employment per thousand jobs	Location quotient	Hourly mean wage	Annual mean wage
Virginia	10,270	2.82	4.75	\$50.34	\$104,700
California	7,700	0.51	0.86	\$51.06	\$106,200
Texas	6,170	0.55	0.93	\$42.99	\$89,410
New York	4,760	0.54	0.91	\$53.83	\$111,970
Florida	3,790	0.49	0.83	\$39.71	\$82,610

¹<http://www.bls.gov/oes/current/oes151122.htm#top>; Accessed 2/18/16.

As well as being a high demand field in Virginia, it is a high paid field with a mean annual wage of \$104,700.

The Bureau of Labor Statistics also expects this field to grow faster than average with an 18 percent, growth rate where the national average is seven percent and have a higher median pay of \$88,890 where the national median pay is \$35,540. The Bureau’s summary statistics are posted below.

Information security analysts work to protect a company’s computer systems².

Quick Facts: Information Security Analysts	
2014 Median Pay	\$88,890 per year \$42.74 per hour
Typical Entry-Level Education	Bachelor degree
Work Experience in a Related Occupation	Less than 5 years
On-the-job Training	None
Number of Jobs, 2014	82,900
Job Outlook, 2014-24	18% (Much faster than average)
Employment Change, 2014-24	14,800

² <http://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.html>. Accessed on 2/18/16.

Student Demand

In September 2016, three surveys were sent out to determine student demand for a Bachelor of Science in Computer Science and Cybersecurity. The first survey was sent to the 401 students currently majoring in Information Technology at Radford University. The second survey was sent to community college students at three colleges in the VCCS enrolled in IT classes. The final survey was sent to high school students in Virginia. The results from the three different groups are detailed below.

Radford University Department of Information Technology Student Responses

Of the 96 responding students, 20 were freshmen, 17 were sophomores, 29 were juniors and 30 were seniors. Respectively, 82 and 14 were majors in Computer Science and in Information Systems. Currently, 72 of the 96 were planning on getting the Department's Certificate in Information Security.

Among the 96 responding students, 59 said they were "Very Interested" in a new bachelor degree program in Computer Science and Cybersecurity. Another 25 were "Somewhat Interested" in the new security degree. When asked how likely they were to change from their current degree program to the new security degree program 35 said they were "Extremely Likely" and another 12 said they were "Slightly Likely."

How likely are you to change from your current major to a new degree program in Computer Science and Cybersecurity if it were to become available?

Answer	%	Count
Extremely Likely	36.46%	35
Slightly Likely	12.50%	12
Neither Likely Nor Unlikely	20.83%	20
Slightly Unlikely	15.63%	15
Extremely Unlikely	14.58%	14
Total	100%	96

Community College Student Responses

Surveys were sent to the community college from which the Department of IT receives the majority of its transferees. Contacts within the community college's IT programs were requested to ask students taking such classes to take the survey. Of the 66 respondents, all reported being currently enrolled in IT classes, and 39 considered it "Extremely Likely" they would be seeking a bachelor degree in the information technology field. Of the 66 students, 17 were "Very Interested" in a BS in Computer Science and Cybersecurity degree from Radford University, and 36 were "Somewhat Interested."

Would you be interested in a degree program in Computer Science and Cybersecurity at Radford University?

Answer	%	Count
Very Interested	27.76%	17
Somewhat Interested	54.55%	36
Neutral	12.12%	8
Somewhat Not Interested	3.03%	2
Not Interested	3.03%	2
Total	100%	66

High School Student Responses

Links to the high school student survey were distributed to high school students in Virginia through teachers who have established relationships with Radford University’s Department of Information Technology faculty. Of the 338 high school students who responded, 120 were seniors, 103 were juniors, 94 were sophomores, and 21 were freshmen. One hundred twenty-five reported as being “Extremely Likely” to major in a computer science or information systems discipline in college. When asked if they would be interested in a Bachelor in Computer Science and Cybersecurity, 76 reported being “Very Interested” and 98 reported being “Somewhat Interested.”

How interested would you be in a Bachelor of Science degree in Computer Science and Cybersecurity?

Answer	%	Count
Very Interested	22.49%	76
Somewhat Interested	28.99%	98
Neutral	20.12%	68
Somewhat Not Interested	12.72%	43
Not Interested	15.68%	53
Total	100%	338

Projected Enrollment

Year 1		Year 2		Year 3		Year 4 Target Year (2-year institutions)			Year 5 Target Year (4-year institutions)		
<u>2017 -</u>		<u>2018 -</u>		<u>2019 -</u>		<u>2020 -</u>			<u>2021 -</u>		
2018		2019		2020		2021			2022		
HDCT	FTES	HDCT	FTES	HDCT	FTES	HDCT	FTES	GRAD	HDCT	FTES	GRAD
20	_____	30	_____	36	_____	45	_____	14	50	_____	22

Assumptions

- 75 percent retention
- 90 percent full-time students, 10 percent part-time students, on average
- Full-time students will take 15 credit hours per semester.
- Part-time students will take 9 credit hours per semester.
- Full-time students will graduate in four years.
- Part-time students will graduate in seven years or less.

Duplication

Old Dominion University offers a BS in Cybersecurity through their Interdisciplinary Studies program, and the Volgenau School of Engineering at George Mason offers a BS in Cybersecurity Engineering. The proposed BSCCS is unique in that it is the first undergraduate cybersecurity degree based on in-depth computer science concepts and principles. The ODU degree is interdisciplinary, and the George Mason degree focuses on physical and hardware security.

<https://www.odu.edu/academics/programs/undergraduate/cybersecurity>

<http://advising.gmu.edu/wp-content/uploads/Cyber-Security-Engineering-Sample-Schedule-2016-2017-1.pdf>

Projected Resource Needs

The following items detail the resources necessary to initiate the proposed program.

Full-Time Faculty

No new faculty positions are needed. However, additional salary is needed for an existing Special Purpose Faculty position.

Graduate Assistants

One full-time graduate assistant is requested for the initiation year.

Equipment

The BSCCS program requires a dedicated external network connection that enables students to experiment with potentially harmful software, while insulating the University's network.

Part B: Fill in the number of FTE and other positions needed for the program

	Program Initiation Year		Expected by Target Enrollment Year	
	2017- 2018		2021- 2022	
	On-going and reallocated	Added (New)	Added (New)***	Total FTE positions
Full-time faculty FTE*	1.00	0.00	0.00	1.00
Part-time faculty FTE**	0.00	0.00	0.00	0.00
Adjunct faculty	0.00	0.00	0.00	0.00
Graduate assistants (HDCT)	1.00	0.00	0.00	1.00
Classified positions	0.00	0.00	0.00	0.00
TOTAL	2.00	0.00	0.00	2.00

*Faculty dedicated to the program.

**Faculty effort can be in the Department or split with another unit.

***Added after initiation year

Part C: Estimated resources to initiate and operate the program

	Program Initiation Year		Expected by Target Enrollment Year	
	2017- 2018		2022- 2023	
Full-time faculty	1.00	0.00	0.00	1.00
salaries	\$96,815	\$0	\$0	\$96,815
fringe benefits	\$28,596	\$0	\$0	\$28,596
Part-time faculty (faculty FTE split with unit(s))	0.00	0.00	0.00	0.00
salaries				\$0
fringe benefits				\$0
Adjunct faculty	0.00	0.00	0.00	0.00
salaries				\$0
fringe benefits				\$0
Graduate assistants	1.00	0.00	0.00	1.00
salaries	\$9,000	\$0	\$0	\$9,000
fringe benefits	\$0	\$0	\$0	\$0
Classified Positions	0.00	0.00	0.00	0.00
salaries				\$0
fringe benefits				\$0

Personnel cost				
salaries	\$105,815	\$0	\$0	\$105,815
fringe benefits	\$28,596	\$0	\$0	\$28,596
Total personnel cost	\$134,411	\$0	\$0	\$134,411
Equipment				\$0
Library				\$0
Telecommunication costs	\$6,000	\$0	\$0	\$6,000
Other costs				\$0
TOTAL	\$140,411	\$0	\$0	\$140,411

Appendices*

Appendix A – Sample Plans

Appendix B – Course Descriptions

Appendix C – “Abbreviated CV’s” for Faculty

Prem Uppuluri, PhD in Computer Science, 2003, Stony Brook University, Associate Professor of Information Technology. Specialization Area: security and privacy.

New Hire, PhD in Computer Science or related area, Special Purpose Instructor of Information Technology. Specialization Area: cybersecurity.

Appendix D – Employer Demand

Several prominent companies have agreed to write letters of demand for the BSCCS.

Appendix E – Employment Demand

We have collected 25 entry level job descriptions printed in mid-September 2016.

Appendix F – Student Demand

Several students from Radford University, Virginia community colleges, and Virginia high schools have agreed to write letters of demand for the BSCCS.

*Full Appendices provided in official SCHEV submission.

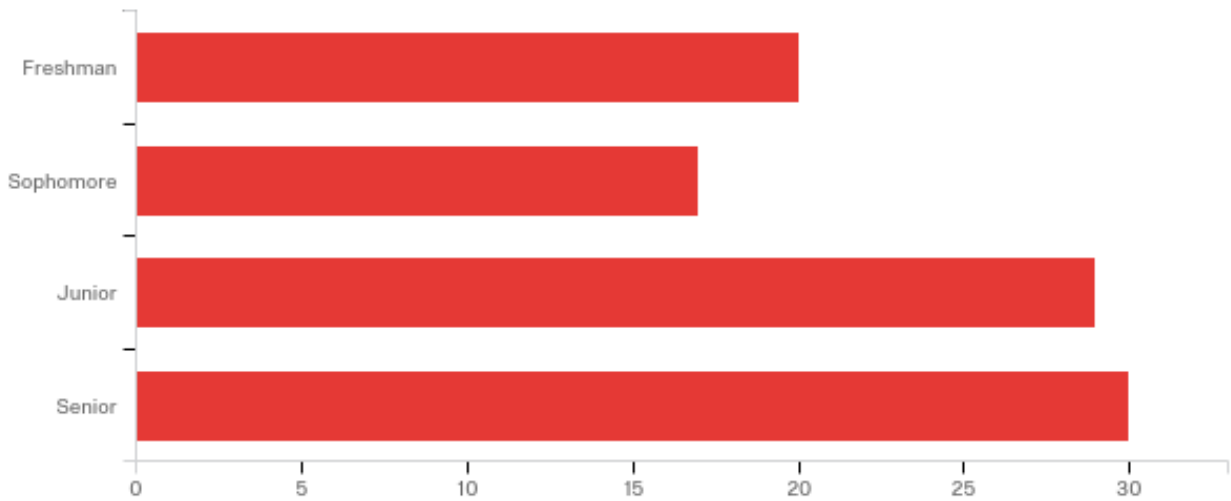
Appendix G – Students Needs Survey for Computer and Cyber Science BS Degree Program

Default Report

RU Student Survey-Security Degree

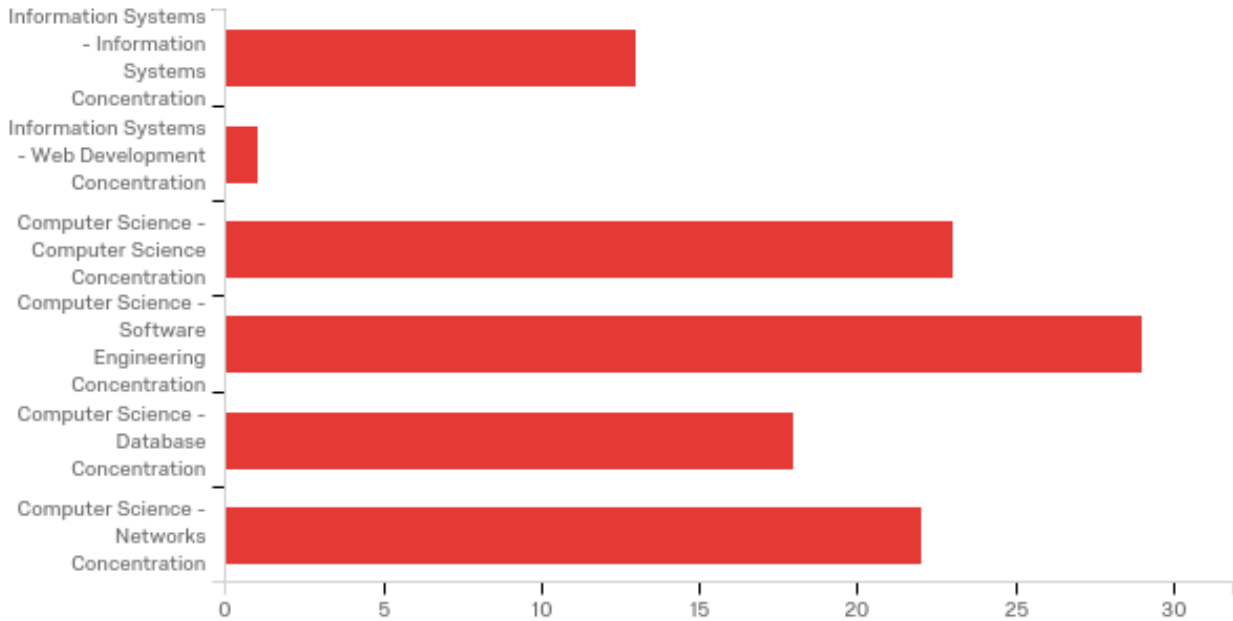
September 29th 2016, 9:02 am EDT

Q1 - You are a:



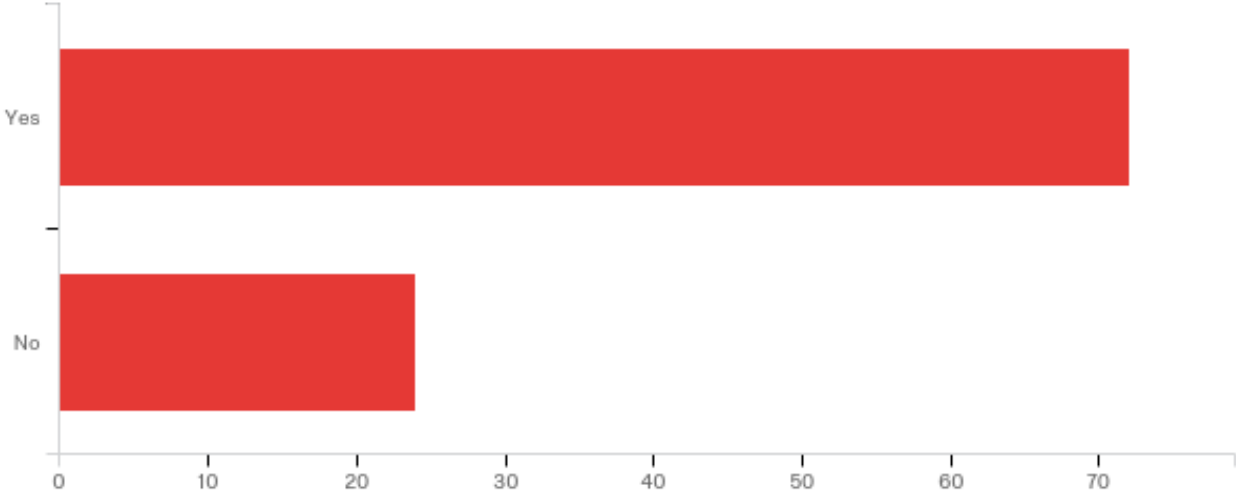
Answer	%	Count
Freshman	20.83%	20
Sophomore	17.71%	17
Junior	30.21%	29
Senior	31.25%	30
Total	100%	96

Q2 - Your Current Concentration (select all that apply):



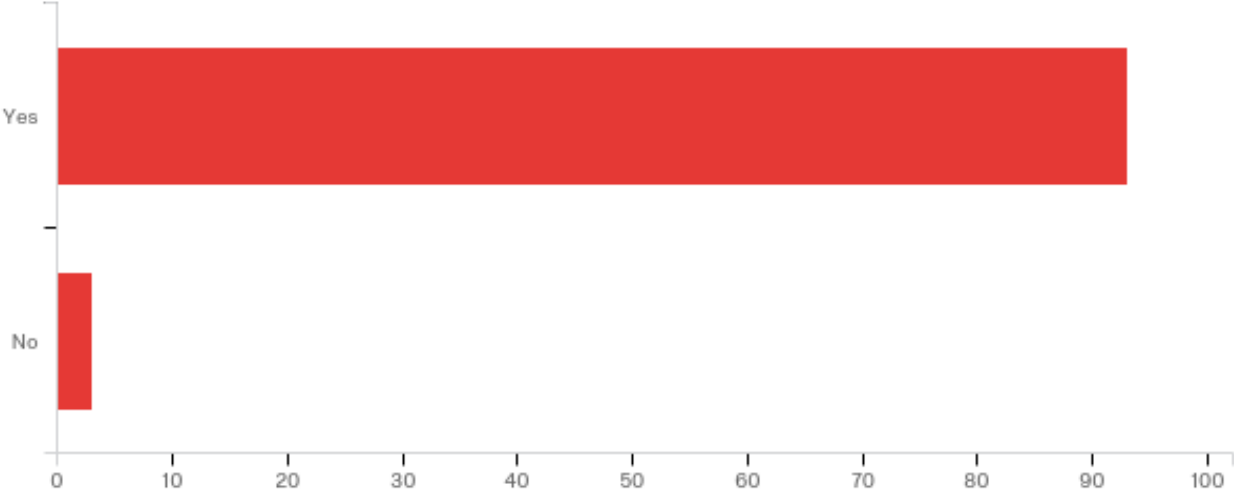
Answer	%	Count
Information Systems - Information Systems Concentration	13.54%	13
Information Systems - Web Development Concentration	1.04%	1
Computer Science - Computer Science Concentration	23.96%	23
Computer Science - Software Engineering Concentration	30.21%	29
Computer Science - Database Concentration	18.75%	18
Computer Science - Networks Concentration	22.92%	22
Total	100%	96

Q4 - Are you currently planning on getting the Certificate in Information Security?



