

Board of Visitors

December 8, 2017

RADFORD UNIVERSITY

Board of Visitors

RADFORD UNIVERSITY BOARD OF VISITORS
9:30 A.M.**
DECEMBER 8, 2017
MARTIN HALL, THIRD FLOOR, BOARD ROOM
RADFORD, VIRGINIA

DRAFT

AGENDA

- **CALL TO ORDER** Mr. Mark S. Lawrence, *Rector*
- **APPROVAL OF AGENDA** Mr. Mark S. Lawrence, *Rector*
- **APPROVAL OF MINUTES** Mr. Mark S. Lawrence, *Rector*
 - September 15, 2017, Board Meeting
 - May 4, 2017, Mini-Retreat
 - July 28, 2017, New Board Member Orientation
- **PRESIDENT'S REPORT** Dr. Brian O. Hemphill, *President*
- **ACADEMIC AFFAIRS COMMITTEE** Dr. Susan Whealler Johnston, *Chair*
 - Report to the Board of Visitors
 - Recommendation of Resolutions for Program Approval
 - Sport Management
 - Allied Health Sciences
 - Recommendation for Discontinuance of the Bachelor in Science (B.S.) in Athletic Training
- **UNIVERSITY ADVANCEMENT, UNIVERSITY RELATIONS & ENROLLMENT MANAGEMENT COMMITTEE** Ms. Krisha Chachra, *Chair*
 - Report to the Board of Visitors
- **BUSINESS AFFAIRS & AUDIT COMMITTEE** Mr. Robert A. Archer, *Chair*
 - Report to the Board of Visitors
 - Resolution for Radford University's 2017-18 Operating Budget Adjustment
- **GOVERNANCE, ADMINISTRATION & ATHLETICS COMMITTEE** Dr. Rachel D. Fowlkes, *Chair*
 - Report to the Board of Visitors
 - Recommendation for Approval of Administrative & Professional Faculty Handbook Changes

- **STUDENT AFFAIRS COMMITTEE** Dr. Debra “Deb” McMahon, *Chair*
 - Report to the Board of Visitors
 - Resolution for Radford University’s Student Immunization Record Requirements

- **REPORT TO THE BOARD OF VISITORS FROM THE STUDENT REPRESENTATIVE TO THE BOARD** Ms. Jessica Wollmann, *Student Representative (Non-Voting, Advisory Member)*

- **REPORT ON THE RADFORD UNIVERSITY FOUNDATION** Ms. Georgia Anne Snyder-Falkinham, *BOV Liaison to RU Foundation*

- **ACTION ITEMS** Mr. Mark S. Lawrence, *Rector*
 - Resolution to Approve the Mission Statement For Radford University
 - Resolution to Approve the Strategic Plan: Embracing the Tradition, Envisioning the Future

- **FREEDOM OF INFORMATION REFRESHER AND UPDATES** Mr. Allen Wilson, *Senior Assistant Attorney General, Commonwealth of Virginia*

- **CLOSED SESSION** Mr. Mark S. Lawrence, *Rector*
 - Virginia Freedom of Information Act §2.2-3711 (A.) Items 1., 3., 9., and 29.

- **OTHER BUSINESS** Mr. Mark S. Lawrence, *Rector*
 - Performance Plan Update
 - Partnership Opportunities
 - Delegation of Authority

- **ANNOUNCEMENTS** Mr. Mark S. Lawrence, *Rector*
 - Winter Commencement, December 16, 2017
 - **2018 Meeting Dates**
 - February 15-16, 2018
 - May 3-4, 2018
 - July 9-11, 2018
 - ✓ The Homestead
 - September 13-14, 2018
 - Winter dates to be determined

- **ADJOURNMENT** Mr. Mark S. Lawrence, *Rector*

**All start times are approximate only. The Board meeting either may begin before or after the listed approximate start time as Board members are ready to proceed.

Board Members

Mr. Mark S. Lawrence, Rector

Mr. Randolph “Randy” J. Marcus, Vice Rector

Mr. Robert A. Archer

Dr. Jay A. Brown

Mr. Gregory A. Burton

Ms. Krisha Chachra

Dr. Rachel D. Fowlkes

Dr. Susan Whealler Johnston

Mr. James R. Kibler, Jr.

Dr. Debra “Deb” K. McMahon

Ms. Karyn K. Moran

Mr. Steve A. Robinson

Dr. Javaid Siddiqi

Ms. Georgia Anne Snyder-Falkinham

Ms. Lisa Throckmorton



**RADFORD UNIVERSITY BOARD OF VISITORS MEETING
MARTIN HALL, THIRD FLOOR, BOARD ROOM
RADFORD, VIRGINIA
9:00 A.M.
SEPTEMBER 15, 2017**

DRAFT

MINUTES

BOARD MEMBERS PRESENT

Mr. Mark S. Lawrence, Rector
Mr. Robert A. Archer
Dr. Jay A. Brown
Mr. Gregory A. Burton
Dr. Rachel D. Fowlkes
Dr. Susan Whealler Johnston
Dr. Debra “Deb” K. McMahon
Ms. Karyn K. Moran
Ms. Georgia Anne Snyder-Falkinham
Dr. Jason “Jake” Fox, Faculty Representative (non-voting advisory member)
Ms. Jessica Wollmann, Student Representative (non-voting advisory member)

BOARD MEMBERS ABSENT

Mr. Randolph “Randy” J. Marcus, Vice Rector
Ms. Krisha Chachra
Mr. James R. Kibler, Jr. J.D.
Mr. Steve A. Robinson
Dr. Javaid Siddiqi

OTHERS PRESENT

President Brian O. Hemphill, Ph.D.
Mr. Richard S. Alvarez, Vice President for Finance and Administration and Chief Financial Officer
Mr. Joe Carpenter, Vice President for University Relations and Chief Communications Officer
Ms. Lisa Ghidotti, Director of State Government Relations
Dr. Graham Glynn, Provost and Vice President for Academic Affairs
Mr. Danny M. Kemp, Vice President for Information Technology and Chief Information Officer
Mr. Robert Lineburg, Director of Athletics
Ms. Wendy Lowery, Vice President for University Advancement
Ms. Katherine “Kitty” McCarthy, Vice President for Enrollment Management
Ms. Margaret McManus, University Auditor
Ms. Ashley Schumaker, Chief of Staff, Office of the President
Ms. Susan Trageser, Interim Vice President for Student Affairs
Ms. Mary Weeks, Secretary to the Board of Visitors and Senior Assistant to the President
Mr. Allen Wilson, Senior Assistant Attorney General, Commonwealth of Virginia
Radford University faculty and staff

CALL TO ORDER

Mr. Mark S. Lawrence, Rector, called the meeting to order at 9:13 a.m. in the Board Room, Third Floor of Martin Hall, Radford University, Radford, Virginia.

APPROVAL OF AGENDA

Rector Lawrence requested a motion to approve the agenda as published. The motion was made by Mr. Robert A. Archer, and it was seconded by Dr. Susan Whealler Johnston. The agenda was unanimously approved.

APPROVAL OF MINUTES

Rector Lawrence requested a motion to approve the minutes of the May 5, 2017 Board of Visitors meeting and the July 10-11, 2017 Board of Visitors Retreat, as published. Ms. Georgia Anne Snyder-Falkinham so moved, Dr. Jay A. Brown seconded the motion. The minutes were unanimously approved. A copy of the approved minutes can be found at <http://www.radford.edu/content/bov/home/meetings/minutes.html>.

RECOGNITION OF WOMEN'S BASKETBALL TEAM

Mr. Robert Lineburg, Director of Athletics, introduced members of the Women's Basketball team and 2016 Big South regular season champions. The team presented Rector Lawrence with a signed game ball and members of the Board of Visitors congratulated the team for an outstanding season.

RECOGNITION OF THE MEN'S BASEBALL TEAM

Mr. Lineburg introduced members of the Men's Baseball team and noted that Coach Raccuia is in his eleventh season at Radford University. The Men's Baseball team captured the 2017 Big South Tournament Championship and a NCAA Tournament appearance. The team presented Rector Lawrence with a signed baseball bat, and the members of the Board of Visitors congratulated the team for an outstanding season.

RESOLUTION FOR IMPACT PROGRAM

President Brian O. Hemphill, Ph.D. provided background and introduction of the Innovative Mobile Personalized Accelerated Competency Training (IMPACT) program. President Hemphill noted the program launch activities, which included a visit to campus and announcement by Governor Terry McAuliffe. The Board of Visitors recognized Dr. Matthew Dunleavy, Executive Director, faculty and staff of the IMPACT program. Rector Lawrence requested a motion to approve the resolution recognizing the IMPACT program leadership, faculty and staff. Mr. Archer so moved, and Dr. Brown seconded the motion. The resolution passed unanimously and is hereto attached as *Attachment A* and made a part thereof. A framed copy of the resolution was presented to Dr. Dunleavy, the program faculty, and staff receiving a copy.

MOMENT OF REFLECTION

Rector Lawrence requested a moment of reflection in honor of recently deceased Board of Visitors member, Ms. Mary Ann Jennings Hovis. He then thanked members of the Board of Visitors for their service and leadership on behalf of Radford University students, faculty and staff.

CLOSED SESSION

Rector Lawrence requested a motion to move into closed session pursuant to Section 2.2-3711 (A) Items 3, 9 and 29 under the Virginia Freedom of Information Act for the discussion of the acquisition of real property; related gifts, bequests and fund raising activities; and the award of the public contract

involving the expenditure of public funds on behalf of Radford University. Dr. Johnston so moved, and Mr. Archer seconded the motion. The motion passed unanimously. The Board of Visitors went into closed session at 9:33 a.m. The following were asked to remain, and the public was invited to leave:

Mr. Richard S. Alvarez, Vice President for Finance and Administration and Chief Financial Officer
Mr. Joe Carpenter, Vice President for University Relations and Chief Communications Officer
Dr. Ken Cox, Dean, Waldron College of Health and Human Services (requested to join at 10:40 a.m.)
Mr. John Cox, Executive Director of the Radford University Foundation
Ms. Heather Miano, Executive Director of Administration, Office of the President
Mr. Chad Reed, Associate Vice President for Budget and Financial Planning
Ms. Ashley Schumaker, Chief of Staff, Office of the President
Mr. Allen Wilson, Senior Assistant Attorney General, Commonwealth of Virginia

RECONVENED SESSION

Rector Lawrence reconvened the meeting at 11:18 a.m. and requested a motion to come out of closed session and for a Certification of Executive Meeting. Dr. Johnston so moved the following resolution:

WHEREAS, the Radford University Board of Visitors has convened a closed session on this date pursuant to an affirmative recorded vote and in accordance with the provisions of the Virginia Freedom of Information Act; and

WHEREAS, §2.2-3712 of the Code of Virginia requires a certification by this Board that such closed meeting was conducted in conformity with Virginia law;

NOW, THEREFORE, BE IT RESOLVED, that the Board certifies that, to the best of each member's knowledge, (i) only public business matters lawfully exempted from open meeting requirements under this chapter were discussed in the closed meeting to which this certification resolution applies, and (ii) only such public business matters as were identified in the motion by which the closed session was convened were heard, discussed or considered by the Board. Mr. Archer seconded the motion.

<u>Roll Call</u>	<u>Vote</u>
Mr. Mark S. Lawrence, Rector	Yes
Mr. Robert A. Archer	Yes
Dr. Jay A. Brown	Yes
Mr. Gregory A. Burton	Yes
Dr. Rachel D. Fowlkes	Yes
Dr. Susan Whealler Johnston	Yes
Dr. Debra K. McMahan	Yes
Ms. Karyn K. Moran	Yes
Ms. Georgia Anne Snyder-Falkinham	Yes

Before moving to the President's Report, Rector Lawrence thanked those in attendance for their patience as the Board had a variety of important and exciting items that it need to discussed. He indicated that, once appropriate, the University will publically announce and discuss such items, which will be critically important to the University's future.

PRESIDENT'S REPORT

President Brain O. Hemphill, Ph.D. welcomed everyone and asked the Board of Visitors to acknowledge Mr. Jorge Coartney and his staff, who worked behind the scenes in preparing the campus for the start of the 2017-2018 academic year. The fall start went smoothly in light of the demanding schedule of staff relocations, space upgrades, and routine repairs.

President Hemphill provided an update on several events, which included the overwhelming response in honor of Dr. Joseph Scartelli, Provost Emeritus and past Dean of the College of Visual and Performing Arts. Friends and colleagues committed over \$150,000 in gifts supporting scholarships in honor of Dr. Scartelli, and 175 attended the reception, including members of the Board, to witness the unveiling and dedication of the Joseph P. Scartelli Atrium, located in Covington Center. In addition, on August 14, 2017, President Hemphill welcomed 100 plus members of the business community to the Governor Tyler House for a Business Leaders Reception.

President Hemphill announced program changes for the May 2018 Commencement Ceremony. In order for each graduate to have a consistent commencement experience, individual colleges will not hold ceremonies. The May 2018 ceremony will be a campus-wide single event, where all graduates will receive individual recognition. Respective colleges will host receptions at various dates and times prior to the main commencement ceremony. A copy of the President Hemphill's report, as distributed, is hereby attached as *Attachment B* and made a part thereof.

Rector Lawrence thanked President Hemphill for his report.

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

Dr. Jason "Jake" Fox, Faculty Representative, provided initiatives for the 2017-2018 academic year. They are continuing to move the Faculty Senate forward with a commitment to communication, collaboration and improving Faculty Senate due diligence. Projects include a major revision to the Teaching and Research Faculty Handbook, focus on faculty resources and workload, improved working environment, the governance process and review of Interdisciplinary programs.

Rector Lawrence welcomed Dr. Fox to the Board of Visitors.

REPORT FROM THE ACADEMIC AFFAIRS COMMITTEE

Dr. Johnston, Chair of the Academic Affairs Committee, welcomed Provost and Vice President for Academic Affairs Graham Glynn to the Committee and the University. She noted the Committee previewed two program proposals, Bachelor of Science in Sport Management and Bachelor of Science in Allied Health Sciences, both of which come from the Department of Health and Human Performance in the College of Education and Human Development.

Provost Glynn will be involved in multiple activities for 2017-2018, which include, in collaboration with Dr. Fox and the Faculty Senate, a comprehensive review and update of the Teaching and Research Faculty Handbook, leveraging summer growth opportunities and intentional focus of engaging students in research. There were no action items from the Committee.

Rector Lawrence thanked Dr. Johnston for her report.

REPORT FROM THE UNIVERSITY ADVANCEMENT, UNIVERSITY RELATIONS AND ENROLLMENT MANAGEMENT COMMITTEE

Ms. Moran provided the University Advancement, University Relations and Enrollment Management Committee report. Fall 2017 freshmen enrollment was 1,848, which is a 5.5 percent increase from 2016, and the average GPA has increased to 3.24, the highest GPA for a new freshmen class since 1996. New transfer students for fall 2017 has decreased eight percent to 662, and total overall fall 2017 enrollment was 9,415 compared to 9,401 in fall 2016. This number includes 1,000 graduate students, which is the highest number since fall 2013.

Ms. Moran continued the report with the University Relations update. Mr. Carpenter, Vice President for University Relations and Chief Communications Officer, discussed the 2017-2018 external marketing campaign strategies, which will focus on supporting Enrollment Management. The strategies will be implemented in four phases: application, conversion/yield, early identifiers in high school (freshmen, sophomores and juniors) and transfer students. University Relations will also be leveraging university events and innovation to highlight with external audiences.

Ms. Moran welcomed Ms. Wendy Lowery, Vice President for University Advancement, to the Committee and the University. The Comparative Giving Report, which included FY 2018 giving (as of August 21, 2017) had a significant increase compared to the same time last year, gifts were at \$1,845,041 compared to \$82,101. Ms. Lowery will be focusing on advancement infrastructure as it relates to personnel and the implementation of metrics to drive performance and benchmarking. There was also a preview of the process to launch a capital campaign, which Radford University has not embarked on since the late 1990s. There were no action items from the Committee, and Ms. Moran thanked Ms. Kitty McCarthy, Mr. Joe Carpenter and Ms. Wendy Lowery for the information provided in her report.

Rector Lawrence thanked Ms. Moran for her report.

REPORT FROM BUSINESS AFFAIRS & AUDIT COMMITTEE

Mr. Archer, Chair of the Business Affairs and Audit Committee, briefed the Board that the Auditor of Public Accounts provided final reports on Radford University's FY 2016 audit review. The report was received in good order with no weaknesses, and upcoming audits will include Athletics and Financial Aid. The University also wrote off past due accounts, which were .02 percent of the total tuition assessed. Mr. Archer updated progress on capital projects, which include Reed and Curie Halls and the expansion of the Clinical Simulation Center in Roanoke. There are three action items from the Committee being recommended. They are:

- Recommendation of the Resolution for Approval of the Radford University 2017-2018 Operating Budget
- Recommendation of the Resolution for Approval of the Radford University 2017 Six-Year Plan
- Recommendation of the Resolution for Approval of Radford University's 2018-2024 Six-Year Capital Plan

Rector Lawrence requested all three be considered in a block vote. There was no discussion on the resolutions, Ms. Snyder-Falkinham moved to approve all three resolutions in a block vote, and Dr. Brown seconded the motion. The resolutions were approved unanimously and are hereby attached as *Attachment C, D* and *E* respectively and made a part thereof.

Rector Lawrence thanked Mr. Archer for his report and thanked Mr. Richard Alvarez, Mr. Chad Reed and their teams for the detailed reports.

REPORT FROM THE GOVERNANCE, ADMINISTRATION & ATHLETICS COMMITTEE

Dr. Fowlkes, Chair of the Governance, Administration and Athletics Committee provided an update on the Division of Information Technology efforts to combat hacking and provide security of the University's information and servers. Mr. Danny Kemp, Vice President for Information Technology and Chief Information Officer, illustrated multiple layers of security programs that are in place as well as the annual training staff receive in awareness and prevention of these issues.

Dr. Fowlkes informed the Board that Athletics has a new 5,000 sq.ft. weight and wellness room, which houses the team physician, new plunge pools and other wellness equipment and programming. Due to recent NCAA regulations, student athletes receive additional rest days after competition, and she noted that Radford student athletes are earning an average 3.0 GPA. The Committee discussed how student athletes receive academic support. The Board recognized two of our Big South teams, Men's Baseball and Women's Basketball. Also, it was reported that the tennis courts are on schedule for new court surface and Hope Creasy is the new head softball coach. Mr. Lineburg provided the Committee with an overview of the Cox legislation, House Bill 1897. Athletics has to raise 22 percent of their budget from private sources in order to be compliant and are in their third year of a five-year grace period. They are currently meeting 76 percent of the requirements and are on target to meet the 2017-2018 goal by November 2017.

One action item from the Committee was the recommendation of the Resolution of Amendments to the Radford University Discrimination, Harassment, Sexual Misconduct and Retaliation Policy (Title IX document), which the Committee recommends approval. Mr. Allen Wilson, Senior Assistant Attorney General, Commonwealth of Virginia, provided an overview for Board members.

Rector Lawrence requested a motion to approve the Title IX document changes. Ms. Snyder-Falkinham so moved, and Dr. McMahon seconded the motion. The resolution unanimously passed and is hereby attached as ***Attachment F*** and made a part thereof.

Rector Lawrence thanked Dr. Fowlkes for her report.

REPORT FROM THE STUDENT AFFAIRS COMMITTEE

Dr. McMahon, Chair of the Student Affairs Committee, reported a 75.5 percent returning student retention rate, which is an increase of 1.4 percent from fall 2016. Fall 2017 housing numbers have increased by 300 students above fall 2016. The expansion of Starfish, outreach programs, mentoring and increased involvement of Resident Advisors were some of the variables leading to this success. In 2016-2017, students also participated in over 30,000 hours of community service and plans are in place to coordinate and increase participation for 2017-2018.

Dr. McMahon welcomed the new Student Government Association (SGA) President, Ms. Julianna Stanley to the Committee. SGA's 2017-2018 goals to include school spirit, community service, and campus unity.

Student Counseling Services is no longer a contracted service, but is now in-house. The University is able to provide additional services such as increased clinical support and campus outreach with the change. There were no action items from this Committee.

Rector Lawrence thanked Dr. McMahon for her report.

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

Ms. Jessica Wollmann, Student Representative, discussed three projects she will be working on in 2017-2018. They are to reduce Radford University's carbon footprint with a dorm campaign that challenges students to turn lights off, recycle, reduce hot water use and other strategies. Ms. Wollmann will also launch a k-cup recycle program, sending the remains of coffee grounds to the local community garden and recycling the container. The third goal is increasing Highlander spirit and unity on campus, and she will join with the SGA in organizing the April 7, 2018 Unity Fest. A copy of Ms. Wollmann's report is hereby attached as *Attachment G* and made a part thereof.

Rector Lawrence welcomed Ms. Wollmann to the Board and thanked her for her report.

REPORT ON THE RADFORD UNIVERSITY FOUNDATION

Ms. Snyder-Falkinham, Representative on the Radford University Foundation Board of Directors, provided a briefing that included:

- The Foundation is currently under audit review, a report will be ready November 2017.
- There are several real estate acquisitions under consideration.
- Total assets are \$76.6 million.

Ms. Snyder-Falkinham distributed a recap report and is hereby attached as *Attachment H* and is made a part thereof.

Rector Lawrence thanked Ms. Snyder-Falkinham for her report.

STRATEGIC PLAN BRIEFING

Dr. Kenna Colley, Strategic Planning Task Force Co-Chair, began her briefing with recognition of Ms. Ashley Schumaker, Chief of Staff, Office of the President, and thanked her for the support she provided the Task Force Co-Chairs and the entire Task Force and subgroups. Dr. Colley proceeded with a brief overview of the process to date and listed the task force subgroups:

- Mission Vision and Core Values
- Challenges and Opportunities
- Academic Excellence and Research
- Brand Identity
- Budget
- Economic Development and Community Partnerships
- Philanthropic Giving and Alumni Engagement
- Strategic Enrollment Growth
- Student Success

Over 180 students, faculty and staff have been involved in the process, which began on October 24, 2016 with President Hemphill's charge to the Task Force. The process involved several listening sessions, group meetings and robust discussions with lively engagement. The process has been transparent with information posted on the Strategic Planning webpage. The next step is developing

the narrative and producing the final document by the December 2017 Board of Visitors meeting. Materials provided for today's meeting are incomplete and in draft form as work continues with the review by the Budget subgroup and development of the final draft. Dr. Colley continued the briefing by noting that there is energy surrounding all of the initiatives including scholarly research for both students and faculty, a writing center, professional development of faculty, health care, Center for Highlander Engagement, Appalachian Outreach Center, parent and family outreach strategies and student engagement. This was a campus and community effort, and she thanked everyone who participated.

Rector Lawrence recognized the amount of effort and dedication the work on the Strategic Plan has required and commended Task Force members and the campus community. Once the Strategic Plan is approved, the Board of Visitors will review Board Committee alignment in order to move the Plan forward. Members of the Board were asked to provide any feedback by October 20, 2017.

The draft Strategic Plan document is hereto attached as ***Attachment I*** and made a part thereof.

APPROVAL OF RESOLUTIONS

Resolution for Authorization to Adjust State Approved Base Salary Compensation

Rector Lawrence requested a motion to approve the Resolution for Authorization to Adjust State Approved Base Salary Compensation. Dr. McMahon so moved, and Ms. Moran seconded the motion. The resolution passed unanimously hereto attached as ***Attachment J*** and made a part thereof.

Resolution for Ms. Mary Ann Jennings Hovis

Rector Lawrence requested a motion to approve the Resolution for Ms. Mary Ann Jennings Hovis. Ms. Snyder-Falkinham so moved, and Mr. Archer seconded the motion. The resolution passed unanimously hereto attached as ***Attachment K*** and made a part thereof.

ADJOURNMENT

With no further business to come before the Board, Rector Lawrence thanked everyone for attending and requested a motion to adjourn. Dr. Johnston so moved, and Ms. Moran seconded. The meeting adjourned at 12:10 p.m.

Respectfully submitted,

Mary Weeks

Secretary to the Board of Visitors and Senior Assistant to the President



RESOLUTION RECOGNIZING
IMPACT PROGRAM LEADERSHIP, FACULTY AND STAFF
Innovative Mobile Personalized Accelerated Competency Training

WHEREAS, the Radford family, comprised of students, faculty, staff, alumni and friends, is working diligently to transform Radford into an innovative, premier university in the Commonwealth of Virginia and beyond with a keen focus on teaching, research and service; and

WHEREAS, on September 8, 2017, Radford University proudly launched IMPACT, an innovative new competency-based education program, thereby positioning the University as a national leader in training working professionals for high-demand careers and meeting the evolving needs of business and industry; and

WHEREAS, IMPACT is a first-of-its-kind program among four-year public institutions in the Commonwealth, thereby providing the necessary skills and training to equip today's workforce for tomorrow's challenges; and

WHEREAS, with the launch of the IMPACT Program, Radford University boldly stepped forward as a key partner in the rapidly developing Virginia workforce in cybersecurity, geospatial intelligence and future high demand areas to address critical shortages in the fields of special education teachers and opioid addiction counseling; and

WHEREAS, Radford University has a proud tradition of teaching and learning, while promoting innovation at all levels of the campus and fostering creative vision, strong leadership and enthusiastic work among its talented students, outstanding faculty and dedicated staff; and

WHEREAS, Dr. Matthew C. Dunleavy's decade-long tenure at Radford University established and advanced a clear vision for the robust utilization of technology as a learning tool for young minds, while simultaneously nurturing the creative and entrepreneurial spirit of all Highlanders; and

WHEREAS, Dr. Dunleavy was named Executive Director of Radford University's Innovative Learning Lab and the IMPACT Program due to his strong record of teaching excellence at Radford University, in addition to the totality of his education endeavors and professional pursuits; and

WHEREAS, IMPACT was created and will succeed with a strong team of world-class faculty members, such as Dr. Andrew Foy, Dr. Hwajung Lee, Dr. Stockton Maxwell, Dr. Jeff Pittges, Dr. Prem Uppuluri, and highly-regarded staff, such as Erin Berman, Jagat Dhami, Thomas Jeter, Steve Oake, Dr. Greg Sherman, Tom Snediker and Randy Ughetta; and

WHEREAS, Radford University's IMPACT Program provides a limitless opportunity for our University to make a lasting mark as a national leader in innovation, while interacting with students of all ages, interests and skillsets in new and profound ways, thereby igniting their passion for learning, strengthening the course of their professional careers and providing a strong foundation for their critical role as citizen leaders; and

WHEREAS, Radford University, with the launch of the IMPACT Program, proudly reaffirms its founding focus of teaching and learning and boldly pledges its unwavering commitment to innovation and discovery;

NOW, THEREFORE, BE IT RESOLVED, that the members of the Radford University Board of Visitors hereby recognize and salute IMPACT leadership, faculty and staff and express sincere gratitude for the time and energy spent on behalf of Radford University, given this day of September 15, 2017, and presented to the IMPACT team and preserved in perpetuity in the permanent business records of the Board of Visitors.

Mark S. Lawrence
Rector

Brian O. Hemphill, Ph.D.
President



Brian O. Hemphill, Ph.D.
President

TO: Members of the Board of Visitors
FROM: Brian O. Hemphill, Ph.D. 
President
DATE: September 15, 2017
RE: President's Report

Reflections - Mary Ann Hovis '65

I would be remiss in my report to the Board if I did not begin with recognition of the passing of **Mary Ann Hovis**. Marisela, our family and I were received with open arms by Mary Ann upon my selection as president, throughout the transition and during the first year of my presidency. Mary Ann's warmth and gracious manner made us feel at home and immediately part of the Radford family. For seven days after announcement of her passing, the Radford University flag was flown at half-staff on campus in honor of Mary Ann.

Senior Leadership Update

On July 1st, we welcomed Dr. Graham Glynn as our new vice president for academic affairs and provost. Graham has a long career in both the academe, as well as industry experience, and comes to us from Fort Hays State University in Kansas where he served as provost.

On August 1st, we welcomed Wendy Lowery as the new vice president for University Advancement. Wendy is joining us from University of North Carolina at Pembroke where she has had a successful career in advancement and alumni relations, and before that at Fayetteville State University, as well as fundraising experience in the non-profit industry.

Over the course of the summer, we have had a number of transitions in some of our senior leadership positions. In Student Affairs, Susan Trageser has been serving as the interim vice president for Student Affairs. I appreciate her efforts, and the entire Student Affairs team in leading a smooth move-in of the Class of 2021 and transition into the fall semester. The search for a new vice president for Student Affairs is in progress. During the summer, we had a series of off-campus interviews with applicants. Following that, earlier this week we hosted candidates for on-campus interviews and presentations, and I anticipate making an announcement soon.

The evening of August 19th was indeed a special occasion wherein more 175 faculty, staff, alumni and friends gathered to honor Provost Emeritus Joe Scartelli for his selfless devotion to Radford University. I appreciate Rector Mark Lawrence and Board members Georgia Anne Snyder-Falkinham and Robert Archer joining us as we paid tribute to a true gentlemen and the embodiment of service. In recognition of Joe, we dedicated and unveiled the Joseph P. Scartelli Atrium in the Covington Center and were pleased to announce that evening that more than \$150,000 in gifts and commitments for the Dr. Joseph P. Scartelli Scholarship in Visual and Performing Arts had been raised. The scholarship was founded by friends, family and colleagues of Joe and is designed to provide assistance for those studying in the College of Visual and Performing Arts.

Alumni Engagement

Our Alumni Relations staff and Alumni Association, which is coming off its first full academic year after re-establishment, has gotten off to a strong start this summer. I was privileged to join 56 of our alumni at Radford University Night at Party in Elmwood Park in Roanoke on June 22nd, followed by an estimated more than 500 alumni for a strong showing at RU's Day at Nationals Park in Washington, D.C. And, in conjunction with the start of the new fall semester, I joined our alumni employees to kick off the year at BT's and we hosted alumni legacy lunches during both days of new freshmen move-in.

Summer Accomplishments and Preparations for the Fall 2017 Semester

Throughout the summer, behind the scenes was a dedicated staff making all of these events a reality; facilitating multiple office relocations across campus; complex renovations; student orientation, registration and advising; grounds preparation and myriad countless other tasks. This resulted in a seamless move-in of the Class of 2021 into the residence halls, where more than 600 upperclassmen, faculty and staff volunteered to assist families over the course of two days.

Later that same weekend, we hosted New Student Convocation, this year outside for the first time in recent memory, on the lawn in front of McConnell Library. We followed that with a class photo and a picnic on the lawn in front of Muse Hall for the new students, as well as upperclassmen, faculty and staff, to welcome our newest Highlanders.

Economic Development and Community Partnerships

Business Leaders Reception – On August 14th, I hosted at the Governor Tyler House more than 100 local and regional business leaders along with the University's Leadership Council. As part of my ongoing commitment to engage our local and regional business community, this was a good opportunity for the University to network and update business leaders about the university's progress and future plans.

Legislative Outreach

Since the Spring 2017 Commencement, we have been active in legislative outreach, particularly to members of the **General Assembly**. With the busy coordination of Lisa Ghidotti, I called on 22 members, including in some cases leadership, of the House Appropriations Committee; Capital Outlay Subcommittee; Higher Education Subcommittee; Senate Finance Committee; House Education Committee; Joint Subcommittee on the Future Competitiveness of Virginia Higher Education; House Science and Technology Committee, of which an invitation was extended to present during the 2018 session; Joint Commission on Technology and Science; and House and Senate budget conferees.

Innovation - Strategic Enrollment Growth and Academic Excellence

Speaking of **IMPACT**, last Friday, Governor McAuliffe joined more than 450 students; faculty; staff; alumni; state, regional and local governmental officials; several members of the Board; along with our business and governmental partners, in launching IMPACT, our competency based education workforce development program. Our program will begin with an 18-hour equivalent certificate program that decouples from the traditional delivery model, better serving the working professional, providing high quality instruction and learning in a discipline of strength for Radford University, and addressing the statewide shortage of cyber trained professionals. We are planning to introduce a CBE program in geospatial intelligence by early 2018, another program for which Radford has established excellence and market need, and are exploring for fall 2018 a CBE program that brings together education and counseling to help professionals address the opioid epidemic that is ravaging our regional and statewide communities, detracting from the K-12 educational environment of our youngest students and impacting our economy.