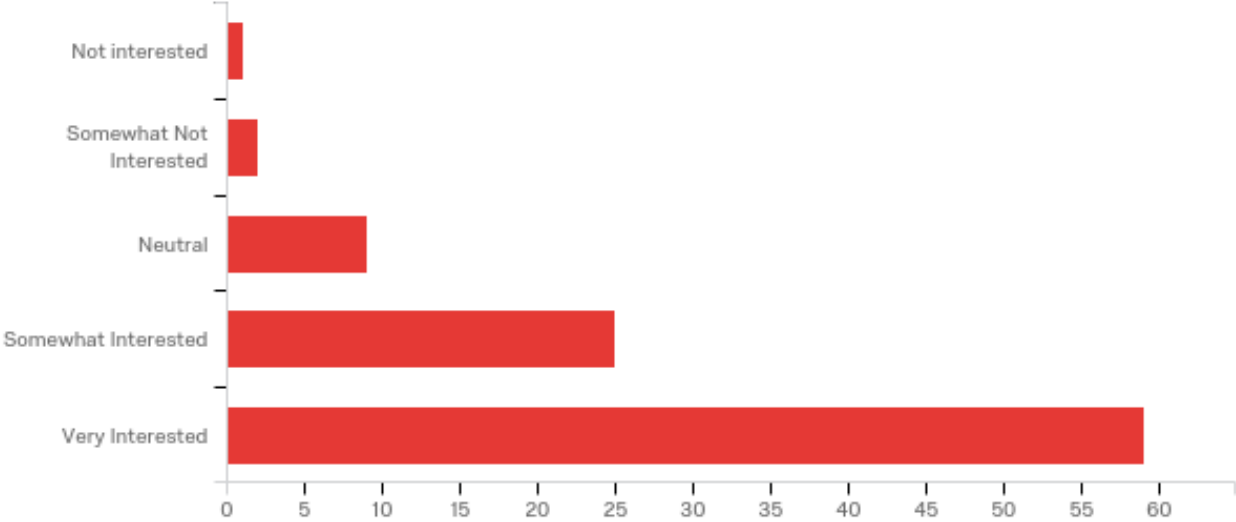
Answer	%	Count
Yes	75.00%	72
No	25.00%	24
Total	100%	96

Q5 - Are you currently planning on completing a Bachelor of Science degree (either at RU or another institution)?



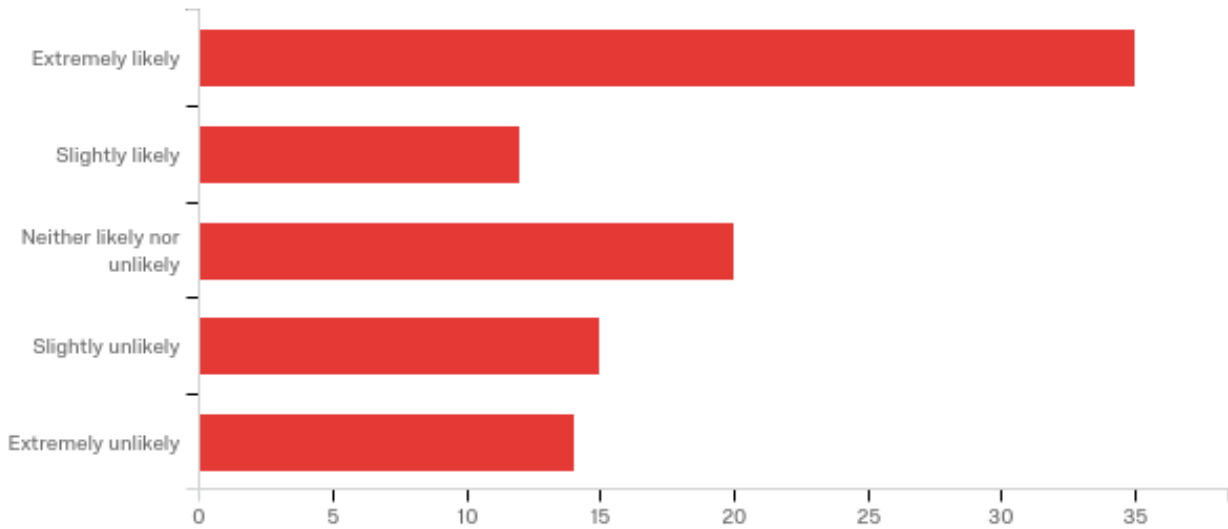
Answer	%	Count
Yes	96.88%	93
No	3.13%	3
Total	100%	96

Q6 - How interested would you be in a BS degree in Computer Science and Cybersecurity from the Department of Information Technology if one where offered?



Answer	%	Count
Not Interested	1.04%	1
Somewhat Not Interested	2.08%	2
Neutral	9.38%	9
Somewhat Interested	26.04%	25
Very Interested	61.46%	59
Total	100%	96

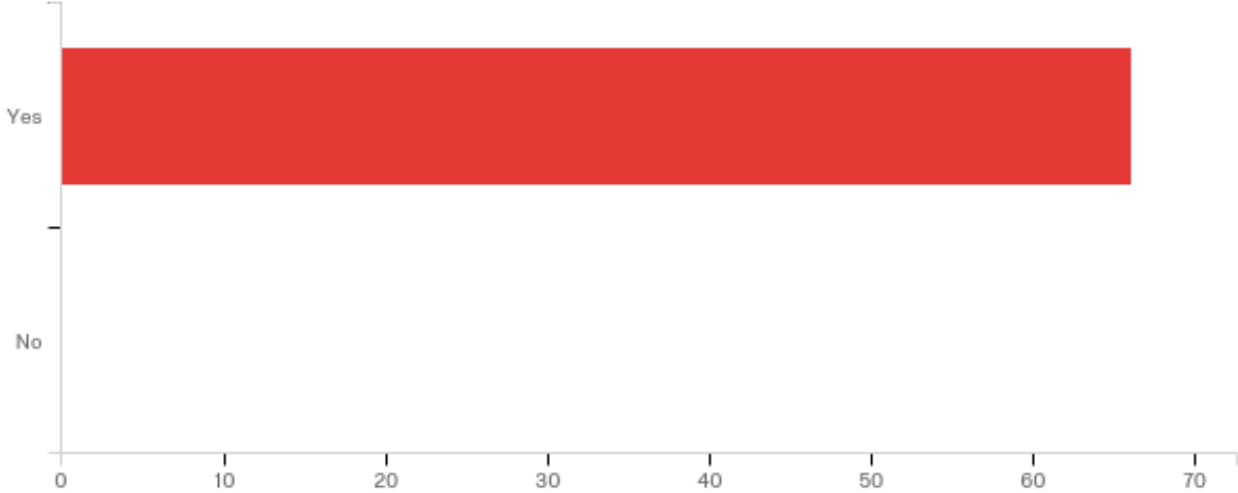
Q7 - How likely are you to change from your current major to a new degree program in Computer Science and Cybersecurity if it were to become available?



Answer	%	Count
Extremely Likely	36.46%	35
Slightly Likely	12.50%	12
Neither Likely Nor Unlikely	20.83%	20
Slightly Unlikely	15.63%	15
Extremely Unlikely	14.58%	14
Total	100%	96

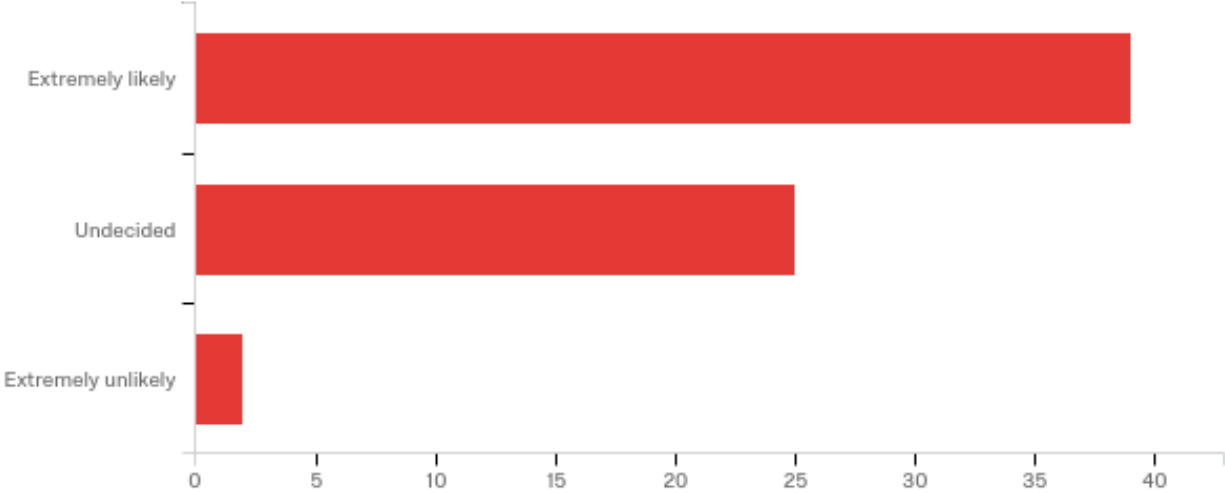
Default Report
 CC Student Survey - Security Degree
 September 29th 2016, 9:04 am EDT

Q1 - Are you currently taking CSC, ITP, ITN or ITD classes at a community college?



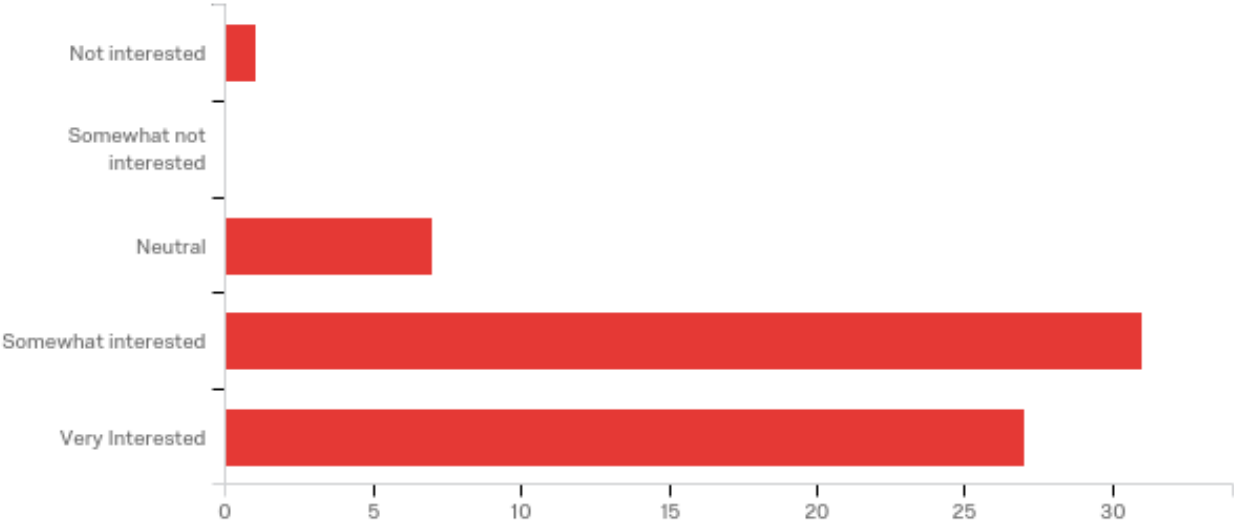
Answer	%	Count
Yes	100.00%	66
No	0.00%	0
Total	100%	66

Q2 - How likely are you to pursue a 4-year bachelor degree in the Information Technology field?



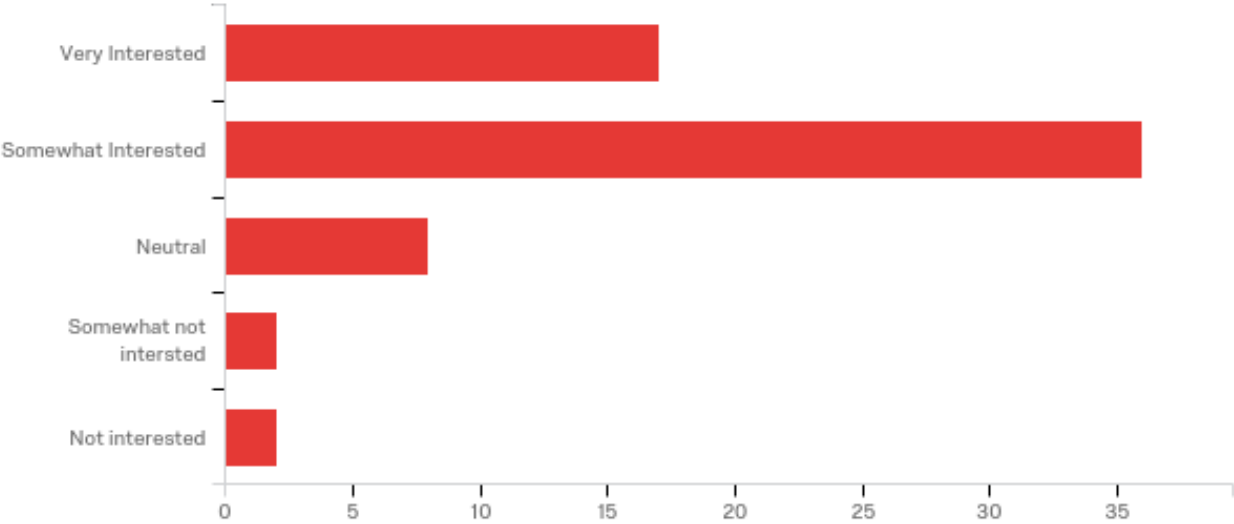
Answer	%	Count
Extremely Likely	59.09%	39
Undecided	37.88%	25
Extremely Unlikely	3.03%	2
Total	100%	66

Q3 - How interested would you be in a Bachelor of Science degree in Computer Science and Cybersecurity?



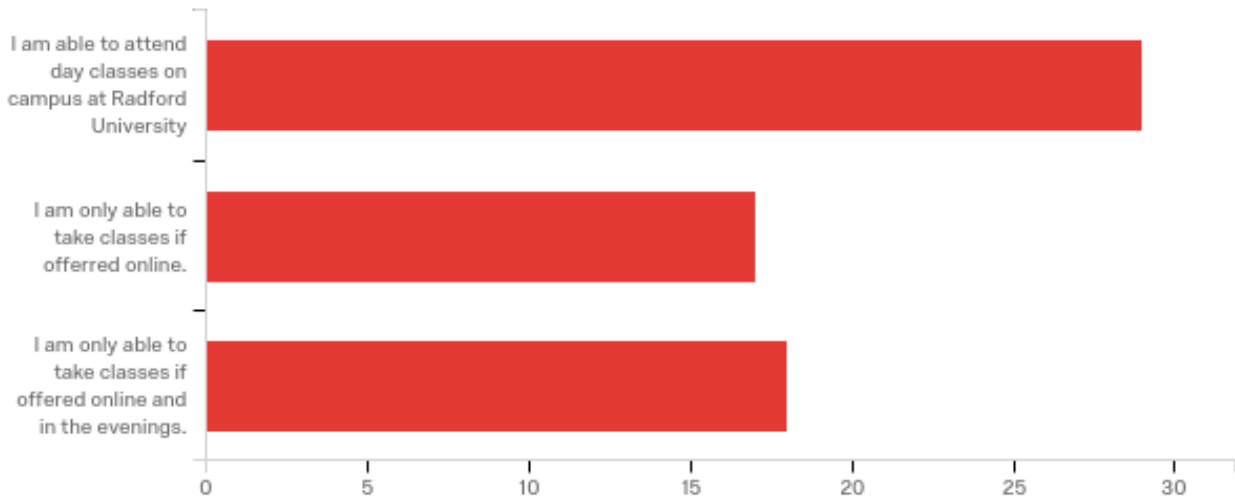
Answer	%	Count
Not Interested	1.52%	1
Somewhat Not Interested	0.00%	0
Neutral	10.61%	7
Somewhat Interested	46.97%	31
Very Interested	40.91%	27
Total	100%	66

Q4 - Would you be interested in a degree program in Computer Science and Cybersecurity at Radford University?



Answer	%	Count
Very Interested	25.76%	17
Somewhat Interested	54.55%	36
Neutral	12.12%	8
Somewhat Not Interested	3.03%	2
Not Interested	3.03%	2
Total	100%	66

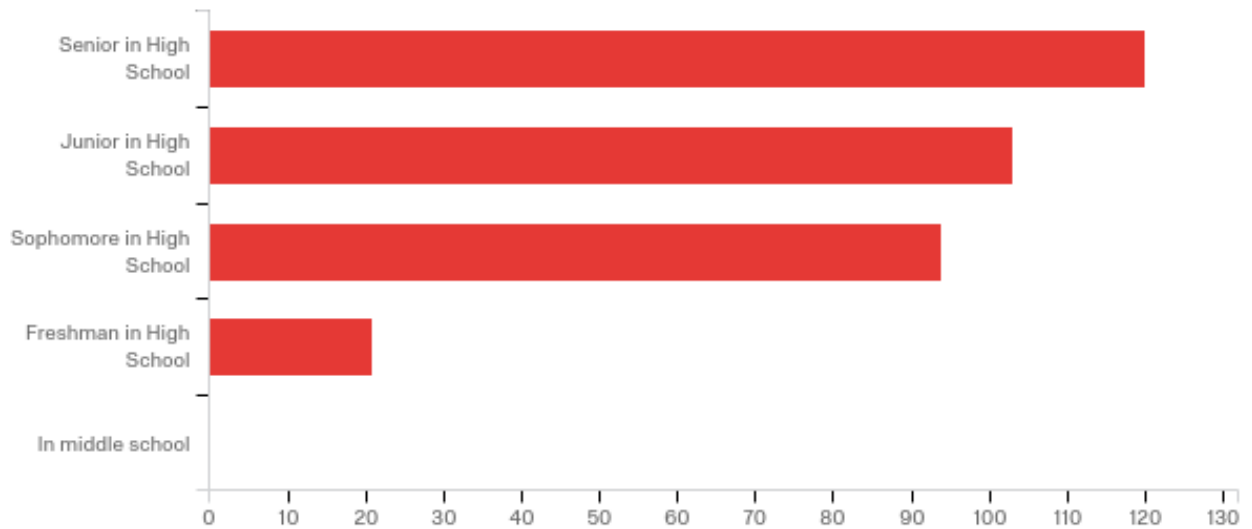
Q5 - Please select the response that best suits your situation.