With our launch, Radford University becomes the first public, four-year institution in the Commonwealth to offer competency based education. I want to take this opportunity to thank the faculty and administrators who have worked tirelessly to make this a reality, demonstrating a can-do attitude, taking risk and rising to the challenges of making this concept become a reality.

Strategic Planning

As members of the Board and the respective committees begin their review of the draft Strategic Plan, I want to take this opportunity to acknowledge the commitment and dedication of the more than 180 students, faculty, staff, alumni and community members who actively participated and contributed to the recommendations put forth by the Task Force and its nine sub-groups. We would not have been able to solicit input of the campus community and propose 54 distinctive and specific strategies if not for the leadership of Co-Chairs Dr. Jack Call and Dean Kenna Colley, aided by Chief of Staff Ashley Schumaker. We look forward to your review and hope to gain Board approval at the December meeting.

Accolades

US News and World Report – On Tuesday, we were pleased to learn about the 2018 U.S. News and World Report Best College rankings, which saw Radford move forward from the 2017 rankings. Radford was ranked #43 Best Regional Universities – South, tied with Marshall University and Mary Baldwin, up from #47 last year. And, we were ranked as the #15 Top Public Regional University – South, up from #17 last year.

New Traditions

State of the University - This fall will see the inaugural State of the University on October 6th at 11 a.m. We decided to hold this event in conjunction with Homecoming Weekend as a one of the first kickoff events and allow our alumni the opportunity to join our students, faculty and staff in coming together where I will provide an overview of our many accomplishments over the past year, as well as update everyone on the major goals we have set for the 2017-18 academic year. I would like to make sure to extend an invitation to every member of the Board, that we would be pleased to have you join up if your schedules permit.

Spring 2018 Commencement – Following our Spring 2017 Commencement, I convened a working group to examine the feasibility and structure of hosting an all-college commencement ceremony wherein all students would receive individual recognition. The group solicited input from across campus and examined the ceremonies of other institutions to develop recommendations how we could do a combined ceremony that also recognizes those elements identifiable with Radford. The working group's proposed plan will provide a consistent experience for all graduates and guests, and I am hopeful, contribute to a common university spirit and identity. We will be developing a more detailed schedule of all the commencement and graduation events that occur across campus as we get closer and hope to see as many Board members who can attend on Saturday, May 5th, 2018.

This concludes my report.

RADFORD UNIVERSITY BOARD OF VISITORS
Resolution
September 15, 2017

Attachment C

Approval of the Radford University 2017-18 Operating Budget

BE IT RESOLVED, the Radford University Board of Visitors approves the fiscal year 2017-18 operating budget as presented in Schedule A for Total Operating Budget and Schedule B for Auxiliary Enterprises.

**Radford University
Proposed University Operating Budget
2017-18**

Dollars in Thousands

	Annual Budget for 2016-17			2016-17	2017-18 Adjustments			2017-18
	Original Total Budget	(a) Adjustments	Adjusted Total Budget	(b) Adjusted Total Budget	Technical Adjustments	Base Adjustments	One-Time Adjustments	Recommended Total Budget
Educational and General Programs								
<u>Revenues</u>								
General Fund	\$51,540	(\$1,067)	\$50,473	\$50,473	\$1,067	187	\$0	\$51,727
Tuition and Fees	72,351	(1,188)	71,162	71,162	1,188	1,393	0	73,743
All Other Income	2,696	2	2,698	2,698	(1,350)	(280)	1,719	2,787
Revenue	\$126,586	(\$2,254)	\$124,332	\$124,332	\$906	\$1,300	\$1,719	\$128,257
<u>Expenditures</u>								
Instructional & Academic Support	(\$83,109)	\$2,346	(\$80,763)	(\$80,763)	(\$2,346)	(\$1,439)	\$0	(\$84,548)
All Other Support Programs	(43,477)	(92)	(43,569)	(43,569)	1,440	139	(1,719)	(43,709)
Expenditures	(\$126,586)	\$2,254	(\$124,332)	(\$124,332)	(\$906)	(\$1,300)	(\$1,719)	(\$128,257)
Reserve Draw (Deposit)	0	0	0	0	0	0	0	0
NET	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Student Financial Assistance								
Revenue	\$11,951	\$216	\$12,167	\$12,167	(\$216)	\$77	\$0	\$12,028
Expenditures	(11,951)	(216)	(12,167)	(12,167)	216	(77)	0	(12,028)
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	\$66,644	(\$4)	\$66,640	\$66,640	(\$70)	\$3,503	\$0	\$70,074
Expenditures	(61,329)	(1,016)	(62,346)	(62,346)	1,807	(2,257)	(524)	(63,321)
Reserve Draw (Deposit)	(5,315)	1,020	(4,295)	(4,295)	(1,737)	(1,246)	524	(6,754)
NET	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total University								
Revenues	\$211,282	(\$2,042)	\$209,240	\$209,240	\$620	\$4,880	\$1,719	\$216,459
Expenses	(205,967)	1,022	(204,945)	(204,945)	1,116	(3,634)	(2,243)	(209,706)
Reserve Draw (Deposit)	(5,315)	1,020	(4,295)	(4,295)	(1,737)	(1,246)	524	(6,754)
NET	\$0	(\$0)	(\$0)	(\$0)	\$0	\$0	\$0	(\$0)

Notes:

(a) Original Total Budget - Reflects the 2016-17 Operating Budget as of July 1, 2016 which was approved by the Board at the September 2016 meeting. Both recurring and one-time operating budgets are included.

(b) Adjusted Total Budget - Reflects the 2016-17 Operating Budget as of June 30, 2017. Both recurring and one-time operating budgets are included.

(c) Recommended Total Budget - Reflects the proposed 2017-18 Original Total Budget as of July 1, 2017. Both recurring and one-time operating budgets are included.

Radford University
Proposed Auxiliary Enterprise Budget
2017-18

Dollars in Thousands

	Annual Budget for 2016-17			2016-17 Adjusted Total Budget	2017-18 Adjustments			2017-18 Recommended Total Budget (c)
	Original Total Budget (a)	Adjustments	Adjusted Total Budget (b)		Technical Adjustments	Base Adjustments	One-Time Adjustments	
Residential & Dining Programs								
Revenues	\$30,398	\$0	\$30,398	\$30,398	\$0	\$3,269	\$0	\$33,667
Expenditures	(28,773)	(514)	(29,287)	(29,287)	914	(1,758)	(232)	(30,362)
Reserve Draw (Deposit)	(1,624)	514	(1,111)	(1,111)	(914)	(1,512)	232	(3,305)
NET	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Bookstore								
Revenues	\$640	\$0	\$640	\$640	\$0	(\$150)	\$0	\$490
Expenditures	(269)	0	(269)	(269)	0	(2)	0	(272)
Reserve Draw (Deposit)	(371)	0	(371)	(371)	0	152	0	(218)
NET	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Parking & Transportation								
Revenues	\$1,805	\$0	\$1,805	\$1,805	\$0	\$225	\$0	\$2,030
Expenditures	(1,509)	(102)	(1,611)	(1,611)	150	27	(18)	(1,452)
Reserve Draw (Deposit)	(295)	102	(193)	(193)	(150)	(252)	18	(578)
NET	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Telecommunications								
Revenues	\$566	\$0	\$566	\$566	\$0	\$20	\$0	\$585
Expenditures	(498)	(1)	(499)	(499)	1	6	0	(492)
Reserve Draw (Deposit)	(67)	1	(66)	(66)	(1)	(25)	0	(93)
NET	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Student Health Services								
Revenues	\$3,134	(\$80)	\$3,053	\$3,053	\$0	\$55	\$0	\$3,108
Expenditures	(3,043)	(85)	(3,128)	(3,128)	164	122	(113)	(2,955)
Reserve Draw (Deposit)	(91)	165	74	74	(164)	(177)	113	(153)
NET	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Student Programming								
Revenues	\$8,389	\$0	\$8,389	\$8,389	\$0	(\$150)	\$0	\$8,239
Expenditures	(8,066)	(16)	(8,081)	(8,081)	42	15	0	(8,025)
Reserve Draw (Deposit)	(323)	16	(307)	(307)	(42)	135	0	(214)
NET	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Building & Facilities								
Revenues	\$3,431	\$0	\$3,431	\$3,431	\$0	(\$105)	\$0	\$3,326
Expenditures	(1,561)	(4)	(1,565)	(1,565)	59	38	0	(1,468)
Reserve Draw (Deposit)	(1,870)	4	(1,866)	(1,866)	(59)	67	0	(1,858)
NET	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Enterprise Functions								
Revenues	\$5,858	\$0	\$5,858	\$5,858	\$0	\$793	\$0	\$6,651
Expenditures	(5,280)	(4)	(5,284)	(5,284)	105	(884)	(2)	(6,065)
Reserve Draw (Deposit)	(578)	4	(574)	(574)	(105)	91	2	(586)
NET	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Intercollegiate Athletics								
Revenues	\$12,425	\$76	\$12,501	\$12,501	(\$70)	(\$453)	\$0	\$11,978
Expenditures	(12,329)	(290)	(12,619)	(12,619)	371	179	(160)	(12,230)
Reserve Draw (Deposit)	(96)	214	118	118	(301)	274	160	252
NET	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Total Auxiliary Enterprise								
Revenues	\$66,644	(\$4)	\$66,640	\$66,640	(\$70)	\$3,503	\$0	\$70,074
Expenses	(61,329)	(1,016)	(62,346)	(62,346)	1,807	(2,257)	(524)	(63,321)
Reserve Draw (Deposit)	(5,315)	1,020	(4,295)	(4,295)	(1,737)	(1,246)	524	(6,754)
NET	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Notes:

(a) Original Total Budget - Reflects the projected 2016-17 Operating Budget as of July 01, 2016 which was approved by the Board at the September 2016 meeting. Both recurring and one-time operating

(b) Adjusted Total Budget - Reflects the 2016-17 Operating Budget as of June 30, 2017. Both recurring and one-time operating budgets are included.

(c) Recommended Total Budget - Reflects the proposed 2017-18 Original Total Budget as of July 1, 2017. Both recurring and one-time operating budgets are included.

Attachment D

RADFORD UNIVERSITY BOARD OF VISITORS
Business Affairs & Audit Committee
September 14, 2017

Action Item
Approval of Radford University's 2017 Six-Year Plan

Item:

Board of Visitors approval of Radford University's 2017 Six-Year Plan as required by § 23.1-306.

Background:

In response to the requirements outlined in § 23.1-306 of the Code of Virginia, attached is a copy of Radford University's 2017 Six-Year Plan submitted to the State Council of Higher Education for Virginia (SCHEV) by the stated deadline of July 1, 2017.

As a mandate established through the "*Preparing for the Top Jobs of the 21st Century: The Virginia Higher Education Act of 2011*" (TJ21) legislation, governing boards of each public institution of higher education shall develop and adopt biennially and amend or affirm annually a six-year plan for their institution. This requires the plans to be submitted to the State Council for Higher Education of Virginia by July 1 of each odd-numbered year and requires any amendments or affirmations to existing plans to be submitted by July 1 of each even-numbered year.

The 2017 Six Year Plan submission marks the fifth iteration of this exercise. The instructions and template to complete the six-year plan are usually provided by SCHEV in late spring, typically at the time of the May Board meeting. Due to this timeline, the University has historically submitted the plan, to SCHEV by the July 1st deadline and then has presented it to the Board for approval at the next scheduled meeting which is usually held in September. In July, the University is required to present the plan to a group of State representatives. This group will further review the plans over the July and August months, and provide comments in early September for all institutions to respond with updates or revisions, as appropriate, by October 1st. This process was once again followed for the 2017 Six Year Plan submission.

In preparation of the submission, the University reviewed the previous 2016 Six Year Plan update and determined which of the existing initiatives would remain and which new initiatives would be added. The 2017 Six-Year Plan reflects the priorities of the University and the objectives and goals outlined in Virginia Plan for Higher Education. The plan is divided in two parts. Part I is an Excel template with five components that includes an Academic-Financial Plan, Finance-Tuition & Fees Plan, Financial Aid Plan, Intellectual Property (IP), and a new Economic Development component that is intended to capture the institution's active contributions to stimulate the economic development of the Commonwealth. Part II provides a narrative summary of the proposed strategies and an evaluation of the most recent biennial six-year plan

The strategies identified in the University's 2017 Six-Year Plan were developed collaboratively with the leadership of each operating division and informed by the work of the Strategic Planning

sub-groups. The information received through this process built upon the strategic multi-year budgets developed in the previous cycle. Divisions reviewed their respective submissions and updated strategies to align with current priorities and objectives. The academic strategies related to programmatic growth were developed by the Provost through the respective academic unit.

The presented tuition and fee increases assume no general fund support for modeling purposes only. The funding of the proposed strategies are subject to change unless incremental general fund support is received. Additionally, approval of tuition and fees is the responsibility of the Board of Visitors and may be adjusted based upon factors such as incremental general fund support, legislative requirements, projected enrollment growth, and prioritization of strategies to implement.

Action:

Radford University Board of Visitors approval of the Radford University 2017 Six-Year Plan.

RADFORD UNIVERSITY BOARD OF VISITORS
Resolution

Approval of Radford University's 2017 Six-Year Plan
September 15, 2017

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, § 23.1-306 of the Act requires, “*The governing board of each public institution of higher education shall (i) develop and adopt biennially and amend or affirm annually a six-year plan for the institution; (ii) submit such plan to the Council (State Council of Higher Education for Virginia), the General Assembly, the Governor, and the Chairmen of the House Committee on Appropriations, the House Committee on Education, the Senate Committee on Education and Health, and the Senate Committee on Finance no later than July 1 of each odd-numbered year; and (iii) 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, 2017 for the 2017 submission; and

WHEREAS, the 2017 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 2017 Six-Year Plan (Part I and Part II) 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 2017 Six-Year Plan as required by State officials for final submission by the stated deadline.

Six-Year Plans - Part I (2017): 2018-20 through 2022-24

Due: July 1, 2017

Institution:

Institution UNITID:

Individual responsible for plan

Name:	Richard S. Alvarez
Email address:	Ralvarez@Radford.edu
Telephone number:	540-831-5411

Six-Year Plans - Part I (2017): 2018-20 through 2022-24
Radford University
ACADEMIC AND FINANCIAL PLAN

Instructions: In the column entitled "Academic and Support Service Strategies for Six-Year Period (2018-2024)," please provide titles to identify strategies (for the three biennia of this six-year period) associated with goals in the Virginia 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)							
	Biennium 2018-2020 (7/1/18-6/30/20)				Biennium 2020-2022 (7/1/20-6/30/22)		Biennium 2022-2024 (7/1/22-6/30/24)	
	Strategies (Short Title)	VP Goal	Cost: Incremental, Savings, Reallocation				Strategies	Strategies
			2018-2019		2018-2019			
Total Amount			Amount From Tuition Revenue	Total Amount	Amount From Tuition Revenue			
1	Implement Student Success and Retention Action Plan		Incremental: \$1,005,903 Savings: Reallocation:	\$1,005,903	\$1,408,264	\$1,408,264	Continue to make progress on enhancing student success, retention, and graduation.	Continue to make progress on enhancing student success, retention, and graduation.
2	Increase Degree Completion and Adult Learners Through Competency Based Education (CBE)		Incremental: Savings: Reallocation: \$250,000		\$250,000		Continue to expand the Competency Based Education program offering and target academic support efforts on nontraditional students.	Continue to expand the Competency Based Education program offering and target academic support efforts on nontraditional students.
3	Ensure Access for Low and Middle-Income Families Through Need-based Financial Aid to Undergraduate Students		Incremental: \$368,335 Savings: Reallocation:	\$368,335	\$1,027,775	\$1,027,775	Continue to emphasize affordability and access for low and middle income students.	Continue to emphasize affordability and access for low and middle income students.
4	Appalachian Community Outreach		Incremental: \$78,180 Savings: Reallocation:	\$78,180	\$110,858	\$110,858	Continue to support the region of Southwest Virginia through academic and community outreach efforts.	Continue to support the region of Southwest Virginia through academic and community outreach efforts.
5	Further Educational opportunities for Healthcare professions and the Roanoke Valley		Incremental: \$154,270 Savings: Reallocation:	\$154,270	\$154,270	\$154,270	Continue to support existing STEM-H degree programs and assess public/private partnerships for possible program expansion.	Continue to support existing STEM-H degree programs and assess public/private partnerships for possible program expansion.
6	Enhance K-12 Education Leadership		Incremental: \$12,925 Savings: Reallocation: \$120,854	\$12,925	\$247,384	\$247,384	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.
7	Improve Occupational Therapy Training in the Commonwealth		Incremental: Savings: Reallocation: \$111,647		\$118,044	\$118,044	Continue to address the shortage of qualified professionals by providing critical training and practical experience.	Continue to address the shortage of qualified professionals by providing critical training and practical experience.
8	Implement Strategic Plan - Embracing the Tradition and Envisioning the Future.		Incremental: \$252,832 Savings: Reallocation:	\$252,832	\$511,554	\$511,554	Continue the execution of strategies identified in the University's strategic plan - "Embracing the tradition and envisioning the future"	Finalize the execution of strategies identified in the University's strategic plan - "Embracing the tradition, envisioning the future"
Total 2018-2020 Costs								
Incremental (Included in Financial Plan line 61)				\$1,872,445	\$1,872,445	\$3,578,149	\$3,578,149	
Savings								
Reallocation				\$482,501		\$482,501		

Six-Year Plans - Part I (2017): 2018-20 through 2022-24
Radford University
ACADEMIC AND FINANCIAL PLAN

Instructions: In the column entitled "Academic and Support Service Strategies for Six-Year Period (2018-2024)," please provide titles to identify strategies (for the three biennia of this six-year period) associated with goals in the Virginia Plan. *Please use this title to identify a more detailed description of the strategy in the separate Word document (Part II - Narrative).*

Six-Year Financial Plan for Educational and General Programs, Incremental Operating Budget Need							
2018-2020 Biennium							
(Assuming No Additional General Fund)							
Items	2018-2019		2019-2020		2016-17	2017-18	
	Total Amount	Amount From Tuition Revenue	Total Amount	Amount From Tuition Revenue	Salary Increase Rate and Tuition Amount	Total Amount	Amount From Tuition Revenue
Total Incremental Cost from Academic Plan¹	\$1,872,445	\$1,872,445	\$3,578,149	\$3,578,149			
9 Increase T&R Faculty Salaries ²	--	--	\$862,545	\$862,545	--	\$1,185,999	\$554,876
T&R Faculty Salary Increase Rate ³	0.00%	0.00%	2.00%	2.00%	0.00%	3.00%	1.40%
Increase Admin. Faculty Salaries ²	--	--	\$400,943	\$400,943	--	\$551,296	\$266,021
Admin. Faculty Salary Increase Rate	0.00%	0.00%	2.00%	2.00%	0.00%	3.00%	1.45%
Increase Classified Staff Salaries ²	--	--	\$395,264	\$395,264	--	\$543,488	\$214,408
Classified Salary Increase Rate	0.00%	0.00%	2.00%	2.00%	0.00%	3.00%	1.18%
Increase University Staff Salaries ²	--	--	--	--	--	--	--
University Staff Salary Increase Rate	--	--	--	--	--	--	--
1/8 Increase Number of Full-Time T&R Faculty ⁴ (\$)	\$298,590	\$298,590	\$487,771	\$487,771			
Increase Number of Full-Time T&R Faculty ⁴ (FTE)	3.00	3.00	6.00	6.00			
Increase Number of Full-Time Admin. Faculty ⁴ (\$)	--	--	--	--			
Increase Number of Full-Time Admin. Faculty ⁴ (FTE)	--	--	--	--			
Increase Number of Part-Time Faculty ⁴ (\$)	--	--	--	--			
Increase Number of Part-Time Faculty ⁴ (FTE)	--	--	--	--			
1/8 Increase Number of Classified Staff ⁴ (\$)	\$189,181	\$189,181	\$378,361	\$378,361			
Increase Number of Classified Staff ⁴ (FTE)	3.00	3.00	7.00	7.00			
Increase Number of University Staff ⁴ (\$)	--	--	--	--			
Increase Number of University Staff ⁴ (FTE)	--	--	--	--			
10 Library Enhancement ⁴ (\$)	\$99,350	\$99,350	\$142,240	\$142,240			
Library Enhancement ⁴ (FTE)	--	--	--	--			
11 Technology Enhancement ⁴ (\$)	\$154,815	\$154,815	\$288,524	\$288,524			
Technology Enhancement ⁴ (FTE)	--	--	--	--			
O&M for New Facilities ⁴ (\$)	--	--	--	--			
O&M for New Facilities ⁴ (FTE)	--	--	--	--			
12 Utility Cost Increase	\$114,000	\$114,000	\$231,420	\$231,420			
13 NGF share of state authorized salary increase/bonus	\$208,620	\$208,620	\$208,620	\$208,620			
Fringe/health insurance benefits increase	--	--	--	--			
VRS increase	--	--	--	--			
Additional In-State Student Financial Aid From Tuition Revenue	--	--	--	--			
Others (Specify, insert lines below)	--	--	--	--			
14 Safety and Security Enhancement	\$29,410	\$29,410	\$48,310	\$48,310			
Total Additional Funding Need	\$2,966,411	\$2,966,411	\$7,022,147	\$7,022,147			

Six-Year Plans - Part I (2017): 2018-20 through 2022-24
Radford University

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

Items	2016-2017 (Estimated)		2017-2018 (Estimated)			2018-2019 (Planned)			2019-2020 (Planned)		
	Student Charge	Total Revenue	Student Charge	Rate Increase	Total Revenue	Student Charge	Rate Increase	Total Revenue	Student Charge	Rate Increase	Total Revenue
E&G Programs											
Undergraduate, In-State	\$7,045	\$55,024,097	\$7,461	5.9%	\$58,003,368	\$7,685	3.0%	\$60,019,077	\$7,915	3.0%	\$62,911,960
Undergraduate, Out-of-State	\$19,126	\$9,758,647	\$19,543	2.2%	\$10,329,150	\$20,129	3.0%	\$10,683,180	\$20,733	3.0%	\$11,244,635
Graduate, In-State	\$7,922	\$5,783,575	\$8,390	5.9%	\$5,753,539	\$8,642	3.0%	\$6,145,935	\$8,901	3.0%	\$6,542,188
Graduate, Out-of-State	\$16,894	\$2,026,719	\$17,363	2.8%	\$1,928,540	\$17,884	3.0%	\$2,061,396	\$18,420	3.0%	\$2,192,979
Law, In-State	--	--	--	--	--	--	--	--	--	--	--
Law, Out-of-State	--	--	--	--	--	--	--	--	--	--	--
Medicine, In-State	--	--	--	--	--	--	--	--	--	--	--
Medicine, Out-of-State	--	--	--	--	--	--	--	--	--	--	--
Dentistry, In-State	--	--	--	--	--	--	--	--	--	--	--
Dentistry, Out-of-State	--	--	--	--	--	--	--	--	--	--	--
PharmD, In-State	--	--	--	--	--	--	--	--	--	--	--
PharmD, Out-of-State	--	--	--	--	--	--	--	--	--	--	--
Veterinary Medicine, In-State	--	--	--	--	--	--	--	--	--	--	--
Veterinary Medicine, Out-of-State	--	--	--	--	--	--	--	--	--	--	--
Other NGF		\$2,311,322			\$2,380,662			\$2,452,082			\$2,525,644
Total E&G Revenue - Gross		\$74,904,360			\$78,395,259			\$81,361,670			\$85,417,406
Total E&G Revenue - Net of Financial Aid		\$72,996,889			\$76,487,788			\$79,454,199			\$83,509,935
E&G Revenue Used for Faculty Salary Increases		\$0			\$554,876			\$0			\$862,545
Average T&R Faculty Salary Increase Rate		0.00%			3.00%			0.00%			2.00%
Auxiliary Program											
Mandatory Non-E&G Fees											
Undergraduate	\$3,036		\$3,166	4.3%		\$3,261	3.0%		\$3,359	3.0%	
Graduate	\$3,036		\$3,166	4.3%		\$3,261	3.0%		\$3,359	3.0%	
Law	--		--	--		--	--		--	--	
Medicine	--		--	--		--	--		--	--	
Dentistry	--		--	--		--	--		--	--	
PharmD	--		--	--		--	--		--	--	
Veterinary Medicine	--		--	--		--	--		--	--	
Total Auxiliary Revenue (ALL including room and board)		\$66,640,387			\$70,013,166			\$72,113,561			\$74,276,968
Total Tuition and Fees											
Undergraduate, In-State	\$10,081		\$10,627	5.4%		\$10,946	3.0%		\$11,274	3.0%	
Undergraduate, Out-of-State	\$22,162		\$22,709	2.5%		\$23,390	3.0%		\$24,092	3.0%	
Graduate, In-State	\$10,958		\$11,556	5.5%		\$11,903	3.0%		\$12,260	3.0%	
Graduate, Out-of-State	\$19,930		\$20,529	3.0%		\$21,145	3.0%		\$21,779	3.0%	
Student Financial Aid (Program 108)											
		\$1,907,471			\$1,907,471			\$1,907,471			\$1,907,471
Sponsored Programs (Program 110)											
		\$5,139,409			\$5,293,591			\$5,452,399			\$5,615,971
Unique Military Activities											
		--			--			--			--
Workforce Development											
		--			--			--			--
Other (Specify)											
		--			--			--			--

**Six-Year Plans - Part I (2017): 2018-20 through 2022-24
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

2015-16 (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	\$55,406,756	\$1,526,046	2.8%	\$1,645,471
Undergraduate, Out-of-State	\$10,862,053	\$220,973	2.0%	\$262,000
Graduate, In-State	\$5,155,381	\$116,820	2.3%	--
Graduate, Out-of-State	\$2,245,447	\$43,632	1.9%	--
First Professional, In-State	--	--	--	--
First Professional, Out-of-State	--	--	--	--
Total	\$73,669,637	\$1,907,471	2.6%	\$1,907,471
In-State Sub-Total	\$60,562,137	\$1,642,866	2.7%	\$1,645,471

***2016-17 (Estimated) Please see footnote below**

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	\$55,024,097	\$1,526,046	2.8%	\$1,700,194
Undergraduate, Out-of-State	\$9,758,647	\$220,973	2.3%	\$207,278
Graduate, In-State	\$5,783,575	\$116,820	2.0%	--
Graduate, Out-of-State	\$2,026,719	\$43,632	2.2%	--
First Professional, In-State	--	--	--	--
First Professional, Out-of-State	--	--	--	--
Total	\$72,593,038	\$1,907,471	2.6%	\$1,907,472
Total from Finance-T&F worksheet	\$74,904,360	\$1,907,471	2.5%	
In-State Sub-Total	\$60,807,672	\$1,642,866	2.7%	\$1,700,194

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	\$58,003,368	\$1,526,046	2.6%	\$1,725,911
Undergraduate, Out-of-State	\$10,329,150	\$220,973	2.1%	\$181,560
Graduate, In-State	\$5,753,539	\$116,820	2.0%	\$0
Graduate, Out-of-State	\$1,928,540	\$43,632	2.3%	\$0
First Professional, In-State	--	--	--	--
First Professional, Out-of-State	--	--	--	--
Total	\$76,014,597	\$1,907,471	2.5%	\$1,907,471
Total from Finance-T&F worksheet	\$78,395,259	\$1,907,471	2.4%	
In-State Sub-Total	\$63,756,907	\$1,642,866	2.6%	\$1,725,911
Additional In-State	\$2,949,235	\$0	%	\$25,718

2018-19 (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	\$60,019,077	\$1,526,046	2.5%	\$1,725,911
Undergraduate, Out-of-State	\$10,683,180	\$220,973	2.1%	\$181,560
Graduate, In-State	\$6,145,935	\$116,820	1.9%	\$0
Graduate, Out-of-State	\$2,061,396	\$43,632	2.1%	\$0
First Professional, In-State	--	--	--	--
First Professional, Out-of-State	--	--	--	--
Total	\$78,909,588	\$1,907,471	2.4%	\$1,907,471
Total from Finance-T&F worksheet	\$81,361,670	\$1,907,471	2.3%	
In-State Sub-Total	\$66,165,012	\$1,642,866	2.5%	\$1,725,911
Additional In-State	\$2,408,105	\$0	%	\$0
Additional In-State from Financial Plan		\$0	%	

2019-20 (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	\$62,911,960	\$1,526,046	2.4%	\$1,725,911
Undergraduate, Out-of-State	\$11,244,635	\$220,973	2.0%	\$181,560
Graduate, In-State	\$6,542,188	\$116,820	1.8%	\$0
Graduate, Out-of-State	\$2,192,979	\$43,632	2.0%	\$0
First Professional, In-State	--	--	--	--
First Professional, Out-of-State	--	--	--	--
Total	\$82,891,762	\$1,907,471	2.3%	\$1,907,471
Total from Finance-T&F worksheet	\$85,417,406	\$1,907,471	2.2%	
In-State Sub-Total	\$69,454,148	\$1,642,866	2.4%	\$1,725,911
Additional In-State	\$3,289,136	\$0	%	\$0
Additional In-State from Financial Plan		\$0	%	

** Please note that the totals reported here will be compared with those reported by the financial aid office on the institution's annual S1/S2 report. Since the six-year plan is estimated and the S1/S2 is "actual," the numbers do not have to match perfectly but these totals should reconcile to within a reasonable tolerance level. Please be sure that all institutional offices reporting tuition/fee revenue used for aid have the same understanding of what is to be reported for this category of aid.*

Six-Year Plans - Part I (2017): FY2016-2017

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 § 23.1-102 subdivision 2 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 2016-2017	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.

Six-Year Plans - Part I (2017): FY2016-2017
Radford University
ECONOMIC DEVELOPMENT: CONTRIBUTIONS (HB515)

Requirement: As per § 23.1-306 (A) of the Code of Virginia each such plan and amendment to or affirmation of such plan shall include a report of the institution's active contributions to efforts to stimulate the economic development of the Commonwealth, the area in which the institution is located, and, for those institutions subject to a management agreement set forth in Article 4 (§ 23.1-1004 et seq.) of Chapter 10, the areas that lag behind the Commonwealth in terms of income, employment, and other factors.

Special Note: After a thorough review of existing documents and surveys, a workgroup comprised of mostly institutional members recommended that the following metrics be used to satisfy this reporting requirement. The reporting period is FY17. The metrics serve as a menu of items that institutions should respond to as applicable and available to them. Please leave fields blank, if information is unavailable.

Section A: Provide information for research and development (R&D) expenditures by source of fund with a breakdown by Science and Engineering (S&E) specific and non-S&E.

VA PLAN Strategy Reference	Section A: Research and Development (R&D) Expenditures by Source of Fund			
	Source of Funds	*S&E	Non S&E	Total
	Federal Government	\$229,067	\$6,819	\$235,886
4.3	State and Local Government	\$19,509	\$48,455	\$67,964
	Institution Funds	\$41,707	\$92,989	\$134,696
	Business	\$0	\$0	\$0
	Nonprofit Organizations	\$164,652	\$32,661	\$197,313
	All Other Sources	\$0	\$0	\$0
	Total	\$454,935	\$180,924	\$635,859
	* S&E - Science and Engineering			

Section B: Provide number and dollar value of grants, contracts and sub-agreements by discipline. If your institution prefers to report by industry, please modify table accordingly.

VA PLAN Strategy Reference	Section B: Grants, Contracts and Sub-Agreements by Discipline						
4.3	Discipline	Category				Sub-agreements	
		Grants		Contracts		No.	\$ Value
		No.	\$ Value	No.	\$ Value		
	Engineering	0					
	Physical Science						
	Environmental Science						
	Computer Science	3	\$21,950			1	\$108,006
	Life Sciences	6	\$472,944			1	\$316,053
	Psych/Social					1	\$286,314
	Other Science	4	\$172,071			1	\$4,500
	Non-Science and Engineering (non-S&E)	11	\$980,651			16	\$3,016,271
	Total	24	\$1,647,616	0	\$0.00	20	\$3,731,144

Section C: For the following items, provide responses in appropriate fields. Insert an X for yes/no responses. Use Number/Amount field for other information. A Comments field has been provided for any special information your institution may want to provide.

VA PLAN Strategy Reference	Section C: General Questions	Yes	No	Number/Amount	Comments
4.1	Does your institution offer an innovation/ entrepreneurship/career-themed student living-learning community?	X			Students in RU Makers live together, take two Making and innovation themed courses together, and participate in Making-themed co-curriculars--most occurring in the in-residence Makerspace. This program, in its second year, accommodates 20-24 students.
4.1	Does your institution offer startup incubation/accelerator programs?	X			
4.2	Does your institution offer maker-space?	X			Radford University hosts a growing ecosystem of Makerspaces to support Making and innovation across campus. Our three Makerspaces support both digital and physical making and offer a wide array of equipment, tools, and materials to support students and faculty.
4.2	Does your institution have an entrepreneurship center?	X			
4.2	Does your institution have Executive(s)-in-Residence?	X			
4.1	Number of students paid through externally funded grants or contracts.			55	
4.1	Number of entrepreneurship degrees/ courses/programs (credit and noncredit) offered?			6	
4.1	Number of entrepreneurship degrees/ courses/programs (credit and noncredit) offered?			6	
4.1	Pertaining to question above, number of participants of these degrees/courses/programs? Include degree programs with concentrations in entrepreneurship separately as well as special trainings for students and faculty.			55	55 (entrepreneurship concentration majors per year) 500 (entrepreneurship course enrollment per year)
4.1	Number of academic units that have courses/programs requiring a capstone project, experiential learning activities, or internships.			66	
4.2	Number of intellectual property licenses executed.			0	
4.2	Amount of licensing revenue resulting from intellectual property licenses executed.			0	
4.2	Number of university start-ups from faculty intellectual property.			0	
4.5	Number of jobs created as a result of university start-ups during the last fiscal year.			0	
4.5	Average wages of alumni living (in-state).			42,200	Based on U.S. Dept. of Educ. College Scorecard media salary of students who received financial aid.
4.4	Number of outside organizations/businesses served, for example but not limited to companies working with your career center, companies sponsoring research, etc.			805	
4.4	Number of units offering K-12 STEM outreach programs.			10	
4.4	Count or estimate of K-12 STEM outreach program participants.			12,934	The Artis College of Science and Technology offers a number of outreach events including Science Days and Science Exploration Day for K-12 students; 100 Girls of Code; Summer Bridge Program for young women in STEM.
4.4	Number of units offering other outreach/extension/public service programs related to STEM-H.			9	Units from the Waldron College of Health and Human Services and the Artis College of Science and Technology offer an array of outreach/extension/public services program related to STEM-H.
4.4	Count or estimate of other outreach/extension/public service program participants.			2,515	Faculty and students from across all six colleges participate in outreach/extension/public service. Examples range from Community Arts programs, to business consulting, Science summer camp, mental health outreach, and K-12 support.
4.3	Number of Small Business Innovation Research Grants (SBIR and STTR).			0	
4.3	Dollar value of Small Business Innovation Research Grants (SBIR and STTR).			0	
4.3	Number of Commonwealth Research and Commercialization Fund awards (CRCF).			0	
4.3	Dollar value of CRCF awards.			0	

4.1	Does your institution's tenure policy support commercialization? If yes, please provide brief explanation in comments section.	X			
4.2	Does your institution offer a seed fund and/or proof of concept fund? If yes, provide dollar amount available in FY17 in the number/amount field.		X		
4.1	Does your institution offer continuing education programs to industry? If yes, please provide dollar value or headcount for such programs in the number/amount field.	X			

Section D: These items are VCCS specific. Please provide responses in appropriate fields. A Comments field has been provided for any special information the VCCS may want to provide.

VA PLAN Strategy Reference	Section D: General Questions - VCCS Specific	Number	Value	Comments
4.1	Number and value of federal, state or private grant resources to support development of, or access to, training programs leading to workforce credentials, certifications and licensures.			N/A
4.1	Number of training programs leading to workforce certifications and licensures.			N/A
4.1	Number of students who earned industry recognized credentials stemming from training programs.			N/A
4.1	Number of industry-recognized credentials obtained, including certifications and licenses.			N/A
4.1	Number of Career/Technical Education certificates, diplomas and degrees awarded that meets regional workforce needs.			N/A

RADFORD UNIVERSITY
2017 SIX-YEAR PLAN
Instructions for Part II (Narrative)

July 1, 2017

Part II (Narrative) of the Six-Year Plan contains the following sections. Please be as concise as possible with responses.

- A. Institutional Mission – *Provide a statement of institutional mission and indicate if there are plans to change the mission over the six-year period. Any changes to institutional mission must be formally submitted to SCHEV for review and approval.*

Response:

Radford University's mission was approved by the Board of Visitors, May 10, 1991 and revised and approved by the Board of Visitors, May 7, 1999.

“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 of 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's Strategic Planning Task Force on Mission, Vision, and Core Values is currently in the process of updating the institution's mission statement. The following statement proposal was drafted and approved by the committee on January 13, 2017.

“As a mid-sized, comprehensive, public institution, dedicated to the creation and dissemination of knowledge, Radford University empowers students from diverse backgrounds by providing transformative educational experiences, from the baccalaureate to the doctoral level, within and beyond the classroom. As an inclusive university community, we specialize in cultivating relationships among students, faculty, staff, alumni, and other partners, and in providing a culture of service, support and engagement. We embrace innovation and tradition and instill students with purpose and the ability to think creatively and critically. We provide an educational environment and the tools to address the social, economic and environmental issues confronting our region, nation and the world”.

The preceding statement has not yet been approved by SCHEV, but the University's administration will submit the proposal for review at the completion of the Strategic Planning process.

- B. Strategies – Describe in more detail strategies proposed in the spreadsheet. Identify each strategy with the title used in the spreadsheet. Institutions seeking to pursue grants from the Virginia Research Investment Fund should include strategies related to their research efforts in the Academic Plan.

Response:

Following is a summary of the strategies outlined in Radford University's 2017 Six-Year Plan. These initiatives create a framework in support of the institution's mission and align with the goals and objectives of the Statewide Strategic Plan (SSP).

1. **Implement Student Success and Retention Action Plan.** This strategy is rooted in the belief that all students admitted to Radford University have the ability to be successful and graduate. The University has continually proven itself committed to supporting students in becoming not only successful students but also productive members of society. In order to continue doing this the University must remain focused on its goal of increasing retention. This includes increasing the retention rate of each incoming class by 1 percentage point per year and increasing the six-year graduation rate of the corresponding class by 0.5 percentage point each year.

While certainly an ambitious goal, the institution has identified a plan of action to help accomplish retention expectations. Therefore, the following are five areas of institutional focus for ongoing retention efforts starting in fall 2017.

- a. Removing Barriers – There are a number of policies, processes and procedures that unnecessarily, and often unintentionally, hinder student success. Opportunity exists to review those policies and ensure they are all consistent, clear, equitable and, most importantly, in the best interest of the student.
- b. Supporting the Classroom Experience – Establishing a strategic set of recommendations to improve upon the current learning environment. This includes, but is not limited to, aligning academic and student support services, identifying ideal class guidelines or best practices, and proactively supporting faculty/staff devoted to student success.
- c. Ensuring Effective, Efficient Advising – Academic advisors are often responsible for championing student success; therefore, it is vital that the broader administrative system in which they operate adequately supports their efforts. This includes training and development, hiring professional advisors, incentivizing faculty members, and developing a peer-mentoring program. All factors must cohesively encourage student support.
- d. Engaging in Clear, Unified, Targeted Communication – A targeted communication effort to ensure students are informed of all relevant deadlines, options, opportunities, and events. This recognizes the importance of implementing a communication system inclusive of all campus stakeholders with the intent of greater institutional collaboration.

- e. Addressing the Unique Needs of Each Group of Students – Students operate in an environment of unique circumstances and challenges; many of which can prevent a student from becoming successful. Therefore, it is important to evaluate, redesign, redevelop, and/or expand current programing that addresses the individual needs of each student level – freshmen, sophomore, junior, and senior. Each student cohort is unique, and as such, so should their Radford University learning experience.
2. **Increase Degree Completion and Adult Learners through Competency Based Education (CBE).** New in fall 2017, Radford University will pilot two certificate programs based on a competency-based education model. Cybersecurity and Geospatial Intelligence have been selected for this pilot program. The asynchronous curriculum of these particular programs grant students more control in completing requirements beyond the scope of the standard credit hour measurement. Students will be required to achieve certain skills or competencies in a designated subject matter, regardless of time, before they can complete the program. Therefore, it is an outcome or competency driven model that allows students the flexibility to manage program workloads at their individual desired pace.
3. **Ensure Access for Low and Middle-Income Families through Need-based Financial Aid to Undergraduate Students.** The increasing cost of higher education continues to be a concern for University leadership, students and their parents, as well as representatives in Richmond. Providing additional financial aid has proven to be the most prudent approach to offsetting rising costs. As such, the University will retain its financial aid initiative for the 2017 Six-Year Plan.

According to SCHEV data, the partnership funding model indicates a need of \$26,412,218 in state support for the University in 2017-18; however, the actual support is anticipated at \$9,201,704 or 34.8% of total need. Additionally, given the increases in enrollment from traditionally underserved populations, it is anticipated the University's calculated need under the partnership funding model will continue to grow for the foreseeable future.

4. **Appalachian Community Outreach.** The Southwest Virginia Higher Education Center will serve and support the Southwest region by addressing the challenges of the surrounding community; inclusive of both economic and environmental sustainability. Radford University is uniquely positioned to assist in their efforts with degree completion, faculty/staff outreach, and localized research initiatives. This initiative will also provide students the unique opportunity to serve as leaders through internships, work co-operatives, as well as experiential and community based education. It is a localized approach with multi-disciplinary support channels. This initiative will serve to complement existing outreach initiatives targeted at the Southwest region of the state.
5. **Further educational opportunities for Healthcare professions in the Roanoke Valley.** The strategic focus of this initiative is in the development of public/private partnerships, which build on existing synergies with the intent of centralizing regional healthcare education. The goal is to create opportunities for students, faculty, and active clinicians to collaborate with one another and explore solutions to health-related issues. Better leveraging synergies through an expanded

simulation center, for instance, would provide the potential to serve a wider range of professions through both assessment and training opportunities.

Within the scope of localized healthcare education, the University is also considering addressing a critical shortage in the field of Audiology. With only one other program offered in the Commonwealth, Radford University seeks to implement a Doctor of Audiology (Au.D) degree. Resurrecting elements of a previous audiology-training program at the master's level, the Au.D. would support the needs of a growing healthcare community in the Roanoke Valley region and beyond. The audiology portion of this initiative is targeted for the 2020-22 biennium.

6. **Enhance K-12 Educational Leadership.** The University predominately serves an undergraduate community but maintains a select number of graduate programs to both complement and further the instructional mission. In 2018, Radford University will seek to add its fourth professional doctoral degree; the Doctorate of Education (Ed.D). This expansion effort serves as a capstone program for the College of Education and Human Development. Students in the program will collaborate with school and community leaders to research, plan, implement, and evaluate responsive and innovative approaches to academic achievement. This program seeks to offer solutions to major problems facing many school districts and communities across the Commonwealth.
7. **Improve Occupational Therapy Training in the Commonwealth.** Two of the most pressing issues in today's healthcare environment are an aging U.S. population and reform of the healthcare system. Older patients are being referred for rehabilitation with increasingly complex health problems and to make matters more complicated, legislation has changed how rehabilitative care is delivered. More than ever before, Occupational Therapists need to be proficient in designing community and home-based programs that promote health and wellness. Therefore, training is critical to help address shortages in occupational therapy education. If not addressed soon, the problem is predicted to escalate as a growing number of "baby boomers" reach retirement age.

In addressing this critical shortage, Radford University seeks to expand its current Master's program in Occupational Therapy by offering a Doctorate of Occupational Therapy (OTD) program within the Waldron College of Health and Human Services. The OTD program will allow practicing occupational therapists a chance to continue their professional education in order to expand their level of competency in the field. Graduates will be qualified to serve as practitioners or managers with a higher level of scholarly and practice expertise.

8. **Strategic Plan Implementation.** In October 2016, the University began a yearlong strategic planning process which embraces the traditions of the institution while envisioning the future. Through the establishment of a Strategic Planning Task Force, nine subgroups were formed to include representation from the campus community and beyond. Through the work of this Task Force, a Strategic Plan is expected to be outlined for full consideration by the Radford University Board of Visitors and the State Council of Higher Education for Virginia (SCHEV) in fall 2017; with anticipated implementation in January 2018. The initiative, as outlined in the 2017 Six-Year Plan, is therefore a prudent recognition of the funding

necessary to implement various actions items identified within the Strategic Plan. While not yet finalized, resources will need to be readily available for swift and effective deployment.

9. **Increase Faculty and Staff Salaries.** Funding estimates have been included to plan for a two percent salary increase for all employees in 2019-20. Given the institution's significant reliance on its general fund, this will require a significant investment from the University without state support.
 10. **Library Enhancement.** Funding will be used to support library operations in order to maintain the delivery of traditional institutional services. Academic libraries play a critical role in the educational experience both on and off-campus. Unfortunately, the costs associated with providing resources have increased. Demand for digital technology has grown and the cost of traditional print materials continues to rise.
 11. **Technology Enhancement.** Funding will be used to deploy state-of-the-art technology and infrastructure, provide administrative and technical efficiencies, attract and retain highly skilled and capable information technology workers, and replace equipment that has exceeded its useful life.
 12. **Utility Cost Increases.** Estimates are provided to account for utility cost increases and to implement energy savings initiatives.
 13. **NGF Share of State Authorized Salary Increases/Bonus.** Estimates are provided for Radford University's nongeneral fund share of a 3 percent salary increase for all classified employees and a 3 percent increase for college faculty starting in July 2017.
 14. **Other – Safety and Security Enhancement.** Continued investment in emergency preparedness and recovery operations for overall campus safety.
- C. **Financial Aid** – TJ21 requires “plans for providing financial aid to help mitigate the impact of tuition and fee increases on low-income and middle-income students and their families, including the projected mix of grants and loans.” Virginia’s definitions of low- and middle-income under TJ21 are based on HHS Poverty Guidelines. A table that outlines the HHS guidelines and the definitions is attached.

Response:

Radford University strives to maintain affordability and access for low and middle-income students through reasonable tuition and fees, the use of state general fund and institutional resources to provide student financial assistance to need-based undergraduates, increased work opportunity programs, and focused private fundraising efforts. The University continues to evaluate and implore all strategies to assist low and middle-income students with defraying the total cost of attendance. With such a large in-state undergraduate population (94.1 percent as of fall 2016), the University continues to rely heavily upon state support to assist with low and middle income populations.

Examples of programs the University has instituted include:

1. Work study/scholarship programs provide students with employment opportunities to help defray the cost of their education. Currently, more than 800 student positions are available to gain real-world experience while earning wages to assist with their educational costs. Additionally, the University's dining and bookstore contractors offer over 275 permanent and seasonal positions for which students can apply.
2. Faculty members have authored a variety of electronic materials for use in the University's General Education program at no charge to students. In addition, a number of major-specific courses have offered alternatives to traditional textbooks with open-sourced materials. These are distributed in either print, e-book, or audio formats and may be purchased at little or no cost. These decisions can significantly reduce a students' cost of supplies and other course materials.
3. The Student Government Association (SGA) has established a new micro grant loan program to assist current students in short-term financial need. This small dollar loan program provides students temporary assistance during their early weeks on campus to help cover incidental expenses; including food, books, and any unexpected course materials.

D. Evaluation of Previous Six-Year Plan – *Summarize progress made in strategies identified in 2015-16 Six Year Plan. Note how additional General Fund support, savings and reallocations were used to further the strategies.*

Response:

The following progress has been made on the strategies identified in the 2015-16 Six Year Plan:

1. **Support Undergraduate Transfer Student Enrollment and the Changing Student Demography:** Undergraduate transfers from Virginia Community Colleges (VCCS) have remained relatively stable in recent years. Radford University, however, continues to do its part in serving the local region. Both New River Community College and Virginia Western Community College represent the largest share of transfers at 39 percent. There is a concerted effort to support the Southwest region and provide transfer students an affordable, quality baccalaureate education is one of those ways.

While the University continues to do well in recruiting, competition for in-state undergraduate students has become progressively more competitive. As a result, the University has strategically positioned itself in the context of a broader underserved student demographic. In fall 2016, the population of new freshmen included 19 percent Black/African American, 8 percent Hispanic, and 7 percent Asian/Other. In total, these traditionally underserved student groups represented 34 percent of new freshmen. This represents significant growth over the last decade as this population nearly tripled in size. In fall 2006, these populations accounted for only 12 percent of the entering freshman class. In addition to a broader support of underserved student enrollment, Radford University has also extended similar efforts to first generation students. In fall 2016, 41 percent of incoming freshmen were first generation; an increase of 8 percent from 10 years prior. A significant amount of resources have been committed to attracting, retaining, and educating these populations. It is evident the

student demography is changing and Radford University is making a conscious choice to better serve these student populations.

- 2. Enhance Student Success, Retention, and Graduation:** As previously indicated in the *'Strategy to Implement Student Success and Retention Action Plan'* (Section B-1) the University is anticipating implementing its Action Plan in fall 2017. This reflects ongoing efforts of a multi-year strategy; one that is fundamental to the institutions commitment to its mission and purpose.

Shortly after the arrival of President Hemphill in July 2016, Radford University formed a Council on Student Engagement and Success (CSES). The Council was tasked with advising campus leaders in the design, implementation, and assessment of strategies and programs that improve student academic success, retention, and graduation. The Council was divided into various actions teams focused on addressing these specific needs. It yielded a comprehensive action plan with short, midterm, and long-range initiatives all focused on empowering students to be engaged and successful. The result of which will be put to use this upcoming fall.

- 3. Move Faculty Salaries towards the 60th Percentile:** In fiscal year 2016, Radford University teaching and research faculty salaries reached the 30th percentile. While still below a number of in-state peer institutions, the University has shown consistent growth in this area. In fiscal year 2014, Radford University ranked only in the 21st percentile. Within a few short years, the institution has worked diligently to earmark funds from enrollment growth to address inequities, compression, and inversion issues as well as implementing state authorized salary increases. More work is necessary to fully attain the 60th percentile aspirational goal; yet sustained progress has been made in this area.
- 4. Increase Financial Aid to Assist Low and Middle Income Students:** The University continues to strive to maintain affordability and access for all students through reasonable tuition and fees so that a Radford University degree is financially attainable for any student. Undoubtedly, rising costs present a challenge in today's environment, but one that is best overcome through the Commonwealth's shared responsibility in educating its citizens. Financial Aid, particularly for low and middle-income families, has proven to make a significant difference in not only the affordability of education but also its lasting impact on a student's decision to pursue that education in the first place. Radford University is therefore committed to providing students the financial opportunities to achieve their academic goals. It is, after all, the belief that a degree from Radford University is the best assurance of success.
- 5. Establish Cyber Security Emergency Operations Training and Education Lab and Emergency Operation Center:** The Emergency Operations Center (EOC) is currently in use for students on an academic basis and has become an integral part of the curriculum on campus. It has also been proposed as a component of a broader Security Studies Initiative (SSI) that would enable the facilities to be used for emergency planning and management, as well as cybersecurity training. These expansive opportunities will allow the University to continue building upon public and private sector partnerships across the Commonwealth.
- 6. Implement an Ed.D. in Education:** As previously indicated in the strategy to *'Enhance K-12 Educational Leadership'* (Section B-6) the University received Board

approval in May 2017 and is anticipating to start the Ed.D. program in fall 2018. Ongoing efforts, however, will continue to enhance the instructional mission of the program and expand its reach across the Commonwealth.

- 7. Development of STEM-H programs in Science and Technology:** Initially this strategy was established to support a newly created undergraduate study in Biomedical Forensics while investigating other areas to expand STEM-H programs in science and technology. The University has since decided that in lieu of establishing a M.S. in Biomedical Sciences, the program development will refocus efforts on training and curriculum at the undergraduate level.
- 8. Transition to an entry-level M.S. in Athletic Training to Enhance Students' Career Preparedness:** It was expected to finalize the transition to the M.S. in Athletic Training while completing the phase out of the undergraduate program. The University has decided to delay the transition of an entry-level M.S. program in the near-term, but it remains a part of the institution's long-term strategy.
- 9. Expand STEM-H Communication Sciences Graduate Programs in support of historic K-12 demand:** The University had previously decided to eliminate the initiation of a Doctorate of Audiology (Au.D.). However, as indicated in the strategy to *'Further educational opportunities for Healthcare professions in the Roanoke Valley'* (Section B-5) there is renewed support for the Communication Sciences and Disorders (COSD) program. More planning efforts will be undertaken over the next biennium.
- 10. Expand STEM-H Degree Production through Existing Allied Health Programs:** There is ongoing support for the existing STEM-H degree programs and addressing possible program expansion efforts as available resources allow. The Council on Accreditation of Physical Therapy Education (CAPTE) has approved expansion of the Doctorate in Physical Therapy (DPT) to 30 students. Funding for the Clinical Certificate and Residency Program in Physical Therapy did not materialize so the Waldron College of Health and Human Services is not currently offering it at this time. Last, as previously reported, the University has decided to eliminate the development of the Doctorate in Social Work (DSW) that was planned for over the 2018-2020 biennium.
- 11. Develop a Master's Program in Health Promotion and Disease Prevention (M.S./M.A.):** The Department of Health and Human Performance initially created a SCHEV proposal for a graduate program that was structured to offer coursework in non-traditional semesters (4 week blocks, students would take 3 courses per semester, one at a time) specifically targeting working adults. However, program leadership is investigating a transition to a competency-based education (CBE) model rather than a non-traditional semester model. Competencies and sub-competencies have already been identified through extensive job analysis of practicing health education specialists, so these skills are currently ready to be translated into modules for a competency-based education program.

The goal is to have the M.S. degree ready for fall 2018, though this is a tentative deadline and will depend on the curriculum review and approval processes both internal and external to the university. Marketing will be critical to the success of the program. There will need to be sufficient time between SCHEV approval and the start

of the program to recruit students. Fortunately, no public university in Virginia currently offers a competency-based program at either the undergraduate or graduate level, offering an early competitive advantage in recruitment.

- 12. Optimal year round use of facilities and instructional resources:** Great strides have been made with this initiative over the past few years. The University is now open for instruction year-round. Academically there are a number of intercessions students can choose to participate in and continue their instruction. In addition, community organizations are afforded the opportunity to utilize a number of campus venues, especially during the summer months. This has empowered the University to make better use of both general-purpose and specialized facilities year-round.

The University also has a vibrant student orientation and summer conference program schedule. New student orientation offers 14 sessions with over 7,000 new students and families visiting campus. For the summer conference season, the University has approximately 30 events with over 5,000 participants, which equates to roughly 25,000 overnight accommodations in our residential facilities. The summer conference schedule has targeted groups with educational missions including, but not limited to, Boys State, Governors School, and the Virginia Steam Academy.

- 13. Library Enhancements:** Additional support has been provided for contract escalators related to digital subscription services and ongoing efforts associated with the digitization of the University's archives collections.
- 14. Technology Enhancements:** Funding was successfully used for enhanced technology and infrastructure and to replace equipment exceeding its useful life.
- 15. O&M for New Facilities:** Funding was used to support operation and maintenance of plant for the New College of Humanities and Behavioral Sciences building. It came on line in fall 2016. Funds were used to appropriately maintain and service the new facility and provide basic staffing levels for maintenance operations.
- 16. Utility Cost Increase:** The University has been able to successfully manage cost increases through both energy efficiency and sustainability efforts.
- 17. NGF Share of State Authorized Salary Increases/Bonus:** Due to prior year revenue-budget shortfall, funding for salary increases were eliminated for 2016-17. Therefore, the nongeneral fund share was not authorized. In 2016-17, a number of institutions decided to self-fund a raise for their faculty, staff, and classified employees but Radford University was not one of them.
- 18. Fringe/Health Insurance Benefits Increase:** Cost associated with fringe benefit and health insurance rate changes are unavoidable and their respective rate changes outlined in legislation have been addressed as necessary.

E. Tuition Rate Increases – Provide justification for selected rates.

Response:

Substantial consideration is given to any prospect of increasing in state and/or out-of-state tuition and fee rates. This analysis includes a thorough understanding of

legislative actions by the General Assembly, enrollment projections, mandatory cost increases, divisional programmatic growth, overall institutional priorities, and the broader macro-economic outlook. The three percent rate increase included for each year of the plan are based on generating the resources necessary to execute the strategies contained within. This process equates to a demonstration of the level of nongeneral fund revenue necessary to achieve the Academic and Support Service Strategies within the current environment. Therefore, it is important to acknowledge the financial projections as a work-in-progress and, as is required under the Code of Virginia, final authority of any tuition and/or fee increase ultimately resides with the Board of Visitors.

In addition, before any institutional programmatic initiatives can be entertained for funding as are contained within the six-year plan, the University must address unavoidable cost increases. These costs include sharing in the financial burden of state employee salary increases, mandated fringe benefit and health insurance rate changes, promotion and tenure compensation adjustments, safety and security, contractual escalators, technology support, and the operating and maintenance of facilities. In recent years, these factors have had a significant impact on the decision to increase tuition and are expected to continue. Unfortunately, not all of these cost drivers were permitted to be included in this iteration of the six-year plan. As such, projected tuition and fee rate increases will change in order to cover state operational mandates and the amount of funding available to address programmatic strategies will be reevaluated as required.

- F. Contribution to Economic Development – *Describe the institution’s contributions to stimulate the economic development of the Commonwealth and/or area in which the institution is located. If applicable, the information should include:*
- a. *University-led or public-private partnerships in real estate and/or community redevelopment.*
 - b. *State industries to which the institution’s research efforts have direct relevance.*
 - c. *High-impact programs designed to meet the needs of local families, community partners, and businesses.*
 - d. *Business management/consulting assistance.*

Highlights of Radford University’s contributions to economic development at local, regional and statewide levels include: expansion of Makers spaces offered; completion of 55 entrepreneurship concentration majors and enrollment of 500 per year; 805 businesses and public/private organizations served; extensive K-12 STEM outreach to 12,934 students, 9 STEM-H outreach programs with 2,515 University participants; and an extensive and robust continuing education program to industry in 103 programs with 3,969 participants.

During 2016-17, the Radford University College of Business and Economics opened the Center for Innovation and Analytics that will be able to assist the public and private sector as well as formalized an MOU with Chantilly-headquartered Engineering Solution and Products to promote and encourage innovation and to increase opportunities in education, employment and leadership development.

In early 2017, Radford University released the results of an extensive economic impact study concluding that the University has a direct impact of \$361M to the state economy and when combining the induced impact of its alumni contributed \$1.056B statewide, supporting a total of 8,421 jobs. Each \$1 of state support equals impact of \$22 statewide and \$10 within the region of impact. In conjunction with development of its forthcoming 2018-2023 Strategic Plan, the University hosted a regional business leader breakfast and a regional forum to solicit input for future economic development and community partnership initiatives.

- G. Capital Outlay – Note any capital outlay projects that might be proposed over the Six-Year Plan period that could have a significant impact on strategies, funding, or student charges. Do not provide a complete list of capital projects, only those projects that would be a top priority and impact E&G and NGF costs.

Response:

The highest capital outlay priority for the institution is the creation of the Center for Adaptive Innovation and Creativity (CAIC). The project will seek to demolish both Porterfield East and West, along with the adjacent McGuffey Hall, and construct a new approximately 200,000 square foot facility located in the same northeast corner of campus. The new facility will provide space for a radically different approach to health education and interdisciplinary research; with creativity at the center of the student learning process.

The University proposes a radically different approach to health education and research that puts creativity at the center of the learning process. People-centric teaching and learning practices coupled with healthcare research and real-time data analytics will transform the delivery of health education. Twenty-four hours a day, seven days a week, twelve months a year, this building will serve its mission to build bridges between ideas and application. With design thinking at its core, this flagship complex will embrace the emerging and evolving opportunities that present themselves at the intersection of multi, inter and transdisciplinary and intra-professional studies across areas in healthcare, arts, intelligent systems (big data) and data security:

- 1) health education, which is in high demand and poised for a paradigm shift that must address the critical issues the healthcare system is facing today
- 2) the arts, which uses a reiterative process to see multiple solutions that are adaptable and responsive
- 3) intelligent building design, which includes a sensor network woven into the fabric of the building allowing the ability to collect big data in multiple ways through multiple mediums for research

- H. Restructuring – *This section pertains to Level II and Level III institutions: Please list areas, issues, or specific items of additional authority that you would request through legislation and/or renegotiated management agreement.*

Response:

No concerns or issues are identified at this time. The University's authority in procurement and information technology have been very beneficial to improving operational efficiencies, streamlining processes, reducing duplication of effort, and allowing faster turnaround time to name a few. The University continues to explore areas where additional autonomy may provide future opportunities. The respective channels will be used to present ideas, as appropriate.

Attachment E**RADFORD UNIVERSITY BOARD OF VISITORS
Business Affairs & Audit Committee
September 14, 2017****Action Item
Approval of the Six-Year Capital Plan for 2018-2024****Item:**

Approval of the 2018-2024 Radford University Six-Year Capital Outlay Plan.

Background:

Every two years, each college and university in the Commonwealth of Virginia submits a Six-Year Capital Outlay Plan to the Department of Planning & Budget. From those requests, the Executive Branch uses these submissions to prioritize capital projects for the Commonwealth and to inform their decision on which projects will be slated for inclusion in the Governor's Executive Budget Bill which is presented in December of each year.

The Six-Year Plan reflects the mission of the University. The projects are submitted in priority order and identify the requested source of funding. The guiding principles of the plan were to identify future capital projects that renovate existing academic buildings as construction is completed on new facilities, address the need to co-locate administrative offices to improve operational efficiencies and departmental synergy, and modernize residence halls by updating the building's infrastructure and systems.

A summary of the submitted projects, by biennium, is presented in Appendix A and a brief description of each project is provided in Appendix B.

Action:

Radford University Board of Visitors approval of the 2018-2024 Radford University Six-Year Capital Outlay Plan, as presented in Appendixes A and B.

Radford University Board of Visitors
RESOLUTION
Approval of the Six-Year Capital Outlay Plan for 2018-2024
September 15, 2017

BE IT RESOLVED, the Radford University Board of Visitors approves the Radford University Six-Year Capital Outlay Plan for 2018-2024, as presented in Appendixes A and B.

RADFORD UNIVERSITY

Appendix A: Summary of the Radford University Six-Year Capital Outlay Plan for 2018-2024

<i>Project Priority</i>	<i>Capital Project Description</i>	<i>Funding</i>	<i>State General Fund</i>	<i>University Nongeneral Fund</i>	<i>University Debt</i>	<i>Total funding Requested</i>
2019-2020 Biennium						
1	Construct New Center for Adaptive Innovation and Creativity	E&G	\$79,000,000	\$0	\$0	\$79,000,000
2	Renovate Norwood Hall and Tyler Hall Residences	Auxiliary	\$0	\$0	\$22,500,000	\$22,500,000
2021-2022 Biennium						
3	Renovate McConnell Hall	E&G	\$25,900,000	\$0	\$0	\$25,900,000
4	Improve Campus Infrastructure - Utilities/Safety/Security	E&G	\$10,500,000	\$0	\$0	\$10,500,000
5	Construct New Public Safety Building	E&G	\$20,000,000	\$0	\$0	\$20,000,000
2023-2024 Biennium						
6	Renovate Muse Hall	Auxiliary	\$0	\$0	\$75,000,000	\$75,000,000
7	Renovate Walker Hall	E&G	\$7,000,000	\$0	\$0	\$7,000,000
8	Construct New Student Success Center	E&G/Auxiliary	\$7,500,000	\$0	\$7,500,000	\$15,000,000
Future Projects - 2025 and Beyond						
9	Construct Three New Residence Halls - 750 total beds	Auxiliary	\$0	\$0	\$90,000,000	\$90,000,000
10	Construct New Administrative Services Addition	E&G	\$10,000,000	\$0	\$0	\$10,000,000
11	Construct New University Convocation Center	E&G/Auxiliary	\$40,000,000	\$0	\$40,000,000	\$80,000,000
12	Athletics Umbrella Renovation Project	Auxiliary	\$0	\$0	\$20,000,000	\$20,000,000
13	Construct Hurlburt Addition	Auxiliary	\$0	\$0	\$20,000,000	\$20,000,000
14	Construct Conference/Alumni/Event Center	PPP	\$0	\$0	\$0	\$0
15	Construct Main Street Parking Facility and Pedestrian Bridge	PPP	\$0	\$0	\$0	\$0
16	Construct Power Co-Generation Facility	PPP	\$0	\$0	\$0	\$0
			\$199,900,000	\$0	\$275,000,000	\$474,900,000

Appendix B: Summary of Radford University's Six-Year Capital Outlay Plan for 2018-2024

2019-2020 Biennium

Construct New Center for Adaptive Innovation and Creativity

Porterfield Hall, which houses the university's Theatre, Music, and Art Departments, was built in two phases. The first phase, Porterfield East, was built in 1968 and the second phase, Porterfield West, was built in 1971. The two phases are 33,228 and 47,680 square feet respectively, and combine for a total of 80,908 square feet. The current square footage is not sufficient to contain all of the College of Visual and Performing Arts' (CVPA) programs which are located in six separate facilities across campus. Porterfield has been in continuous use for over 40 years without the benefit of renovation. Building components have been replaced as they have failed over time, but the building's operating systems are very outdated and not energy efficient.