Answer	%	Count
I am able to attend day classes on campus at Radford University.	45.31%	29
I am only able to take classes if offered online.	26.56%	17
I am only able to take classes if offered online and in the evenings.	28.13%	18
Total	100%	64

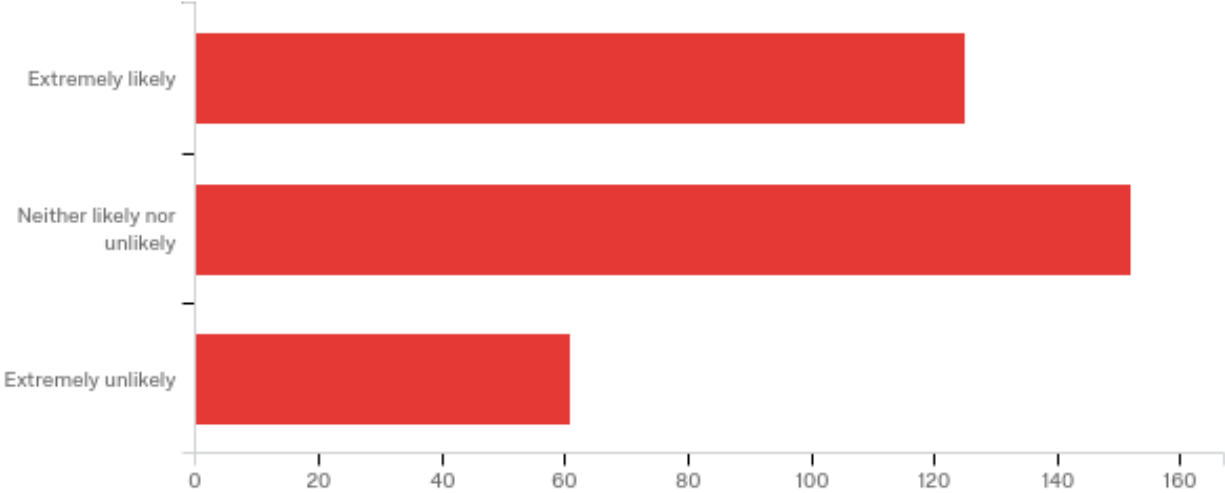
Default Report
HS Student Survey - Security Degree
September 29th 2016, 9:05 am EDT

Q1 - You are a:



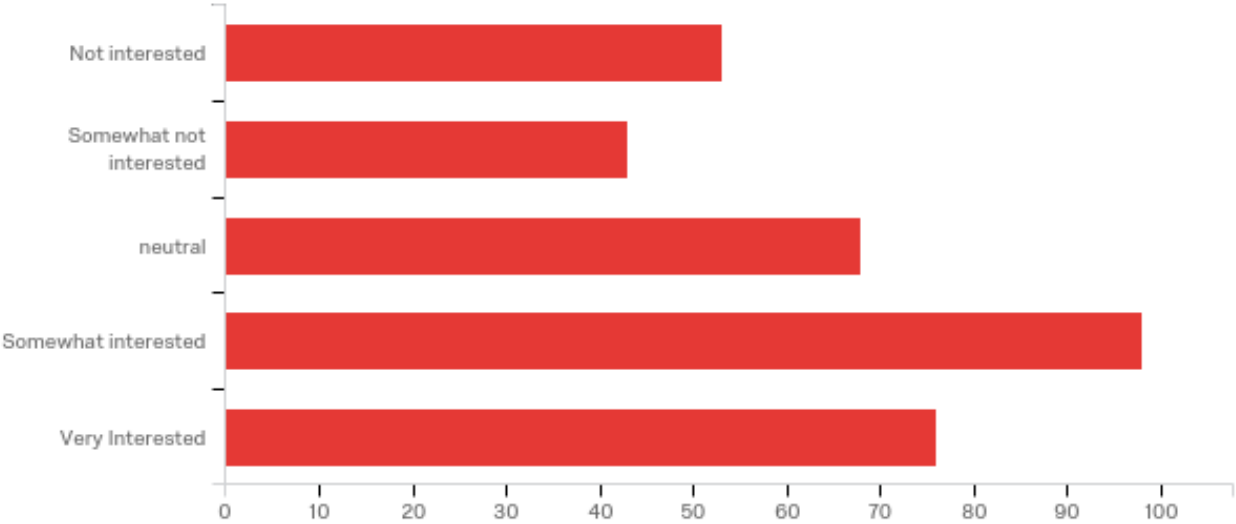
Answer	%	Count
Senior in High School	35.50%	120
Junior in High School	30.47%	103
Sophomore in High School	27.81%	94
Freshman in High School	6.21%	21
In Middle School	0.00%	0
Total	100%	338

Q2 - How likely are you to major in either computer science or information systems in college?



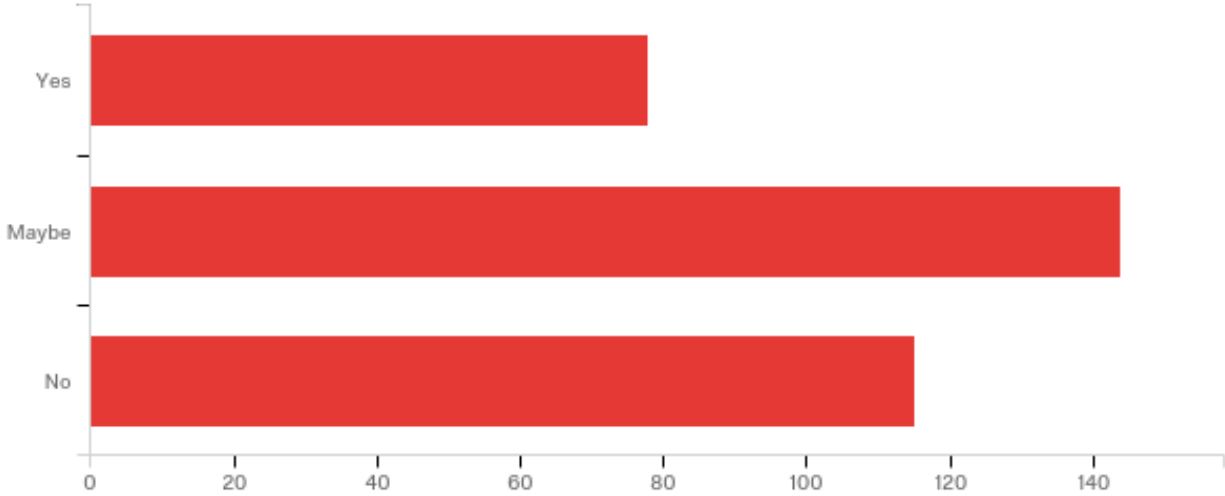
Answer	%	Count
Extremely Likely	36.98%	125
Neither Likely Nor Unlikely	44.97%	152
Extremely Unlikely	18.05%	61
Total	100%	338

Q3 - How interested would you be in a Bachelor of Science degree in Computer Science and Cybersecurity?



Answer	%	Count
Not Interested	15.68%	53
Somewhat Not Interested	12.72%	43
Neutral	20.12%	68
Somewhat Interested	28.99%	98
Very Interested	22.49%	76
Total	100%	338

Q4 - Would the development of a degree program focusing on cybersecurity increase your interest in Radford University?



Answer	%	Count
Yes	23.15%	78
Maybe	42.73%	144
No	34.12%	115
Total	100%	337

THIS PAGE IS INTENTIONALLY BLANK

**Resolution to Amend the
Teaching and Research Faculty Handbook**

November 2016

WHEREAS, All proposed changes to the *Teaching and Research Faculty Handbook* must be managed in accord with §5.0 of that handbook, and

WHEREAS, the authority to amend or revise the Faculty Handbook lies with the Board of Visitors. However, proposals for revising the Handbook may be initiated by faculty, administrators, the President, or members of the Board of Visitors. Revisions fall into two categories: (1) those required to ensure that the University is in compliance with state policies and mandates, and (2) those within the purview of the decision-making processes within the University, and

WHEREAS, revisions required to ensure that the University is in compliance with state policies and mandates, and that do not require a decision by University personnel, will be effected through an administrative update, with faculty being informed of the change and the reasons for it, and

WHEREAS, revisions within the purview of the decision-making processes in the University Internal Governance system will be considered by appropriate committees as defined by the Internal Governance system. Proposals for changes will be made in the form of text intended to replace a portion of the Teaching and Research Faculty Handbook, noting new language and striking out the old language, and

WHEREAS, it will be the Faculty Senate's responsibility to ensure that the general faculty is provided time and opportunity to review the proposed change so faculty can communicate with their senators prior to any action by the Faculty Senate.

WHEREAS, the Faculty Senate's recommendations on proposed revisions to the Teaching and Research Faculty Handbook will be forwarded to and approved by the President. The Provost will forward the Faculty Senate's recommendations to the Academic Affairs Committee who will in turn make recommendations to the member of the full Board of Visitors.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors of Radford University hereby approve in accordance with §5.0 of the *Teaching and Research Faculty Handbook*, Section 1.4.1.4.2: Evaluation Procedures for Special Purpose, Full-time Temporary, and Part-time Faculty is hereby amended to make changes to the timeline for student evaluations. Said section is to now read as follows (additions are in **red**, deletions are in ~~black~~):

Section 1.4.1.4.2: Evaluation Procedures for Special Purpose, Full-time Temporary, and Part-time Faculty

The Personnel Committee shall administer student evaluations of special purpose, and full-time temporary, **and part-time** faculty between the ~~twelfth~~ **thirteenth** and the fourteenth weeks of the semester for all courses, every semester. The appeals procedures shall also be the same as for tenure-track faculty.

and, be it further

RESOLVED, that in accordance with §5.0 of the *Teaching and Research Faculty Handbook*, Section 1.4.1.3: Student Evaluations of Faculty is hereby amended to amend the protocol in the language used to administer the student evaluations of faculty (additions are in **red**, deletions are in **black**):

Section 1.4.1.3: Student Evaluations of Faculty

To ensure standardized administration of student evaluations, PLEASE READ THE FOLLOWING TO THE CLASS (**do not omit or add anything**):

Part A— For all evaluations: Please read this before you begin.

*Student evaluations are an important part of each faculty member's overall evaluation. Professors will use comments you make to help them improve their teaching and classroom procedures. You are encouraged ~~asked~~ **asked** to be honest, ~~direct~~ **professional**, and thoughtful – ~~these evaluations are entirely confidential and students are not penalized for expressing their opinions about their professors.~~ **in your responses. Please be professional in your evaluation. Offensive comments (whether related to race, gender, age, disability, or culture) reflect poorly on you as an individual and on the Radford University community as a whole. This is not an image that we support or encourage.** No discussions should take place while you are completing the ~~form~~ **evaluation**: each ~~form represents one student's personal assessment~~ **student provides his/her independent** assessment of the ~~instructor and class~~ **course and the instructor. These evaluations are entirely confidential and they cannot be traced back to the people who complete them.** ~~After you complete this, the evaluation will be submitted to a secure server.~~ Instructors will not see the result of these evaluations until after course grades have been submitted. **Your comments are very important; consider them carefully.** You will receive a single sheet that includes the evaluation questions, responses, and a section in which to provide your comments about the course and the instructor. There are questions on both sides of the sheet. Please provide all of your responses on the form provided. So that it is scanned properly, be sure to complete the form using a pen with blue or black ink. Instead of bubbling in the response, use an X to mark your responses. If you wish to change a response, fill in the square completely where you placed the wrong answer and use an X to indicate your new answer. After you complete this, the evaluations will be placed in a sealed envelope by the person administering the evaluation.*

Part B— for paper evaluations

Read prior to administering paper evaluations in class. These instructions do not apply to other types of evaluations.

You will receive a single sheet that includes the evaluation questions, responses, and a section in which to provide your comments about the course and the instructor. There are questions on both sides of the sheet. Please provide all of your responses on the form provided. So that it is scanned properly, be sure to complete the form using a pen with blue or black ink. Instead of bubbling in the response, use an X to mark your responses. If you wish to change a response, fill in the square completely where you placed the wrong

~~answer and use an X to indicate your new answer. After you complete this, the evaluations will be placed in a sealed envelope by the person administering the evaluation.~~

~~Part B: for in-class, online evaluations. These instructions are to be read before administering online, in-class evaluations:~~

~~You will be given a piece of paper with a QR code on it. This is your personal link to the evaluation of the course and the instructor. No one else has this code and no one else can use it. Enter the code in your device, complete the evaluation according to online instructions, submit it, and you are finished. Throw away your code since it cannot be used again.~~

and, be it further

RESOLVED, that in accordance with §5.0 of the *Teaching and Research Faculty Handbook*, Section 1.4.1.3: Student Evaluations of Faculty is hereby amended to change the timeline and language used un the student evaluations of faculty (additions are in **red**, deletions are in ~~black~~):

Section 1.4.1.3: Student Evaluations of Faculty

Student evaluations for full-semester courses, **regardless of method of delivery**, shall be conducted between the ~~eleventh~~ **thirteenth** and fourteenth weeks of the semester; for half-semester courses they are conducted during the sixth week of the course. If all students in a course are not scheduled to meet simultaneously in the same place with an instructor or proctor between the ~~eleventh~~ **thirteenth** and fourteenth weeks of the semester, then the student evaluation may be administered electronically. In the case of ~~online~~ evaluations of **online courses**, the faculty member ~~must~~ **may** designate a 24-hour period within the specified window during which evaluations will take place. ~~Summer sessions are excluded, unless evaluations are requested by the faculty member.~~

and, be it further

RESOLVED, that in accordance with §5.0 of the *Teaching and Research Faculty Handbook*, Section 1.4.1.4.1. Evaluation Procedures for Tenured and Tenure-track Faculty is hereby amended to make new adjectival categories more aligned with implications and outcomes; the amendments are as follows (additions are in **red**, deletions are in ~~black~~):

Section 1.4.1.4.1. Evaluation Procedures for Tenured and Tenure-track Faculty:

The Department Chair shall assign a numerical value to the descriptive term that represents her or his assessment of a faculty member in each of the three evaluation categories, as follows:

Outstanding	4.5 - 5.0
Above Expectations	3.5 - 4.49
Meets Expectations	3.0 - 3.49
Meets Expectations Minimally Below Expectations	2.50 - 2.99
Below Expectations Unacceptable	Below 2.0 – 2.49

15-16.07—Motion on Timeline for Student Evaluations

Referred by: Faculty Senate Governance Committee

MOTION:

The Faculty Senate recommends the following changes to the *T&R Faculty Handbook* related to the timeline for student evaluations.

Current Language:

Section 1.4.1.4.2 Evaluation Procedures for Special Purpose, Full-time Temporary, and Part-time Faculty

...

The Personnel Committee shall administer student evaluations of special purpose and full-time temporary faculty between the twelfth and the fourteenth weeks of the semester for all courses, every semester. The appeals procedures shall also be the same as for tenure-track faculty.

....

Proposed Revision:

Section 1.4.1.4.2 Evaluation Procedures for Special Purpose, Full-time Temporary, and Part-time Faculty

...

The Personnel Committee shall administer student evaluations of special purpose, and full-time temporary, **and part-time** faculty between the ~~twelfth~~ **thirteenth** and the fourteenth weeks of the semester for all courses, every semester. The appeals procedures shall also be the same as for tenure-track faculty.

...

RATIONALE:

The *Handbook* currently specifies that student evaluations must be conducted between the eleventh and fourteenth weeks of the semester for tenured and tenure-track faculty (Section 1.4.1.3, item 1). The Handbook later specifies that student evaluations must be conducted between the twelfth and fourteenth weeks for special purpose, full-time temporary, and part-time faculty. This creates unnecessary complexity for Personnel Committees. The proposed revision extends the timeline for special purpose, full-time temporary, and part-time faculty to the eleventh to fourteenth weeks of the semester to be consistent with the timeline for tenured and tenure-track faculty.

In addition, Section 1.4.1.4.2 specifies “Part-Time Faculty” in the title of this section, but this group is not included in the handbook language. The change inserts “part-time faculty” in the first sentence of this section to rectify this error.

Passed October 29, 2015
Reconsidered April 21, 2016
[word changed in light of
passage of a later motion]

15-16.17—Motion for Changes to the Protocol for Administering Evaluations

Referred by: Faculty Senate Faculty Issues Committee

MOTION:

The following changes will be made under 1.4.1.3 Student Evaluations of Faculty:

Original language:

To ensure standardized administration of student evaluations, PLEASE READ THE FOLLOWING TO THE CLASS (**do not omit or add anything**):

Student evaluations are a very important part of each faculty member's overall evaluation. Professors will use comments you make to help them improve their teaching and classroom procedures. You are encouraged to be honest, direct and thoughtful – these evaluations are entirely confidential and students are not penalized for expressing their opinions about their professors. No discussions should take place while you are completing the form: each form represents one student's personal assessment of the instructor and class. After you complete this, the evaluation will be submitted to a secure server. Instructors will not see the results of these evaluations until after course grades have been submitted. You will receive a single sheet that includes the evaluation questions, responses, and a section in which to provide your comments about the course and the instructor. There are questions on both sides of the sheet. Please provide all of your responses on the form provided. So that it is scanned properly, be sure to complete the form using a pen with blue or black ink. Instead of bubbling in the response, use an X to mark your responses. If you wish to change a response, fill in the square completely where you placed the wrong answer and use an X to indicate your new answer. After you complete this, the evaluations will be placed in a sealed envelope by the person administering the evaluation.

Revised language:

To ensure standardized administration of student evaluations, PLEASE READ THE FOLLOWING TO THE CLASS (**do not omit or add anything**):

Part A— For all evaluations: Please read this before you begin.

*Student evaluations are an important part of each faculty member's overall evaluation. Professors will use comments you make to help them improve their teaching and classroom procedures. You are ~~encouraged~~ **asked** to be honest, direct **professional**, and thoughtful — ~~these evaluations are entirely confidential and students are not penalized for expressing their opinions about their professors.~~ **in your responses. Please be professional in your evaluation. Offensive comments (whether related to race, gender, age, disability, or culture) reflect poorly on you as an individual and on the Radford University community as a whole. This is not an image that we support or encourage.** No discussions should take place while you are completing the form **evaluation: each form represents one student's personal assessment student provides his/her independent** assessment of the ~~instructor and class~~ **course and the instructor. These evaluations are entirely confidential and they cannot be traced back to the people who complete them.** ~~After you complete this, the~~*

~~evaluation will be submitted to a secure server. Instructors will not see the result of these evaluations until after course grades have been submitted. **Your comments are very important; consider them carefully.** You will receive a single sheet that includes the evaluation questions, responses, and a section in which to provide your comments about the course and the instructor. There are questions on both sides of the sheet. Please provide all of your responses on the form provided. So that it is scanned properly, be sure to complete the form using a pen with blue or black ink. Instead of bubbling in the response, use an X to mark your responses. If you wish to change a response, fill in the square completely where you placed the wrong answer and use an X to indicate your new answer. After you complete this, the evaluations will be placed in a sealed envelope by the person administering the evaluation.~~

Part B— for paper evaluations

~~Read prior to administering paper evaluations in class. These instructions do not apply to other types of evaluations.~~

~~You will receive a single sheet that includes the evaluation questions, responses, and a section in which to provide your comments about the course and the instructor. There are questions on both sides of the sheet. Please provide all of your responses on the form provided. So that it is scanned properly, be sure to complete the form using a pen with blue or black ink. Instead of bubbling in the response, use an X to mark your responses. If you wish to change a response, fill in the square completely where you placed the wrong answer and use an X to indicate your new answer. After you complete this, the evaluations will be placed in a sealed envelope by the person administering the evaluation.~~

~~Part B: for in-class, online evaluations. These instructions are to be read before administering online, in-class evaluations:~~

~~You will be given a piece of paper with a QR code on it. This is your personal link to the evaluation of the course and the instructor. No one else has this code and no one else can use it. Enter the code in your device, complete the evaluation according to online instructions, submit it, and you are finished. Throw away your code since it cannot be used again.~~

RATIONALE:

Some concern has been expressed by faculty about the tone of comments made in evaluations. Without denying students the right to say whatever they want, we believe that it is possible to emphasize the need to be professional in their evaluations. This emphasis may come in several places. Here we propose small changes to the protocol included in the FTR handbook. We also are suggesting that the directions given in the protocol should be adapted to the medium used for the evaluation. This motion treats the protocol as consisting of two parts, A and B. A should be included with all evaluations. B will change according to the method of administration (email, QR code or paper). In the paragraphs above, areas in red are additions to the original.