McGuffey Hall is located directly adjacent to Porterfield Hall, and houses the Department of Design. The building was built in 1952, and consists of 35,943 square feet in an extremely inefficient floor plan. While renovated in 1996, the building systems and equipment are now once again near the end of their useful life, and the space layouts are not conducive to current academic instructional tools and methods.

Waldron Hall, which houses the College of Health and Human Services (CHHS), was constructed in the late 1990's. The building is approximately 58,000 square feet and includes the Dean's Offices; the Departments of Communication Sciences and Disorders, Physical Therapy, and Occupational Therapy; and the Schools of Nursing and Social Work. The facility includes a clinic, laboratories, classrooms, and offices. While the facility condition is adequate, the College is faced with increasing enrollments that are overwhelming the current available footprint. Further, newer equipment and simulation environments have been developed since the building's opening, and the College needs to upgrade these areas to maintain its leadership in health care education in the commonwealth.

This project will demolish both Porterfield East and West Halls, along with the adjacent McGuffey Hall, and will construct a new approximately 200,000 square-foot facility located in the same general area near the northeast corner of the campus. The proposed new multi-college academic building will include traditional classrooms, studios, and laboratories, in addition to multi-use environments such as maker-spaces; simulation and augmented reality laboratories; computer centers; metal-working and clay pottery laboratories and other specialty environments to support the many and varied needs of multiple programs on campus. Health Services, Education, the Sciences, and the Arts will all collaborate in this state-of-the-art cross-disciplinary facility.

Renovate Norwood Hall and Tyler Hall

Norwood Hall was built in 1916 and Tyler Hall was built in 1939 as residence halls for the earliest students of the campus. The dormitory buildings have never undergone complete renovations and are in need of system repairs and upgrades. This project would modernize both buildings with renovated rooms, new finishes, improved systems, and the addition of air

conditioning to all rooms. The renovated rooms will be done in a manner to make them more appealing to students – less sharing of bathroom spaces, provision of some apartment-style accommodations, and improved student study and gathering areas.

2021-2022 Biennium

Renovate McConnell Hall

The footprint that forms the McConnell Library consists of an original 14,000 square foot building built in 1931; a 47,500 square foot addition built in 1965; and a 46,444 square foot addition built in 1995. Both the 1965 addition and the 1995 addition, which represent approximately 90 percent of the library's square footage and operations, remain in their original configuration with building systems and equipment which have far exceeded their expected useful life.

The proposed renovation will replace the aged and inefficient energy building systems and equipment. Equally important, the renovation will incorporate repurposing and space changes to provide amenities found in and expected within modern libraries. With the increasing move to electronic resources and culling of print collections, the University has planned to repurpose print storage space for alternative configurations. Spaces targeted for repurposing are home to some of the library's print collections along with Archives and Special Collections. The print collections located in these areas are in the process of being thinned and the remaining books moved to compact storage.

The culling and relocation of existing collections will also create the necessary space for the Radford University Innovation Lab (RU iLab). Reflective of current library trends, this space will include learning commons, breakout rooms, interdisciplinary presentation spaces and classrooms, and multiple maker-spaces. This move will rebrand the library as a hub for innovation and productivity. In particular, the RU iLab will create the infrastructure for students to engage in collaborative, interdisciplinary thinking to confront present-day needs and pressing future problems.

The renovated space will also include student support areas for group study, provide technology-emphasized rooms for both instruction and information retrieval, incorporate student service functions such as tutoring and writing instruction, and incorporate the University Innovation Lab.

Improve Campus Infrastructure

The university needs to make improvements to many infrastructure systems and components across campus. Systems include water, sanitary, storm drainage, electrical, steam, security, and information technology. Many basic utilities and services were installed when the campus was first developed more than 75 years ago and still provide service to many buildings and various areas of campus. As financial and facilities resources have been available, upgrades have been implemented to various elements of campus infrastructure. This approach has been partially successful, but new regulations for many utilities such as storm water and security, require additional upgrades aligned with meeting increased demand of the expanded campus footprint. For example, only a portion of the occupied buildings on campus have been retrofitted with access-control doors, security enhancements, and improved exterior site lighting. This project

would provide funding necessary to bring the overall campus infrastructure up to date with current needs and regulatory requirements.

Construct New Public Safety Building

The RU Police Department, Emergency Medical Services team, Emergency Preparedness Department, Emergency Operations Center, and Environmental Safety and Health staff are currently located in three separate buildings around campus. Further, these functions are located in shared building spaces which are not up to current standards for these critical areas of university services. This new building will be designed to maximize the safety and emergency capabilities of the university, including up-to-date hardware and software and associated furnishings to meet the growing expectations of students, staff, and other campus stakeholders.

2023-2024 Biennium

Renovate Muse Hall

Muse Hall is by far the largest residential housing unit on campus with approximately 900 beds, or about one-third of all students housed. Built in the late 1960s, the building has never undergone a complete renovation and is in significant need of a variety of system repairs and upgrades. The building has a commanding presence on campus and includes a 13-story resident tower along with a penthouse and three below-grade levels. The building has no resident air conditioning and is the least desirable housing on campus. The building also includes the university's secondary dining facility, which is extremely important particularly during the week at mid-day meals.

This project would modernize the facility with renovated rooms, new finishes, improved systems, and the addition of air conditioning to all rooms. The renovated rooms will be done in a manner to make them more appealing to students – less sharing of bathroom spaces, provision of some apartment-style accommodations, and improved student study and gathering areas.

Renovate Walker Hall

The university's Division of Information Technology is currently housed in five different locations scattered about campus. The IT infrastructure team and the campus main servers are located in the basement of the 1931 McConnell Library, the computer repair and audio/visual offices are located in recycled modular classrooms that are remote to the main campus, and the printing facilities are housed in an off-campus repurposed metal building.

The objective of the project is to bring together the department's scattered operations under one roof, which offers both production and fiscal efficiencies. The renovated building would house IT administration and support functions as well as provide appropriate areas for computer deployment and repair, software installation, web and content development, IT infrastructure, and the campus radio station. To support the critical continuity of operation required of the IT departments, emergency and UPS back-up power will be provided.

Construct New Student Success Center

Students and their parents currently desire sophisticated engagement and support staff and facilities during their entire university experience. This proposed new building will include new

student orientation, services for international students, a student testing center, a student and staff training center, academic advising, the university tutoring center, services for veterans, financial and emergency aid, and various mental and physical wellness facilities such as health care, counseling, and accessibility services. This building will serve, along with functional spaces in Heth Hall and Russell Hall, as the hub for student support activities to ensure the success of all students throughout their academic career.

Future Projects - 2025 and Beyond

Construct Three New Residence Halls

Muse Hall, which opened in the early 1970's, is the most recently built resident hall on campus. The anticipated enrollment growth of the university indicates a need for increased university housing. Currently, the most popular housing requested is for the apartment-style that is primarily available through our leased inventory. This project will provide for the construction of three residence halls with 250 beds in an apartment configuration. The new residence halls would be constructed either on campus or adjacent to campus.

Construct New Administrative Services Addition

Various university administrative functions are currently scattered in multiple locations both on- and off-campus, with several groups in rented spaces. This project will provide an addition adjacent to the existing Armstrong Building to house the support team for the Controller, the Compliance team, Accounts Payable, Payroll, Procurement, Human Resources, and Title IX. The addition will also include a new campus archival document storage facility, which will allow the university to centralize document storage needs and therefore repurpose spaces on campus for more critical staff administrative activities.

Construct New University Convocation Center

The university has outgrown the central gathering areas necessary to address the needs of the student body. Other than the basketball arena, there is no single interior space large enough to handle an address or event that involves more than a small minority of students. This project would build a convocation hall sufficient to handle large events such as convocation, commencement, new student move-in events, family weekend, and homecoming, along with various athletic events. The center would also serve to provide a venue for orientation programs, conference services, and concerts, and would promote a wide variety of activities involving the local community.

Athletics Umbrella Renovation Project

The Dedmon Center was constructed in 1980, as a combination overall university and athletic venue and support space. The facility originally included basketball, volleyball, gymnastics, and swimming performance venues along with locker rooms, training rooms, and athletics administrative offices. The facility is not designed for effective fan experiences in the way that current facilities are designed, and locker and training spaces are woefully inadequate. This project will reconfigure the arena seating bowl to provide more appropriate fan seating and viewing for indoor athletic events, and adjacent spaces will be renovated to include new locker rooms, athletic training rooms, and concessions.

Recent athletics construction projects have renovated and/or replaced the university athletics softball and baseball facilities. These facilities are co-located together and include fields and dugouts along with a new indoor practice and coach's facility, but lack common fan ticketing, concession, and restroom areas. This project will provide a new building containing these common fan functions, such that accessible services are effectively provided in this area of the university athletics complex.

Construct Hurlburt Hall Addition

Various university student support functions and groups are currently housed in Hurlburt Hall. This project will provide an addition adjacent to Hurlburt Hall to expand the space for student support groups and for a large meeting and gathering space.

Radford University

Board of Visitors

Resolution

Board of Visitors Approval of the Amendments to the Radford University

Discrimination, Harassment, Sexual Misconduct and Retaliation Policy

September 15, 2017

WHEREAS, Radford University is committed to providing an environment that emphasizes the dignity and worth of every member of its community, and supporting an environment that is free from harassment and discrimination based on race, sex, color, national origin, religion, age, veteran status, sexual orientation, gender identity, pregnancy, genetic information, against otherwise qualified persons with disabilities, or based on any other status protected by law; and

WHEREAS, the Radford University Board of Visitors adopted the Radford University Discrimination, Harassment, Sexual Misconduct and Retaliation Policy at its November 21, 2014, meeting and revised same on September 18, 2015; and

WHEREAS, the Interim Title IX Coordinator, in consultation with the Commonwealth of Virginia University Counsel, has identified several items in the Radford University Discrimination, Harassment, Sexual Misconduct and Retaliation Policy that require amendment, as set forth in Attachment A, additions are in red deletions are in ~~red~~, with final document in University approved policy format as set forth in Attachment B; and

NOW, THEREFORE, BE IT RESOLVED that, as part of this commitment, the Radford University Board of Visitors hereby adopts the revised Radford University Discrimination, Harassment, Sexual Misconduct and Retaliation Policy, dated September 15, 2017.

RADFORD UNIVERSITY
RADFORD, VIRGINIA

Date Adopted by the Board of Visitors: November 21, 2014
Date Last Amended by the Board of Visitors: September 18, 2015

Discrimination, Harassment, Sexual Misconduct, and Retaliation Policy

A. Policy. Radford University is committed to providing an environment that emphasizes the dignity and worth of every member of its community and that is free from harassment and discrimination based on race, sex, color, national origin, religion, age, veteran status, sexual orientation, gender identity, gender expression, pregnancy, genetic information, against otherwise qualified persons with disabilities, or based on any other status protected by law. In pursuit of this goal, any question of impermissible discrimination on these bases will be addressed with efficiency and energy and in accordance with this policy and the Radford University Discrimination Grievance Procedures. This policy and the Discrimination Grievance Procedures also address complaints or reports of retaliation against those who have opposed practices prohibited by this policy, those who have filed complaints or reports under this policy, and those who have testified or otherwise participated in enforcement of this policy. Questions regarding discrimination prohibited by the Education Amendment Act of 1972 or other federal law, may be referred to Radford University's Title IX Coordinator, Brooke ChangGeoffrey P. Gabriel, Office of Diversity and Equity, 540-831-5307 or ggabriel3wechang6@radford.edu or the U.S. Department of Education, Office of Civil Rights.

B. Purpose. The purpose of this policy is to establish clearly and unequivocally that Radford University prohibits discrimination, harassment, sexual misconduct, and retaliation by individuals subject to its control or supervision and to set forth procedures by which such allegations shall be filed, investigated and adjudicated.

C. Applicability. This policy applies to on-campus conduct involving students, employees, faculty and staff, visitors to campus (including, but not limited to, students participating in camp and programs, non-degree seeking students, exchange students, and other students taking courses or participating in programs at Radford University), and contractors working on campus who are not Radford University employees, and to students, visiting students, employees, faculty and staff participating in Radford University - sponsored activities off campus. This policy also is applicable to any conduct that occurs off campus that has continuing effects that create a hostile environment on campus. Allegations of on-campus or off-campus violations of this policy should be reported to the Title IX Coordinator in accordance with the guidance below and the Discrimination Grievance Procedures. This Policy replaces and supersedes the Radford University Sexual Harassment Policy and Nondiscrimination Statement, as well as any and all references related to discrimination, harassment, sexual misconduct and retaliation that may be contained in other Radford University policies, including the Standards of Student Conduct.

D. Definitions

1. **Discrimination** is inequitable and unlawful treatment based on an individual's protected characteristics or statuses -- race, sex, color, national origin, religion, age, veteran status, sexual

orientation, gender identity, gender expression, pregnancy, genetic information, disability, or any other status protected by law -- that excludes an individual from participation in, denies the individual the benefits of, treats the individual differently or otherwise adversely affects a term or condition of an individual's employment, education, living environment or participation in an educational program or activity. This includes failing to provide reasonable accommodation, consistent with state and federal law, to persons with disabilities.

2. **Harassment** is a form of discrimination in which unwelcome verbal, written, or physical conduct is directed toward an individual on the basis of his or her protected characteristics or statuses, by any member of the campus community. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents.

Harassment violates this policy when it creates a hostile environment, as defined below.

3. **Sexual harassment** is a form of discrimination based on sex. It is defined as unwelcome sexual advances, requests for sexual favors, or other conduct of a sexual nature including: verbal (e.g., specific demands for sexual favors, sexual innuendoes, sexually suggestive comments, jokes of a sexual nature, sexual propositions, or sexual threats); non-verbal (e.g., sexually suggestive emails, other writings, articles or documents, objects or pictures, graphic commentaries, suggestive or insulting sounds or gestures, leering, whistling, or obscene gestures); or physical (e.g., touching, pinching, brushing the body, any unwelcome or coerced sexual activity, including sexual assault). Sexual harassment, including sexual assault, can involve persons of the same or different sexes. Sexual harassment may also include sex-based harassment directed toward stereotypical notions of what is female/feminine v. male/masculine or a failure to conform to those gender stereotypes.

This policy prohibits the following types of sexual harassment:

a. Term or condition of employment or education. This type of sexual harassment (often referred to as "quid pro quo" harassment) occurs when the terms or conditions of employment, educational benefits, academic grades or opportunities, living environment or participation in a Radford University activity are conditioned upon, either explicitly or implicitly, submission to or rejection of unwelcome sexual advances or requests for sexual favors, or such submission or rejection is a factor in decisions affecting that individual's employment, education, living environment, or participation in a Radford University program or activity.

b. Hostile environment. Acts that create a hostile environment, as defined below.

4. **Hostile environment** may be created by oral, written, graphic or physical conduct that is sufficiently severe, persistent or pervasive and objectively offensive that it interferes with, limits or denies the ability of an individual to participate in or benefit from Radford University's educational programs, services, opportunities, or activities or the individual's employment access, benefits or opportunities. Mere subjective offensiveness is not enough to create a hostile environment. In determining whether conduct is severe, persistent or pervasive, and thus creates a hostile environment, the following factors will be considered: (a) the degree to which the conduct affected one or more individuals' education or employment; (b) the nature, scope, frequency, duration, and location of the incident(s); (c) the identity, number, and relationships of persons involved; (d) the perspective of a "reasonable person" in the same situation as the person subjected to the conduct, and (e) the nature of higher education.

5. **Responsible employee** includes all Radford University employees other than the following individuals who are designated as confidential sources: physicians and licensed medical personnel at the Student Health Center, and licensed counselors at the Student Counseling Services and the Substance Abuse and Violence Educational Support Services. A responsible employee must report to the ~~Title~~ Title IX Coordinator all relevant information received about an incident of conduct that potentially is in violation of this policy ~~_without and without delay, after addressing any immediate needs of the victim of such conduct. If necessary, the report may be made after addressing any immediate needs of the victim.~~

6. **Sexual misconduct** includes sexual assault or sexual violence, sexual exploitation, dating violence, domestic violence, and stalking.

a. **Sexual assault** or **sexual violence** is non-consensual contact of a sexual nature. It includes any sexual contact when the victim does not or is unable to consent through the use of force, fear, intimidation, physical helplessness, ruse, impairment or incapacity (including impairment or incapacitation as a result of the use of drugs or alcohol, knowingly or unknowingly); intentional and non-consensual touching of, or coercing, forcing, or attempting to coerce or force another to touch, a person's genital area, groin, inner thigh, buttocks or breast; and non-consensual sexual intercourse, defined as anal, oral or vaginal penetration with any object.

b. **Consent** is knowing, voluntary, and clear permission by word or action, to engage in mutually agreed upon sexual activity. Silence does not necessarily constitute consent. Past consent to sexual activities, or a current or previous dating relationship, does not imply ongoing or future consent. Consent to some sexual contact (such as kissing or fondling) cannot be presumed to be consent for other sexual activity (such as intercourse). The existence of consent is based on the totality of the circumstances, including the context in which the alleged incident occurred.

c. **Sexual exploitation** occurs when a person takes non-consensual or abusive sexual advantage of another for anyone's advantage or benefit other than the person being exploited, and that behavior does not meet the definition of sexual assault. Sexual exploitation includes prostituting another person, non-consensual visual or audio recording of sexual activity, non-consensual distribution of photos or other images of an individual's sexual activity or intimate body parts with an intent to embarrass such individual, non-consensual voyeurism, knowingly transmitting HIV or an STD/STI to another, or exposing one's genitals to another in non-consensual circumstances.

d. **Dating violence** is violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. A social relationship of a romantic or intimate nature means a relationship which is characterized by the expectation of affection or sexual involvement between the parties. The existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. Dating violence can be a single event or a pattern of behavior that includes, but is not limited to, sexual or physical abuse. Dating violence does not include acts covered under the definition of domestic violence.

e. **Domestic violence** is a felony or misdemeanor crime of violence committed: (i) by a current or former spouse or intimate partner of the victim; (ii) by a person with whom the victim shares a

child in common; (iii) by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner; (iv) by a person similarly situated to a spouse of the victim under the law of the Commonwealth of Virginia; or (v) by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family laws of the Commonwealth of Virginia or the applicable jurisdiction. Domestic violence can be a single event or a pattern of behavior that includes, but is not limited to, sexual or physical abuse.

f. **Stalking** is engaging in a course of conduct directed at a specific person that would cause a reasonable person to: (i) fear for his or her safety or the safety of others; or (ii) suffer substantial emotional distress, meaning significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling. A "course of conduct" means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about, a person, or interferes with a person's property.

E. Retaliation

Any form of retaliation, including intimidation, threats, harassment, and other adverse action taken or threatened against any complainant or person reporting or filing a complaint alleging discrimination, sexual harassment, or sexual misconduct or any person cooperating in the investigation of allegations of discrimination, sexual harassment, or sexual misconduct to include testifying, assisting or participating in any manner in an investigation pursuant to this policy and the Discrimination Grievance Procedures is strictly prohibited by this policy. Action is generally deemed adverse if it would deter a reasonable person in the same circumstances from opposing practices prohibited by this policy. Retaliation may result in disciplinary or other action independent of the sanctions or interim measures imposed in response to the underlying allegations of discrimination, sexual harassment or sexual misconduct. Retaliation prohibited by this policy includes any discrimination, intimidation, threat, or coercion against the Title IX Coordinator, ~~the Deputy Title IX Coordinator,~~ or staff of the Office of Diversity and Equity for purpose of interfering with his or her job responsibilities.

F. Reporting

1. Conduct in violation of this policy shall be reported promptly by all students, employees, visitors, or contractors. Radford University's Title IX Coordinator is responsible for overseeing the investigation of all reports of alleged discrimination, sexual harassment, or sexual misconduct in accordance with the Discrimination Grievance Procedures. Employees receiving such reports or complaints should immediately notify the Title IX Coordinator and should not undertake any independent efforts to determine whether or not the report or complaint has merit before reporting it to the Title IX Coordinator.

2. Radford University's Interim Title IX Coordinator is [Geoffrey P. Gabriel](#). ~~W. Brooke Chang, J.D.~~

The Interim Title IX Coordinator's ~~and Deputy Title IX Coordinator's~~ contact information is as follows:

[W. Brooke Chang, J.D.](#)
[Title IX Coordinator and Director](#)
[\(540\) 831-7122 \(Direct\)](#)
<mailto:wchang6@radford.edu>

Geoffrey **P.** Gabriel
~~Deputy~~ Interim Title IX
Coordinator
(540) 831-~~76122222~~ (Direct)
ggabriel3@radford.edu

Office of Diversity and Equity
Radford University
314B Tyler Place, 2nd Floor
P.O. Box 6988
Radford, VA 24142
(540) 831- 5307 (Main)

3. Mandatory employee reporting: All employees, other than the confidential employees detailed in Section D(5) and Section H of this policy, who receive information regarding a complaint or report of discrimination, sexual harassment, sexual misconduct, or retaliation must report any relevant information about the alleged incident to the Title IX Coordinator without delay after addressing the needs of the victim. No Radford University employee shall undertake any independent efforts to determine whether or not the report or complaint has merit or can be substantiated before reporting it to the Title IX Coordinator

4. Reports made by Students: Students should report violations of this policy to the ~~Title IX Coordinator~~ Title IX Coordinator ~~or Deputy Title IX Coordinator~~. Note: Students are not restricted to reporting to student contacts and may report to anyone listed in this policy or any supervising staff or faculty member. Other than reports made to confidential sources in accordance with Section D(5) and Section H of this policy, reports must ~~be forwarded~~ be forwarded to the Title IX Coordinator.

5. Reports made by visitors or contractors: Visitors, including visiting students, and employees of contractors working on campus should report violations of this policy to the Title IX Coordinator.

6. All members of the Radford University community are expected to provide truthful information in any report or proceeding under this policy and the Discrimination Grievance Procedures. Submitting or providing any false or misleading information in bad faith or with a view toward personal gain or intentional harm to another in connection with any report, investigation, or proceeding under this policy and the Discrimination Grievance Procedures is prohibited and subject to conduct charges for students under the Standards of Student Conduct or discipline for employees under the appropriate policy. This provision does not apply to reports made or information provided in good faith, even if the facts as alleged are not later substantiated by a preponderance of the evidence.

G. Criminal Reporting

If a victim is in immediate danger or needs immediate medical attention, contact 911 or the Radford University Police Department (RUPD) at (540) 831-5500 (blue light emergency phones on campus connect directly to RUPD). Some conduct in violation of this policy may also be a crime under Virginia law. Individuals are encouraged to report incidents of sexual misconduct to law enforcement, even if the reporting individual is not certain if the conduct constitutes a crime. Radford University will provide assistance to victims in notifying law enforcement if the victim so chooses. Crimes dealing with minors

must be reported to law enforcement.

H. Confidentiality and Anonymous Reporting

Radford University officials have varying reporting responsibilities under state and federal law. If a victim of conduct in violation of this policy or another reporting party wishes to make a confidential report, it must be made to physicians and licensed medical personnel at [the](#) Student Health Center, and licensed counselors at the Student Counseling Services and the Sexual Abuse and Violence Education Support [Services](#) (SAVES). These individuals will encourage victims to make a report to [the](#) Radford University Police Department, the Title IX Coordinator, or local law enforcement. Students and student organizations cannot keep reports confidential, even if working with officials above ~~that-who~~ are able to maintain confidentiality of reports. Other faculty and staff receiving reports of conduct in violation of this ~~policy-are~~[policy are](#) mandated reporters, but will maintain privacy to every extent possible without compromising Radford University's ability to investigate and respond in accordance with applicable law and regulations.

Notwithstanding a complainant's request that law enforcement not be informed of an incident, Radford University is required pursuant to Virginia Code § ~~23.1-80623-9.2:15~~ to report information about an incident to law enforcement if necessary to address an articulable and significant threat posing a health or safety emergency, as defined by the implementing regulations of the Family Educational Rights and Privacy Act, 34 C.F.R. § 99.36, as detailed in the Sexual Violence Threat Assessment provisions of the Discrimination Grievance Procedures. The ~~Title~~ [Title](#) IX Coordinator may be limited in the ability to investigate an anonymous report unless sufficient information is furnished to enable the Title IX Coordinator to conduct a meaningful and fair investigation. If the complainant requests confidentiality or that the complaint not be pursued, Radford University may also be limited in the actions it is able to take and its ability to respond.

I. Timely Warnings

Radford University is required by federal law to issue timely warnings for reported incidents that pose a substantial threat of bodily harm or danger to members of the campus community. Radford University will ensure, to every extent possible, that a victim's name and other identifying information is not disclosed, while still providing enough information for members of the campus community to make decisions to address their own safety in light of the potential danger.

J. Sexual Misconduct Survivor/Victim Procedures and Services

1. Radford University will assist sexual misconduct survivors/victims in a supportive manner, implementing the procedures set out herein. Because of the potential seriousness and sensitivity of the investigations involved, it is important to undertake these investigations properly. Preserving the evidence is often a key step of successful investigation of alleged sexual misconduct.

2. Recommended procedure for anyone who has experienced sexual misconduct:

- a. Go to a safe place.
- b. For your safety and confidential care, report promptly to the Student Health Center or the nearest medical facility/emergency room. You may request a Sexual Assault Advocate if one is not provided. Physical evidence may be usable if proper procedures are followed for evidence

collection within 96 hours of the assault.

c. Contact a trusted friend or family member. For professional and confidential counseling support, contact Student Counseling Services (540) 831- 5226, the Substance Abuse and Violence Education Support Coordinator Services (SAVES) (540) 831-5709, the Center for Assessment and Psychological Services (CAPS) (540) 831-2471, or the Women’s Resource Center of the New River Valley (540) 639-9592. Among other services, the Women’s Resource Center of the New River Valley offers survivors a 24-hour Hotline at (800) 788-1123 or TTY for Deaf and Hard of Hearing Individuals at (540) 639-2197, emergency shelter, crisis intervention, counseling, applicable referrals, and court advocacy. Radford University employees can also contact the Women’s Resource Center of the New River Valley.

d. Employees will be assisted with available options for changing parking, work and living arrangements after alleged sexual misconduct^[ATW1].

e.

d.e. It is your right to have evidence collected and retained anonymously by law enforcement while you consider whether to pursue criminal charges. Evidence preservation is enhanced in the following ways:

- i. Do not wash your hands, bathe, or douche. Do not urinate, if possible.
- ii. Do not eat, blow your nose, drink liquids, smoke, or brush your teeth if oral contact took place.
- iii. Keep the clothing worn when the assault took place. If you change clothing, place the worn clothing in a paper bag (evidence deteriorates in plastic).
- iv. Do not destroy any physical evidence that may be found in the vicinity of the assault by cleaning or straightening the location of the crime. The victim should not clean or straighten the location of the crime until law enforcement officials have had an opportunity to collect evidence.
- v. Tell someone all the details you remember or write them down as soon as possible.
- vi. Maintain text messages, pictures, online postings, video and other documentary or electronic evidence that may corroborate a complaint.

3. There is no time limit for filing a complaint of sexual misconduct. However, complainants should report as soon as possible to maximize Radford University’s ability to respond. Failure to report promptly could result in the loss of relevant evidence and impair Radford University’s ability to adequately respond to the allegations.

4. The victim shall have the right to file a complaint with law enforcement and the option to be assisted by the Title IX Coordinator and other Radford University authorities in notifying the proper law enforcement authorities of the alleged sexual misconduct.

5. Radford University officials (excluding the Radford University Police Department, and confidential

[resources](#)) receiving reports of a possible sexual misconduct will follow the procedures set forth under this policy and the Discrimination Grievance Procedures. [The](#) Radford University Police Department will follow departmental procedures.

6. Resources for Victims of Sexual Misconduct

- a. Any student or visiting student who reports sexual misconduct to the Title IX Coordinator, [the](#) Substance Abuse and Violence Educational Support Services (SAVES), Student Health Center, and Student Counseling Services will receive an information pamphlet(s) outlining resources and options. Radford University Police Department protocol includes coordination with the Women's Resource Center.
- b. The Title IX Coordinator or designee shall advise victims of resources available with the Women's Resource Center and encourage use of these resources. Any individual who is reported to be the victim of sexual misconduct shall receive from the ~~Title Title~~ Title IX Coordinator or designee information on contacting the Women's Resource Center and services available through the Women's Resource Center's memorandum of understanding with Radford University.
- c. Students and visiting students will be assisted with available options for changing academic, transportation, parking, work and living arrangements after alleged sexual misconduct. Safety arrangements such as no-contact orders and escorts are also available as needed.

K. Title IX Coordinator Oversight

The Title IX Coordinator oversees the investigation and resolution of all reports by students, visiting students, [and](#) faculty and staff of alleged discrimination, sexual harassment or sexual misconduct in accordance with the Discrimination Grievance Procedures. ~~For complaints involving alleged violations of this policy by a student or students, the Title IX Coordinator may delegate certain investigative responsibilities to the Office of Student Standards and Conduct while maintaining oversight of the investigation. See the Discrimination Grievance Procedures for further information regarding coordination with the Title IX Coordinator.~~^[GG2] Reports of discrimination by the Title IX Coordinator should be made to the President.

L. Interim Measures

Radford University may take interim measures, as necessary to assist or protect the complainant during the investigation and resolution of complaints of discrimination and any law enforcement investigation. ~~Radford University must to address~~ [also address](#) the safety of the complainant or any member of the campus community, and ~~to~~ avoid retaliation. If, in the judgment of the Title IX Coordinator or other Radford University leadership, the safety ~~or~~ [and](#) well-being of any member of the campus community may be jeopardized by the presence on campus of the accused individual, the Title IX Coordinator may provide remedies to address the short-term effects of harassment, discrimination and/or retaliation and to prevent further violations. [To the extent possible](#), Radford University will seek the consent of the complainant before taking interim measures to the greatest degree possible. Interim measures may include, but are not necessarily limited to, changes in classroom or work schedules or housing arrangements, no-contact orders, [bans](#) from campus, [safety](#) escorts on campus, referral and coordination of counseling and health services, and modification of work or academic requirements.

Radford University may temporarily reassign or place on administrative leave an employee alleged to have violated this policy. ~~In such a situation the employee will be given the opportunity to meet with the Title IX Coordinator prior to such action being imposed, or as soon thereafter as reasonably possible, to show cause why the action should not be implemented.~~^[663]

M. Sanctions

If it is determined that conduct in violation of this policy has occurred, sanctions will be determined in accordance with the Discrimination Grievance Procedures. Consequences for violating this policy will depend on the facts and circumstances of each particular situation, the frequency and severity of the offense, and any history of past conduct in violation of this policy. Sanctions may include penalties up to and including dismissal for students and termination for employees. In addition to sanctions that may be imposed on an individual found in violation of this policy, Radford University will take steps to prevent recurrence of any sexual misconduct, including sexual assault and sexual violence, and to remedy discriminatory effects on the complainant and others, if appropriate.