Passed March 3, 2016

15-16.18—Motion on the Timing of Student Evaluations

Referred by: Faculty Senate - Faculty Issues Committee on behalf of the Student Evaluation of Faculty Committee

MOTION:

The following changes will be made under **1.4.1.3 Student Evaluations of Faculty:**

Original Language:

Student evaluations for full-semester courses shall be conducted between the eleventh and fourteenth weeks of the semester; for half-semester courses they are conducted during the sixth week of the course. If all students in a course are not scheduled to meet simultaneously in the same place with an instructor or proctor between the eleventh and fourteenth weeks of the semester, then the student evaluation may be administered electronically. In the case of online evaluations, the faculty member must designate a 24-hour period within the specified window during which evaluations will take place. Summer sessions are excluded, unless evaluations are requested by the faculty member.

Revised Language:

Student evaluations for full-semester courses, **regardless of method of delivery**, shall be conducted between the ~~eleventh~~ **thirteenth** and fourteenth weeks of the semester; for half-semester courses they are conducted during the sixth week of the course. If all students in a course are not scheduled to meet simultaneously in the same place with an instructor or proctor between the ~~eleventh~~ **thirteenth** and fourteenth weeks of the semester, then the student evaluation may be administered electronically. In the case of ~~online~~ evaluations **of online courses**, the faculty member ~~must~~ **may** designate a 24-hour period within the specified window during which evaluations will take place. ~~Summer sessions are excluded, unless evaluations are requested by the faculty member.~~

RATIONALE:

The current situation of administering electronic evaluations is unmanageable for the assessment office, due to the variations in requests for administration. The Student Evaluation of Faculty Committee asked us to work with it to resolve this problem while still meeting faculty needs to use electronic evaluations outside of the classroom. Although a two-week window for evaluations that are administered by email does not give faculty control over the precise date of administration, it does ensure that evaluations are conducted close to the end of the semester. It also enhances the likelihood that evaluations will be completed and turned in.

The proposed change eliminates the use of a 24-hour period to be designated by the faculty member and standardized the administration time for all courses to the thirteenth and fourteenth weeks of the semester. Departments and faculty may still choose the precise day of administration within the two-week window for evaluations administered in class. With online courses, faculty may email instructions to their class but they will not be able to enforce a 24-hour period. The latitude of the 24-hour period was the cause of a great deal of the administrative difficulties faced by the assessment office. It was also problematic since it did not relate to the procedure used for in-class evaluations.

This motion does not apply to summer sessions as they are generally not assessed or shorter sessions such as Wintermester. In those instances, the 24-hour window will continue to be the most effective solution, as long as students are pre-notified by email.

Passed March 3, 2016

15-16.29—Motion to Change Performance Outcome Categories

Referred by: Faculty Senate - Governance Committee

MOTION:

The Faculty Senate recommends the following changes under Item 3 in Section 1.4.1.4.1. Evaluation Procedures for Tenured and Tenure-track Faculty:

Current language:

The Department Chair shall assign a numerical value to the descriptive term that represents her or his assessment of a faculty member in each of the three evaluation categories, as follows:

Outstanding	4.5 - 5.0
Above Expectations	3.5 - 4.49
Meets Expectations	3.0 - 3.49
Meets Expectations Minimally	2.5 - 2.99
Below Expectations	2.0 - 2.49
Poor	Below 2.0

Revised language:

The Department Chair shall assign a numerical value to the descriptive term that represents her or his assessment of a faculty member in each of the three evaluation categories, as follows:

Outstanding	4.5 - 5.0
Above Expectations	3.5 - 4.49
Meets Expectations	3.0 - 3.49
Meets Expectations Minimally Below Expectations	2.50 - 2.99
Below Expectations Unacceptable	Below 2.0 - 2.49

RATIONALE:

Currently, the adjectival ranking for performance is as follows:

Outstanding: 4.5 - 5.0
Above Expectations: 3.5 - 4.49
Meets Expectations: 3.0 - 3.49
Meets Expectations Minimally: 2.5 - 2.99
Below Expectations: 2.0 - 2.49
Poor: Below 2.0

(1.4.1.4.1 Evaluation Procedures for Tenured and Tenure-track Faculty, p. 18)

- However, the standard used to determine post-tenure review is listed as follows:

A tenured faculty member whose overall evaluation rating falls below 3.0 or whose teaching rating falls below 3.0 is subject to post-tenure review which, after due process, may result in sanctions up to and including dismissal.

(1.4.1.4.1 Evaluation Procedures for Tenured and Tenure-track Faculty, p. 18)

As written, there is a conflict between obtaining a score that is considered “meeting expectations minimally” and being placed on post-tenure review. In fact, one is not meeting expectations if post-tenure review is triggered.

We move that new adjectival categories, more aligned with implications and outcomes, be used. Further, as there are no substantive differences between achieving rating in the 2.5 or 2.0 range, we collapse those two categories into a 1 point spread. Further, this one point range creates symmetry to the “above expectations” range. The Governance Sub Committee moves that the following change be made:

Outstanding: 4.5 - 5.0

Above Expectations: 3.5 - 4.49

Meets Expectations: 3.0 - 3.49

Below Expectations: 2.0 - 2.99

Unacceptable: Below 2.0

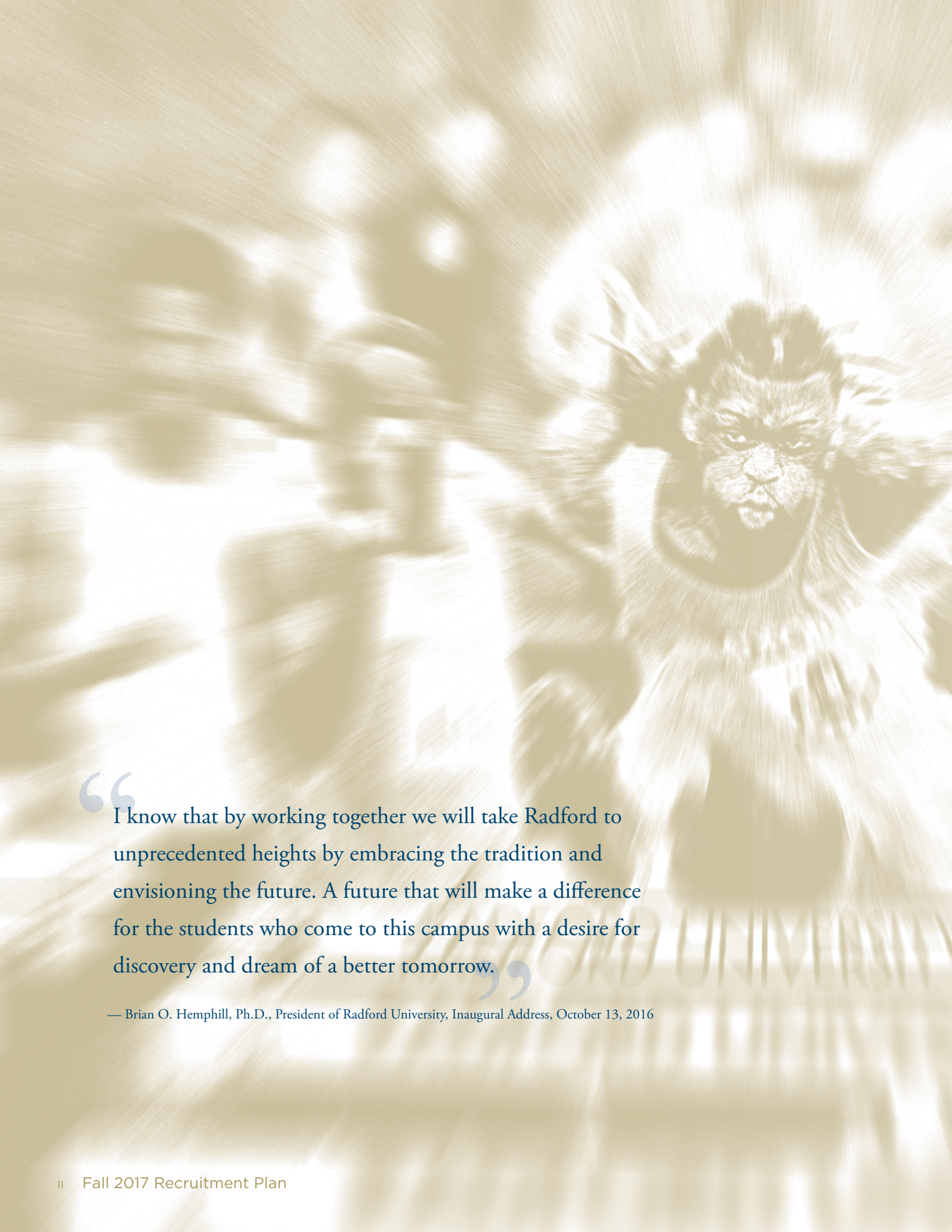
Passed April 21, 2016

THIS PAGE IS INTENTIONALLY BLANK

Recruitment
PLAN FALL
2017

There is tremendous momentum at Radford University

RADFORD UNIVERSITY



“ I know that by working together we will take Radford to unprecedented heights by embracing the tradition and envisioning the future. A future that will make a difference for the students who come to this campus with a desire for discovery and dream of a better tomorrow.”

— Brian O. Hemphill, Ph.D., President of Radford University, Inaugural Address, October 13, 2016

Table of Contents

2 Overview

4 Territory Management

5 Scholarships

6 Marketing and Communications

8 Application Growth (Freshmen)

10 Processes and Service

12 Early FAFSA

Special Target Populations:

13 Transfer Students

14 Latino Students

16 Conclusion



OVERVIEW

There is tremendous momentum at Radford University. Student-centered approaches fueled by new facilities and President Hemphill's arrival have contributed to forward thinking and a positive spirit. It is the ideal time to take on new opportunities and tackle challenges.

Fall enrollment at Radford University has declined since 2013. At that time, the university had 9,928 students, compared to 9,401 in fall 2016. The university has successfully managed the decrease but is well aware that enrollment must grow if we are to provide the best possible student experience and stabilize revenue.

Enrollment growth comes from two sources – new students and retention of students. Efforts are underway to improve on performance in both areas. This fall 2017 recruitment plan focuses on new students.

While this plan is short-term and tactical, we are building strategies and activities which will fuel future plans and the university's strategic planning effort.

We have set ambitious targets for fall 2017; we intend to increase enrollment by 10 percent for both new freshmen and transfer students. Success will result in 1,926 new freshmen, compared to fall 2016's 1,751, and 791 transfer students compared to 719.

“It is often said that demography is destiny, a phrase that reveals both how fundamental demographic projections are to effective educational planning and policymaking, and perhaps somewhat cynically, how difficult it can be to foster large-scale change in social and economic mobility.”

— WICHE, Policy Insights, April 2013, page 1

To successfully implement the tactics included in this plan, we must be:

- data-informed
- collaborative
- goal-oriented
- knowledgeable of competitive practices

In addition, we must work with a sense of urgency. Together, these principles underlie this plan and all of our work.

The plan outlines several very specific initiatives. They serve as highlights and examples of the thought processes and effort that need to take place to ensure success. There is much to do, and significant work is taking place around these activities and others not mentioned in this planning document.

To fully appreciate the tactics included here, a brief context may be helpful.

The recruitment arena is highly competitive, reflecting past, current and future demographic changes. In the state of Virginia, home to 93 percent of our freshmen, we expect growth of about 10 percent in the number of public and non-public high school graduates between 2017 and 2024. Each graduating class will grow in diversity, with the number of white/non-Hispanic students expected to decline as we see rapid increases in the numbers of Latino public high school graduates. Across the United States, high school graduating classes are *“ever closer to becoming ‘majority-minority’ in which no single race/ethnicity accounts for 50 percent of the total.”*

(WICHE, Policy Insights, April 2013, page 2)

Demographic shifts have led to intense competition for all student populations, including freshmen, transfers, graduate students and online learners.

Financial resources continue to pose a barrier to many students wanting to pursue higher education. While the statewide median income in Virginia is above the national median, a college education is perceived to be out of reach for many middle and low income students and families.

These issues serve as a backdrop for the opportunities and challenges we face. Successfully executing a recruitment plan requires people who believe in student success, in the value of meeting our ambitious goals, and ultimately in Radford University. We have those people at Radford. It is time to move forward.

Territory Management

SWOT Analysis

Strengths

Territory management structure is in place.

Weaknesses

The implementation of territory management has been limited/ viewed as a way to structure travel.

Opportunities

- Create enhanced sense of ownership/accountability on the part of territory managers.
- Share target enrollment and activity goals earlier in the process.
- Strengthen relationship building with prospective students, families and counselors.
- Establish territory outreach goals for 11 individual territory managers.

Collaborations

- Institutional Research
- Information Technology

What's New

Emphasis on territory management as more than a way to structure travel; it is a foundation for relationship building and ultimately success in new student enrollment. Through a variety of outreach activities, create opportunities for territory managers to engage with prospective students.

Critical Activities

- Create and share territory targets and create a data library of territory-based data.
- Bi-weekly meetings with Enrollment Management leadership and territory managers.
- Ongoing assessment of progress toward all goals.

Operational Values

Accountability
Engagement
Data-informed
Competitive Practice

Targets

Fall 2017:

Enrolled new freshmen
(+10% over fall 2016) = 1926

Enrolled new transfers
(+10% over fall 2016) = 791

To increase yield (of
admitted students)
to 30%+

Key Indicators

Fall 2017 new student
applications/admits/deposits/
enrolled - as a whole and
by territory.

Scholarships

SWOT Analysis

Strengths

Community is supportive of providing merit scholarships.

Weaknesses

Former scholarship application allowed for self-selection (only the most interested students applied) and delay in offering scholarships.

Opportunities

- Auto-Award.
- Offer scholarships to more students.
- Over time, enhance profile of incoming class.

Collaborations

- Finance and Administration
- Academic Affairs
- Information Technology

What's New

- Eliminate former scholarship application for freshman applicants.
- Auto-award admitted freshmen within two weeks of admission.

Critical Activities

- Confirm awarding strategy.
- Recruit/create communication path with students.
- Confirm process (Admissions, Financial Aid, Finance and Administration).
- Initiate award process - automate.
- Follow up with recipients.
- Monitor scholarship budget.

Operational Values

Recognition of student achievement

Affordability

Competitive Practice

Targets

Award scholarships within two weeks of admission offer.

Make first awards in early November.

Key Indicators

Number of awards offered/accepted/enrolled

Feedback from award recipients

Marketing and Communications

SWOT Analysis

Strengths

- Vice President for University Relations and staff have experience in branding and marketing and their application in new student recruitment.
- Hobson's Radius (CRM) is in place and functioning well. Admission staff is experienced in its use.

Weaknesses

Over time, communication paths with prospective students and families have come to emphasize electronic communication, which is important — however, communication needs to be multi-vehicle. There is little collaboration with others outside of admissions.

Opportunities

- To match branding and marketing efforts with targeted recruitment efforts (Royall).
- Examine communications flow to identify gaps, vehicles (telephone, social media, paper), audiences (parents, scholarship recipients), and “senders”. Fill gaps. Provide strong support to first generation. Review messaging for “Why Radford?” benefits and calls to action.

Collaborations

- University Relations
- Academic Departments
- Student Affairs

What's New

- Assessment of current communications to best support recruitment efforts.
- Bringing others (i.e. faculty) into the process.

Critical Activities

- Review communication plans for prospective freshmen, transfers and parents/families.
- Identify gaps and the best options to fill them.
- Reach out to potential partners (academic affairs, student affairs, etc.) to assist in creating new messaging.
- Strategically add print materials.
- Maintain ongoing conversations between University Relations and Enrollment Management regarding marketing activities (target audience, messaging and vehicles).

Operational Values

Engagement
Competitive Practice

Targets

Growth in volume of communications, usage of a variety of delivery vehicles, and partners providing messages.

Ongoing assessment of University Relations' marketing efforts to impact new student recruitment.

Key Indicators

Feedback from target audiences.

Enhanced communication paths.

Measure responses to calls for actions.

“There are specific triggers that move the student through the enrollment cycle: submitting an application, making an admissions deposit, enrolling in class. With each step there’s an opportunity for communication and outreach to that student to keep them engaged.”

— Student Recruitment Strategies:
Think Like a Student, Blackboard Blog, March 23, 2016



Application Growth (Freshmen)

SWOT Analysis

Strengths

To assist in growing the freshman application pool, the university has partnered with Royall & Co. Royall has decades of experience in higher education and is recognized for strong analytics and strategic guidance.

Opportunities

- To partner with an organization offering significant proven recruitment strategies; experience with over 200 higher education institutions.
- To examine university recruitment practices informed by Royall's expertise. (The map on the following page shows target markets for 2017 and beyond. Going forward, these target markets will inform recruitment and marketing efforts.)

Collaborations

- Information Technology
- University Relations

What's New

Royall has a new partnership with Radford University Advancement. The partnership requires us to think differently about recruitment work - from the traditional funnel to how we process applications to activities to engage students and move them from admitted to enrolled.

Critical Activities

Activities designed to support early October application and campaign launch have been underway since July. They include Information Technology efforts, staffing to support anticipated increased number of applications, materials review/feedback and consideration of targeting approaches.