N. Student Amnesty

Ensuring the safety of students who report violations of this policy is Radford University's primary concern. In order to facilitate reporting, Radford University will, with the following limited exceptions, provide amnesty to a student who reports an incident in violation of this policy, directed toward that student or another student, for minor disciplinary infractions, such as underage drinking, at the time of the incident. Amnesty may not be offered if (1) the minor disciplinary infraction places or placed the health or safety of any other person at risk or (2) the student who committed the disciplinary infraction previously has been found to have committed the same disciplinary infraction. If amnesty is provided, no conduct proceedings or conduct record will result for minor disciplinary infractions. Amnesty for minor disciplinary infractions also may be offered to students who intervene to help others before a violation of this policy occurs and for students who receive assistance or intervention. Abuse of amnesty requests may result in a decision by the Dean of Students Office not to extend amnesty to the same student repeatedly. The Office of Student Standards and Conduct and the ~~Dean of Students Office~~Office of the Dean of Students shall maintain records regarding the provision of amnesty for at least seven (7) years. Infractions that constitute offenses shall not be considered minor policy violations for which amnesty may be offered under this provision.

O. Education and Awareness

1. For more information about sexual misconduct and resources available in the local community, please visit the Women's Resource Center of the New River Valley website at: www.wrcnrv.org.
2. The Title IX Coordinator coordinates an education, training and awareness program on discrimination, sexual harassment, and sexual misconduct for students and employees, including training on primary prevention, risk reduction, consent and other pertinent topics. The Office of Substance Abuse and Violence Education Support Services (SAVES) provides programming on sexual misconduct issues, resources available on campus in the community, bystander intervention, and coordinates intervention programs.

P. Academic Freedom and Free Speech

This policy does not allow curtailment or censorship of constitutionally protected expression, which is valued in higher education and by Radford University. In addressing all complaints and reports of alleged violations of this policy, Radford University will take all permissible actions to ensure the safety of students and employees while complying with any and all applicable guidance regarding free speech rights of students and employees. This policy does not in any way apply to curriculum and curriculum decisions or abridge the use of particular textbooks or curricular materials.

RADFORD UNIVERSITY RADFORD, VIRGINIA

Date Adopted by the President: October 14, 2014
Date Last Amended by the President's Cabinet: October 6, 2015

Discrimination Grievance Procedures

Purpose: These procedures provide a prompt and equitable resolution for complaints or reports of discrimination based on race, sex, color, national origin, religion, age, veteran status, sexual orientation, gender identity, pregnancy, genetic information, against otherwise qualified persons with disabilities, or based on any other status protected by law, including complaints alleging sexual harassment or sexual misconduct prohibited by Radford University policy on Discrimination, Harassment, Sexual Misconduct, and Retaliation ("Discrimination Policy"). Any person who believes he or she has been subjected to discrimination or harassment on any of these bases may file a complaint with Radford University as outlined in these procedures. These procedures also address any complaints or reports of retaliation against individuals who have filed complaints or reports of discrimination, who have opposed discriminatory practices, and those who have testified or otherwise participated in investigations or proceedings arising from complaints or reports of discrimination. Questions regarding discrimination prohibited by the Education Amendment Act of 1972 or other federal law, may be referred to Radford University's Interim Title IX Coordinator, ~~Geoffrey P. Gabriel~~~~Brooke Chang~~, Office of Diversity and Equity, 540-831-5307 or ggabriel3wehang6@radford.edu or the U.S. Department of Education, Office of Civil Rights.

Complaints and Reporting

Complaints and reports of discrimination, sexual harassment, and sexual misconduct should be made to Radford University's Interim Title IX Coordinator. The ~~Title IX~~ Coordinator is responsible for overseeing the investigation of all reports of alleged discrimination, sexual harassment, or sexual misconduct and is trained to help individuals who file complaints find resources, to investigate reported incidents, and to respond appropriately to conduct alleged to be in violation of the Discrimination Policy. Individuals receiving reports or complaints of discrimination, sexual harassment, or sexual misconduct should immediately notify the Title IX Coordinator after addressing the immediate needs of the victim, and should not undertake any independent efforts to determine whether or not the report or complaint has merit before reporting it to the Title IX Coordinator.

The Radford University ~~Title IX~~ Coordinator is ~~W. Brooke Chang, J.D.~~~~Geoffrey P. Gabriel~~. The ~~Title IX~~ Coordinator's ~~and Deputy Title IX Coordinator's~~ contact information is listed below:

~~W. Brooke Chang, J.D.~~
~~Title IX Coordinator and Director~~
~~(540) 831-7122 (Direct)~~
~~wchang6@radford.edu (email)~~

Geoffrey Gabriel
~~Deputy~~ Interim Title IX
Coordinator
(540) 831-~~716~~222 (Direct)
ggabriel3@radford.edu (email)
Office of Diversity and Equity
Radford University
314B Tyler Place, 2nd Floor
P.O. Box 6988
Radford, VA 24142
(540) 831- 5307 (Main)

Reports of conduct in violation of the Discrimination Policy should be made without undue delay after the incident after addressing the needs of the victim, and may be made orally or in writing, including online on the Office of Diversity and Equity webpage to the ~~Title~~ Title IX Coordinator. The Title IX Coordinator also will accept, without comment or need for explanation, a sealed envelope addressed to “Title IX Coordinator.” The envelope, at a minimum, need only contain a piece of paper with the name and room number or phone number of the individual wishing to make a report. Individuals also can report the incidents anonymously online through the SAVES office webpage:

<http://www.radford.edu/content/saves/home/assault/sexual-misconduct.html>

or Confidential Reporting and Silent Witness through the Radford University Police Department webpage:

<http://www.radford.edu/content/police/home/forms/witness.html>

or by leaving an anonymous message with the Radford University Police Department 540-831-STOP (7867). As will be the case with all reports, however made, the reporting individual will be contacted promptly, but in no case more than three calendar days from the date of the report, for an interview with the Title IX Coordinator or designee.

Notwithstanding the forgoing, individuals who believe they have been the subject of conduct in violation of the Discrimination Policy are encouraged to make detailed written statements of the facts, including the name(s) of the offending individual(s), and any witness(es), promptly after an incident.

The Role of the Title IX Coordinator

The ~~Title~~ Title IX Coordinator is charged with coordinating Radford University’s compliance with federal civil rights laws. The Title IX Coordinator and the Office of Diversity and Equity staff do not serve as an advocate for either the complainant or the respondent. The ~~Title~~ Title IX Coordinator or designee will explain to all identified parties the procedures outlined below, including confidentiality. As appropriate, the Title IX Coordinator or designee will provide all identified parties with information about obtaining

medical and counseling services, making a criminal report, information about receiving advocacy services including those offered by the Office of Substance Abuse and Violence Education Support Services (SAVES) — or the Women’s Resource Center of the New River Valley, and guidance on other Radford ~~University~~ ~~University~~ and community resources. The Title IX Coordinator or designee will offer to coordinate with other Radford University leadership, when appropriate, to implement interim measures as described below. The Title IX Coordinator or designee will explain to all involved parties the process of a prompt, adequate, reliable, and impartial investigation, including the opportunity for both the complainant and respondent to identify witnesses and provide other evidence. The Title IX Coordinator or designee will explain to all identified parties the right to have a personal advisor present and to review and respond to the allegations and evidence. The Title IX Coordinator or designee will also explain to the parties and witnesses that retaliation for reporting alleged discrimination, sexual harassment or sexual misconduct, or participating in an investigation of an alleged violation, is strictly prohibited and that any retaliation should be reported immediately and will be promptly addressed.

Written Explanation of Rights and Options

When a student or employee reports that he or she has been a victim of dating violence, domestic violence, sexual assault, sexual exploitation, or stalking, whether the offense occurred on or off campus, the student or employee will be provided a written explanation of rights and options, which shall include:

1. Procedures victims should follow if a crime of dating violence, domestic violence, sexual assault, sexual exploitation, or stalking has occurred, including written information about:

A. The importance of seeking medical attention and of the collection and preservation of evidence that may assist in proving that the alleged criminal offense occurred or may be helpful in obtaining a protective order;

B. How and to whom the alleged offense should be reported;

C. Options about the involvement of local law enforcement and the Radford University Police Department, including the victim's option to:

(i) Notify proper law enforcement authorities, including local law enforcement and/or the Radford University Police Department;

(ii) Be assisted by Radford University staff in notifying law enforcement authorities, if the victim so chooses; and

(iii) Decline to notify such authorities.

D. The rights of victims and Radford University’s responsibilities regarding no contact orders, residential relocation, eviction orders or other orders.

2. Information about how Radford University will protect the confidentiality of victims and other parties, including how Radford University will:

A. Complete publicly available recordkeeping, including reporting and disclosures required by the Clery Act, without the inclusion of personally identifying information about the victim;

B. Maintain as confidential, any accommodations or protective measures provided to the victim, to the extent that maintaining such confidentiality would not impair the ability of Radford University to provide the accommodations or protective measures; and

C. Ensure confidentiality of investigative files as education records protected by the Family Educational Rights and Privacy Act (FERPA), including that the process for the Sexual Violence Threat Assessment in accordance with Virginia Code § 23.1-806-9.2:15 could, if the incident poses to members of the Radford University community a health or safety emergency, as defined by the FERPA regulations, lead to disclosure of personally identifying information to the law enforcement agency that would be responsible for investigating the incident and other appropriate parties whose knowledge of the information is necessary to protect the health and safety of the victim or other individuals.

3. Notification of existing counseling, health, mental health, victim advocacy, legal assistance, visa and immigration assistance, student financial aid, and other services available for victims, both within Radford University and in the local community;

4. Options for, available assistance in, and how to request changes to academic, living, transportation, and working situations or protective measures, regardless of whether the victim chooses to report the crime to the Radford University Police Department or local law enforcement;

5. The procedures for Title IX investigation, adjudication, appeals, and disciplinary sanctions, including the right to decline to participate in a Title IX investigation by the victim.

Criminal Reporting and Coordination

The Title IX Coordinator or designee will make all complainants aware of the right also to file a complaint with the Radford University Police Department or local law enforcement, and will encourage ~~accurate—~~ and accurate and prompt reporting when the complainant elects to report. If a victim of sexual assault, dating violence, domestic violence, or stalking is physically or mentally incapacitated for at least 10 calendar ~~days, — and days, and~~ thereby unable to report the incident to law enforcement, ~~then~~ the Title IX Coordinator will ~~make—such~~ make s u c h a report. Radford University will comply with all requests by the Radford University Police Department or local law enforcement for cooperation in investigations. Such cooperation may require the Title IX Coordinator or designee to temporarily suspend the fact-finding aspect of a Title IX investigation detailed in the procedures below while the Radford University Police Department or the local law enforcement agency gathers evidence. The ~~Title~~ Title IX Coordinator or designee will promptly resume its Title IX investigation as soon as notified by the Radford University Police Department or local law enforcement agency that it has completed the evidence gathering process. Otherwise, the Title IX investigation will not be altered or precluded on the grounds that criminal charges involving the same incident have been filed or that charges have been dismissed or reduced.

Confidentiality, Anonymity and Requests Not to Pursue Title IX Investigation

Radford University officials have varying reporting responsibilities under state and federal law. If a victim of conduct in violation of this policy or another reporting party wishes to keep a report confidential, it must be made to a licensed medical provider or counselor within Student Health Center, Student Counseling Services or the SAVES Office (for students). These individuals will encourage victims

to make a report to the Radford University Police Department, the Title IX Coordinator, or local law enforcement. Students and student organizations cannot keep reports confidential, even if working with officials above that are able to maintain confidentiality of reports. Other Radford University officials receiving reports of conduct in violation of this policy are mandated reporters but will maintain privacy to every extent possible without compromising Radford University's ability to investigate and respond in accordance with applicable law and regulations. The Title IX Coordinator or designee may be limited in the ability to investigate an anonymous report unless sufficient information is furnished to enable the ~~Title~~ Title IX Coordinator or designee to conduct a meaningful and fair investigation.

If the complainant requests confidentiality or that an investigation not be conducted, Radford University may be limited in the actions it is able to take and its ability to respond while respecting the request. The complainant will be asked to sign a statement stating a desire for confidentiality or that an investigation not be pursued and the Title IX Coordinator or designee will take all reasonable steps to respond to the complaint consistent with the request. Notwithstanding a complainant's request that law enforcement not be informed of an incident, Radford University is required pursuant to Virginia Code § 23-9.2:15 to report information about an incident to local law enforcement if necessary to address an articulable and significant threat posing a health or safety emergency, as defined by the implementing regulations of the Family Educational Rights and Privacy Act (FERPA), 34 C.F.R. § 99.36, and as detailed in the Sexual Violence Threat Assessment provisions, below.

Sexual Violence Threat Assessment

1. Upon receipt of any report of sexual violence, defined as a physical sexual act perpetrated against a person's will or where a person is incapable of giving consent, that is alleged to have occurred (i) against any students; or (ii) on campus, in or on a Radford University building or property, or on public property that is on campus or immediately adjacent to and accessible from campus, the Title IX Coordinator shall promptly inform a review committee of the report, including personally identifying information. The review committee shall be comprised of, at a minimum, the Title IX Coordinator, a representative of Law Enforcement, and a student affairs representative. The review committee may consult other Radford University officials depending on whether the accused individual is a student, faculty, or staff member and the circumstances of the report. The review committee shall be advised by the Office of the Attorney General.
2. Within 72 hours of receipt of the report from the Title IX Coordinator, the review committee shall meet to review the information and shall continue to meet as necessary as new information becomes available. If the criteria in Paragraph 1 are met, the review committee shall convene regardless of whether or not the victim has notified the Radford University Police Department or local law enforcement or whether or not the victim has requested that Radford University proceed with a Title IX investigation.
3. The review committee may obtain law enforcement records and criminal history record information as provided in Virginia Code § 19.2-389 and § 19.2-389.1, health records as provided in Virginia Code § 32.1-127.1:03, available conduct or personnel records, and known facts and circumstances of the reported incident of sexual harassment or sexual misconduct and other evidence known to Radford University, including the Radford University Police Department, and local law enforcement. The review committee shall be considered to be a threat assessment team established pursuant to Virginia Code § ~~23.1-805~~23-

~~9.2:10~~ for purposes of (i) obtaining criminal history record information and health records and (ii) the Virginia Freedom of Information Act (Virginia Code § 2.2-3700 et seq.), [Va. Code § 23-9.2:10](#).) The review committee shall comply with the Family Educational Rights and Privacy Act in conducting its review.

4. In addition to the available information detailed in Paragraph 3, above, the review committee shall consider factors that suggest there is an increased risk of the accused individual committing additional acts of sexual misconduct or other violence, including, but not limited to:

- a. Other sexual misconduct complaints about the same individual;
- b. Prior arrests or reports of misconduct at another institution or a history of violent behavior;
- c. Threats of further sexual misconduct against the reporting individual or others;
- d. A history of failing to comply with a no-contact order issued by Radford University officials;
- e. Allegations of multiple perpetrators in the same incident;
- f. Use of physical violence in the reported incident or a prior incident. Examples of physical violence include, but are not limited to, hitting, punching, slapping, kicking, restraining, or choking;
- g. Reports or evidence of a pattern of perpetration, including a pattern of the accused individual using alcohol or drugs to facilitate sexual misconduct or harassment;
- h. Use of a weapon in the reported incident or a prior incident;
- i. A victim under the age of 18 or who is significantly younger than the accused individual.

The review committee shall also consider whether means exist to obtain evidence other than investigation by law enforcement or a Title IX investigation such as security camera footage, eyewitness reports from security or guard personnel, or physical evidence.

5. If based on a consideration of all factors, the review committee determines that there is a significant and articulable threat to the health or safety of one or more individuals and that disclosure of the information to local law enforcement, including personally identifying information, is necessary to protect the health and safety of one or more individuals, the law enforcement representative shall immediately disclose such information to the law enforcement agency that would be responsible for investigating the incident, for the purpose of investigation and other actions by law enforcement. If the review committee cannot reach a consensus, the law enforcement representative may make the threat determination. Upon any disclosure to law enforcement under this paragraph, ~~the~~ the Title IX Coordinator or designee shall notify the victim that such disclosure is being made. The provisions of this paragraph shall not apply if the law enforcement agency responsible for investigating the alleged incident is located outside the United States.

6. If information is disclosed to law enforcement under Paragraph 5 or if the review committee determines that sufficient factors exist to proceed with a Title IX investigation, despite the stated desires of the victim for confidentiality or not to proceed with an investigation, the ~~Title~~ Title IX Coordinator or designee shall proceed with a full investigation under these procedures. In those situations, the Title IX Coordinator or designee will notify the victim that Radford University is overriding the victim's request

for confidentiality in order to meet Title IX obligations, but, other than the disclosure under Paragraph 5, if made, the information will only be shared with individuals who are responsible for handling Radford University's response to incidents of sexual ~~violence and Radford~~violence. Radford University will ensure that any information maintained by Radford University is maintained in a secure manner.

7. If the reported incident would constitute a felony violation of Article 7 (§ 18.2-61 et seq.) of Chapter 4 of Title 18.2 of the Code of Virginia, as determined by the law enforcement member or any other member of the review committee, the law enforcement member shall inform other members of the review committee and shall notify the attorney for the Commonwealth or other prosecutor responsible for prosecuting the incident and provide information received without disclosing personally identifying information, unless such information was disclosed to a law enforcement agency pursuant to Paragraph 5.

8. At the conclusion of the Sexual Violence Threat Assessment, the ~~Title~~ Title IX Coordinator and law enforcement member shall each retain (i) the authority to proceed with any further investigation or adjudication allowed under state or federal law and (ii) independent records of the review committee's determination considerations, which shall be maintained under applicable state and federal law.

Interim Measures

Radford University may take interim measures, as necessary to assist or protect the complainant during the investigation and resolution of complaints of discrimination and any law enforcement investigation. Radford University must also address the safety of the complainant or any member of the campus community, and to avoid retaliation. If, in the judgment of the Title IX Coordinator or other Radford University leadership, the safety and well-being of any member of the campus community may be jeopardized by the presence on campus of the accused individual, the Title IX Coordinator may provide remedies to address the short-term effects of harassment, discrimination and/or retaliation and to prevent further violations. To the extent possible, Radford University will seek the consent of the complainant before taking interim measures to the greatest degree possible. Interim measures may include, but are not necessarily limited to, changes in classroom or work schedules or housing arrangements, no-contact orders, bans from campus, safety escorts on campus, referral and coordination of counseling and health services, and modification of work or academic requirements.

Radford University may temporarily reassign or place on administrative leave an employee alleged to have violated this policy. In such a situation the employee will be given the opportunity to meet with the Title IX Coordinator prior to such action being imposed, or as soon thereafter as reasonably possible, to demonstrate why the action should not be implemented. [GG4][GG5]

~~Radford University may take measures, as necessary to assist or protect the complainant during investigations of alleged discrimination and the resolution process and any law enforcement investigation, to address the safety of the complainant or any member of the campus community, and to avoid retaliation. If, in the judgment of the Title IX Coordinator or other Radford University leadership, the safety or well-being of any member of the campus community may be jeopardized by the presence on campus of the accused individual, the Title IX Coordinator or designee may provide remedies to address the short-term effects of harassment, discrimination and/or retaliation and to prevent further violations. Radford University will seek the consent of the complainant before taking measures to the greatest degree possible. measures may include, but are not necessarily limited to, changes in classroom or work schedules or housing arrangement, no contact order, ban from campus, escorts on campus, referral and coordination of counseling and health services, and modification of work or academic requirements.~~

~~Radford University may temporarily reassign or place on administrative leave an employee alleged to have violated the Discrimination Policy. In such situation the employee will be given the opportunity to meet with the Title IX Coordinator or designee prior to such action being imposed, or as soon thereafter as reasonably possible, to show cause why the action should not be implemented.~~

Timely Warnings

Radford University is required by federal law to issue timely warnings for reported incidents that pose a substantial threat of bodily harm or danger to members of the campus community. Radford University will ensure, to every extent possible, that a victim's name and other identifying information is not disclosed, while still providing enough information for members of the campus community to make decisions to address their own safety in light of the potential danger.

Coordination with the ~~Dean of Students Office~~Office of the Dean of Students and/or the Department of Human Resources

Radford University's Title IX Coordinator is responsible for overseeing all complaints of discrimination and identifying and addressing any pattern or systemic problems that arise during the review of such complaints.

Any member of the Office of Dean of Students or the Office of Student Standards and Conduct, or the Department of Human Resources receiving a report of alleged discrimination, sexual harassment, or sexual misconduct shall report it without delay to the Title IX Coordinator. No member of the ~~Dean of Students Office~~Office of the Dean of Students, the Office of Student Standards and Conduct or the Department of Human Resources shall undertake any independent efforts to determine whether or not the report or complaint has merit before reporting it to the ~~Title~~ Title IX Coordinator. The Title IX Coordinator's Office shall conduct all investigations of allegations of sexual misconduct in accordance with the procedures below. ~~At the sole discretion of the Title IX Coordinator, the Office of Student Standards and Conduct or the Dean of Students Office may be tasked with conducting investigations of complaints of discrimination and harassment while under the oversight of the Title IX Coordinator.~~ [GG6]The Office of Student Standards and Conduct and the ~~Dean of Students Office~~Office of the Dean of Students shall report the findings of investigations of discrimination and harassment to the ~~Title~~ Title IX Coordinator. At the conclusion of the investigation, the Title IX Coordinator shall recommend a penalty/sanction[ATW7], if any, to the Dean of Students and the Director of the Office of Student Standards and Conduct or the Department of Human Resources, as appropriate.

Investigation and Resolution

There are two possible methods for investigation and resolution of a complaint alleging violations of the Discrimination Policy: formal and informal resolution. For alleged violations of the Discrimination Policy other than sexual misconduct, the complainant and the respondent have the option to proceed under an informal procedure, when deemed permissible by the Title IX Coordinator. The Title IX Coordinator or designee will explain the informal and formal procedures to both the complainant and the respondent, if known. In all cases, Radford University will ensure there is no ~~actual~~ conflict of interest in the investigation and resolution of complaints and will strive to avoid the appearance of conflict of interest.

A. Informal investigation and resolution

If the complainant, the respondent, and the Title IX Coordinator or designee all agree that an informal investigation and resolution should be pursued, the Title IX Coordinator or designee shall attempt to facilitate a resolution that is agreeable to ~~the~~all parties. Under this procedure, the ~~Title~~ Title IX Coordinator or designee will conduct a preliminary investigation only to the extent fact-finding is needed to resolve the conflict and to protect the interests of ~~the~~all parties, Radford University, and the campus community. ~~Both~~All parties will be permitted to request witnesses to be interviewed by the Title IX Coordinator and other evidence to be considered in the preliminary investigation. Typically, a preliminary investigation will be completed within 30 calendar days of receipt of notice. If an extension of the preliminary investigation beyond 30 calendar days is necessary, all parties will be notified of the expected resolution time frame. If at any point during this informal investigation and resolution procedure, the complainant, the respondent, or the Title IX Coordinator wish to suspend the informal procedure and proceed through the formal grievance procedure, such request will be granted.

Any resolution of a complaint through the informal procedure must adequately address the concerns of the complainant, as well as the rights of the respondent and the responsibility of Radford University to prevent, address, and remedy alleged violations of the Discrimination Policy. Informal resolution remedies might include providing training, providing informal counseling to an individual whose conduct, if not ceased, could rise to the level of discrimination or harassment, confidential briefing of the respondent's work supervisor, use of processes and ~~penalties~~sanctions set forth in the Standards of Student Conduct, or other methods. All parties will be provided written notification of the resolution of the complaint through the informal procedures, including whether the preliminary investigation substantiated discrimination or harassment by a preponderance of the evidence and a description of Radford University's response. There shall be no right of appeal afforded to the complainant or the respondent following informal investigation and resolution.

B. Formal investigation and resolution

1. A formal complaint may be submitted either in written format or through a verbal interview of the complainant by the Title IX Coordinator or designee regarding the events and circumstances underlying the complaint. The complainant is not required to submit a written complaint to the Title IX Coordinator to commence an investigation. In the case of a third party notification, the Title IX Coordinator will contact the alleged victim promptly, and in no case later than three calendar days from the date of the complaint. The complaint may be supplemented by additional supporting documents, evidence, or recommendations of witnesses to be interviewed during the course of the investigation. The complainant must also disclose if a formal complaint has been filed with another Radford University office, state, or federal entity for the same offense.
2. The Title IX Coordinator or designee will discuss the complaint with the complainant, and the respondent as appropriate, including providing information about the formal investigation procedure and other resources. The Title IX Coordinator or designee will explain to the parties that each has the opportunity to provide evidence and to suggest witnesses to be interviewed during the course of the investigation.
3. The Title IX Coordinator will consider whether interim measures and involvement of other Radford University leadership is appropriate. The Title IX Coordinator also will confirm that the matter involves an alleged violation of the Discrimination Policy, thereby conferring jurisdiction ~~on~~to the Title IX Coordinator's office. If the Title IX Coordinator determines that the Title IX Coordinator's office does not

have jurisdiction, the Title IX Coordinator or designee will offer to assist the complainant and, as appropriate, the respondent, in finding appropriate on-campus and off-campus resources to address the issue(s).

4. ~~All investigations of complaints alleging violations of the Discrimination Policy shall be overseen by the Title IX The Coordinator. The Title Title IX Coordinator or designee will conduct a prompt, adequate, reliable, and impartial investigation of the complaint. Typically an investigation, not including the time necessary for potential appeals, will be completed within 60 calendar days of receipt of notice. If extension of the investigation beyond 60 calendar days is necessary, all parties will be notified of the expected time frame. Only the Title IX Coordinator, a trained investigator designated by the Title IX Coordinator's office, or, for complaints not involving allegations of sexual misconduct, a trained member of the Office of Student Standards and Conduct shall conduct the investigation. All investigations of complaints alleging violations of the Discrimination Policy shall be overseen by the Title IX Coordinator.~~

5. Both complainant and respondent will have the same opportunity to review and respond to evidence obtained during an investigation and will be afforded the same opportunity to review and provide comment to the investigator about the written investigation report before it is finalized. Both the complainant and the respondent may designate an advisor to accompany him or her at any meeting or proceeding during the formal investigation. The role of such advisors shall be limited to advise and consultation. Neither the advisor for the complainant nor the advisor for the respondent shall be permitted to question witnesses, raise objections, or make statements or arguments at any meetings or proceedings during ~~the an~~ investigation or an appeals hearing.

6. The ~~Title Title~~ Title IX Coordinator or designee will determine whether there is a preponderance of the evidence to substantiate the complaint of an alleged violation of the Discrimination Policy. A respondent will not be found in violation of the Discrimination Policy absent a finding of preponderance of evidence that the violation occurred. The "preponderance of the evidence" standard requires that the weight of the evidence, in totality, supports a finding that it is more likely than not that the alleged violation occurred.

7. In determining whether alleged harassment has created a hostile environment, the Title IX Coordinator or designee shall consider ~~not only~~ whether the conduct was unwelcome to the complainant, but also whether the conduct was severe or pervasive and whether a reasonable person similarly situated to the complainant would have perceived the conduct to be objectively offensive.

8. The Title IX Coordinator or designee shall prepare a written investigation report, which shall be provided to both the complainant and the respondent concurrently. In most cases the written investigation report shall be provided to both parties for comments within 60 calendar days of notice of the allegation. If extension of the time frame for the Title IX Coordinator to provide the investigation report beyond 60 calendar days is necessary, all parties will be notified of the ~~expected-revised~~ time frame for completion of the ~~investigation report~~ report of investigation.

9. If the Title IX Coordinator or designee finds by a preponderance of the evidence that a violation of the Discrimination Policy did not occur, the matter will be documented as closed. The complainant may appeal the finding to the Discrimination Appeals Committee under the procedure described below.

10. If the Title IX Coordinator or designee finds by a preponderance of the evidence that violation of the Discrimination Policy did occur, the Title IX Coordinator's or designee's written report will contain recommendations for steps that should be taken to prevent recurrence of any such violation and, as appropriate, remedies for the complainant and the community. The written report also will contain the Title IX Coordinator's or designee's recommendation on sanctions. If interim measures as described above have been taken, the Title IX Coordinator shall include a recommendation regarding continuation, suspension or modification of any such interim measures. The Title IX Coordinator or designee shall provide the written report to both the complainant and respondent, in accordance with subsection 8, above, including the steps the ~~Title~~ Title IX Coordinator or designee has recommended to eliminate a hostile environment, if one was found to exist, and to prevent its recurrence. Notwithstanding any other provision of these procedures, the respondent shall not be provided information about the individual remedies offered or provided to the complainant, but such information shall be provided to the complainant. The respondent and the complainant will be advised of their right to appeal any finding or recommended sanction to the Discrimination Appeals Committee. The appeal procedure outlined below will also be explained. If the respondent does not contest the finding or recommended sanction, the respondent shall sign a statement acknowledging no contest to the finding and the recommended sanction. The sanctioning process will move forward whether or not the respondent signs the statement acknowledging no contest. The completed investigation will be provided to the appropriate individual to determine and impose appropriate sanctions, as described below.

Sanctions

1. Sanctions for students will be determined by the Director of the Office of Student Standards and Conduct in accordance with the Standards of Conduct and, where necessary or appropriate, in consultation with the Dean of Students. Sanctions may include, but are not limited to, warning, suspension or dismissal. Not every violation of the Discrimination Policy will result in an identical sanction. The University reserves the right to impose different sanctions depending on the severity of the incident as well as any previous proven violations by the respondent.
2. Sanctions for teaching and research faculty will be determined by the Provost, in consultation with the Deans and/or the President and in accordance with the Teaching and Research Faculty Handbook and any other applicable Radford University policy and regulations. Possible sanctions include, but are not limited to counseling, training, reassignment, or the initiation of termination proceedings.
3. Sanctions for Administrative and Professional faculty will be determined by the employee's supervisor and Division Head, in consultation with the Executive Director of Human Resources and in accordance with the Administrative and Professional Faculty Handbook and any other applicable Radford University policy and regulations. Possible sanctions include, but are not limited to counseling, training, reassignment, or the initiation of termination proceedings according to procedures in the appropriate governing regulation or policy.
4. Sanctions for Classified or Wage employees will be determined by the employee's supervisor in consultation with the Executive Director of Human Resources in accordance with the Commonwealth's Standards of Conduct Policy. Sanctions that may be imposed by Radford University include, but are not limited to verbal counseling, additional training, issuance of a Written Notice, suspension, or termination

of employment.

5. Contractors shall assign for duty only employees acceptable to Radford University. Radford University reserves the right to require the Contractor to remove from campus any employee who violates the Discrimination Policy.

6. Visitors (including, but not limited to, students participating in camp or other programs at Radford University), who violate the Discrimination Policy will be directed to immediately leave campus and may be subject to a permanent ban from campus.

7. A determination regarding the imposition of sanctions shall be made within 14 calendar days of the date of the Title IX Coordinator's, or designee's final ~~investigative report~~ report of investigation, if neither the complainant nor the respondent requests appeal to the Discrimination Appeals Committee. If an appeal is requested, sanctions, if any, shall be imposed within 14 days of the final decision of the President after consideration of the written decision of the Discrimination Appeals Committee. If extension of the time frame for sanctions to be imposed beyond 14 calendar days is necessary, all parties will be notified by the Office of Student Standards and Conduct or the Department of Human Resources of the expected time for imposing the sanctions. ~~by the responsible individual imposing these sanctions.~~ The respondent shall be informed in writing of any sanctions imposed for violation of the Discrimination Policy by the individual imposing the sanctions within five (5) calendar days of the determination. The ~~Title Title~~ IX Coordinator shall be provided a copy of such written notification. The Title IX Coordinator or designee will disclose to the complainant, as simultaneously as possible to the notification provided to the respondent, information about the sanctions that directly relate to the complainant as is permitted by state and federal law including the Federal Educational Rights and Privacy Act (FERPA) and the Virginia Freedom of Information Act. ~~The Title IX Coordinator or designee also will disclose in writing to the complainant the final results of a disciplinary proceeding involving the respondent with regard to an alleged forcible or non-forcible sex offense, act of stalking, domestic violence or dating violence on the complainant, as permitted by state and federal law including FERPA and the Virginia Freedom of Information Act.~~ [GG8]

Discrimination Appeals Committee

1. Composition of the Committee

The Discrimination Appeals Committee ("Committee") shall be comprised of three trained individuals: one faculty member to be nominated by the Provost, one non-faculty member of the administration to be nominated by the Vice President for Finance and Administration, and one classified employee to be nominated by the Executive Director of Human Resources. The President shall appoint members of the Committee and the Committee Chair. Committee members shall serve indefinitely at the pleasure of the President. The President may appoint one or more persons to serve on the Committee temporarily to fill a vacancy due to recusal or otherwise to ensure a full three-member Committee. The President has sole discretion to permanently remove members of the Committee for cause.

2. Appeal Procedure

a. A complainant or respondent desiring to appeal the investigative findings of the ~~Title Title~~ IX Coordinator shall file a written request for appeal with the Title IX Coordinator within three (3)

business days of receipt of the written investigation report along with information to support one or more of the following grounds for appeal:

- i. the ~~Title Title~~ IX Coordinator or designated investigator exhibited unfair bias which influenced the results of the investigation;
- ii. new evidence, unavailable at the time of the investigation, that could substantially impact the Title IX Coordinator's finding;
- iii. error in the conduct of the investigation that is of such magnitude as to deny fundamental fairness.
- iv. the sanctions recommended by the ~~Title Title~~ IX Coordinator are substantially outside the parameters or guidelines set by Radford University for this type of offense or the cumulative conduct record of the respondent.

b. Within five (5) business days of receipt of the written request for appeal, the Title IX Coordinator will notify the parties of the time and place of hearing before the Committee. Such hearing typically will be scheduled within fifteen (15) calendar days of receipt of the request for appeal. If extension beyond fifteen (15) calendar days is necessary, both parties will be notified by the Discrimination Appeals Committee of the ~~expected-revised~~ time frame. The parties must raise ~~the Titles IX Coordinator~~ [ATW9]within five (5) calendar days of such notification, objections to members of the Committee on the basis of conflict of interest or bias for or against the appellant or appellee. The objection shall be made to the Title IX Coordinator, who will present the objection of any member of the Discrimination Appeals Committee to the President. The President shall rule on any such objections no later than three (3) ~~days-business days~~ prior to the hearing.

c. Within five (5) calendar days of filing the request for appeal, the party appealing the Title IX Coordinator's findings (appellant) must submit a written statement that (i) identifies the names and addresses of witnesses that are requested to be called at the hearing; (ii) identifies and includes copies of any documents that will be used as evidence at the hearing; (iii) describes with specificity the portion of the Discrimination Policy allegedly violated and the grounds for appeal; and (iv) requests a specific remedy. The non-appealing party (appellee) also may submit such information for the Committee's consideration. If the appellee chooses not to participate in the Committee hearing, the ~~Title Title~~ IX Coordinator will provide to the Committee within five (5) calendar days of notification that the appellee will not participate in the hearing: (i) the written investigative report; (ii) the names and addresses of witnesses the Title IX Coordinator will call at the hearing; and (iii) identification and copies of any documents that will be submitted as evidence at the hearing. If the appellee provides notification less than five (5) calendar days prior to the scheduled hearing that he or she will not participate, the hearing shall be postponed to give the ~~Title Title~~ IX Coordinator a full five (5) business days to provide the Committee the above information.

The Title IX Coordinator shall provide the written investigation report and all witness information and documents identified pursuant to this subsection to the Committee and to all parties at least three (3) business days prior to the hearing.

d. Both the appellant and the appellee may retain legal counsel at their own expense or designate a non-

attorney advisor to accompany him or her at any meeting or proceeding in the appeal process. If either party has retained legal counsel or a non-attorney advisor, the party must immediately notify the Committee Chair of such representation. The role of counsel or the non-attorney advisor for the parties shall be limited to advice and consultation with the attorney's client and the client's witnesses. Neither counsel/advisor for the appellant nor counsel/advisor for the appellee shall be permitted to question witnesses, raise objections, or make statements or arguments to the Committee at the hearing. If either party is represented by legal counsel, Radford University may be represented at the hearing by assigned legal counsel from the Office of the Attorney General, who will ensure that the rights of Radford University and the parties are respected.

e. The Chair of the Committee shall preside over the hearing. The hearing will be a non-adversarial proceeding and rules of evidence shall not be strictly applied. However, the Chair of the Committee may limit evidence or testimony that is not relevant to a determination of whether a violation of the Discrimination Policy occurred and whether the grounds for appeal are met by a preponderance of evidence. The hearing will be conducted in a fair and impartial manner. Both appellant and appellee, or the ~~Title Title~~ IX Coordinator or designee if the appellee does not participate, will address the Chair of the Committee and not each other. The Chair will be the final decision-maker on all matters of procedure during the hearing. All hearings will be closed to the public.

f. The past sexual history or sexual character of a party to the complaint, complainant or respondent, with anyone other than each other, will not be admissible. Notwithstanding the above, demonstration of pattern, repeated, and/or predatory behavior by the respondent, in the form of previous findings in any Radford University or judicial proceeding will be admissible. The parties will be notified in advance of the hearing if any information addressed by this paragraph is deemed admissible.

g. Within ten (10) calendar days of the hearing, the Committee will submit a written decision to the parties, the Title IX Coordinator, and the President. The decision shall include: (i) a description of the appellant's grounds for appeal; (ii) whether such grounds are accepted or rejected and the rationale for such determination; (iii) the Committee's decision to uphold or reject the findings of the ~~Title Title~~ IX Coordinator and/or the recommended sanction and the rationale for such determination; (iv) if the Title IX Coordinator's findings and/or recommended sanction are rejected, the findings of the Committee and recommendations for resolution.

h. Within three (3) business days of the Committee's decision, the President shall notify the Committee, the Title IX Coordinator, and the parties, in writing, of her-his decision relative to the findings and recommendations of the Committee. The decision of the President is final with no further right to appeal.

Documentation and record-keeping

The Title IX Coordinator shall maintain, in a confidential manner, for at least ten (10) years paper or electronic files of all complaints, witness statements, documentary evidence, written investigation reports, resolutions, and appeal hearings and associated documents. The Title IX Coordinator will prepare a monthly summary of pending complaints that will be presented to the President and also will be retained for at least ten (10) years. Such summary will contain sufficient information to permit the Title IX Coordinator and the President to assess Radford University compliance with the requirements of Title IX.

Training

Individuals who conduct these Discrimination Grievance Procedures, from the initial investigation to the final resolution, will at a minimum receive annual training on issues related to dating violence, domestic violence, sexual assault, sexual exploitation, and stalking, and how to conduct an investigation and appeal process that protects the safety of victims and promotes accountability.

Policy Title: Discrimination, Harassment, Sexual Misconduct, and Retaliation Policy	Effective Date: 11/21/2014
Policy Number: GEN-PO-1002	Date of Last Review: 9/15/2017
Oversight Department: Office of Diversity and Equity	Next Review Date: 9/1/2020

1. PURPOSE

The purpose of this policy is to establish clearly and unequivocally that Radford University prohibits discrimination, harassment, sexual misconduct, and retaliation by individuals subject to its control or supervision and to set forth procedures by which such allegations shall be filed, investigated and adjudicated.

2. APPLICABILITY

This policy applies to on-campus conduct involving students, employees, faculty and staff, visitors to campus (including, but not limited to, students participating in camps and programs, non-degree seeking students, exchange students, and other students taking courses or participating in programs at Radford University), and contractors working on campus who are not Radford University employees, and to students, visiting students, employees, faculty and staff participating in Radford University-sponsored activities off campus. This policy also is applicable to any conduct that occurs off campus that has continuing effects that create a hostile environment on campus. Allegations of on-campus or off-campus violations of this policy should be reported to the Title IX Coordinator in accordance with the guidance below and the Discrimination Grievance Procedures (see Section 5). This Policy replaces and supersedes the Radford University Sexual Harassment Policy and Nondiscrimination Statement, as well as any and all references related to discrimination, harassment, sexual misconduct and retaliation that may be contained in other Radford University policies, including the Standards of Student Conduct.

3. DEFINITIONS

Discrimination: Discrimination is inequitable and unlawful treatment based on an individual's protected characteristics or statuses -- race, sex, color, national origin, religion, age, veteran status, sexual orientation, gender identity, gender expression, pregnancy, genetic information, disability, or any other status protected by law -- that excludes an individual from participation in, denies the individual the benefits of, treats the individual differently or otherwise adversely affects a term or condition of an individual's employment, education, living environment or participation in an educational program or activity. This includes failing to provide reasonable accommodation, consistent with state and federal law, to persons with disabilities.

Harassment: Harassment is a form of discrimination in which unwelcome verbal, written, or physical conduct is directed toward an individual on the basis of his or her protected characteristics or statuses, by any member of the campus community. Harassment does not have to include intent to harm, be directed at a specific target, or involve repeated incidents. Harassment violates this policy when it creates a hostile environment, as defined below.

Sexual Harassment: Sexual harassment is a form of discrimination based on sex. It is defined as unwelcome sexual advances, requests for sexual favors, or other conduct of a sexual nature including: verbal (e.g., specific demands for sexual favors, sexual innuendoes, sexually suggestive comments, jokes of a sexual nature, sexual propositions, or sexual threats); non-verbal (e.g., sexually suggestive emails, other writings, articles or documents, objects or pictures, graphic commentaries, suggestive or insulting sounds or gestures, leering, whistling, or obscene gestures); or physical (e.g., touching, pinching, brushing the body, any unwelcome or coerced sexual activity, including sexual assault). Sexual harassment, including sexual assault, can involve persons of the same or different sexes. Sexual harassment may also include sex-based harassment directed toward stereotypical notions of what is female/feminine v. male/masculine or a failure to conform to those gender stereotypes.

This policy prohibits the following types of sexual harassment:

- a. Term or condition of employment or education. This type of sexual harassment (often referred to as "quid pro quo" harassment) occurs when the terms or conditions of employment, educational benefits, academic grades or opportunities, living environment or participation in a Radford University activity are conditioned upon, either explicitly or implicitly, submission to or rejection of unwelcome sexual advances or requests for sexual favors, or such submission or rejection is a factor in decisions affecting that individual's employment, education, living environment, or participation in a Radford University program or activity.
- b. Hostile environment. Acts that create a hostile environment, as defined below.

Hostile environment: Hostile environment may be created by oral, written, graphic or physical conduct that is sufficiently severe, persistent or pervasive and objectively offensive that it interferes with, limits or denies the ability of an individual to participate in or benefit from Radford University's educational programs, services, opportunities, or activities or the individual's employment access, benefits or opportunities. Mere subjective offensiveness is not enough to create a hostile environment. In determining whether conduct is severe, persistent or pervasive, and thus creates a hostile environment, the following factors will be considered: (a) the degree to which the conduct affected one or more individuals' education or employment; (b) the nature, scope, frequency, duration, and location of the incident(s); (c) the identity, number, and relationships of persons involved; (d) the perspective of a "reasonable person" in the same situation as the person subjected to the conduct, and (e) the nature of higher education.

Responsible Employee: Responsible employee includes all Radford University employees other than the following individuals who are designated as confidential sources: physicians and licensed medical personnel at the Student Health Center, and licensed counselors at the Student Counseling Services and the Substance Abuse and Violence Educational Support Services. A responsible employee must report to the Title IX Coordinator all relevant information received about an incident of conduct that potentially is in violation of this policy and without delay. If necessary, the report may be made after addressing any immediate needs of the victim.

Sexual Misconduct: Sexual misconduct includes sexual assault or sexual violence, sexual exploitation, dating violence, domestic violence, and stalking.

- a. **Sexual assault or sexual violence** is non-consensual contact of a sexual nature. It includes any sexual contact when the victim does not or is unable to consent through the use of force, fear, intimidation, physical helplessness, ruse, impairment or incapacity (including impairment or incapacitation as a result of the use of drugs or alcohol, knowingly or unknowingly); intentional and non-consensual touching of, or coercing, forcing, or attempting to coerce or force another to touch, a person's genital area, groin, inner thigh, buttocks or breast; and non-consensual sexual intercourse, defined as anal, oral or vaginal penetration with any object.
- b. **Consent** is knowing, voluntary, and clear permission by word or action, to engage in mutually agreed upon sexual activity. Silence does not necessarily constitute consent. Past consent to sexual activities, or a current or previous dating relationship, does not imply ongoing or future consent. Consent to some sexual contact (such as kissing or fondling) cannot be presumed to be consent for other sexual activity (such as intercourse). The existence of consent is based on the totality of the circumstances, including the context in which the alleged incident occurred.
- c. **Sexual exploitation** occurs when a person takes non-consensual or abusive sexual advantage of another for anyone's advantage or benefit other than the person being exploited, and that behavior does not meet the definition of sexual assault. Sexual exploitation includes prostituting another person, non-consensual visual or audio recording of sexual activity, non-consensual distribution of photos or other images of an individual's sexual activity or intimate body parts with an intent to embarrass such individual, non-consensual voyeurism, knowingly transmitting HIV or an STD/STI to another, or exposing one's genitals to another in non-consensual circumstances.
- d. **Dating violence** is violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. A social relationship of a romantic or intimate nature means a relationship which is characterized by the expectation of affection or sexual involvement between the parties. The existence of such a relationship shall be determined based on a consideration of the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship. Dating violence can be a single event or a pattern of behavior that includes, but is not limited to, sexual or physical abuse. Dating violence does not include acts covered under the definition of domestic violence.
- e. **Domestic violence** is a felony or misdemeanor crime of violence committed: (i) by a current or former spouse or intimate partner of the victim; (ii) by a person with whom the victim shares a child in common; (iii) by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner; (iv) by a person similarly situated to a spouse of the victim under the law of the Commonwealth of Virginia; or (v) by any other person against an adult or youth victim who is protected from that person's acts under the domestic or family laws of the Commonwealth of Virginia or the applicable jurisdiction. Domestic violence can be a single event or a pattern of behavior that includes, but is not limited to, sexual or physical abuse.

- f. **Stalking** is engaging in a course of conduct directed at a specific person that would cause a reasonable person to: (i) fear for his or her safety or the safety of others; or (ii) suffer substantial emotional distress, meaning significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling. A "course of conduct" means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about, a person, or interferes with a person's property.

4. **POLICY**

A. **Policy**

Radford University is committed to providing an environment that emphasizes the dignity and worth of every member of its community and that is free from harassment and discrimination based on race, sex, color, national origin, religion, age, veteran status, sexual orientation, gender identity, gender expression, pregnancy, genetic information, against otherwise qualified persons with disabilities, or based on any other status protected by law. In pursuit of this goal, any question of impermissible discrimination on these bases will be addressed with efficiency and energy and in accordance with this policy and the Radford University Discrimination Grievance Procedures (see Section 5). This policy and the Discrimination Grievance Procedures also address complaints or reports of retaliation against those who have opposed practices prohibited by this policy, those who have filed complaints or reports under this policy, and those who have testified or otherwise participated in enforcement of this policy. Questions regarding discrimination prohibited by the Education Amendment Act of 1972 or other federal law, may be referred to Radford University's Interim Title IX Coordinator, Geoffrey P. Gabriel, Office of Diversity and Equity, 540-831-5307 or ggabriel3@radford.edu, or the U.S. Department of Education, Office of Civil Rights.

B. **Retaliation**

Any form of retaliation, including intimidation, threats, harassment, and other adverse action taken or threatened against any complainant or person reporting or filing a complaint alleging discrimination, sexual harassment, or sexual misconduct or any person cooperating in the investigation of allegations of discrimination, sexual harassment, or sexual misconduct to include testifying, assisting or participating in any manner in an investigation pursuant to this policy and the Discrimination Grievance Procedures (see Section 5) is strictly prohibited by this policy. Action is generally deemed adverse if it would deter a reasonable person in the same circumstances from opposing practices prohibited by this policy. Retaliation may result in disciplinary or other action independent of the sanctions or interim measures imposed in response to the underlying allegations of discrimination, sexual harassment or sexual misconduct. Retaliation prohibited by this policy includes any discrimination, intimidation, threat, or coercion against the Title IX Coordinator, or staff of the Office of Diversity and Equity for purpose of interfering with his or her job responsibilities.

C. **Reporting**

1. Conduct in violation of this policy shall be reported promptly by all students, employees, visitors, or contractors. Radford University's Title IX Coordinator is responsible for overseeing the investigation of all reports of alleged discrimination, sexual harassment, or sexual misconduct in accordance with the Discrimination Grievance Procedures (see

Section 5). Employees receiving such reports or complaints should immediately notify the Title IX Coordinator and should not undertake any independent efforts to determine whether or not the report or complaint has merit before reporting it to the Title IX Coordinator.

2. Radford University's Interim Title IX Coordinator is Geoffrey P. Gabriel. The Interim Title IX Coordinator's contact information is as follows:

Geoffrey P. Gabriel
Interim Title IX Coordinator
(540) 831-7122 (Direct)
ggabriel3@radford.edu
Office of Diversity and Equity
Radford University
314B Tyler Place, 2nd Floor
P.O. Box 6988
Radford, VA 24142
(540) 831- 5307 (Main)

3. **Mandatory employee reporting:** All employees, other than the confidential employees detailed in the definition of Responsible Employee in Section 3. and in Section 4.E. of this policy, who receive information regarding a complaint or report of discrimination, sexual harassment, sexual misconduct, or retaliation must report any relevant information about the alleged incident to the Title IX Coordinator without delay after addressing the needs of the victim. No Radford University employee shall undertake any independent efforts to determine whether or not the report or complaint has merit or can be substantiated before reporting it to the Title IX Coordinator.
4. **Reports made by Students:** Students should report violations of this policy to the Title IX Coordinator. Note: Students are not restricted to reporting to student contacts and may report to anyone listed in this policy or any supervising staff or faculty member. Other than reports made to confidential sources in accordance with the definition of Responsible Employee in Section 3. and in Section 4.E. of this policy, reports must be forwarded to the Title IX Coordinator.
5. **Reports made by visitors or contractors:** Visitors, including visiting students, and employees of contractors working on campus should report violations of this policy to the Title IX Coordinator.
6. All members of the Radford University community are expected to provide truthful information in any report or proceeding under this policy and the Discrimination Grievance Procedures (see Section 5). Submitting or providing any false or misleading information in bad faith or with a view toward personal gain or intentional harm to another in connection with any report, investigation, or proceeding under this policy and the Discrimination Grievance Procedures is prohibited and subject to conduct charges for students under the Standards of Student Conduct or discipline for employees under the appropriate policy. This provision does not apply to reports made or information provided in good faith, even if the facts as alleged are not later substantiated by a preponderance of the evidence.

D. Criminal Reporting

If a victim is in immediate danger or needs immediate medical attention, contact 911 or the Radford University Police Department (RUPD) at (540) 831-5500 (blue light emergency phones on campus connect directly to RUPD). Some conduct in violation of this policy may also be a crime under Virginia law. Individuals are encouraged to report incidents of sexual misconduct to law enforcement, even if the reporting individual is not certain if the conduct constitutes a crime. Radford University will provide assistance to victims in notifying law enforcement if the victim so chooses. Crimes dealing with minors must be reported to law enforcement.

E. Confidentiality and Anonymous Reporting

Radford University officials have varying reporting responsibilities under state and federal law. If a victim of conduct in violation of this policy or another reporting party wishes to make a confidential report, it must be made to physicians and licensed medical personnel at the Student Health Center, and licensed counselors at the Student Counseling Services and the Sexual Abuse and Violence Education Support Services (SAVES). These individuals will encourage victims to make a report to the Radford University Police Department, the Title IX Coordinator, or local law enforcement. Students and student organizations cannot keep reports confidential, even if working with officials above who are able to maintain confidentiality of reports. Other faculty and staff receiving reports of conduct in violation of this policy are mandated reporters, but will maintain privacy to every extent possible without compromising Radford University's ability to investigate and respond in accordance with applicable law and regulations.

Notwithstanding a complainant's request that law enforcement not be informed of an incident, Radford University is required pursuant to Virginia Code § 23.1-806 to report information about an incident to law enforcement if necessary to address an articulable and significant threat posing a health or safety emergency, as defined by the implementing regulations of the Family Educational Rights and Privacy Act, 34 C.F.R. § 99.36, as detailed in the Sexual Violence Threat Assessment provisions of the Discrimination Grievance Procedures (see Section 5). The Title IX Coordinator may be limited in the ability to investigate an anonymous report unless sufficient information is furnished to enable the Title IX Coordinator to conduct a meaningful and fair investigation. If the complainant requests confidentiality or that the complaint not be pursued, Radford University may also be limited in the actions it is able to take and its ability to respond.

F. Timely Warnings

Radford University is required by federal law to issue timely warnings for reported incidents that pose a substantial threat of bodily harm or danger to members of the campus community. Radford University will ensure, to every extent possible, that a victim's name and other identifying information is not disclosed, while still providing enough information for members of the campus community to make decisions to address their own safety in light of the potential danger.

G. Sexual Misconduct Survivor/Victim Procedures and Services

- 1.** Radford University will assist sexual misconduct survivors/victims in a supportive manner, implementing the procedures set out herein. Because of the potential seriousness and sensitivity of the investigations involved, it is important to undertake these investigations properly. Preserving the evidence is often a key step of successful investigation of alleged sexual misconduct.
- 2.** Recommended procedure for anyone who has experienced sexual misconduct:
 - a.** Go to a safe place.
 - b.** For your safety and confidential care, report promptly to the Student Health Center or the nearest medical facility/emergency room. You may request a Sexual Assault Advocate if one is not provided. Physical evidence may be usable if proper procedures are followed for evidence collection within 96 hours of the assault.
 - c.** Contact a trusted friend or family member. For professional and confidential counseling support, contact Student Counseling Services at (540) 831- 5226, the Substance Abuse and Violence Education Support Services (SAVES) at (540) 831-5709, the Center for Assessment and Psychological Services (CAPS) at (540) 831-2471, or the Women’s Resource Center of the New River Valley at (540) 639-9592. Among other services, the Women’s Resource Center of the New River Valley offers survivors a 24-hour Hotline at (800) 788-1123 or TTY for Deaf and Hard of Hearing Individuals at (540) 639-2197, emergency shelter, crisis intervention, counseling, applicable referrals, and court advocacy. Radford University employees can also contact the Women's Resource Center of the New River Valley.
 - d.** Employees will be assisted with available options for changing parking, work and living arrangements.
 - e.** It is your right to have evidence collected and retained anonymously by law enforcement while you consider whether to pursue criminal charges. Evidence preservation is enhanced in the following ways:
 - i.** Do not wash your hands, bathe, or douche. Do not urinate, if possible.
 - ii.** Do not eat, blow your nose, drink liquids, smoke, or brush your teeth if oral contact took place.
 - iii.** Keep the clothing worn when the assault took place. If you change clothing, place the worn clothing in a paper bag (evidence deteriorates in plastic).
 - iv.** Do not destroy any physical evidence that may be found in the vicinity of the assault by cleaning or straightening the location of the crime. The victim should not clean or straighten the location of the crime until law enforcement officials have had an opportunity to collect evidence.
 - v.** Tell someone all the details you remember or write them down as soon as possible.
 - vi.** Maintain text messages, pictures, online postings, video and other documentary or electronic evidence that may corroborate a complaint.

3. There is no time limit for filing a complaint of sexual misconduct. However, complainants should report as soon as possible to maximize Radford University's ability to respond. Failure to report promptly could result in the loss of relevant evidence and impair Radford University's ability to adequately respond to the allegations.
4. The victim shall have the right to file a complaint with law enforcement and the option to be assisted by the Title IX Coordinator and other Radford University authorities in notifying the proper law enforcement authorities of the alleged sexual misconduct.
5. Radford University officials (excluding the Radford University Police Department, and confidential resources) receiving reports of a possible sexual misconduct will follow the procedures set forth under this policy and the Discrimination Grievance Procedures (see Section 5). The Radford University Police Department will follow departmental procedures.
6. Resources for Victims of Sexual Misconduct:
 - a. Any student or visiting student who reports sexual misconduct to the Title IX Coordinator, the Substance Abuse and Violence Educational Support Services (SAVES), Student Health Center, and Student Counseling Services will receive an information pamphlet(s) outlining resources and options. Radford University Police Department protocol includes coordination with the Women's Resource Center.
 - b. The Title IX Coordinator or designee shall advise victims of resources available with the Women's Resource Center and encourage use of these resources. Any individual who is reported to be the victim of sexual misconduct shall receive from the Title IX Coordinator or designee information on contacting the Women's Resource Center and services available through the Women's Resource Center's memorandum of understanding with Radford University.
 - c. Students and visiting students will be assisted with available options for changing academic, transportation, parking, work and living arrangements after alleged sexual misconduct. Safety arrangements such as no-contact orders and escorts are also available as needed.

H. Title IX Coordinator Oversight

The Title IX Coordinator oversees the investigation and resolution of all reports by students, visiting students, and faculty and staff of alleged discrimination, sexual harassment or sexual misconduct in accordance with the Discrimination Grievance Procedures (see Section 5). Reports of discrimination by the Title IX Coordinator should be made to the President.

I. Interim Measures

Radford University may take interim measures, as necessary to assist or protect the complainant during the investigation and resolution of complaints of discrimination and any law enforcement investigation. Radford University must also address the safety of the complainant or any member of the campus community, and avoid retaliation. If, in the judgment of the Title IX Coordinator or other Radford University leadership, the safety and well-being of any member of the campus community may be jeopardized by the presence on campus of the accused individual, the Title IX Coordinator may provide remedies to address the short-term effects of harassment, discrimination and/or retaliation and to prevent further violations. To the extent possible, Radford University will seek the consent of the complainant

before taking interim measures to the greatest degree possible. Interim measures may include, but are not necessarily limited to, changes in classroom or work schedules or housing arrangements, no-contact orders, bans from campus, safety escorts on campus, referral and coordination of counseling and health services, and modification of work or academic requirements. Radford University may temporarily reassign or place on administrative leave an employee alleged to have violated this policy.

J. Sanctions

If it is determined that conduct in violation of this policy has occurred, sanctions will be determined in accordance with the Discrimination Grievance Procedures (see Section 5). Consequences for violating this policy will depend on the facts and circumstances of each particular situation, the frequency and severity of the offense, and any history of past conduct in violation of this policy. Sanctions may include penalties up to and including dismissal for students and termination for employees. In addition to sanctions that may be imposed on an individual found in violation of this policy, Radford University will take steps to prevent recurrence of any sexual misconduct, including sexual assault and sexual violence, and to remedy discriminatory effects on the complainant and others, if appropriate.

K. Student Amnesty

Ensuring the safety of students who report violations of this policy is Radford University's primary concern. In order to facilitate reporting, Radford University will, with the following limited exceptions, provide amnesty to a student who reports an incident in violation of this policy, directed toward that student or another student, for minor disciplinary infractions, such as underage drinking, at the time of the incident. Amnesty may not be offered if (1) the minor disciplinary infraction places or placed the health or safety of any other person at risk or (2) the student who committed the disciplinary infraction previously has been found to have committed the same disciplinary infraction. If amnesty is provided, no conduct proceedings or conduct record will result for minor disciplinary infractions. Amnesty for minor disciplinary infractions also may be offered to students who intervene to help others before a violation of this policy occurs and for students who receive assistance or intervention. Abuse of amnesty requests may result in a decision by the Office of the Dean of Students not to extend amnesty to the same student repeatedly. The Office of Student Standards and Conduct and the Office of the Dean of Students shall maintain records regarding the provision of amnesty for at least seven (7) years. Infractions that constitute offenses shall not be considered minor policy violations for which amnesty may be offered under this provision.

L. Education and Awareness

1. For more information about sexual misconduct and resources available in the local community, please visit the Women's Resource Center of the New River Valley website at: www.wrcnrvalley.org.
2. The Title IX Coordinator coordinates an education, training and awareness program on discrimination, sexual harassment, and sexual misconduct for students and employees, including training on primary prevention, risk reduction, consent and other pertinent topics. The Office of Substance Abuse and Violence Education Support Services (SAVES) provides programming on sexual misconduct issues, resources available on campus in the community, bystander intervention, and coordinates intervention programs.

M. Academic Freedom and Free Speech

This policy does not allow curtailment or censorship of constitutionally protected expression, which is valued in higher education and by Radford University. In addressing all complaints and reports of alleged violations of this policy, Radford University will take all permissible actions to ensure the safety of students and employees while complying with any and all applicable guidance regarding free speech rights of students and employees. This policy does not in any way apply to curriculum and curriculum decisions or abridge the use of particular textbooks or curricular materials.

5. PROCEDURES (Discrimination Grievance Procedures)

A. Purpose

These procedures provide a prompt and equitable resolution for complaints or reports of discrimination based on race, sex, color, national origin, religion, age, veteran status, sexual orientation, gender identity, pregnancy, genetic information, against otherwise qualified persons with disabilities, or based on any other status protected by law, including complaints alleging sexual harassment or sexual misconduct prohibited by Radford University policy on Discrimination, Harassment, Sexual Misconduct, and Retaliation ("Discrimination Policy"). Any person who believes he or she has been subjected to discrimination or harassment on any of these bases may file a complaint with Radford University as outlined in these procedures. These procedures also address any complaints or reports of retaliation against individuals who have filed complaints or reports of discrimination, who have opposed discriminatory practices, and those who have testified or otherwise participated in investigations or proceedings arising from complaints or reports of discrimination. Questions regarding discrimination prohibited by the Education Amendment Act of 1972 or other federal law, may be referred to Radford University's Interim Title IX Coordinator, Geoffrey P. Gabriel, Office of Diversity and Equity, 540-831-5307 or ggabriel3@radford.edu or the U.S. Department of Education, Office of Civil Rights.

B. Complaints and Reporting

Complaints and reports of discrimination, sexual harassment, and sexual misconduct should be made to Radford University's Title IX Coordinator. The Title IX Coordinator is responsible for overseeing the investigation of all reports of alleged discrimination, sexual harassment, or sexual misconduct and is trained to help individuals who file complaints find resources, to investigate reported incidents, and to respond appropriately to conduct alleged to be in violation of the Discrimination Policy. Individuals receiving reports or complaints of discrimination, sexual harassment, or sexual misconduct should immediately notify the Title IX Coordinator after addressing the immediate needs of the victim, and should not undertake any independent efforts to determine whether or not the report or complaint has merit before reporting it to the Title IX Coordinator.

The Radford University Interim Title IX Coordinator is Geoffrey P. Gabriel. The Interim Title IX Coordinator's contact information is listed below:

Geoffrey Gabriel
Interim Title IX Coordinator
(540) 831-7122 (Direct)
ggabriel3@radford.edu (email)
Office of Diversity and Equity
Radford University
314B Tyler Place, 2nd Floor
P.O. Box 6988
Radford, VA 24142
(540) 831- 5307 (Main)

Reports of conduct in violation of the Discrimination Policy should be made without undue delay after the incident after addressing the needs of the victim, and may be made orally or in writing, including online on the [Office of Diversity and Equity webpage](#) to the Title IX Coordinator. The Title IX Coordinator also will accept, without comment or need for explanation, a sealed envelope addressed to "Title IX Coordinator." The envelope, at a minimum, need only contain a piece of paper with the name and room number or phone number of the individual wishing to make a report. Individuals also can report the incidents anonymously online through the SAVES office webpage:

<http://www.radford.edu/content/saves/home/assault/sexual-misconduct.html>

or Confidential Reporting and Silent Witness through the Radford University Police Department webpage:

<http://www.radford.edu/content/police/home/forms/witness.html>

or by leaving an anonymous message with the Radford University Police Department at 540-831-STOP (7867). As will be the case with all reports, however made, the reporting individual will be contacted promptly, but in no case more than three calendar days from the date of the report, for an interview with the Title IX Coordinator or designee.

Notwithstanding the forgoing, individuals who believe they have been the subject of conduct in violation of the Discrimination Policy are encouraged to make detailed written statements of the facts, including the name(s) of the offending individual(s), and any witness(es), promptly after an incident.

C. The Role of the Title IX Coordinator

The Title IX Coordinator is charged with coordinating Radford University's compliance with federal civil rights laws. The Title IX Coordinator and the Office of Diversity and Equity staff do not serve as an advocate for either the complainant or the respondent. The Title IX Coordinator or designee will explain to all identified parties the procedures outlined below, including confidentiality. As appropriate, the Title IX Coordinator or designee will provide all identified parties with information about obtaining medical and counseling services, making a criminal report, information about receiving advocacy services including those offered by the Office of Substance Abuse and Violence Education Support Services (SAVES) or the Women's Resource Center of the New River Valley, and guidance on other Radford University and community resources. The Title IX Coordinator or designee will offer to coordinate with other Radford University leadership, when appropriate, to implement interim measures as

described below. The Title IX Coordinator or designee will explain to all involved parties the process of a prompt, adequate, reliable, and impartial investigation, including the opportunity for both the complainant and respondent to identify witnesses and provide other evidence. The Title IX Coordinator or designee will explain to all identified parties the right to have a personal advisor present and to review and respond to the allegations and evidence. The Title IX Coordinator or designee will also explain to the parties and witnesses that retaliation for reporting alleged discrimination, sexual harassment or sexual misconduct, or participating in an investigation of an alleged violation, is strictly prohibited and that any retaliation should be reported immediately and will be promptly addressed.