Operational Values

Accountability
Engagement
Data-informed
Competitive Practice

Targets

Fall 2017:

Enrolled new freshmen (+10% over fall 2016) = 1926

Enrolled new transfers (+10% over fall 2016) = 791

Key Indicators

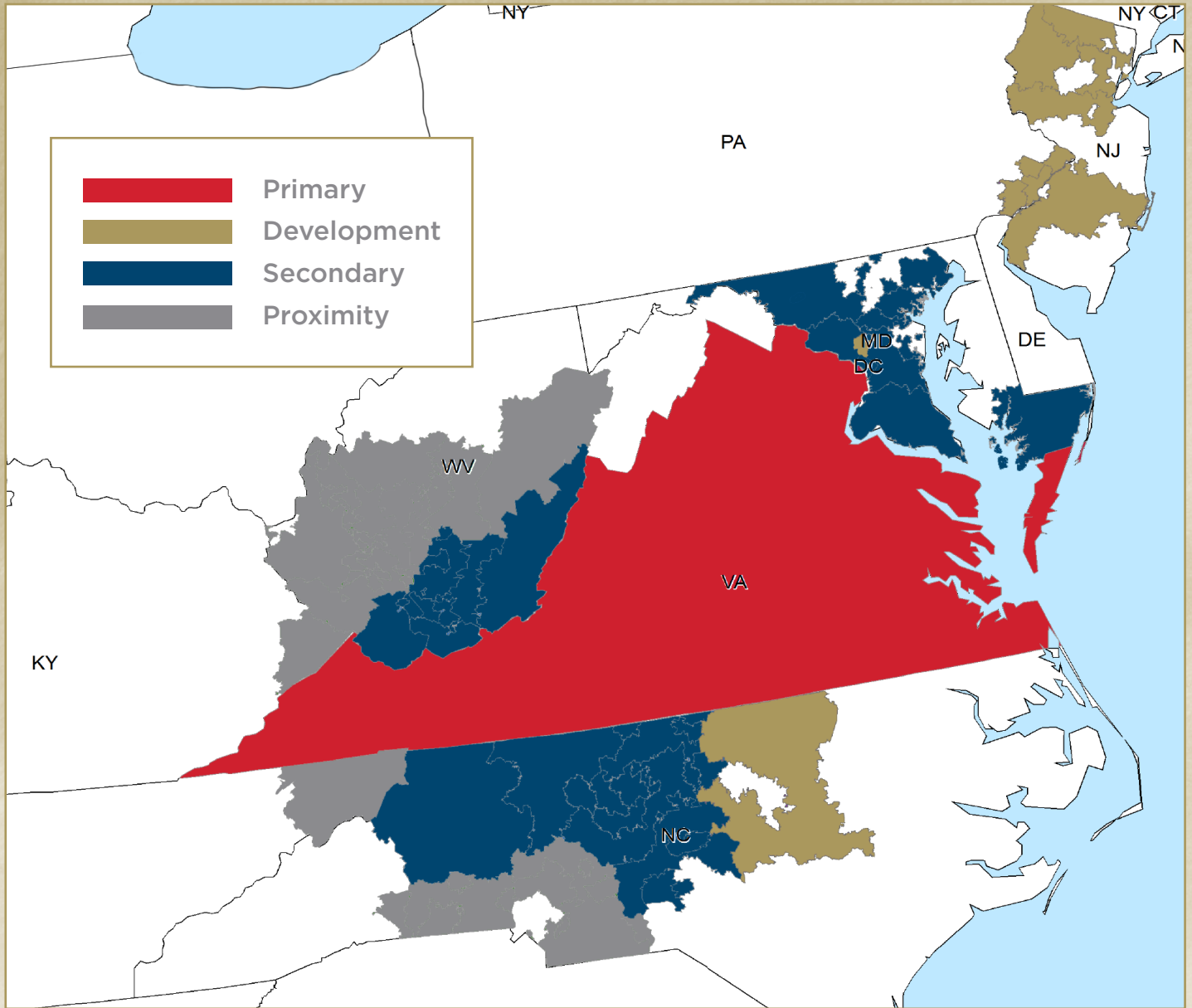
Successful launch of Royall application and marketing campaign; monitor activity.

Ongoing assessment of progress toward all goals.

Processing efficiencies - meeting 10-14 day decision time frame.

Fall 2017 new student applications/admits/deposits/enrolled.

2017 Proposed Search Markets (Sophomores, Juniors and Seniors)



Source: Royall & Co.

Processes and Service

SWOT Analysis

Strengths

- University staff are genuine and welcoming.
- Information Technology (IT) provides excellent systems support.

Weaknesses

Some processes are holdovers and have been in place for many years. For example, admission application review and scholarship awarding.

Opportunities

- To identify opportunities for enrollment functions to be increasingly responsive, proactive, and thoughtful in providing service and creating processes that are accurate, timely, and efficient.
- To assess when systems support can assist in successfully responding to these opportunities.

Threats

Loss of new and returning students.

Collaborations

- Information Technology
- Academic Affairs
- Student Affairs

What's New

Enrollment Operations Group

Critical Activities

- Establish all service metrics.
- Review of all policies, process and procedures within admissions, financial aid and registration. (Concurrent with work of the Council on Student Engagement and Success.)

Operational Values

Accountability
Service
Competitive Practice
Teamwork

Targets

Meet metrics
(to be established) for service
and processes.

Key Indicators

Improved service metrics -
telephone calls, email messages,
and in-person visits.

Improved processes such as
admission application review
and scholarship awarding.

“...administrative functions of the academic enterprise have to be service-oriented. We have to define what we mean by service to students and make it a priority to ensure that service is exemplary.”

— Monthly Diagnostic, Academic Impressions December 2012, page 7



Early FAFSA

SWOT Analysis

Strengths

Over time, early Free Application for Federal Student Aid (FAFSA) will allow students the opportunity to understand aid options earlier in the college search process.

Weaknesses

According to one report, as of spring 2016, the majority of students and parents do not know about the availability of early FAFSA.

Opportunities

- To educate prospective and current students, along with families, about the early FAFSA, costs of a Radford education, aid options and the process to award financial aid.
- To create and distribute financial aid awards as early as possible; award kicks off targeted communication strategy.

Threats

Students can truncate the search process and apply to fewer schools than has traditionally been the case.

Collaborations

- Information Technology
- Admissions

What's New

- 2017-18 FAFSA can be submitted starting October 1, 2016.
- New freshman packages provided via paper (mailing) and online.

Critical Activities

- Systems support required to allow for early aid packaging.
- Award modeling.
- Test system and award generation.

Operational Values

Access
Affordability
Service
Engagement
Competitive Practice

Targets

Begin awarding financial aid for 2017-2018 by December 1, 2016

Key Indicators

Volume and flow of FAFSA records to Radford University.
Volume and timing of creation and distribution of financial aid packages.
Track response to financial aid packages.
Fall 2017 applications for aid and yield on offers.

Transfer Students

SWOT Analysis

Strengths

- Radford University is highly regarded in the Virginia Community College system.
- Viewed as transfer-friendly with Virginia Community Colleges.

Weaknesses

- Viewed less transfer-friendly to out-of-system transfers due to credit evaluation process.
- Fall 2016 transfer enrollment (719) down 100 students since fall 2016 (818).

Opportunities

- Enhancing communication with prospective transfer students.
- Involving faculty in recruitment process.
- Latino enrollment at Virginia community colleges has grown by almost one-third from fall 2011, with 17,772 students in fall 2015.
- Improving transfer credit evaluation process.
- Adapting territory management to transfer recruitment.

Threats

- Declining enrollment at Virginia community colleges. From fall 2012 through fall 2015, system enrollment is down 8 percent; Virginia Western is down 6 percent; New River is down 12 percent; Northern Virginia Community College is flat.
- Local employment picture is positive – traditionally a negative impact on community college enrollment.

Collaborations

- Virginia Community Colleges
- Academic Affairs
- Current transfer students

What's New

- Self-service transfer equivalencies for Virginia (launched September 2016); provide options to add out-of-state colleges and universities.
- Creation of transfer counselor advisory board (spring 2017).

Critical Activities

- Assessing and enhancing transfer communication flow through Hobsons.
- Assess our ability to build top-of-funnel to fuel transfer student recruitment.
- Evaluate current transfer credit evaluation procedures – assess opportunity to improve process for out-of-state community colleges and four-year colleges and universities.

Operational Values

Accountability
Service
Competitive Practice
Teamwork

Targets

Fall 2017:
Enrolled new transfers
(+10% over fall 2016) = 791
Increase yield to 30%+
(of admitted students)

Key Indicators

Ongoing assessment of progress toward all goals.
Fall 2017 new student applications/admits/deposits/enrolled.

Latino Students

SWOT Analysis

Strengths

- Recent growth in Latino student enrollment – undergraduate enrollment grew from 484 (fall 14) to 577 (fall 15) to 590 (fall 16) – overall growth of 22%.
- NoVA and Houston, Texas based recruiters – NoVA recruiter is Spanish speaking.

Weaknesses

- Latino transfer enrollment is low; recent growth is encouraging. In fall 2014 there were 29; in 2015, 28; in 2016, 37.
- From fall 2011 to fall 2016, Latino freshman enrollment grew by 23 percent, but it has been somewhat flat over the past few years.

Opportunities

- While the top states for Latino population (California, Texas, Florida, New York and Illinois) are distant from Virginia, the university can take advantage of its proximity to states projected to experience the fastest-growing Latino populations, including Tennessee, South Carolina and Kentucky as well as Virginia.
- To engage families of Latino students through partnership with Royall & Co. and our own outreach strategies.
- Fifty percent of students enrolling in college choose to start at a community college.
- Building a culture to further embrace diversity and diversity collaborations.

Threats

- Retention of Radford Latino students is below that of their peer cohorts.
- Latino students are highly recruited by all colleges and universities.
- Real and perceived costs of higher education is a deterrent to college enrollment.
- Fifty percent of Latino students enrolling in college choose to start in community colleges (see opportunities) and often stay closer to home (the highest share of any race or ethnicity).

Collaborations

- Academic Affairs
- Community Based Organizations (CBOs)
- Academic Affairs Student Affairs/Latino Student Alliance (LSA)

What's New

Latino-specific outreach and programming

Critical Activities

- Reinforce value of and desire for diversity in recruitment and marketing activities.
- Monitor Latino students throughout the scholarship and financial aid awarding processes.
- Explore options to conduct targeted programming for Latino and first generation families.

Operational Values

Accountability
Engagement
Competitive Practice
Access

Latino Targets

Fall 2017:
Enrolled new freshmen
(+10% over fall 2016) = 649
Enrolled new transfers
(+22% over fall 2016)
= 45

Key Indicators

Fall 2017 Latino new student applications/admits/deposits/enrolled.

Growth in recruitment activities providing opportunity to connect with Latino students and families.

“Hispanics are making big inroads in college enrollment. In 2014, 35% of Hispanics ages 18 to 24 were enrolled in a two- or four-year college, up from 22% in 1993 – a 13-percentage-point increase. That amounted to 2.3 million Hispanic college students in 2014. By comparison, college enrollment during this time among blacks (33% in 2014) increased by 8 percentage points, and among whites (42% in 2014) the share increased 5 points. Among Asians, 64% were enrolled in college in 2014, a nearly 9-point increase over 1999 (no data are available for Asians before 1999).”

— Pew Research Center, Factank – News in the Numbers, 5 Facts About Latinos and Education, Jens Manuel Krogstad, July 28, 2016



CONCLUSION

Work on each of the activities outlined in the Fall 2017 Recruitment Plan is well underway, as are a number of efforts not included in the plan. As we move forward, we will hold to the principles identified in the introduction, and by doing so, we will benefit our students and the university community.

As we go, activities, processes, and messages will be refined, monitored and evaluated. Updates will be provided to various audiences throughout the 2016-17 academic year.

As mentioned in the introduction, this plan is deliberately short-term in nature. In the future, we look forward to creating an intentional and integrated framework to guide us in our long-term enrollment management efforts.

Radford University's ability to recruit, enroll, retain and graduate a diverse, high-quality student body is significantly enhanced by a plan and a planning process that includes both a short-term and long-term focus. The short-term focus offered in this document will serve as an effective launching point for longer-term planning efforts.

An enrollment management operation cannot do its work in isolation. The Offices of Enrollment Management, Admissions, Financial Aid, and Registrar welcome and appreciate the insight and support of many partners from within the Radford University community and external partners as well.

We are excited to share the Radford story with prospective students and their families along with school and transfer counselors. In addition, we look forward to enhancing our activities and processes and providing the best possible service to all of our constituent groups.



“The higher ed landscape is changing fast, and sticking to enrollment planning methods from the past will likely not yield the kind of results most college and university leadership teams are looking for. Participation rates for direct from high school students are actually in decline, and combined with shifting demographics overall, we are in a zero-sum environment. Every bit of enrollment growth for one institution is likely to mean a corresponding decline at another. Competition is increasingly fierce, and not just for traditional, on-ground students.”

— Ruffalo Noel Levitz blog, Lew Sanborne, August 15, 2016

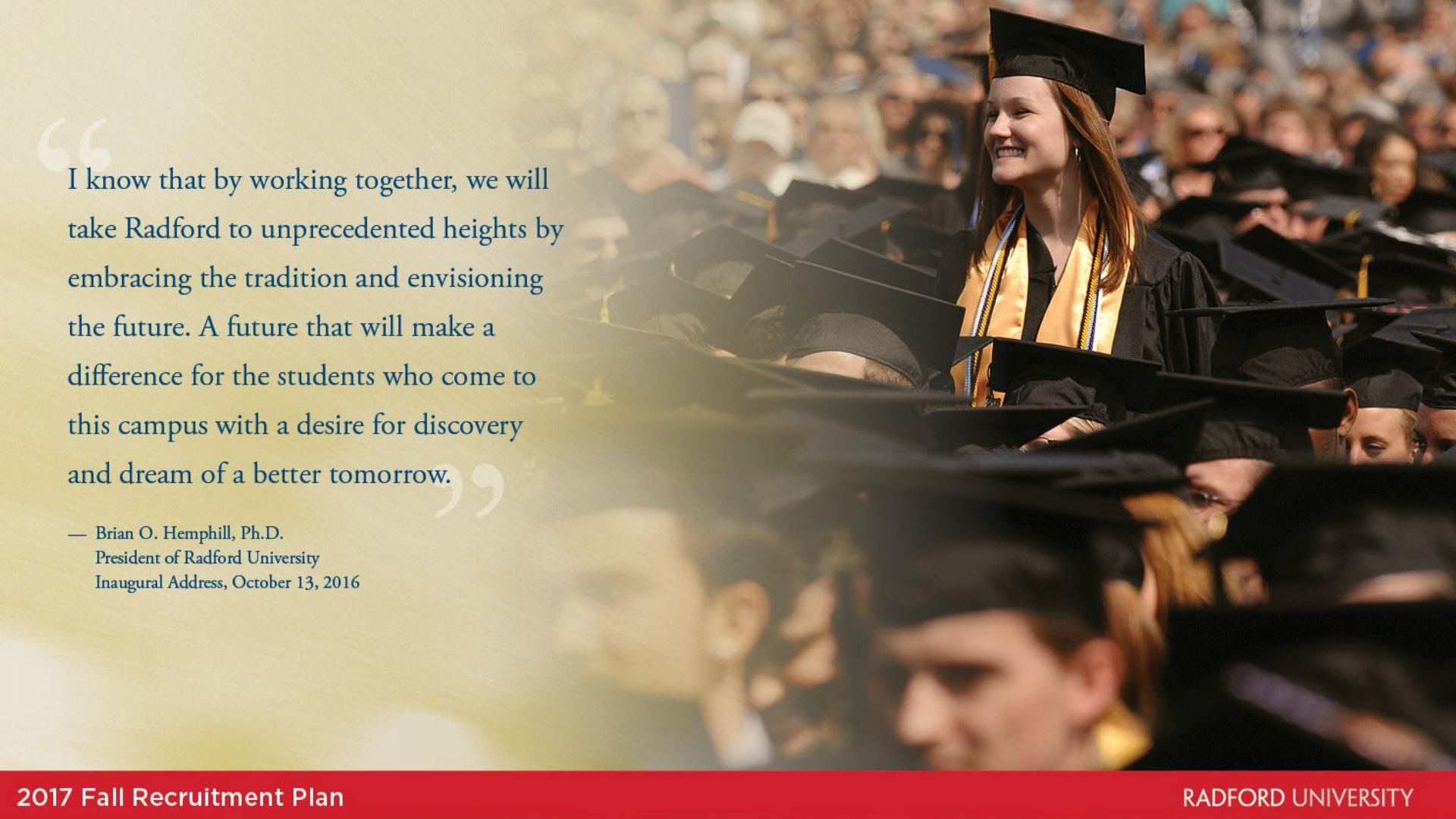


RADFORD UNIVERSITY

Fall 2017

Student Recruitment Plan

**RADFORD
UNIVERSITY**



“ I know that by working together, we will take Radford to unprecedented heights by embracing the tradition and envisioning the future. A future that will make a difference for the students who come to this campus with a desire for discovery and dream of a better tomorrow.”

— Brian O. Hemphill, Ph.D.
President of Radford University
Inaugural Address, October 13, 2016

Plan Characteristics

- One Year
- Tactical
- Data Informed
- Collaborative
- Goal Oriented
- Competitive Practice
- Urgency

Territory Management

- Territory managers have created a territory profile and received fall 2017 enrollment targets.
- Outreach targets are established on an ongoing basis.
- Data library will be created.
- More frequent group and individual conversations regarding progress.

Operational Values

Accountability

Engagement

Data-informed

Competitive Practice

Targets

Fall 2017:

Enrolled new freshmen
(+10% over fall 2016) = 1926

Enrolled new transfers
(+10% over fall 2016) = 791

To increase yield (of
admitted students)
to 30%+

Key Indicators

Fall 2017 new student
applications/admits/
deposits/enrolled - as a
whole and by territory.

Scholarships

- Merit scholarship model has been created.
- Application process eliminated.
- First awards are expected to be in the mail by mid-November.
- Opportunity to engage others in outreach.

Operational Values

Recognition of student achievement

Affordability

Competitive Practice

Targets

Award scholarships within two weeks of admission offer.

Make first awards in early November.

Key Indicators

Number of awards offered/accepted/enrolled.

Feedback from award recipients.

Marketing and Communications

- Two contexts – work with University Relations and use of CRM.
- Matching branding and marketing efforts with Royall & Co. outreach.
- Create more robust communication plans with specific measurable calls to action.
- Include faculty, students and staff in communication with prospective students.

Operational Values

Engagement
Competitive Practice

Targets

Growth in volume of communications, usage of a variety of delivery vehicles, and partners providing messages.

Ongoing assessment of University Relations' marketing efforts to impact new student recruitment.

Key Indicators

Feedback from target audiences.

Enhanced communication paths.

Measure responses to calls for actions.

Application Growth (Freshmen)

- Royall & Co. partnership serves as foundation (top of funnel).
- Royall's online application is intuitive and easy to complete.
- Application completion support through sendEDU.
- Opportunity to update and enhance all recruitment practices.
- Early results are encouraging.

Operational Values

Accountability

Engagement

Data-informed

Competitive Practice

Targets

Enrolled new freshmen
(+10% over fall 2016) = 1926

Enrolled new transfers
(+10% over fall 2016)
= 791

Key Indicators

Successful launch of
Royall application and
marketing campaign;
monitor activity.

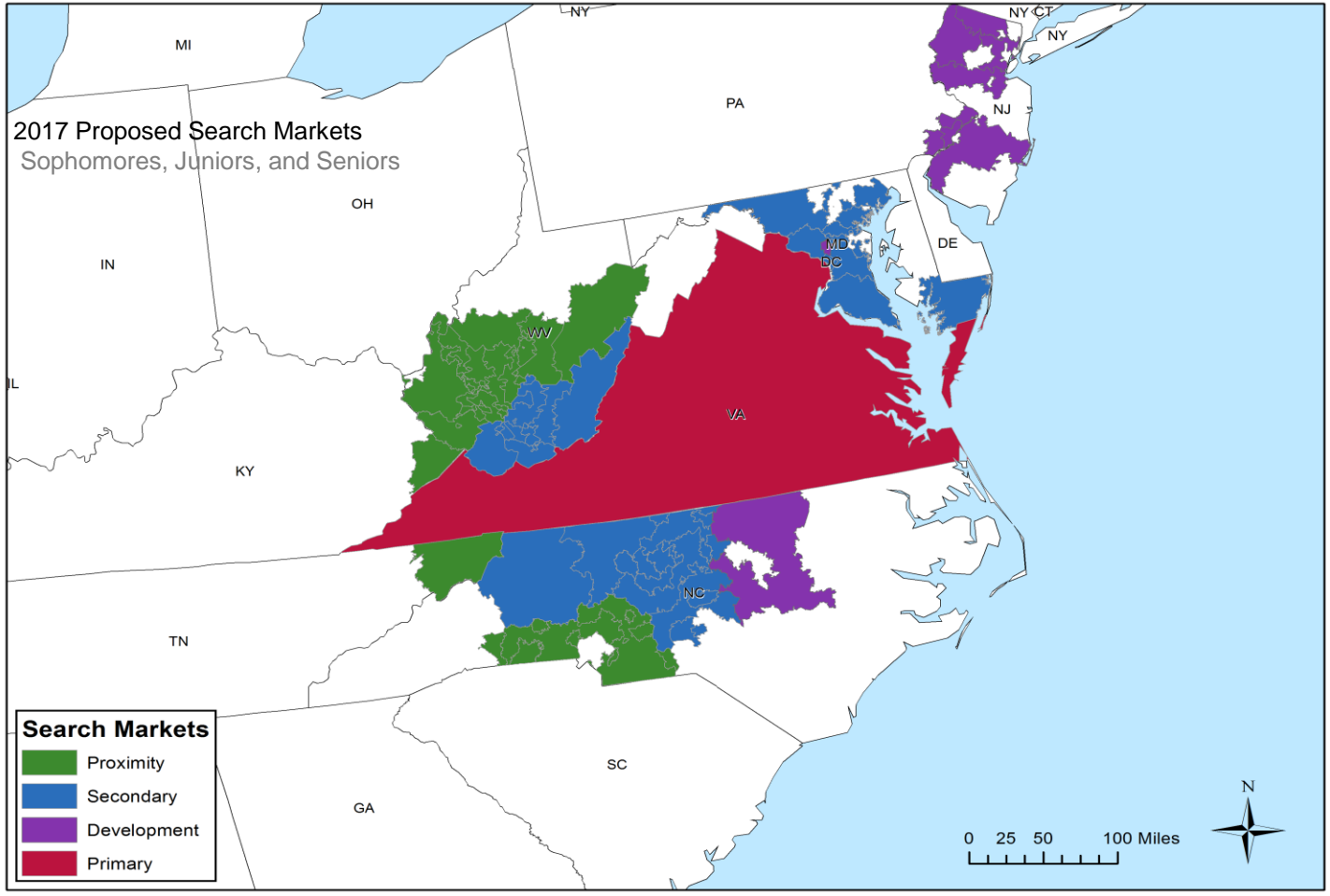
Ongoing assessment of
progress toward
all goals.

Key Indicators

Processing efficiencies
- meeting 10-14 day
decision time frame.

Fall 2017 new student
applications/admits/
deposits/enrolled.

2017 Proposed Search Markets
Sophomores, Juniors, and Seniors



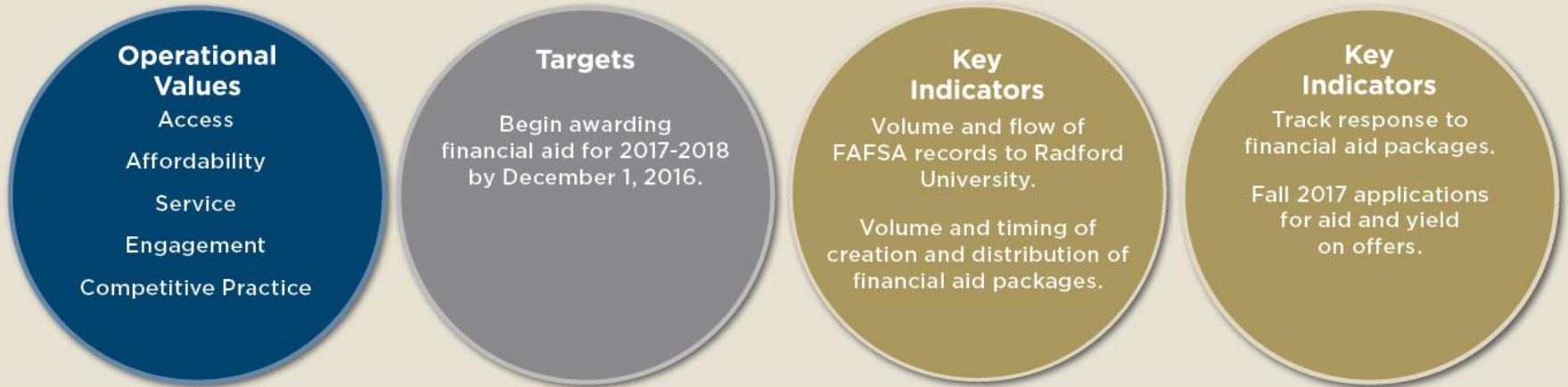
Processes and Service

- Processes and service support achievement of all goals.
- Examples: application review, scholarship awarding, and financial aid.
- Data analysis – what do we track, when do we track it, how do we use data?



Early FAFSA

- First year of new timing for FAFSA availability and submission.
- As of November 4:
2,938 FAFSAs submitted
1,050 FTF/271 admitted
- On track to begin awarding for admitted freshmen on December 1.



Transfer Students

- Utilize territory management model.
- Opportunities to build top-of-funnel and create a user-friendly transfer credit evaluation process.
- Establish more robust communication flows.

Operational Values

Accountability

Service

Competitive Practice

Teamwork

Targets

Fall 2017:

Enrolled new transfers
(+10% over fall 2016) = 791

Increase yield to 30%+
(of admitted students)

Key Indicators

Ongoing assessment of
progress toward all goals.

Fall 2017 new student
applications/admits/
deposits/enrolled.

Latino Students

- Latino population growth.
- Keen competition including community colleges.
- Radford's presence in Northern Virginia.
- Enhance outreach efforts.

Operational Values

Accountability

Engagement

Competitive Practice

Access

Latino Targets

Fall 2017:

Enrolled new freshmen
(+10% over fall 2016) = 649

Enrolled new transfers
(+22% over fall 2016) = 45

Key Indicators

Fall 2017 Latino new student applications/admits/deposits/enrolled.

Growth in recruitment activities providing opportunity to connect with Latino students and families.

Discussion

THIS PAGE IS INTENTIONALLY BLANK

PROPOSED CHANGES TO BYLAWS:

1. General Assembly recodified all statutes pertaining to higher education – required updating various Code of Virginia references.
2. Added a section on Board Member Resignation.
3. Added provisions that allow Members to Participate via Electronic Communication (telephone/video) in cases of emergency, personal matter or medical issue.
4. Changed responsibilities of the non-voting advisory members to show they are expected to participate in all regular meetings of the Board. Also clarified that their terms begin July 1 through June 30 of each year.
5. Changed the name of Advancement/Alumni Relations and Communications/Marketing Committee to “University Advancement, University Relations, and Enrollment Management Committee”.
6. Made some suggested changes to the description of the Committees:
 - a. Business Affairs & Audit – moved the conferring of meritorious awards and honorary degrees to the Academic Affairs Committee.
 - b. Student Affairs – added the words student retention.
 - c. Academic Affairs – added a sentence on academic quality; and inserted responsibility for conferring of meritorious awards and honorary degrees.
 - d. Governance – reformatted.
 - e. Advancement and Alumni Relations – added a sentence concerning enrollment management.

**RADFORD UNIVERSITY
BOARD OF VISITORS BYLAWS**

PREAMBLE

The Board of Visitors of Radford University (“the Board”) adopts these Bylaws to provide for the orderly, consistent and efficient conduct of its business as the governing body of Radford University (“the University”).

As public trustees the Board has the responsibility and authority, subject to constitutional and statutory limitations, for the continuing operation, development of evolving policies, and financial oversight of the University. Much of this authority necessarily is delegated to the President, who serves as the agent of the Board and as Chief Executive Officer of the University.

It is acknowledged and understood that the University and the Board are at all times subject to the control and legislative enactments of the General Assembly of the Commonwealth of Virginia.

Article I – The Board of Visitors

Section 1 – Legal Status, Composition, and General Operation

A. Legal Status and Composition. The Board of Visitors of Radford University is created by Va. Code §23-~~155.1~~-2100. Membership of the Board, method and terms of appointment, and the method of filling vacancies are provided by statute (Va. Code §23-~~155.1~~*et seq.*)-1300).

B. General Operations. The Board is required by law to, and does:

1. Strive to be transparent in its operations, and operate entirely openly to the extent required by law.
2. Comply with the Commonwealth of Virginia’s Freedom of Information Act (Code of Va. §2.2-3700, et seq.), including but not limited to the following:
 - a. Record minutes of each open meeting and post the minutes on the Board’s website in accordance with subsection 1 of §2.2-3707 and §2.2-3707.1;
 - b. Conduct all discussions and actions on any topic not specifically exempted by §2.2-3711 in open meeting;
 - c. Give public notice of all meetings in accordance with subsection C of §2.2-3707; and
 - d. Approve in open meeting any action taken in closed meeting before it can have any force and effect in accordance with subsection B of §2.2-3711.
3. Notify and invite the Attorney General’s appointee or representative (the legal counsel of the institution) to all meetings of the Board, Executive Committee, and other Board committees.

C. Annual Executive Summary. The Board is required by statute to submit to the General Assembly and the Governor an annual executive summary of its interim activity and work no later than the first day of each regular session of the General Assembly. This report shall be submitted in accordance with procedures stipulated by law.

D. Removal of Board Members. If any member of the Board fails to attend (i) the meetings of the Board for one year without sufficient cause, as determined by a majority vote of the Board, or (ii) the educational programs for governing boards presented by the State Council of Higher Education for Virginia, and required by Virginia Code §23-~~9.14:1~~-1304 in the member's first two years of membership without sufficient cause, as determined by a majority vote of the board, the remaining members of the Board shall record such failure in the minutes at the Board's next meeting and notify the Governor, and the office of such member shall be vacated. However, no member serving as of January 1, 2015 shall be removed for failing to attend the educational programs required by Virginia Code § 23-9.14:1 in the members first two years of membership if the member attends such training by January 1, 2016.

In accordance with Virginia Code ~~§ 2.2-108,~~§23.1-1300(C), the Governor has the authority to remove from office for malfeasance, misfeasance, incompetence, or gross neglect of duty any member of the Board and fill the vacancy resulting from the removal. Each appointment to fill a vacancy will be subject to confirmation by the General Assembly. The Governor will set forth, in a written public statement, the Governor's reasons for removing any member pursuant to this statute at the time the removal occurs. The Governor will be the sole judge of the sufficiency of the cause for removal as set forth in this statute.

E. Resignation. Any Board member may resign at any time by providing notice of the date of resignation to the Governor. Notice also shall be provided to the Rector so that the Board can take measures to accommodate said resignation. Such resignation shall take effect at the time specified in such notice and, unless otherwise specified therein, the acceptance of the resignation shall not be necessary for it to take effect.

Section 2 – Powers and Responsibilities

Responsibilities of the Board include, but are not limited to, the following:

1. Control and expend funds of the University;
2. Establish fees, tuition, and other charges imposed on students;
3. Approve the University's budgets;
4. Appoint the President of the University;
5. Approve the strategic plans of the University;
6. Confer degrees;
7. Promote the purpose and mission of the University;
8. Adopt rules and regulations for governing employment and employees, and approve promotions, tenure, salaries of employees;
9. Name buildings and other major facilities;
10. Approve certain real property transactions; and
11. Adopt rules and regulations governing student conduct.

Section 3 – Meetings

A. Regular Meetings. The Board meets in regular session four times each fiscal year, on dates established by the Board. The last regular meeting of each fiscal year is designated as the “annual meeting” of the Board.

B. Special Meetings. Special meetings may be called by the Rector or upon the request of any five voting members of the Board. Requests for a special meeting must be submitted to the Secretary to the Board (“Secretary”), who has the ministerial responsibility for making arrangements for the special meeting.

C. Notice. Notice of meetings must be published and provided to the Board and the public by the Secretary in accordance with these Bylaws and state law.

D. Quorum and Votes. A simple majority of the Board constitutes a quorum. Unless otherwise required by statute, actions of the Board are taken by simple majority of those present and voting.

E

E. Member(s) Participation via Electronic Communications.

1. A member can participate via electronic communication means from a remote location that is open to the public in accordance with the Code of Virginia §2.2-3708 and provided that:
 - a. A quorum of the Board is physically assembled at one primary location.
 - b. Notice of the meeting has been given at least three working days in advance of the date scheduled for the meeting in accordance with Virginia Code §2.2-3708(C).
 - c. The remote location from which the member is participating is open to the public. All agenda packets and, unless exempt, all materials that will be distributed to Board members shall also be made available to the public at the remote location.
 - d. Interruption in the telephonic or video broadcast of the meeting shall result in the suspension of action at the meeting until repairs are made and public access is restored.
2. A member may also participate via electronic communication means from a remote location that is not opened to the public in the event of an emergency, personal matter, or medical condition that prevents the member from attending in person, in accordance with the Code of Virginia §2.2-3708.1 and provided that:
 - a. If, on or before the day of the meeting, the member notifies the Rector that such member is unable to attend the meeting due to an emergency, personal matter, or medical condition that prevents the member’s physical presence, and the member identifies with specificity the nature of the emergency or personal matter.
 - b. The Board shall record the reason for the member to participate from a remote location together with the remote location from which the member participates in the minutes of the meeting.

- c. There must be a quorum of the Board physically assemble at the primary location of the meeting.
- d. The Board shall make arrangements for the voice of the remote participant to be heard by all persons at the primary location.
- e. If any request for participation via electronic communication from a remote location is denied, the decision and rationale will be reflected in the minutes.

F. Agenda. The draft agenda for each meeting is to be prepared by the President or the President's designee, and approved by the Rector. Matters that any member requests to be placed on the agenda should be brought to the attention of the President as far in advance of the meeting as possible. The President may assign a matter to the chair of the appropriate committee of the Board for review prior to placement on the Board agenda. The agenda and other meeting materials are to be made public as required by law, and delivered to each member of the Board as far in advance of the meeting as feasible.

Matters which arise after publication of the agenda may be placed on the agenda at the President's discretion, after consultation with the Rector, or by the Board's amendment of the agenda. The first order of business at every meeting is approval of the agenda. Proposed amendments to the agenda may be considered at that time.

Section 4 – Officers

A. Officers. The officers of the Board are Rector and Vice Rector.

B. Election and Terms. The officers are elected by the Board at the annual meeting of the Board and shall serve a term of one year.

1. **Nominating Committee.** The Governance, Administration and Athletics Committee acts as the Nominating Committee for officers of the Board. The Committee is to call for nominations from members of the Board annually, following the last regular meeting of the Board. Nominations from members are to be submitted in writing to the Chair no later than ten days after that call. The Committee will meet prior to the annual meeting to determine which nominations will be presented to the Board. The Committee may offer more than one nominee for an office.
2. **Nominations from the Floor.** Nominations from the floor will be taken.
3. **Term.** Newly elected officers assume office on July 1 following their election. Each officer holds office for a term of one year ending the following June 30 or until the successor is elected, whichever is later. Officers may serve up to two consecutive terms; however, there is no limitation on the number of non-consecutive terms an officer may serve. In the event the Vice Rector assumes the office of Rector for a period of 180 days or more, that period will count as a full term.

C. Rector. The Rector is charged with promoting a level of interest, involvement and activity among the members of the Board as will best contribute to (1) the establishment of proper policies, (2) wise

planning, (3) intelligent and considerate observance of the rights of the faculty, administration, staff, and student body, and (4) the maintenance of the independence of the Board, all of which will enhance the future welfare of the University.

Specific responsibilities include presiding at Board meetings; appointing all committees, unless otherwise provided in the Bylaws or directed by the Board; acting as the Board's primary spokesperson or representative; and performing such other duties as are generally expected of the presiding officer or are imposed by statute, Bylaws, or action of the Board.

D. Vice Rector. If the Rector is temporarily absent or unavailable, the Vice Rector presides over meetings and assumes all powers, duties and functions of the Rector. In the event of the death, permanent disability or resignation of the Rector, or should the Rector become otherwise permanently unable to perform the duties and functions of the office, the Vice Rector will become Rector for the remainder of the term, and a new Vice Rector will be elected.

Section 5 -- Advisory Representatives

A. Appointments. The Board is to appoint one faculty member and one student as non-voting, advisory representatives to the Board. Representatives are appointed at the annual meeting which is the last regular meeting of the fiscal year, and serve one-year terms beginning with the annual meeting of the Board, commencing July 1 following their appointment and ending June 30.