D. Written Explanation of Rights and Options

When a student or employee reports that he or she has been a victim of dating violence, domestic violence, sexual assault, sexual exploitation, or stalking, whether the offense occurred on or off campus, the student or employee will be provided a written explanation of rights and options, which shall include:

1. Procedures victims should follow if a crime of dating violence, domestic violence, sexual assault, sexual exploitation, or stalking has occurred, including written information about:
 - a. The importance of seeking medical attention and of the collection and preservation of evidence that may assist in proving that the alleged criminal offense occurred or may be helpful in obtaining a protective order;
 - b. How and to whom the alleged offense should be reported;
 - c. Options about the involvement of local law enforcement and the Radford University Police Department, including the victim's option to:
 - i. Notify proper law enforcement authorities, including local law enforcement and/or the Radford University Police Department;
 - ii. Be assisted by Radford University staff in notifying law enforcement authorities, if the victim so chooses; and
 - iii. Decline to notify such authorities.
 - d. The rights of victims and Radford University's responsibilities regarding no contact orders, residential relocation, eviction orders or other orders.
2. Information about how Radford University will protect the confidentiality of victims and other parties, including how Radford University will:
 - a. Complete publicly available recordkeeping, including reporting and disclosures required by the Clery Act, without the inclusion of personally identifying information about the victim;
 - b. Maintain as confidential, any accommodations or protective measures provided to the victim, to the extent that maintaining such confidentiality would not impair the ability of Radford University to provide the accommodations or protective measures; and
 - c. Ensure confidentiality of investigative files as education records protected by the Family Educational Rights and Privacy Act (FERPA), including that the process for the Sexual Violence Threat Assessment in accordance with Virginia Code § 23.1-806 could, if the incident poses to members of the Radford University community a health or safety emergency, as defined by the FERPA regulations, lead to disclosure of

personally identifying information to the law enforcement agency that would be responsible for investigating the incident and other appropriate parties whose knowledge of the information is necessary to protect the health and safety of the victim or other individuals.

3. Notification of existing counseling, health, mental health, victim advocacy, legal assistance, visa and immigration assistance, student financial aid, and other services available for victims, both within Radford University and in the local community;
4. Options for, available assistance in, and how to request changes to academic, living, transportation, and working situations or protective measures, regardless of whether the victim chooses to report the crime to the Radford University Police Department or local law enforcement;
5. The procedures for Title IX investigation, adjudication, appeals, and disciplinary sanctions, including the right to decline to participate in a Title IX investigation by the victim.

E. Criminal Reporting and Coordination

The Title IX Coordinator or designee will make all complainants aware of the right also to file a complaint with the Radford University Police Department or local law enforcement, and will encourage accurate and prompt reporting when the complainant elects to report. If a victim of sexual assault, dating violence, domestic violence, or stalking is physically or mentally incapacitated for at least 10 calendar days, and thereby unable to report the incident to law enforcement, the Title IX Coordinator will make such a report. Radford University will comply with all requests by the Radford University Police Department or local law enforcement for cooperation in investigations. Such cooperation may require the Title IX Coordinator or designee to temporarily suspend the fact-finding aspect of a Title IX investigation detailed in the procedures below while the Radford University Police Department or the local law enforcement agency gathers evidence. The Title IX Coordinator or designee will promptly resume its Title IX investigation as soon as notified by the Radford University Police Department or local law enforcement agency that it has completed the evidence gathering process. Otherwise, the Title IX investigation will not be altered or precluded on the grounds that criminal charges involving the same incident have been filed or that charges have been dismissed or reduced.

F. Confidentiality, Anonymity and Requests Not to Pursue Title IX Investigation

Radford University officials have varying reporting responsibilities under state and federal law. If a victim of conduct in violation of this policy or another reporting party wishes to keep a report confidential, it must be made to a licensed medical provider or counselor within Student Health Center, Student Counseling Services or the SAVES Office (for students). These individuals will encourage victims to make a report to the Radford University Police Department, the Title IX Coordinator, or local law enforcement. Students and student organizations cannot keep reports confidential, even if working with officials above that are able to maintain confidentiality of reports. Other Radford University officials receiving reports of conduct in violation of this policy are mandated reporters but will maintain privacy to every extent possible without compromising Radford University's ability to investigate and respond in accordance with applicable law and regulations. The Title IX Coordinator or designee may be limited in the ability to investigate an anonymous report unless sufficient information is furnished to enable the Title IX Coordinator or designee to conduct a meaningful and fair investigation.

If the complainant requests confidentiality or that an investigation not be conducted, Radford University may be limited in the actions it is able to take and its ability to respond while respecting the request. The complainant will be asked to sign a statement stating a desire for confidentiality or that an investigation not be pursued and the Title IX Coordinator or designee will take all reasonable steps to respond to the complaint consistent with the request. Notwithstanding a complainant's request that law enforcement not be informed of an incident, Radford University is required pursuant to Virginia Code § 23.1-806 to report information about an incident to local law enforcement if necessary to address an articulable and significant threat posing a health or safety emergency, as defined by the implementing regulations of the Family Educational Rights and Privacy Act (FERPA), 34 C.F.R. § 99.36, and as detailed in the Sexual Violence Threat Assessment provisions, below.

G. Sexual Violence Threat Assessment

1. Upon receipt of any report of sexual violence, defined as a physical sexual act perpetrated against a person's will or where a person is incapable of giving consent, that is alleged to have occurred (i) against any students; or (ii) on campus, in or on a Radford University building or property, or on public property that is on campus or immediately adjacent to and accessible from campus, the Title IX Coordinator shall promptly inform a review committee of the report, including personally identifying information. The review committee shall be comprised of, at a minimum, the Title IX Coordinator, a representative of Law Enforcement, and a student affairs representative. The review committee may consult other Radford University officials depending on whether the accused individual is a student, faculty, or staff member and the circumstances of the report. The review committee shall be advised by the Office of the Attorney General.
2. Within 72 hours of receipt of the report from the Title IX Coordinator, the review committee shall meet to review the information and shall continue to meet as necessary as new information becomes available. If the criteria in Paragraph 1 are met, the review committee shall convene regardless of whether or not the victim has notified the Radford University Police Department or local law enforcement or whether or not the victim has requested that Radford University proceed with a Title IX investigation.
3. The review committee may obtain law enforcement records and criminal history record information as provided in Virginia Code § 19.2-389 and § 19.2-389.1, health records as provided in Virginia Code § 32.1-127.1:03, available conduct or personnel records, and known facts and circumstances of the reported incident of sexual harassment or sexual misconduct and other evidence known to Radford University, including the Radford University Police Department, and local law enforcement. The review committee shall be considered to be a threat assessment team established pursuant to Virginia Code § 23.1-805 for purposes of (i) obtaining criminal history record information and health records and (ii) the Virginia Freedom of Information Act, (Virginia Code § 2.2-3700 et seq.). The review committee shall comply with the Family Educational Rights and Privacy Act in conducting its review.
4. In addition to the available information detailed in Paragraph 3, above, the review committee shall consider factors that suggest there is an increased risk of the accused individual committing additional acts of sexual misconduct or other violence, including, but not limited to:

- a. Other sexual misconduct complaints about the same individual;
- b. Prior arrests or reports of misconduct at another institution or a history of violent behavior;
- c. Threats of further sexual misconduct against the reporting individual or others;
- d. A history of failing to comply with a no-contact order issued by Radford University officials;
- e. Allegations of multiple perpetrators in the same incident;
- f. Use of physical violence in the reported incident or a prior incident. Examples of physical violence include, but are not limited to, hitting, punching, slapping, kicking, restraining, or choking;
- g. Reports or evidence of a pattern of perpetration, including a pattern of the accused individual using alcohol or drugs to facilitate sexual misconduct or harassment;
- h. Use of a weapon in the reported incident or a prior incident;
- i. A victim under the age of 18 or who is significantly younger than the accused individual.

The review committee shall also consider whether means exist to obtain evidence other than investigation by law enforcement or a Title IX investigation such as security camera footage, eyewitness reports from security or guard personnel, or physical evidence.

- 5. If, based on a consideration of all factors, the review committee determines that there is a significant and articulable threat to the health or safety of one or more individuals and that disclosure of the information to local law enforcement, including personally identifying information, is necessary to protect the health and safety of one or more individuals, the law enforcement representative shall immediately disclose such information to the law enforcement agency that would be responsible for investigating the incident, for the purpose of investigation and other actions by law enforcement. If the review committee cannot reach a consensus, the law enforcement representative may make the threat determination. Upon any disclosure to law enforcement under this paragraph, the Title IX Coordinator or designee shall notify the victim that such disclosure is being made. The provisions of this paragraph shall not apply if the law enforcement agency responsible for investigating the alleged incident is located outside the United States.
- 6. If information is disclosed to law enforcement under Paragraph 5 or if the review committee determines that sufficient factors exist to proceed with a Title IX investigation, despite the stated desires of the victim for confidentiality or not to proceed with an investigation, the Title IX Coordinator or designee shall proceed with a full investigation under these procedures. In those situations, the Title IX Coordinator or designee will notify the victim that Radford University is overriding the victim's request for confidentiality in order to meet Title IX obligations, but, other than the disclosure under Paragraph 5, if made, the information will only be shared with individuals who are responsible for handling Radford University's response to incidents of sexual violence. Radford University will ensure that any information maintained by Radford University is maintained in a secure manner.

7. If the reported incident would constitute a felony violation of Article 7 (§ 18.2-61 et seq.) of Chapter 4 of Title 18.2 of the Code of Virginia, as determined by the law enforcement member or any other member of the review committee, the law enforcement member shall inform other members of the review committee and shall notify the attorney for the Commonwealth or other prosecutor responsible for prosecuting the incident and provide information received without disclosing personally identifying information, unless such information was disclosed to a law enforcement agency pursuant to Paragraph 5.
8. At the conclusion of the Sexual Violence Threat Assessment, the Title IX Coordinator and law enforcement member shall each retain (i) the authority to proceed with any further investigation or adjudication allowed under state or federal law and (ii) independent records of the review committee's determination considerations, which shall be maintained under applicable state and federal law.

H. Interim Measures

Radford University may take interim measures, as necessary to assist or protect the complainant during the investigation and resolution of complaints of discrimination and any law enforcement investigation. Radford University must also address the safety of the complainant or any member of the campus community, and to avoid retaliation. If, in the judgment of the Title IX Coordinator or other Radford University leadership, the safety and well-being of any member of the campus community may be jeopardized by the presence on campus of the accused individual, the Title IX Coordinator may provide remedies to address the short-term effects of harassment, discrimination and/or retaliation and to prevent further violations. To the extent possible, Radford University will seek the consent of the complainant before taking interim measures to the greatest degree possible. Interim measures may include, but are not necessarily limited to, changes in classroom or work schedules or housing arrangements, no-contact orders, bans from campus, safety escorts on campus, referral and coordination of counseling and health services, and modification of work or academic requirements. Radford University may temporarily reassign or place on administrative leave an employee alleged to have violated this policy. In such a situation, the employee will be given the opportunity to meet with the Title IX Coordinator prior to such action being imposed, or as soon thereafter as reasonably possible, to demonstrate why the action should not be implemented.

I. Timely Warnings

Radford University is required by federal law to issue timely warnings for reported incidents that pose a substantial threat of bodily harm or danger to members of the campus community. Radford University will ensure, to every extent possible, that a victim's name and other identifying information is not disclosed, while still providing enough information for members of the campus community to make decisions to address their own safety in light of the potential danger.

J. Coordination with the Office of the Dean of Students and the Department of Human Resources

Radford University's Title IX Coordinator is responsible for overseeing all complaints of discrimination and identifying and addressing any pattern or systemic problems that arise during the review of such complaints.

Any member of the Office of the Dean of Students, the Office of Student Standards and Conduct, or the Department of Human Resources receiving a report of alleged discrimination, sexual harassment, or sexual misconduct shall report it without delay to the Title IX Coordinator. No member of the Office of the Dean of Students, the Office of Student Standards and Conduct or the Department of Human Resources shall undertake any independent efforts to determine whether or not the report or complaint has merit before reporting it to the Title IX Coordinator. The Title IX Coordinator's Office shall conduct all investigations of allegations of sexual misconduct in accordance with the procedures below. The Office of Student Standards and Conduct and the Office of the Dean of Students shall report the findings of investigations of discrimination and harassment to the Title IX Coordinator. At the conclusion of the investigation, the Title IX Coordinator shall recommend a sanction, if any, to the Dean of Students and the Director of the Office of Student Standards and Conduct or the Department of Human Resources, as appropriate.

K. Investigation and Resolution

There are two possible methods for investigation and resolution of a complaint alleging violations of the Discrimination Policy: formal and informal resolution. For alleged violations of the Discrimination Policy other than sexual misconduct, the complainant and the respondent have the option to proceed under an informal procedure, when deemed permissible by the Title IX Coordinator. The Title IX Coordinator or designee will explain the informal and formal procedures to both the complainant and the respondent, if known. In all cases, Radford University will ensure there is no conflict of interest in the investigation and resolution of complaints and will strive to avoid the appearance of conflict of interest.

1. Informal investigation and resolution:

If the complainant, the respondent, and the Title IX Coordinator or designee all agree that an informal investigation and resolution should be pursued, the Title IX Coordinator or designee shall attempt to facilitate a resolution that is agreeable to all parties. Under this procedure, the Title IX Coordinator or designee will conduct a preliminary investigation only to the extent fact-finding is needed to resolve the conflict and to protect the interests of all parties, Radford University, and the campus community. All parties will be permitted to request witnesses to be interviewed by the Title IX Coordinator and other evidence to be considered in the preliminary investigation. Typically, a preliminary investigation will be completed within 30 calendar days of receipt of notice. If an extension of the preliminary investigation beyond 30 calendar days is necessary, all parties will be notified of the expected resolution time frame. If at any point during this informal investigation and resolution procedure, the complainant, the respondent, or the Title IX Coordinator wish to suspend the informal procedure and proceed through the formal grievance procedure, such request will be granted.

Any resolution of a complaint through the informal procedure must adequately address the concerns of the complainant, as well as the rights of the respondent and the responsibility of Radford University to prevent, address, and remedy alleged violations of the Discrimination Policy. Informal resolution remedies might include providing training, providing informal counseling to an individual whose conduct, if not ceased, could rise to the level of discrimination or harassment, confidential briefing of the respondent's work supervisor, use of processes and sanctions set forth in the Standards of Student Conduct, or other methods. All parties will be provided written notification of the resolution of the complaint through the informal procedures, including whether the preliminary

investigation substantiated discrimination or harassment by a preponderance of the evidence and a description of Radford University's response. There shall be no right of appeal afforded to the complainant or the respondent following informal investigation and resolution.

2. Formal investigation and resolution:

- a. A formal complaint may be submitted either in written format or through a verbal interview of the complainant by the Title IX Coordinator or designee regarding the events and circumstances underlying the complaint. The complainant is not required to submit a written complaint to the Title IX Coordinator to commence an investigation. In the case of a third party notification, the Title IX Coordinator will contact the alleged victim promptly, and in no case later than three calendar days from the date of the complaint. The complaint may be supplemented by additional supporting documents, evidence, or recommendations of witnesses to be interviewed during the course of the investigation. The complainant must also disclose if a formal complaint has been filed with another Radford University office, state, or federal entity for the same offense.
- b. The Title IX Coordinator or designee will discuss the complaint with the complainant, and the respondent as appropriate, including providing information about the formal investigation procedure and other resources. The Title IX Coordinator or designee will explain to the parties that each has the opportunity to provide evidence and to suggest witnesses to be interviewed during the course of the investigation.
- c. The Title IX Coordinator will consider whether interim measures and involvement of other Radford University leadership is appropriate. The Title IX Coordinator also will confirm that the matter involves an alleged violation of the Discrimination Policy, thereby conferring jurisdiction to the Title IX Coordinator's office. If the Title IX Coordinator determines that the Title IX Coordinator's office does not have jurisdiction, the Title IX Coordinator or designee will offer to assist the complainant and, as appropriate, the respondent, in finding appropriate on-campus and off-campus resources to address the issue(s).
- d. All investigations of complaints alleging violations of the Discrimination Policy shall be overseen by the Title IX Coordinator. The Title IX Coordinator or designee will conduct a prompt, adequate, reliable, and impartial investigation of the complaint. Typically an investigation, not including the time necessary for potential appeals, will be completed within 60 calendar days of receipt of notice. If extension of the investigation beyond 60 calendar days is necessary, all parties will be notified of the expected time frame. Only the Title IX Coordinator, a trained investigator designated by the Title IX Coordinator's office shall conduct the investigation.
- e. Both complainant and respondent will have the same opportunity to review and respond to evidence obtained during an investigation and will be afforded the same opportunity to review and provide comment to the investigator about the written investigation report before it is finalized. Both the complainant and the respondent may designate an advisor to accompany him or her at any meeting or proceeding during the formal investigation. The role of such advisors shall be limited to advise and consult. Neither the advisor for the complainant nor the advisor for the

respondent shall be permitted to question witnesses, raise objections, or make statements or arguments at any meetings or proceedings during an investigation or an appeals hearing.

- f. The Title IX Coordinator or designee will determine whether there is a preponderance of the evidence to substantiate the complaint of an alleged violation of the Discrimination Policy. A respondent will not be found in violation of the Discrimination Policy absent a finding of preponderance of evidence that the violation occurred. The "preponderance of the evidence" standard requires that the weight of the evidence, in totality, supports a finding that it is more likely than not that the alleged violation occurred.
- g. In determining whether alleged harassment has created a hostile environment, the Title IX Coordinator or designee shall consider whether the conduct was unwelcome to the complainant, but also whether the conduct was severe or pervasive and whether a reasonable person similarly situated to the complainant would have perceived the conduct to be objectively offensive.
- h. The Title IX Coordinator or designee shall prepare a written investigation report, which shall be provided to both the complainant and the respondent concurrently. In most cases the written investigation report shall be provided to both parties for comments within 60 calendar days of notice of the allegation. If extension of the time frame for the Title IX Coordinator to provide the investigation report beyond 60 calendar days is necessary, all parties will be notified of the revised time frame for completion of the report of investigation.
- i. If the Title IX Coordinator or designee finds by a preponderance of the evidence that a violation of the Discrimination Policy did not occur, the matter will be documented as closed. The complainant may appeal the finding to the Discrimination Appeals Committee under the procedure described below.
- j. If the Title IX Coordinator or designee finds by a preponderance of the evidence that violation of the Discrimination Policy did occur, the Title IX Coordinator's or designee's written report will contain recommendations for steps that should be taken to prevent recurrence of any such violation and, as appropriate, remedies for the complainant and the community. The written report also will contain the Title IX Coordinator's or designee's recommendation on sanctions. If interim measures as described above have been taken, the Title IX Coordinator shall include a recommendation regarding continuation, suspension or modification of any such interim measures. The Title IX Coordinator or designee shall provide the written report to both the complainant and respondent, in accordance with subsection h., above, including the steps the Title IX Coordinator or designee has recommended to eliminate a hostile environment, if one was found to exist, and to prevent its recurrence. Notwithstanding any other provision of these procedures, the respondent shall not be provided information about the individual remedies offered or provided to the complainant, but such information shall be provided to the complainant. The respondent and the complainant will be advised of their right to appeal any finding or recommended sanction to the Discrimination Appeals Committee. The appeal procedure outlined below will also be explained. If the respondent does not contest the finding or recommended sanction, the respondent shall sign a statement acknowledging no contest to the finding and the recommended

sanction. The sanctioning process will move forward whether or not the respondent signs the statement acknowledging no contest. The completed investigation will be provided to the appropriate individual to determine and impose appropriate sanctions, as described below.

L. Sanctions

1. Sanctions for students will be determined by the Director of the Office of Student Standards and Conduct in accordance with the Standards of Conduct and, where necessary or appropriate, in consultation with the Dean of Students. Sanctions may include, but are not limited to, warning, suspension or dismissal. Not every violation of the Discrimination Policy will result in an identical sanction. The University reserves the right to impose different sanctions depending on the severity of the incident as well as any previous proven violations by the respondent.
2. Sanctions for teaching and research faculty will be determined by the Provost, in consultation with the Deans and/or the President and in accordance with the Teaching and Research Faculty Handbook and any other applicable Radford University policy and regulations. Possible sanctions include, but are not limited to counseling, training, reassignment, or the initiation of termination proceedings.
3. Sanctions for Administrative and Professional faculty will be determined by the employee's supervisor and Division Head, in consultation with the Assistant Vice President for Human Resources and in accordance with the Administrative and Professional Faculty Handbook and any other applicable Radford University policy and regulations. Possible sanctions include, but are not limited to counseling, training, reassignment, or the initiation of termination proceedings according to procedures in the appropriate governing regulation or policy.
4. Sanctions for Classified or Wage employees will be determined by the employee's supervisor in consultation with the Assistant Vice President for Human Resources in accordance with the Commonwealth's Standards of Conduct Policy. Sanctions that may be imposed by Radford University include, but are not limited to verbal counseling, additional training, issuance of a Written Notice, suspension, or termination of employment.
5. Contractors shall assign for duty only employees acceptable to Radford University. Radford University reserves the right to require the Contractor to remove from campus any employee who violates the Discrimination Policy.
6. Visitors (including, but not limited to, students participating in camps or other programs at Radford University), who violate the Discrimination Policy will be directed to immediately leave campus and may be subject to a permanent ban from campus.
7. A determination regarding the imposition of sanctions shall be made within 14 calendar days of the date of the Title IX Coordinator's, or designee's final report of investigation, if neither the complainant nor the respondent requests appeal to the Discrimination Appeals Committee. If an appeal is requested, sanctions, if any, shall be imposed within 14 calendar days of the final decision of the President after consideration of the written decision of the Discrimination Appeals Committee. If extension of the time frame for sanctions to be imposed beyond 14 calendar days is necessary, all parties will be notified by the Office of Student Standards and Conduct or the Department of Human Resources,

of the expected time for imposing the sanctions. The respondent shall be informed in writing of any sanctions imposed for violation of the Discrimination Policy by the individual imposing the sanctions within five (5) calendar days of the determination. The Title IX Coordinator shall be provided a copy of such written notification. The Title IX Coordinator or designee will disclose to the complainant, as simultaneously as possible to the notification provided to the respondent, information about the sanctions that directly relate to the complainant as is permitted by state and federal law including the Federal Educational Rights and Privacy Act (FERPA) and the Virginia Freedom of Information Act.

M. Discrimination Appeals Committee

1. Composition of the Committee:

The Discrimination Appeals Committee ("Committee") shall be comprised of three trained individuals: one faculty member to be nominated by the Provost, one non-faculty member of the administration to be nominated by the Vice President for Finance and Administration, and one classified employee to be nominated by the Assistant Vice President for Human Resources. The President shall appoint members of the Committee and the Committee Chair. Committee members shall serve indefinitely at the pleasure of the President. The President may appoint one or more persons to serve on the Committee temporarily to fill a vacancy due to recusal or otherwise to ensure a full three-member Committee. The President has sole discretion to permanently remove members of the Committee for cause.

2. Appeal Procedure:

- a. A complainant or respondent desiring to appeal the investigative findings of the Title IX Coordinator shall file a written request for appeal with the Title IX Coordinator within three (3) business days of receipt of the written investigation report along with information to support one or more of the following grounds for appeal:
 - i. the Title IX Coordinator or designated investigator exhibited unfair bias which influenced the results of the investigation;
 - ii. new evidence, unavailable at the time of the investigation, that could substantially impact the Title IX Coordinator's finding;
 - iii. error in the conduct of the investigation that is of such magnitude as to deny fundamental fairness;
 - iv. the sanctions recommended by the Title IX Coordinator are substantially outside the parameters or guidelines set by Radford University for this type of offense or the cumulative conduct record of the respondent.
- b. Within five (5) business days of receipt of the written request for appeal, the Title IX Coordinator will notify the parties of the time and place of hearing before the Committee. Such hearing typically will be scheduled within fifteen (15) calendar days of receipt of the request for appeal. If extension beyond fifteen (15) calendar days is necessary, both parties will be notified by the Discrimination Appeals Committee of the revised time frame. The parties must raise within five (5) calendar days of such notification, objections to members of the Committee on the basis of conflict of interest or bias for or against the appellant or appellee. The objection shall be made

to the Title IX Coordinator, who will present the objection to the President. The President shall rule on any such objections no later than three (3) business days prior to the hearing.

- c. Within five (5) calendar days of filing the request for appeal, the party appealing the Title IX Coordinator's findings (appellant) must submit a written statement that (i) identifies the names and addresses of witnesses that are requested to be called at the hearing; (ii) identifies and includes copies of any documents that will be used as evidence at the hearing; (iii) describes with specificity the portion of the Discrimination Policy allegedly violated and the grounds for appeal; and (iv) requests a specific remedy. The non-appealing party (appellee) also may submit such information for the Committee's consideration. If the appellee chooses not to participate in the Committee hearing, the Title IX Coordinator will provide to the Committee within five (5) calendar days of notification that the appellee will not participate in the hearing: (i) the written investigative report; (ii) the names and addresses of witnesses the Title IX Coordinator will call at the hearing; and (iii) identification and copies of any documents that will be submitted as evidence at the hearing. If the appellee provides notification less than five (5) calendar days prior to the scheduled hearing that he or she will not participate, the hearing shall be postponed to give the Title IX Coordinator a full five (5) business days to provide the Committee the above information.

The Title IX Coordinator shall provide the written investigation report and all witness information and documents identified pursuant to this subsection to the Committee and to all parties at least three (3) business days prior to the hearing.

- d. Both the appellant and the appellee may retain legal counsel at their own expense or designate a non-attorney advisor to accompany him or her at any meeting or proceeding in the appeal process. If either party has retained legal counsel or a non-attorney advisor, the party must immediately notify the Committee Chair of such representation. The role of counsel or the non-attorney advisor for the parties shall be limited to advice and consultation with the attorney's client and the client's witnesses. Neither counsel/advisor for the appellant nor counsel/advisor for the appellee shall be permitted to question witnesses, raise objections, or make statements or arguments to the Committee at the hearing. If either party is represented by legal counsel, Radford University may be represented at the hearing by assigned legal counsel from the Office of the Attorney General, who will ensure that the rights of Radford University and the parties are respected.
- e. The Chair of the Committee shall preside over the hearing. The hearing will be a non-adversarial proceeding and rules of evidence shall not be strictly applied. However, the Chair of the Committee may limit evidence or testimony that is not relevant to a determination of whether a violation of the Discrimination Policy occurred and whether the grounds for appeal are met by a preponderance of evidence. The hearing will be conducted in a fair and impartial manner. Both appellant and appellee, or the Title IX Coordinator or designee if the appellee does not participate, will address the Chair of the Committee and not each other. The Chair will be the final decision-maker on all matters of procedure during the hearing. All hearings will be closed to the public.

- f. The past sexual history or sexual character of a party to the complaint, complainant or respondent, with anyone other than each other, will not be admissible. Notwithstanding the above, demonstration of pattern, repeated, and/or predatory behavior by the respondent, in the form of previous findings in any Radford University or judicial proceeding will be admissible. The parties will be notified in advance of the hearing if any information addressed by this paragraph is deemed admissible.
- g. Within ten (10) calendar days of the hearing, the Committee will submit a written decision to the parties, the Title IX Coordinator, and the President. The decision shall include: (i) a description of the appellant's grounds for appeal; (ii) whether such grounds are accepted or rejected and the rationale for such determination; (iii) the Committee's decision to uphold or reject the findings of the Title IX Coordinator and/or the recommended sanction and the rationale for such determination; (iv) if the Title IX Coordinator's findings and/or recommended sanction are rejected, the findings of the Committee and recommendations for resolution.
- h. Within three (3) business days of the Committee's decision, the President shall notify the Committee, the Title IX Coordinator, and the parties, in writing, of his decision relative to the findings and recommendations of the Committee. The decision of the President is final with no further right to appeal.

N. Documentation and record-keeping

The Title IX Coordinator shall maintain, in a confidential manner, for at least ten (10) years paper or electronic files of all complaints, witness statements, documentary evidence, written investigation reports, resolutions, and appeal hearings and associated documents. The Title IX Coordinator will prepare a monthly summary of pending complaints that will be presented to the President and also will be retained for at least ten (10) years. Such summary will contain sufficient information to permit the Title IX Coordinator and the President to assess Radford University compliance with the requirements of Title IX.

O. Training

Individuals who conduct these Discrimination Grievance Procedures (see Section 5), from the initial investigation to the final resolution, will at a minimum receive annual training on issues related to dating violence, domestic violence, sexual assault, sexual exploitation, and stalking, and how to conduct an investigation and appeal process that protects the safety of victims and promotes accountability.

6. EXCLUSIONS

None

7. APPENDICES

None

8. REFERENCES

[Title VII of the Civil Rights Act of 1964](#)

[Title IX of the Educational Amendment Acts of 1972](#)

[U.S. Equal Opportunity Commission - Laws, Regulations, Guidance & MOUs](#)

[Campus Sexual Violence Elimination Act of 2013](#)

[Violence Against Women Reauthorization Act of 2013](#)

[Dear Colleague Letter from the Office of Civil Rights, U.S. Department of Education dated April 4, 2011](#)

[U.S. Department of Education - Family Educational Rights and Privacy Act \(FERPA\)](#)

[Code of Virginia § 2.2-3700 et seq. \(Chapter 37\)](#), "Virginia Freedom of Information Act"

[Code of Virginia § 18.2-61 et seq. \(Article 7\)](#), "Criminal Sexual Assault."

[Code of Virginia § 19.2-389](#), "Dissemination of criminal history record information."

[Code of Virginia § 19.2-389.1](#), "Dissemination of juvenile record information."

[Code of Virginia § 23.1-805](#), "Violence prevention committee; threat assessment team."

[Code of Virginia § 23.1-806](#), "Reporting of acts of sexual violence."

[Code of Virginia § 32.1-127.1:03](#), "Health records privacy."

9. INTERPRETATION

The authority to interpret this policy rests with the President of the University and is generally delegated to the Title IX Coordinator.

10. APPROVAL AND REVISIONS

The President of the University and the President's Cabinet have approval authority over this policy and all subsequent revisions.

The *Discrimination, Harassment, Sexual Misconduct, and Retaliation Policy* was adopted by the Radford University Board of Visitors on November 21, 2014.

The *Discrimination, Harassment, Sexual Misconduct, and Retaliation Policy* was amended by the Radford University Board of Visitors on September 18, 2015.

DATE: _____

Brian O. Hemphill, Ph.D., President (*signature*)

For general information concerning University policies, contact the [Office of Policy Compliance](#) – (540) 831-5794. For questions or guidance on a specific policy, contact the Oversight Department referenced in the policy.