The faculty representative shall be the President of the Radford University Faculty Senate (Faculty Senate President), provided that said individual shall serve no more than two consecutive terms as faculty representative to the Board of Visitors. If the same individual shall serve more than two consecutive terms as Faculty Senate President, the faculty representative to the Board shall be appointed from a list of three faculty members submitted by the Faculty Senate. Should the faculty representative resign as faculty senate president during his/her term on the Board of Visitors, the new faculty senate president shall fill the remaining term on the Board of Visitors of the individual who resigned; in the event an individual assumes the role as faculty representative for a period of 180 days or more, that period will count as one full term.

The student representatives are appointed from a list of three students submitted by the President after consultation with appropriate members of the administration and such other individuals as the President deems necessary. The three nominees for student representative shall make a brief presentation to the Board of Visitors at the annual meeting at which the student representative will be appointed.

B. Responsibilities. Advisory representatives have the responsibility to support the best interests of the University and to work with members of the Board for the continuing operation and development of the institution as a comprehensive state university. They are expected to participate in all ~~public~~regular meetings of the Board. Each advisory representative will be appointed as a non-voting member of at least one standing committee, but may not chair a committee. Advisory representatives may submit agenda items for discussion and information to be considered by the Board by presenting them to the President in advance of meetings, but may not make motions or introduce new items at meetings. Advisory representatives may not attend closed meetings except by invitation of the Board.

Section 6 – Committees

A. Executive Committee. The Executive Committee is comprised of the Rector, the Vice Rector, and the chairs of the standing committees. The Rector serves as Chair of the Committee.

1. The Executive Committee is authorized and required to:
 - a. Develop and recommend to the Board a statement of governance setting forth the Board's role;
 - b. Periodically review the Board's Bylaws and recommend amendments;
 - c. Provide advice to the Board on committee structure, appointments, and meetings;
 - d. Develop an orientation and continuing education process for Board members that includes training on the Virginia Freedom of Information Act;
 - e. Create, monitor, oversee, and review compliance by Board members with the University's Code of Ethics, adopted August 23, 2007, which Code is equally applicable to Board members as well as other members of the University community;
 - f. Develop a set of qualifications and competencies for membership on the Board for approval by the Board and recommendation to the Governor.
2. Additionally, the Executive Committee is authorized to convene and exercise the full power and authority of the Board between meetings of the Board whenever circumstances require immediate action to address matters of an urgent nature, or as the Board may otherwise direct.

A simple majority constitutes a quorum. In the event that a quorum is not present, other members of the Board may be appointed by the Rector to serve in the place of absent members on an *ad hoc* and temporary basis in order that a quorum may be attained.

The Secretary to the Board is to inform promptly all members of the Board of any action taken by the Executive Committee. The Rector is to report actions taken by the Executive Committee at the next full meeting of the Board.

B. Standing Committees. Each standing committee is comprised of the Rector and Vice Rector plus not fewer than three additional Board members appointed by the Rector during or after the annual meeting. The Rector designates the chair and vice-chair of each committee and, on recommendation of the President, appoints an administrative assistant to staff each committee.

A simple majority of the members of a committee constitutes a quorum. In the event that quorum is not present, other members of the Board may be appointed by the Rector to serve in the place of absent members on an *ad hoc* and temporary basis in order that a quorum may be attained.

Matters may be referred to standing committees by the President, the President's designee, the Rector, or the full Board. In addition to the specific responsibilities provided by these Bylaws, the standing committees shall have any other duties and responsibilities assigned by the Board or the Rector.

The standing committees are:

1. **Business Affairs and Audit.** This committee is generally responsible for reviewing and recommending action to the Board regarding the financial and business affairs of the University, including but not limited to, capital projects, grants, contracts, ~~the conferring of meritorious awards and honorary degrees,~~ and the naming of facilities. This committee also oversees the internal audit function of the University; receives the annual financial audit report of the Auditor of Public Accounts; and performs studies of financial matters as directed by the Board.
2. **Student Affairs.** This committee is generally responsible for reviewing and recommending action to the Board on matters pertaining to students, including but not limited to, student retention, student support services and activities, student health and safety, student conduct and disciplinary standards, residential life, student organizations and activities, and the general quality of student life.
3. **Academic Affairs.** The committee provides guidance to the Board on matters essential to academic quality. This committee is generally responsible for reviewing and recommending action to the Board on matters regarding the University's academic mission, purpose, plans, and programs, including, but not limited to the creation or elimination of academic programs and of colleges and schools and academic departments within the University; faculty appointments, and the policies and procedures governing the award of tenure; academic standards and policies for student admissions, progression and graduation; and the conferring of meritorious awards and honorary degrees.
4. ~~4.~~ **Governance, Administration, and Athletics.** This committee is generally responsible for considering and recommending action to the Board on policy matters pertaining to the administrative operations of the University, including personnel matters, and shall advise and consult with the President of the University on matters of human resources policy in regard to classified employees, university staff and other non-instructional faculty members employed by the University.

The committee shall also conduct an annual evaluation of the President as required by these Bylaws in a closed meeting and present its findings and recommendations to the Board.

This committee is responsible for reviewing recommendations and offering motions to the Board on matters and policies pertinent to the Division of Information Technology including implementation of new technologies and systems affecting the University's computer systems, websites and telephone systems.

This committee is also responsible for reviewing recommendations and offering motions to the Board on matters pertaining to all aspects of University intercollegiate athletics including, but not limited to, recruitment of personnel, development of new athletic programs, and maintenance and/or construction of athletic facilities.

5. ~~University Advancement and Alumni, University Relations, and Communications and Marketing~~ **Enrollment Management.** This committee is generally responsible for oversight of programs that promote private donations for, and alumni support of, the

University, including related activities undertaken by the University directly and by affiliated foundations on the University's behalf. It also oversees the University's public and community relations programs, which are designed to enhance the University's stature and reputation, and its efforts to publicly disseminate news about the University. This committee is also responsible for reviewing recommendations and offering motions to the Board on matters and policies pertinent to the university's enrollment management strategy.

C. Special Committees. Special or *ad hoc* committees are established by the Board or the Rector for an expressed purpose and limited duration. Special committees may have no fewer than four members appointed by the Rector, who may change the membership at any time. The Rector designates the Chair of special committees.

Section 7 – Policies and Procedures.

Subject to state law and these Bylaws, the Board may adopt rules and regulations and may establish specific policies or procedures for the operation of the University and, to the extent not inconsistent with these Bylaws, for the Board's own governance. All such policies and procedures in existence on the date of the adoption of these Bylaws, and all policies and procedures subsequently adopted by the Board must be published and are binding on all affected university constituents. The President shall be responsible for the publication and implementation of all policies and procedures of the Board.

Article II ~~---~~ Employees

Section 1 – The President

The President serves at the pleasure of the Board of Visitors or pursuant to contract with the Board. The President is the Chief Executive Officer of the University and oversees the overall operation of the University. The President is expected to provide leadership to the University community in the development of its mission and programs. The President directs the University's administration, faculty and staff, and oversees the financial affairs of the University and the use and maintenance of its physical facilities. The President supports the fund-raising and advancement efforts of public and private entities on behalf of the University and serves as the University's representative and official spokesperson. The President must act in accord with the policies and direction of the Board. The President must perform the duties and exercise the authority of the office in accordance with all applicable federal and state laws and regulations.

The President may delegate specific duties, in whole or in part, to other employees of the University. However, the President remains responsible for the performance of the delegate as to all matters within the President's authority.

The Board shall meet with the President, at least annually, in a closed meeting, and deliver an evaluation of the President's performance. A preliminary evaluation report is to be submitted by the Governance, Administration and Athletics Committee to the Board, which report serves as the initial basis for the Board's review and evaluation. Objectives for the coming year will also be presented to the Board by the President at the time of the evaluation.

Any changes to the President's contract shall be made only by vote of a majority of all members of the Board.

Section 2 – Provost, Vice Presidents, Vice Provosts, and Direct Reports to the President

The Provost, Vice Presidents, Vice Provosts, and all direct reports to the President are selected by the President, subject to approval by the Board, and serve at the pleasure of the President, or upon such other terms as agreed by the employee, the President, and the Board.

Section 3 – University Auditor

The University Auditor is responsible for the University's internal audit function, which provides independent appraisals and reviews of University operations. The University Auditor is administratively responsible to the President, but is functionally accountable to the Board of Visitors. The University Auditor is appointed by, and reports to, the Board or a Board committee, as directed by the Board. In addition to the general responsibilities of the position, the University Auditor performs such duties incidental to the office as assigned by the Board or the President.

Article III ~~---~~ Miscellaneous

Section 1 – Suspension or Amendment of Bylaws

These Bylaws may be suspended or amended in whole or in part at any meeting of the Board of Visitors.

Section 2 – Parliamentary Authority

Unless otherwise specified by these Bylaws, all Board and committee meetings, actions, and rulings will be guided by the most current edition of *Robert's Rules of Order Newly Revised (most recent edition)*.

RESOLUTION

ADOPTION OF THE PROPOSED REVISIONS TO THE RADFORD UNIVERSITY BOARD OF VISITORS BYLAWS

November 11, 2016

WHEREAS, the Radford University Board of Visitors previously determined that the Bylaws of the Radford University Board of Visitors should be updated and revised and further that this review of the Bylaws, including any proposed revisions, should be conducted by the Governance and Administration Committee; and

WHEREAS, at the Governance and Administration Committee meeting on September 15, 2016 the committee, with the assistance of Allen Wilson, Senior Assistant Attorney General for the Commonwealth of Virginia, distributed the proposed revisions to the Bylaws and requested that any further revisions or comments be submitted to the Committee Chair, Ms. Alethea "A.J." Robinson prior to the November meeting; and

WHEREAS, at the Radford University Governance and Administration Committee meeting on November 10, 2016, the Committee voted to recommend the revised Bylaws to the Board of Visitors for review and approval at the Board of Visitors meeting on November 11, 2016; and

NOW THEREFORE BE IT RESOLVED that the Radford University Board of Visitors hereby adopts the proposed revised Bylaws, dated November 11, 2016, which are attached hereto, as the official Bylaws for the Radford University Board of Visitors.

**RADFORD UNIVERSITY
BOARD OF VISITORS BYLAWS**

PREAMBLE

The Board of Visitors of Radford University (“the Board”) adopts these Bylaws to provide for the orderly, consistent and efficient conduct of its business as the governing body of Radford University (“the University”).

As public trustees the Board has the responsibility and authority, subject to constitutional and statutory limitations, for the continuing operation, development of evolving policies, and financial oversight of the University. Much of this authority necessarily is delegated to the President, who serves as the agent of the Board and as Chief Executive Officer of the University.

It is acknowledged and understood that the University and the Board are at all times subject to the control and legislative enactments of the General Assembly of the Commonwealth of Virginia.

Article I – The Board of Visitors

Section 1 – Legal Status, Composition, and General Operation

A. Legal Status and Composition. The Board of Visitors of Radford University is created by Va. Code §23.1-2100. Membership of the Board, method and terms of appointment, and the method of filling vacancies are provided by statute (Va. Code §23.1-1300).

B. General Operations. The Board is required by law to, and does:

1. Strive to be transparent in its operations, and operate entirely openly to the extent required by law.
2. Comply with the Commonwealth of Virginia’s Freedom of Information Act (Code of Va. §2.2-3700, et seq.), including but not limited to the following:
 - a. Record minutes of each open meeting and post the minutes on the Board’s website in accordance with subsection 1 of §2.2-3707 and §2.2-3707.1;
 - b. Conduct all discussions and actions on any topic not specifically exempted by §2.2-3711 in open meeting;
 - c. Give public notice of all meetings in accordance with subsection C of §2.2-3707; and
 - d. Approve in open meeting any action taken in closed meeting before it can have any force and effect in accordance with subsection B of §2.2-3711.
3. Notify and invite the Attorney General’s appointee or representative (the legal counsel of the institution) to all meetings of the Board, Executive Committee, and other Board committees.

C. Annual Executive Summary. The Board is required by statute to submit to the General Assembly and the Governor an annual executive summary of its interim activity and work no later than the first day of each regular session of the General Assembly. This report shall be submitted in accordance with procedures stipulated by law.

D. Removal of Board Members. If any member of the Board fails to attend (i) the meetings of the Board for one year without sufficient cause, as determined by a majority vote of the Board, or (ii) the educational programs for governing boards presented by the State Council of Higher Education for Virginia, and required by Virginia Code §23.1-1304 in the member's first two years of membership without sufficient cause, as determined by a majority vote of the board, the remaining members of the Board shall record such failure in the minutes at the Board's next meeting and notify the Governor, and the office of such member shall be vacated. However, no member serving as of January 1, 2015 shall be removed for failing to attend the educational programs required by Virginia Code § 23-9.14:1 in the members first two years of membership if the member attends such training by January 1, 2016.

In accordance with Virginia Code §23.1-1300(C), the Governor has the authority to remove from office for malfeasance, misfeasance, incompetence, or gross neglect of duty any member of the Board and fill the vacancy resulting from the removal. Each appointment to fill a vacancy will be subject to confirmation by the General Assembly. The Governor will set forth, in a written public statement, the Governor's reasons for removing any member pursuant to this statute at the time the removal occurs. The Governor will be the sole judge of the sufficiency of the cause for removal as set forth in this statute.

E. Resignation. Any Board member may resign at any time by providing notice of the date of resignation to the Governor. Notice also shall be provided to the Rector so that the Board can take measures to accommodate said resignation. Such resignation shall take effect at the time specified in such notice and, unless otherwise specified therein, the acceptance of the resignation shall not be necessary for it to take effect.

Section 2 – Powers and Responsibilities

Responsibilities of the Board include, but are not limited to, the following:

1. Control and expend funds of the University;
2. Establish fees, tuition, and other charges imposed on students;
3. Approve the University's budgets;
4. Appoint the President of the University;
5. Approve the strategic plans of the University;
6. Confer degrees;
7. Promote the purpose and mission of the University;
8. Adopt rules and regulations for governing employment and employees, and approve promotions, tenure, salaries of employees;
9. Name buildings and other major facilities;
10. Approve certain real property transactions; and
11. Adopt rules and regulations governing student conduct.

Section 3 – Meetings

A. Regular Meetings. The Board meets in regular session four times each fiscal year, on dates established by the Board. The last regular meeting of each fiscal year is designated as the “annual meeting” of the Board.

B. Special Meetings. Special meetings may be called by the Rector or upon the request of any five voting members of the Board. Requests for a special meeting must be submitted to the Secretary to the Board (“Secretary”), who has the ministerial responsibility for making arrangements for the special meeting.

C. Notice. Notice of meetings must be published and provided to the Board and the public by the Secretary in accordance with these Bylaws and state law.

D. Quorum and Votes. A simple majority of the Board constitutes a quorum. Unless otherwise required by statute, actions of the Board are taken by simple majority of those present and voting.

E. Member(s) Participation via Electronic Communications.

1. A member can participate via electronic communication means from a remote location that is open to the public in accordance with the Code of Virginia §2.2-3708 and provided that:
 - a. A quorum of the Board is physically assembled at one primary location.
 - b. Notice of the meeting has been given at least three working days in advance of the date scheduled for the meeting in accordance with Virginia Code §2.2-3708(C).
 - c. The remote location from which the member is participating is open to the public. All agenda packets and, unless exempt, all materials that will be distributed to Board members shall also be made available to the public at the remote location.
 - d. Interruption in the telephonic or video broadcast of the meeting shall result in the suspension of action at the meeting until repairs are made and public access is restored.
2. A member may also participate via electronic communication means from a remote location that is not opened to the public in the event of an emergency, personal matter, or medical condition that prevents the member from attending in person, in accordance with the Code of Virginia §2.2-3708.1 and provided that:
 - a. If, on or before the day of the meeting, the member notifies the Rector that such member is unable to attend the meeting due to an emergency, personal matter, or medical condition that prevents the member’s physical presence, and the member identifies with specificity the nature of the emergency or personal matter.
 - b. The Board shall record the reason for the member to participate from a remote location together with the remote location from which the member participates in the minutes of the meeting.
 - c. There must be a quorum of the Board physically assemble at the primary location of the

meeting.

- d. The Board shall make arrangements for the voice of the remote participant to be heard by all persons at the primary location.
- e. If any request for participation via electronic communication from a remote location is denied, the decision and rationale will be reflected in the minutes.

F. Agenda. The draft agenda for each meeting is to be prepared by the President or the President's designee, and approved by the Rector. Matters that any member requests to be placed on the agenda should be brought to the attention of the President as far in advance of the meeting as possible. The President may assign a matter to the chair of the appropriate committee of the Board for review prior to placement on the Board agenda. The agenda and other meeting materials are to be made public as required by law, and delivered to each member of the Board as far in advance of the meeting as feasible.

Matters which arise after publication of the agenda may be placed on the agenda at the President's discretion, after consultation with the Rector, or by the Board's amendment of the agenda. The first order of business at every meeting is approval of the agenda. Proposed amendments to the agenda may be considered at that time.

Section 4 – Officers

A. Officers. The officers of the Board are Rector and Vice Rector.

B. Election and Terms. The officers are elected by the Board at the annual meeting of the Board and shall serve a term of one year.

1. **Nominating Committee.** The Governance, Administration and Athletics Committee acts as the Nominating Committee for officers of the Board. The Committee is to call for nominations from members of the Board annually, following the last regular meeting of the Board. Nominations from members are to be submitted in writing to the Chair no later than ten days after that call. The Committee will meet prior to the annual meeting to determine which nominations will be presented to the Board. The Committee may offer more than one nominee for an office.
2. **Nominations from the Floor.** Nominations from the floor will be taken.
3. **Term.** Newly elected officers assume office on July 1 following their election. Each officer holds office for a term of one year ending the following June 30 or until the successor is elected, whichever is later. Officers may serve up to two consecutive terms; however, there is no limitation on the number of non-consecutive terms an officer may serve. In the event the Vice Rector assumes the office of Rector for a period of 180 days or more, that period will count as a full term.

C. Rector. The Rector is charged with promoting a level of interest, involvement and activity among the members of the Board as will best contribute to (1) the establishment of proper policies, (2) wise planning, (3) intelligent and considerate observance of the rights of the faculty, administration, staff, and student body, and (4) the maintenance of the independence of the Board, all of which will enhance the future welfare of the University.

Specific responsibilities include presiding at Board meetings; appointing all committees, unless otherwise provided in the Bylaws or directed by the Board; acting as the Board's primary spokesperson or representative; and performing such other duties as are generally expected of the presiding officer or are imposed by statute, Bylaws, or action of the Board.

D. Vice Rector. If the Rector is temporarily absent or unavailable, the Vice Rector presides over meetings and assumes all powers, duties and functions of the Rector. In the event of the death, permanent disability or resignation of the Rector, or should the Rector become otherwise permanently unable to perform the duties and functions of the office, the Vice Rector will become Rector for the remainder of the term, and a new Vice Rector will be elected.

Section 5 -- Advisory Representatives

A. Appointments. The Board is to appoint one faculty member and one student as non-voting, advisory representatives to the Board. Representatives are appointed at the annual meeting which is the last meeting of the fiscal year, and serve one-year terms commencing July 1 following their appointment and ending June 30.

The faculty representative shall be the President of the Radford University Faculty Senate (Faculty Senate President), provided that said individual shall serve no more than two consecutive terms as faculty representative to the Board of Visitors. If the same individual shall serve more than two consecutive terms as Faculty Senate President, the faculty representative to the Board shall be appointed from a list of three faculty members submitted by the Faculty Senate. Should the faculty representative resign as faculty senate president during his/her term on the Board of Visitors, the new faculty senate president shall fill the remaining term on the Board of Visitors of the individual who resigned; in the event an individual assumes the role as faculty representative for a period of 180 days or more, that period will count as one full term.

The student representatives are appointed from a list of three students submitted by the President after consultation with appropriate members of the administration and such other individuals as the President deems necessary. The three nominees for student representative shall make a brief presentation to the Board of Visitors at the annual meeting at which the student representative will be appointed.

B. Responsibilities. Advisory representatives have the responsibility to support the best interests of the University and to work with members of the Board for the continuing operation and development of the institution as a comprehensive state university. They are expected to participate in all regular meetings of the Board. Each advisory representative will be appointed as a non-voting member of at least one standing committee, but may not chair a committee. Advisory representatives may submit agenda items for discussion and information to be considered by the Board by presenting them to the President in advance of meetings, but may not make motions or introduce new items at meetings. Advisory representatives may not attend closed meetings except by invitation of the Board.

Section 6 – Committees

A. Executive Committee. The Executive Committee is comprised of the Rector, the Vice Rector, and the chairs of the standing committees. The Rector serves as Chair of the Committee.

1. The Executive Committee is authorized and required to:

- a. Develop and recommend to the Board a statement of governance setting forth the Board's role;
 - b. Periodically review the Board's Bylaws and recommend amendments;
 - c. Provide advice to the Board on committee structure, appointments, and meetings;
 - d. Develop an orientation and continuing education process for Board members that includes training on the Virginia Freedom of Information Act;
 - e. Create, monitor, oversee, and review compliance by Board members with the University's Code of Ethics, adopted August 23, 2007, which Code is equally applicable to Board members as well as other members of the University community;
 - f. Develop a set of qualifications and competencies for membership on the Board for approval by the Board and recommendation to the Governor.
2. Additionally, the Executive Committee is authorized to convene and exercise the full power and authority of the Board between meetings of the Board whenever circumstances require immediate action to address matters of an urgent nature, or as the Board may otherwise direct.

A simple majority constitutes a quorum. In the event that a quorum is not present, other members of the Board may be appointed by the Rector to serve in the place of absent members on an *ad hoc* and temporary basis in order that a quorum may be attained.

The Secretary to the Board is to inform promptly all members of the Board of any action taken by the Executive Committee. The Rector is to report actions taken by the Executive Committee at the next full meeting of the Board.

B. Standing Committees. Each standing committee is comprised of the Rector and Vice Rector plus not fewer than three additional Board members appointed by the Rector during or after the annual meeting. The Rector designates the chair and vice-chair of each committee and, on recommendation of the President, appoints an administrative assistant to staff each committee.

A simple majority of the members of a committee constitutes a quorum. In the event that quorum is not present, other members of the Board may be appointed by the Rector to serve in the place of absent members on an *ad hoc* and temporary basis in order that a quorum may be attained.

Matters may be referred to standing committees by the President, the President's designee, the Rector, or the full Board. In addition to the specific responsibilities provided by these Bylaws, the standing committees shall have any other duties and responsibilities assigned by the Board or the Rector.

The standing committees are:

1. **Business Affairs and Audit.** This committee is generally responsible for reviewing and recommending action to the Board regarding the financial and business affairs of the University, including but not limited to, capital projects, grants, contracts, and the naming of facilities. This committee also oversees the internal audit function of the University; receives

the annual financial audit report of the Auditor of Public Accounts; and performs studies of financial matters as directed by the Board.

2. **Student Affairs.** This committee is generally responsible for reviewing and recommending action to the Board on matters pertaining to students, including but not limited to, student retention, student support services and activities, student health and safety, student conduct and disciplinary standards, residential life, student organizations and activities, and the general quality of student life.
3. **Academic Affairs.** The committee provides guidance to the Board on matters essential to academic quality. This committee is generally responsible for reviewing and recommending action to the Board on matters regarding the University's academic mission, purpose, plans, and programs, including, but not limited to the creation or elimination of academic programs and of colleges and schools and academic departments within the University; faculty appointments, and the policies and procedures governing the award of tenure; academic standards and policies for student admissions, progression and graduation; and the conferring of meritorious awards and honorary degrees.
4. **Governance, Administration, and Athletics.** This committee is generally responsible for considering and recommending action to the Board on policy matters pertaining to the administrative operations of the University, including personnel matters, and shall advise and consult with the President of the University on matters of human resources policy in regard to classified employees, university staff and other non-instructional faculty members employed by the University.

The committee shall also conduct an annual evaluation of the President as required by these Bylaws in a closed meeting and present its findings and recommendations to the Board.

This committee is responsible for reviewing recommendations and offering motions to the Board on matters and policies pertinent to the Division of Information Technology including implementation of new technologies and systems affecting the University's computer systems, websites and telephone systems.

This committee is also responsible for reviewing recommendations and offering motions to the Board on matters pertaining to all aspects of University intercollegiate athletics including, but not limited to, recruitment of personnel, development of new athletic programs, and maintenance and/or construction of athletic facilities.

5. **University Advancement, University Relations, and Enrollment Management.** This committee is generally responsible for oversight of programs that promote private donations for, and alumni support of, the University, including related activities undertaken by the University directly and by affiliated foundations on the University's behalf. It also oversees the University's public and community relations programs, which are designed to enhance the University's stature and reputation, and its efforts to publicly disseminate news about the University. This committee is also responsible for reviewing recommendations and offering motions to the Board on matters and policies pertinent to the university's enrollment management strategy.

C. Special Committees. Special or *ad hoc* committees are established by the Board or the Rector for an expressed purpose and limited duration. Special committees may have no fewer than four members

appointed by the Rector, who may change the membership at any time. The Rector designates the Chair of special committees.

Section 7 – Policies and Procedures.

Subject to state law and these Bylaws, the Board may adopt rules and regulations and may establish specific policies or procedures for the operation of the University and, to the extent not inconsistent with these Bylaws, for the Board's own governance. All such policies and procedures in existence on the date of the adoption of these Bylaws, and all policies and procedures subsequently adopted by the Board must be published and are binding on all affected university constituents. The President shall be responsible for the publication and implementation of all policies and procedures of the Board.

Article II – Employees

Section 1 – The President

The President serves at the pleasure of the Board of Visitors or pursuant to contract with the Board. The President is the Chief Executive Officer of the University and oversees the overall operation of the University. The President is expected to provide leadership to the University community in the development of its mission and programs. The President directs the University's administration, faculty and staff, and oversees the financial affairs of the University and the use and maintenance of its physical facilities. The President supports the fund-raising and advancement efforts of public and private entities on behalf of the University and serves as the University's representative and official spokesperson. The President must act in accord with the policies and direction of the Board. The President must perform the duties and exercise the authority of the office in accordance with all applicable federal and state laws and regulations.

The President may delegate specific duties, in whole or in part, to other employees of the University. However, the President remains responsible for the performance of the delegate as to all matters within the President's authority.

The Board shall meet with the President, at least annually, in a closed meeting, and deliver an evaluation of the President's performance. A preliminary evaluation report is to be submitted by the Governance, Administration and Athletics Committee to the Board, which report serves as the initial basis for the Board's review and evaluation. Objectives for the coming year will also be presented to the Board by the President at the time of the evaluation.

Any changes to the President's contract shall be made only by vote of a majority of all members of the Board.

Section 2 – Provost, Vice Presidents, Vice Provosts, and Direct Reports to the President

The Provost, Vice Presidents, Vice Provosts, and all direct reports to the President are selected by the President, subject to approval by the Board, and serve at the pleasure of the President, or upon such other terms as agreed by the employee, the President, and the Board.

Section 3 – University Auditor

The University Auditor is responsible for the University's internal audit function, which provides independent appraisals and reviews of University operations. The University Auditor is administratively

responsible to the President, but is functionally accountable to the Board of Visitors. The University Auditor is appointed by, and reports to, the Board or a Board committee, as directed by the Board. In addition to the general responsibilities of the position, the University Auditor performs such duties incidental to the office as assigned by the Board or the President.

Article III – Miscellaneous

Section 1 – Suspension or Amendment of Bylaws

These Bylaws may be suspended or amended in whole or in part at any meeting of the Board of Visitors.

Section 2 – Parliamentary Authority

Unless otherwise specified by these Bylaws, all Board and committee meetings, actions, and rulings will be guided by the most current edition of *Robert's Rules of Order Newly Revised (most recent edition)*.

THIS PAGE IS INTENTIONALLY BLANK

SMIPO

Student Managed Investment Portfolio Organization

Presentation to Radford University
Board of Visitors
November 11, 2016

SMIPO Presenters & Advisors

- Student Presenters

- Collin Beckham, President
- John Keller, Chief Economist

- SMIPO Faculty Advisors

- Dr. Clarence Rose, Professor of Finance
- Dr. Steven Beach, Professor of Finance
- Dr. Abhay Kaushik, Associate Professor of Finance

- Dean

- Dr. George Low, Dean; College of Business and Economics

Brief History & Organization

- Brief History

SMIPO was established in 2001 with an \$100,000 allocation into the SMIPO investment account to be invested by the Radford University SMIPO students under the guidance of SMIPO Advisors: Dr. Clarence Rose, Professor of Finance, and Dr. Steven Beach, Associate Professor of Finance. In 2010, Dr. Abhay Kaushik, Associate Professor of Finance, was added as an advisor.

- Organization

Under the direction of SMIPO faculty advisors, SMIPO students are responsible for the entire operation of all organizational and investment activities.

SMIPO's Investment Decision Making Process

- At the beginning of each new investment cycle, and as otherwise needed, SMIPO members perform the following activities:
 - Investment Economic Analysis for the entire economy and investment sectors.
 - Adjust current sector investment allocations, if needed.
 - Examine existing investment holdings in each sector and search for investment opportunities in desired sectors.
 - Evaluate companies for investment using discounted cash flow analysis and other investment techniques.
 - Keep track of investment holdings and reevaluate when stocks go up or down by predetermined percentages.

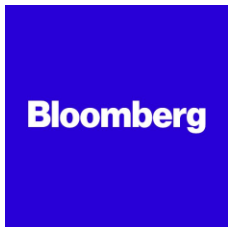
Investment Decision Making Process Continued

- Research new companies in which to invest funds from through a stock screening process on the Morningstar Direct investment platform.
- Perform analysis of sub-industries within the sectors.
- Oversee, evaluate, and review stock presentations made by analyst teams.
- Use of Morningstar Direct API enabled Excel Workbooks to derive Intrinsic Stock price and identify undervalued opportunities.

Certifications



Morningstar Direct Certification of Achievement



Bloomberg Market Concepts



Microsoft Office Excel Expert 2013

SMIPO SM-MD Cap Value

Portfolio Snapshot

Benchmark

Morningstar US Small-Mid Val TR USD

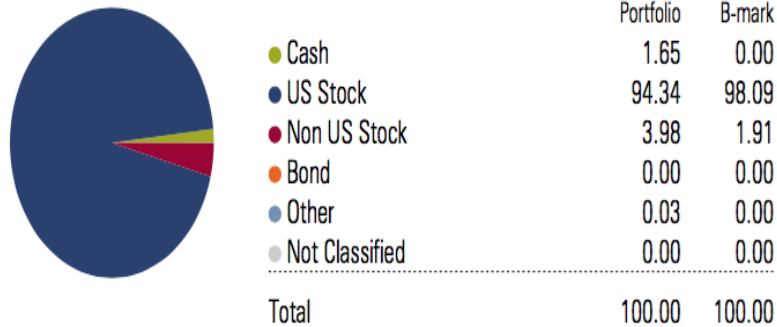
Account Number

Report Currency

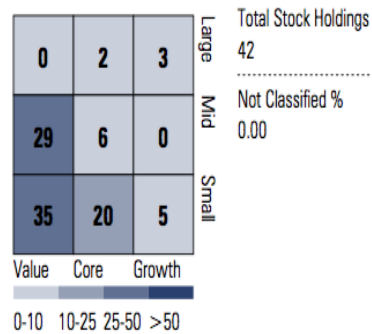
USD

Analysis

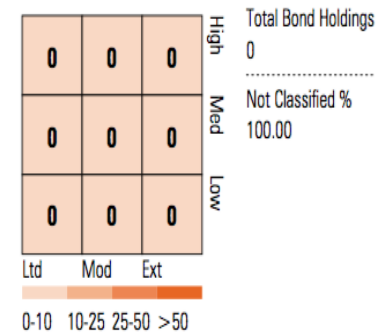
Asset Allocation



Equity Investment Style %

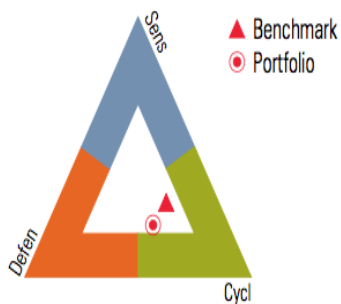


Fixed-Income Investment Style %

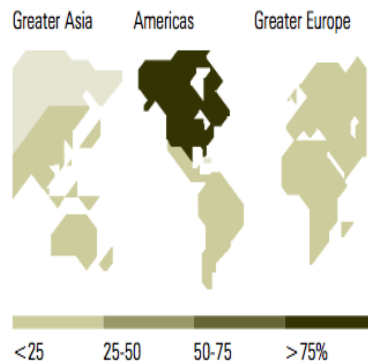


Stock Analysis

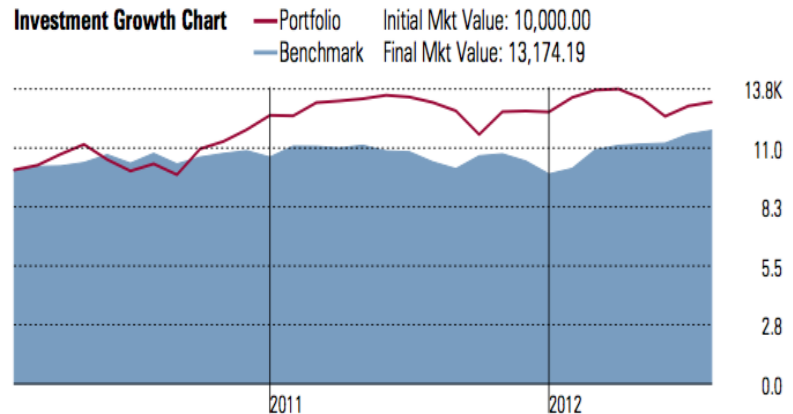
Stock Sectors



Stock Regions



Performance



Recent National Success!

- SMIPO earned the top fund ranking for the Value Fund Category – Undergraduate Division at the Quinnipiac University 2016 Global Asset Management Education (G.A.M.E.) Forum.
- SMIPO earned the same ranking at the Redefining Investment Strategy Education (RISE) forum in 2011.



Advantages to SMIPO Students

- Gives students hands on experience
- Attracts talented students to the school of business
- Scholarship Opportunities
- Leadership Opportunities
- Alumni Networking
- Resume Builder

Successful Alumni



Matthew B. Crisp

President & CEO at Benson Hill Biosystems

Raleigh-Durham, North Carolina Area | Biotechnology

Current Benson Hill Biosystems, Inc., Edison Agrosiences, Inc., Crisp & Company, LLC
Previous Radford University Foundation, Inc., Intrexon Corporation, Synchrony, Inc.
Education Radford University - College of Business and Economics



Sam Saunders

President & CEO of Harvest Development Group
Virginia Beach, Virginia | Marketing and Advertising

Current The Harvest Development Group
Previous Virginia Retirement Services & Wealth Management, NEXT Financial Group, Inc., The Frieden Agency / John Hancock Financial
Education Radford University - College of Business and Economics



George P. Kite III

Chief Financial Officer

Richmond, Virginia Area | Banking

Current Call Federal Credit Union, Welville Farm, GPK3, LLC
Previous Morgan Stanley, Call Federal Credit Union, Time Warner Inc.
Education Cornell University - Johnson Graduate School of Management



Jennifer Kelly

Portfolio Analytics at FactSet

Greater New York City Area | Capital Markets

Current FactSet
Previous FactSet, Willis Towers Watson, S&P Global
Education Radford University

Future Plans to Further Develop SMIPO and COBE

- Publicize more to make SMIPO nationally known and to attract more outstanding students to COBE.
- Promote SMIPO's success in awards, employment placement of graduates, and learning opportunities for new students.
- Establish additional SMIPO scholarships programs for future members to attract new high quality students.
- Create and offer Basic Investment Camps/Workshops for High School Students and High School Educators teaching personal finance in Virginia.
- Develop and host conferences and investment workshops for regional and/or national student managed investment organizations' members and advisors.

QUESTIONS?

Thank You!

THIS PAGE IS INTENTIONALLY BLANK

Resolution
BOV Member Attendance at SCHEV Orientation

November 2016

WHEREAS, the Code of Virginia requires the State Council of Higher Education for Virginia (SCHEV) to provide educational programs for newly appointed board members at the public institutions of higher education within the first two years of their service. The topics to be covered by SCHEV are contained in the Code of Virginia and range from best practices in governance to future and national trends. The orientation has traditionally been held during autumn in Richmond.

WHEREAS, Code of Virginia § 23.1-1300(E). requires members of the Board of Visitors of Radford University and all public institutions of higher education in the Commonwealth of Virginia to attend the Board training provided by SCHEV and any member who does not attend such required training within the first two years of membership on the Board is subject to a determination by the Board that the member has sufficient cause for failing to attend .

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors of Radford University hereby determines that Steve Robinson, as a member of the Board, has sufficient cause for failing to attend the required SCHEV training.