Student Representative Report to the Board of Visitors

RADFORD
UNIVERSITY

Initiatives

- **Spreading Environmental Awareness**
- **Building Highlander Spirit**
- **2nd Unity Fest**

Environmental Awareness

- Signs and Stickers in Residence Halls
- K-Cup Recycling Drive
- United Adopt-a-Spot Clean Up



Building Highlander Spirit

- #TheReasonisRadford Fridays on Instagram
- Organizations at Student Appreciation Day
- Radford University Photo Collage



2nd Unity Fest

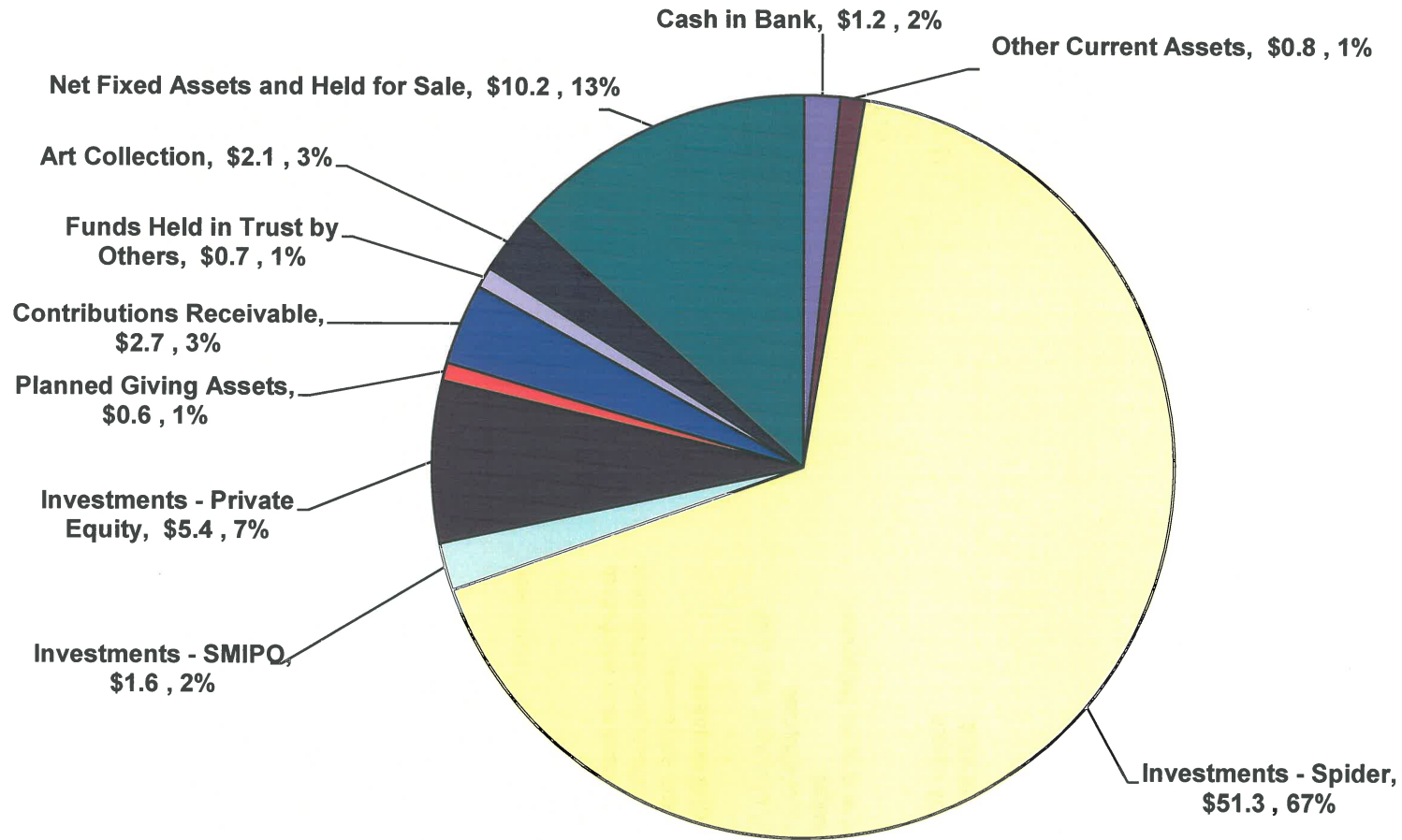
- Unveiling of Collage



Questions?

RADFORD
UNIVERSITY

Radford University Foundation Asset Composition as of 6/30/17



(in millions)
Total Assets: \$76.6M

Radford University
2018-2023 Strategic Plan
Embracing the Tradition and Envisioning the Future

DRAFT WORKING COPY
FOR REVIEW AND DISCUSSION

Introductory Sections

1. Letter from the President
2. Foreword from the Task Force Co-Chairs
3. The History of Radford University
4. The Methodology for Strategic Planning
5. Challenges and Opportunities
6. Mission, Vision and Core Values

Subgroup Sections for Goals and Strategies

1. Academic Excellence and Research
2. Brand Identity
3. Economic Development and Community Partnerships
4. Philanthropic Giving and Alumni Engagement
5. Strategic Enrollment Growth
6. Student Success

Subgroup Sections for Key Performance Indicators

1. Academic Excellence and Research
2. Brand Identity
3. Economic Development and Community Partnerships
4. Philanthropic Giving and Alumni Engagement
5. Strategic Enrollment Growth
6. Student Success

Letter from the President

On behalf of the Radford family, I am pleased to present Radford University's 2018-2023 strategic plan: *Embracing the Tradition and Envisioning the Future*. The goals identified within this five-year plan reflect the hopes and dreams of Radford University and those it proudly serves, including our students, faculty, staff, alumni, community and friends. The plan will drive each of us in our daily interactions and collaborative efforts to selflessly serve current and future generations of Highlanders.

Dedicated individuals from the campus community and beyond identified the focal areas within the plan as they worked diligently for more than a year to reflect on the past and prepare for the future. When this important work began, I asked individuals to be creative, innovative and responsive to future learners and societal needs. I charged them with engaging in the process, participating in robust discussions, stepping out of their comfort zones and thinking outside the box. I can proudly say that, through the work of a university-wide Task Force and various subgroups, these individuals embraced the tradition and, at the same time, envisioned our future.

Due to the work of so many, Radford University is poised for limitless opportunity and future success—success that is only possible due to the dedication and passion of individuals who devote themselves to the ideals and mission of our beloved university. Without question, Radford University has a storied history built upon strong tradition. With the implementation of *Embracing the Tradition and Envisioning the Future*, there is no limit to what the future holds and what we can achieve together as one Radford family.

With Highlander Pride,

Brian O. Hemphill, Ph.D.
President

Foreword from the Task Force Co-Chairs

As Co-Chairs of the Radford University Strategic Planning Task Force, we express our sincere appreciation and lasting gratitude to those who contributed to the in-depth and insightful research, the thoughtful and reflective analysis and the detailed and technical writing of the university's five-year strategic plan. Through the work of the Task Force and various subgroups, *Embracing the Tradition and Envisioning the Future* was developed by a broad-based group of on- and off-campus constituents and subsequently approved by the Radford University Board of Visitors and the State Council of Higher Education for Virginia.

During this comprehensive effort and inclusive process, we witnessed firsthand the direct involvement and dynamic interaction of Task Force and subgroup members, the active engagement of the campus community, the open sharing of ideas through forums and surveys and the honest feedback from individuals who have fully invested themselves in our campus and the community. We were truly honored and humbled to be asked to lead this vital effort by Radford University's seventh president Brian O. Hemphill, Ph.D., a visionary leader who created the necessary framework and guiding principles for this important process and related work to occur in a supportive community and accepting environment.

On behalf of the Task Force, we thank you for serving as dynamic partners in the development of Radford University's 2018-2023 strategic plan. It is with much excitement and optimism that we look forward to working with each of you over the five-year planning cycle to make this plan a reality.

Sincerely,

Jack E. Call, J.D., Ph.D.
Professor of Criminal Justice and Criminal Justice Internship Coordinator

Kenna M. Colley, Ed.D.
Dean of the College of Education and Human Development

Dr. Call, who has devoted his teaching career and scholarly research to constitutional rights, joined the Radford University faculty in 1985 and served as the first Chair of the Department of Criminal Justice.

Dr. Colley, who has devoted her career to the teaching profession and the promotion of public education in Southwest Virginia, joined the Radford University College of Education and Human Development in 1996 and became the Dean in 2015.

The History of Radford University

A Tradition of Change

The institution that became Radford University has leaned toward a future based on innovation, excellence and response to student and public needs since its charter in 1910. Founding president John Preston McConnell's advocacy for women's education set him apart from his scholarly peers. He dedicated more than two decades to building and growing a school charged initially with preparing women to teach in Virginia's emerging public school system.

In 1913, the first students who entered the State Normal and Industrial School for Women at Radford enrolled in a two-year degree program. At a time when teacher certification required only six weeks of study and passing a state exam, the Radford school established the highest qualification for a Virginia teacher. One of McConnell's first innovations was a partnership with Radford City allowing students to practice-teach in the schools, a way of lifting them even higher.

Within five years of opening, Radford began offering four-year programs. In 1921, the first bachelor's degrees were awarded. The normal school became Radford State Teacher's College in 1924. This status paved the way to offer four-year programs in any field.

At Radford, students were involved in debate, athletics, journalism, music and drama. The campus community worked to improve and preserve the grounds. Students grew hollyhocks and iris and planted trees to commemorate special occasions.

McConnell, his staff and students experienced the lean times of World War I and the high-spirited Roaring 20s when women gained the right to vote and sought new independence. They also experienced the Great Depression of the 1930s. Even in difficult times enrollment, programs and facilities grew. The John Preston McConnell Library opened in 1932, in the midst of the Depression, as students carried books from the old library in the Administration Building to the new, 200,000-volume-capacity facility.

McConnell took personal interest in each student's success. When a student could not afford to pay for college, he worked with community members and businesses to help. This legacy was repeated by his successor, David Wilbur Peters, and Peters' successor, Charles Knox Martin Jr. Peters, Radford's president from 1938 until his death in 1951, guided the college through World War II air-raid drills, bandage preparation, rationing of food and shoes and writing letters to troops. These activities were a vital part of everyday life.

In 1944, in an efficiency move for the war, Radford consolidated with Virginia Tech and became known as Radford College, the Women's Division of VPI. Both institutions maintained their own identities and governance, but the merger helped Peters obtain funds for a \$3-million long-range expansion plan, including a new administration building, gym and residence halls. Construction moved outward from the original campus, where the central green space has been protected for more than 100 years.

The merger lasted until 1964, when, under the tenure of Charles Martin, the two schools quietly separated. Martin presided over a time of unprecedented growth between 1952 and 1972 when enrollment rose from 800 to 4,000. During the same time, nineteen new buildings went up, and faculty multiplied by a factor of five. Radford became the largest women's school on the east coast. Admission standards were raised, and Martin lifted faculty credentials by encouraging his teachers to pursue doctoral degrees and granting them leave to do so.

By the end of Martin's presidency, however, enrollment was declining. Those two decades witnessed national social upheaval that was echoed on campus. In loco parentis, a concept still cherished by administrators, lost ground with students during the 1960s. Although Radford's protests of campus rules and the Vietnam War were tame compared to those of some schools, students were ready for change. President Donald Dedmon arrived in 1972 ready to embrace it.

In fall of that year, the college instantly doubled its recruitment pool by admitting male undergraduates. Dedmon instituted a groundbreaking university governance system that included student representation. The Foundation was established to steward funds raised for student scholarships and institutional initiatives. Over the next two decades, enrollment went from 3,600 to 9,500, and faculty doubled to 500.

Community members, students, faculty and staff supported the new intercollegiate athletics program established in 1974. The first athletic director recruited men's basketball players out of course registration lines; but, within 10 years, Radford was an NCAA Division I school and a charter member of the Big South Conference in men's and women's varsity sports.

New construction flourished. Perhaps, the most significant project was the Donald N. Dedmon Center, a recreational, intramural and athletics convocation center with a distinctive design featuring an air-supported roof. Dedmon convinced Norfolk and Western Railway to donate the

62-acre site beside the New River and persuaded the state to construct a bridge over the train tracks for access.

In 1979, Radford College became Radford University, an achievement celebrated by all constituencies. This status marked a new chapter in Radford's history—one that was marked by many achievements from across the campus and the community.

Radford's faculty-led Writing Across the Curriculum program became a national model. The program encouraged a culture of cross-disciplinary collaboration and a tradition of peer-to-peer faculty development. A new Distinguished Visiting Professor program and Scholarly Lecture Series brought former Egyptian First Lady Jehan Sedat, legendary poet Maya Angelou, Supreme Court Justice Arthur Goldberg and other prestigious visitors to the campus and our classrooms.

Radford claimed a leading edge in technology, from its music technology program to its website, among the state's first. In response to an increasingly interconnected world, the university developed new international education opportunities. Curricular offerings expanded in response to students' interests, public need and the changing world. Before Dedmon stepped down in 1994, degree programs had increased from 83 to more than 100.

Douglas Covington became the fifth president and first African American leader of the institution in 1995. Students, faculty and staff soon became familiar with Covington's soft-spoken manner as he greeted—and listened to—all he met.

Early in Covington's presidency, the university undertook its first capital campaign, a three-year effort that exceeded its goal. It was followed by a second successful campaign, with a combined result of \$71 million raised in just 10 years. In 1993, the Radford University Foundation had been capable of supporting 123 scholarships; by 2004, the number was 600.

The institution continued the tradition of innovative partnerships and outreach. The Regional Clinical Simulation Center's electromechanical patient simulators began providing safe hands-on experience to students from Radford, Jefferson College of Health Sciences and community college partners. The Appalachian Studies Program's Appalachian Arts and Studies in the Schools (AASIS) initiative provided mentors for high school students identified by their teachers as college able but not necessarily college bound. Selu Conservancy, with its retreat center, observatory, 1930s farmhouse replica and conference and event center, became a resource for the campus and the community.

Students and faculty collaborated on research in the laboratory, in the community and in far-flung sites including the North Pole. A new College of Information Science and Technology opened. Construction included Cook Hall, the Waldron College of Health and Human Services and the Bonnie Hurlburt Student Center, with plans for what would be one of the most technologically advanced arts venues in the southeast.

Ground was broken for the Douglas and Beatrice Covington Center for Visual and Performing Arts soon after the 2005 arrival of Penelope W. Kyle, Radford University's first female president. The Covington Center was the first in an extensive list of new construction and renovation projects completed during her 11-year presidency. Kyle Hall, a 116,000-square-foot home for the College of Business and Economics, incorporates new educational technology, including a signature trading room; the 114,000-square-foot Center for the Sciences houses the Artis College of Science

and Technology's Planetarium, Museum of Earth Sciences and Forensic Science Institute; a 110,000-square-foot Student Recreation and Wellness Center features an indoor graded track, multi-use court, racquetball courts and classrooms; and a 144,000-square-foot new home for the College of Humanities and Behavioral Sciences includes a courtroom for mock trials and a television studio.

The Gold and Silver LEED status for various renovated and new structures reflects the institution's strides in environmental sustainability. In 2009, Kyle signed the American College and University Presidents' Climate Commitment. Through a network of initiatives, Radford is becoming a model of sustainability practices and policies and has been included among Princeton Review's "Top Green Colleges in the Nation" since 2010.

The institution's academic status rose with the introduction of its first doctoral offering, the Doctor of Psychology program, which enrolled students in 2008. The Doctor of Nursing Practice program opened in 2010, and the next year students entered the new Doctor of Physical Therapy program.

A remarkable change in student diversity occurred during this period. Approximately 30 percent of full-time freshmen who enrolled in fall 2016 identify as part of an ethnic minority group—a leap from the 12 percent who did so in fall 2005. The fastest growing populations are Black/African American and Hispanic.

Radford University's seventh president, Brian O. Hemphill, began his tenure in 2016 by inviting student, faculty, staff, alumni and community reflection on how to embrace the best of Radford's past while contemplating the future of a great institution that has never stopped changing. This is where the new story of Radford University begins.

The Methodology for Strategic Planning

The Context

Higher education, particularly public higher education, faces opportunities and challenges unlike any other industry. In light of these realities, the Radford University Strategic Planning Task Force and working subgroups considered several significant points regarding the context of contemporary American higher education. First, students today are not the same as students during previous generations, so we must adapt to these new learners. The demographics of our student population are more diverse and represent a broader variety of backgrounds. Students learn using different techniques and personal preferences, especially via technology. Second, in light of the rapid changes in all aspects of our culture, we must adapt to the speed at which society is moving. Third, as a result of the greater financial burden on public agencies at the national, state and local levels, it is unrealistic to expect a return to greater levels of state financial support in the future. Therefore, we must adapt to the changing funding model for higher education.

Public institutions must not only survive in today's environment but also must be able to adapt, be creative and be innovative. The immediate surrounding locale of the New River Valley, the statewide environment of the Commonwealth of Virginia and the national and global settings all require that Radford University pursue new opportunities and niche markets and respond to societal needs.

During his inaugural message, President Brian O. Hemphill, Ph.D. proclaimed that “We must engage the Radford family in its totality in planning and executing a bold and innovative agenda that positions us for the future.” Since the beginning of his presidency, President Hemphill has focused his efforts on key themes of academic excellence and research; brand identity; economic development and community partnerships; philanthropic giving and alumni engagement; student success; and strategic enrollment growth. The university’s new strategic plan directly supports these areas.

The Process

Radford University’s previous strategic plan covered the 10-year period from 2007 to 2017. In order to sustain existing institutional objectives and develop new priorities, a Strategic Planning Task Force was assembled during fall 2016 with the end goal of launching a new strategic plan in January 2018.

The Mission, Vision and Core Values subgroup and the Challenges and Opportunities subgroup immediately began their work, which would substantially inform the work of the other subgroups. The subgroups held campus-wide open forums on November 30, 2016, and December 1, 2016. The subgroups also solicited additional input online. The Task Force accepted the report from the Mission, Vision and Core Values subgroup on February 21, 2017, and the report from the Challenges and Opportunities subgroup on March 16, 2017. Both documents were widely distributed among all subgroups in order to better inform their work. The work of these two subgroups, even before final acceptance of their reports, substantially informed the work of the other subgroups and was an integral step in the overall strategic planning process.

Participants

The Task Force was led by two Co-Chairs and included 29 members serving as representatives from student, teaching and research faculty, administrative and professional faculty, classified staff, administrative, alumni/community and at-large constituents. Dr. Jack Call, Professor of Criminal Justice, and Dr. Kenna Colley, Dean of the College of Education and Human Development, served as the Co-Chairs. Nine subgroups were created to align with the six key themes in addition to related development on the institutional mission, vision and core values, identifying unique challenges and opportunities and preparing a supporting budget for the approved strategic initiatives.

Each subgroup was co-chaired by a member of the Task Force and two outside members representing administration and faculty. The subgroups were comprised of 10 to 20 students, faculty, staff, alumni and community members who possessed a strong interest or expertise in the subgroup’s area of emphasis. In total, approximately 180 students, faculty, staff, alumni and community members were directly engaged in the strategic planning process. Ashley Schumaker, Chief of Staff for President Hemphill, played an integral role by working alongside that Task Force Co-Chairs for much-needed input, guidance and assistance throughout the entire process.

Timeline

The work of the Task Force and subgroups extended through the 2016-17 academic/fiscal year and into the fall 2017. The Task Force met monthly to continue its progress until implementation of the final strategic plan in January 2018. Subgroups met weekly or bi-weekly during late fall

2016 and throughout spring 2017. As each subgroup prepared its recommendations, they presented them to the Task Force to open communication and obtain broader feedback. President Hemphill met individually with the subgroups to monitor progress and provide guidance. In mid-spring, the Board of Visitors received an update on the work of the strategic planning process. By late spring 2017, the subgroups submitted their final recommendations.

At the beginning of the summer, the Task Force reviewed and accepted the entire collection of recommendations in order for a writing team to begin work on a preliminary draft of the strategic plan. Writing continued over the summer until a draft plan was presented to the Board of Visitors for review in early fall 2017. Based on feedback from the Board of Visitors, the final draft was approved and submitted to the State Council of Higher Education for Virginia (SCHEV). Following its approval, the plan was launched in January 2018.

Identification of Goals and Strategies

Development of the institutional goals and strategies took several stages: data collection, analysis, selection and consensus. Each subgroup collected data from a variety of internal and external sources and benchmarked them against peer institutions both in and out of state. Prior work on major planning efforts was also considered based on the university's previous 7-17 Strategic Plan, the Budget Planning Summit and the Futures Group.

The subgroups analyzed relevant snapshot and trend data by inventorying current processes, resources and performances in comparison to external measures. Standard planning activities, such as gap analysis, environmental scan, market factors and SWOT analysis, were conducted to identify what the university is doing now, where the institution should go and what is needed to accomplish its desired new goals.

New goals and strategies were selected in light of the data analysis to not only address the subgroup themes but also to boost enrollment, reach new markets and increase revenues. To ensure consistency in the process and allow for objective review of proposed goals and strategies, each subgroup entered specific information into a common planning template. The template includes accountability measures of key performance indicators, targets, timelines for completion of strategies and responsible personnel. A recommended budget/business plan was also submitted to identify what additional resources would be necessary to carry out the recommended goals and strategies.

Upon submission of all subgroup templates, the entire Task Force divided into smaller review teams. These review teams were comprised of Task Force members from subgroups other than the templates they were reviewing. Review teams decided whether to accept goals and strategies without revision, to accept them with revisions or clarification or to capture them in a narrative. The review teams summarized their decisions and discussed them with the full Task Force to generate group consensus.

Based on the Task Force's collective agreement on which goals and strategies should be adopted, a writing team of five faculty and staff converted the approved planning templates into the summarized plan that is presented within the pages of this document. The writing team did not substantively change any recommendations; however, it worked closely with the subgroup chairs as necessary to fully understand and clarify language contained within the recommended goals and strategies. The writing process occurred within the framework of the Task Force.

Transparency and Accountability

The planning process has been transparent in order for all members of the campus community and the general public to remain informed of the Task Force's progress. A publicly accessible website was created early in the process, providing general information about the membership of the Task Force, scheduled meetings, rosters and reports of each subgroup, relevant planning resources and contact information. Several subgroups collaborated to sponsor multiple public meetings. Five campus forums and one community forum off campus were held to gather input from the broader local constituency. Several of the subgroups collaborated to develop a single university-wide survey and an email questionnaire. Students, faculty, staff, administrators and board members were provided updates on the status of the strategic planning activities through information provided in various settings, including scheduled meetings and open forums.

Challenges and Opportunities

Introduction

It is no secret that today's higher education institutions face challenging times, and Radford University is not immune. Like others, it is experiencing change at an unprecedented rate, and, while change itself is challenging, keeping up with change is even more challenging. The good news is that Radford University understands what is happening on campus and beyond and is ready to meet the challenges it faces. Its view is a positive one in that these challenges are amazing opportunities to elevate Radford University to a new normal where creativity and innovation lead to the way to limitless possibilities.

For Radford University, challenges and opportunities fall into three overarching themes: technology innovation, funding and campus environment. What follows are brief overviews of the challenges and opportunities in these themes, in addition to an overview of the challenges and opportunities in the six focal areas identified as strategic priorities for Radford University.

The full report of the Challenges and Opportunities subgroup is available on Radford University's website under the Strategic Planning subpage.

CHALLENGES AND OPPORTUNITIES: OVERARCHING THEMES

Technology Innovation

Radford University is known for its technology-driven teaching methods and approaches to learning. Technology graces all nooks and crannies of the campus. Even so, the university has an opportunity to elevate the utilization of innovative technology in order to enhance teaching, learning and administrative functions. Such activities will result in increased access to education for all, including students with disabilities and those living in rural areas, while also decreasing learning and working disruptions and increasing communication with stakeholders.

Funding

Higher education costs are increasing while state funds are decreasing, resulting in Radford University, like other public institutions, becoming even more dependent on tuition to cover expenses. Known for its entrepreneurial spirit, Radford University has an opportunity to identify alternative funding streams, improve internal financial management tools and enhance instructional delivery models to increase revenue and reduce costs.

Campus Environment

Radford University's campus is one of the most beautiful in the Commonwealth of Virginia. The campus has always been an enjoyable place to live, work, study and visit, and the university continues to improve in many areas, including those related to space utilization and energy efficiency. Even so, the university has an opportunity to do much more, such as streamlining business processes that will result in greater efficiencies, thereby reducing costs and a providing a more sustainable campus environment.

CHALLENGES AND OPPORTUNITIES: FOCAL AREAS

Academic Excellence and Research

With a proud tradition of teaching and a recent expansion in research, Radford University has the opportunity to accelerate in the areas of teaching excellence and intellectual discovery. Such activities include balancing enrollment, retention and reputation; creating more synergies through interdisciplinary approaches and scholarly activities; expanding the university's research expertise; encouraging and enabling students to perform at higher levels of learning and engagement; adopting more innovative pedagogies and encouraging more high-impact practices; and offering more in-demand degrees, certificates and programs.

Brand Identity

As an opportunity to improve its brand reputation and recognition, Radford University can establish a message and identity that underscores the following: faculty involvement; small class sizes; personal faculty-student interactions; small, tightknit, friendly and active campus; and rigorous academic standards and programs.

Economic Development and Community Partnerships

Radford University has the opportunity to contribute to economic development and strengthen community partnerships by identifying ways in which the campus can use its physical and intellectual resources to enrich its mission, define its brand, enhance the region and support job creation and growth. Such activities include gaining a greater understanding of its current outreach efforts, fostering better use of its campus facilities and services and supporting entrepreneurial growth.

Philanthropic Giving and Alumni Engagement

Vital to current success and future growth, Radford University has the opportunity to invigorate philanthropic giving and alumni engagement by reengaging the Radford family. Such activities include identifying major areas of giving and diversifying revenue sources, educating alumni on how donations can be prioritized and used, focusing on endowments and scholarships and identifying individuals who want to contribute by sharing their time and talent in addition to their treasure.

Strategic Enrollment Growth

Radford University has the opportunity to continue growing by identifying, reaching and maintaining a targeted size and student profile. Such activities include focusing recruitment efforts on target student populations; attracting more transfer students, veterans, homeschoolers and adult learners; offering new or enhanced programs in emerging fields; and identifying innovative ways for students to earn a degree or certificate.

Student Success

While student success at Radford University is at an all-time high, the campus has an opportunity to reach even greater heights. Such activities include further addressing diverse learning needs, keeping class sizes small, diversifying instructional methods, engaging students academically and socially, connecting students to resources and reducing costs.

Conclusion

Radford University's commitment to embrace its traditions and envision its future stands tall and shines bright despite the challenges ahead. With this strategic plan in place, Radford University is well positioned to overcome challenges and seize opportunities that will make an even greater difference for all within its reach.

Mission, Vision and Core Values

Mission

As a mid-sized, comprehensive public institution dedicated to the creation and dissemination of knowledge, **Radford University empowers students from diverse backgrounds by providing transformative educational experiences, from the baccalaureate to the doctoral level, within and beyond the classroom.** As an inclusive university community, we specialize in cultivating relationships among students, faculty, staff, alumni and other partners, and in providing a culture of service, support and engagement. We embrace innovation and tradition and instill students with purpose and the ability to think creatively and critically. We provide an educational environment and the tools to address the social, economic and environmental issues confronting our region, nation and the world.

Vision

Radford University aspires to be the premier, innovative, student-centered university in the Commonwealth of Virginia and beyond with a keen focus on teaching, research and service.

Core Values

Student Empowerment and Success – We engage and support our students in the discovery and pursuit of their own unique paths.

Excellence – We expect our community to strive for the highest standards.

Inclusiveness – We are committed to a spirit of cooperation and collaboration, embracing and honoring the diversity of our community.

Community – We foster relationships and a culture of service within and beyond our university community.

Intellectual Freedom – We encourage and defend a fearless exploration of knowledge in all its forms.

Innovation – We inspire and support creativity in research, scholarship, pedagogy and service.

Sustainability – We are committed to integrating sustainable practices into all aspects of our operations and engage students across the curriculum to learn, discover and contribute to positive current and future environmental solutions.

ACADEMIC EXCELLENCE AND RESEARCH

Goals and Strategies

The Academic Excellence and Research Subgroup recognizes that Radford University's stature is not based on rigor and recognition *alone*. It is based on increasing access to rigorous, relevant programs by meeting students where they are and providing the support they need. Students – traditional, non-traditional and from all backgrounds – are Radford University's reason for existence.

“My historical perspective is that RU has always strived for excellence. Today, just about every academic program is able to prepare students to compete on virtually any level in the professional arena and/or graduate pursuits. That is the outcome of fostering a culture of continuing improvement. There is no intent to rest on the successes we enjoy. With our eye always on the lookout for continuous improvement in everything we do, the potential will always be unlimited and our precious students will always benefit from exceptional professional dedication on the part of the stewards of the university!”

Joseph P. Scartelli, Ph.D., Provost Emeritus

GOAL 1

Radford University will be a leading institution of higher education in the Commonwealth of Virginia to produce students with a high level of applied learning capabilities for productive professional and personal lives.

Strategies

- A. Require students in each degree program to complete program components in which critical thinking and reasoning skills, written and oral communication skills, and characteristics of professionalism are taught and demonstrated so that students can synthesize and apply these skills to solve local and global problems.
 - 1. Create a central location where writing and oral communication experts (in specialty areas) are available for tutoring and other support throughout each student's four-year degree program experience.
 - 2. Develop and implement best practices for the recruitment and retention of faculty who are from diverse backgrounds and have a demonstrated commitment to excellence in teaching in their respective fields.
 - 3. Consistently offer professional development opportunities to support faculty in developing and embedding high-impact pedagogies and alternative delivery modes in the curriculum in order to improve targeted academic skills.
- B. Provide educational opportunities for students that help them learn creative problem solving and reasoning skills through collaboration across degree programs, experiential/high-impact practice and interprofessional experiences.
 - 1. Increase value-added interprofessional education and collaborative opportunities to enhance creative critical thinking, reasoning and problem solving skills.
 - 2. Consistently offer professional development opportunities to support faculty in developing and embedding high-impact pedagogies and alternative delivery modes in the curriculum to best address targeted academic skills.

ACADEMIC EXCELLENCE AND RESEARCH

Goals and Strategies

3. Increase student engagement in high-impact practice experiences within and beyond majors/programs and map faculty development to student outcomes; e.g., first-year experience, undergraduate research, community engagement, international education, e-portfolio, internship/practicum/field placements, capstone projects, learning communities.
 4. Through the Center for Career and Talent Development and in conjunction with advisers, track the majority of students' career development plans throughout their academic careers and employment outcomes after graduation, using software to help students direct their own pathways.
- C. To meet the needs of a diverse population of students, expand delivery modes and methods of instruction and develop a flexible academic calendar; e.g., face-to-face, online and hybrid models, competency-based education, augmented/virtual reality.

GOAL 2

Radford University will garner recognition for signature academic programs in health sciences, healthcare and human services across the lifespan.

Strategies

- A. Promote lifelong learning and an appreciation of what it means to be a service provider and leader in tomorrow's world of health sciences, healthcare, and human services through engagement by and student participation with faculty in original and innovative research; high-quality mentorship by faculty; experiential learning opportunities that are diverse and inclusive; and support of faculty and student scholarship via interprofessional opportunities both on campus and in the community.
 1. Maintain rigorous academic demands of students.
 2. Enhance and invest in value-added interprofessional education and collaborative opportunities by creating a Center for Interprofessional Education and Practice.
- B. Create public and private partnerships in which faculty and students will engage in health sciences, healthcare and human services throughout the Roanoke and New River valleys and across the region.
 1. Maintain rigorous academic demands of students.
 2. Enhance and invest in value-added interprofessional education and collaborative opportunities by creating a Center for Interprofessional Education and Practice.
- C. Implement cooperative agreements with entities such as other higher education institutions and healthcare agencies throughout the Roanoke and New River valleys and across the region to offer a wider range of bachelor's, master's and doctoral degree programs relating to the health sciences, healthcare and human services.
 1. Maintain rigorous academic demands of students.
 2. Enhance and invest in value-added interprofessional education and collaborative opportunities by creating a Center for Interprofessional Education and Practice.
- D. Provide opportunities through which students in health sciences, healthcare, and human services programs will be consistently engaged in high-impact practices and interprofessional experiential opportunities.

ACADEMIC EXCELLENCE AND RESEARCH

Goals and Strategies

1. Maintain rigorous academic demands of students.
2. Enhance and invest in value-added interprofessional education and collaborative opportunities by creating a Center for Interprofessional Education and Practice.

GOAL 3

Radford University will garner recognition for signature academic programs that provide expertise for enhancing information safety and security for Virginians and the global community.

Strategies

- A. Promote an awareness and working knowledge of cybersecurity through engagement by and student participation with faculty in original and innovative research, including scholarship that addresses cyber safety in the workforce; high-quality mentorship by faculty; experiential learning opportunities that are diverse and inclusive; and support of faculty and student scholarship via collaborative opportunities both on campus and in the community.
 1. Rarticulate targeted degree/certificate programs for a competency-based system that permits “competency mapping” to be used in assessing whether candidates meet criteria for courses and degree programs by:
 - Designing a system of assessing experiences and life achievements that apply to respective course credit.
 - Designing a competency-based structure based on identification of the highest-demand majors for target populations.
 - Developing a marketing strategy to inform target populations of this alternative option for degree or certificate completion.
 - Increasing education efforts to clarify the concept of competency-based education (CBE) for prospective students and employers.
 2. Target and market CBE programs to non-traditional student populations who would best benefit from a competency-based option for pursuit and ultimate completion of a desired degree or certificate.
 3. Establish centers of excellence to support the Radford University Security Studies Initiative and Summer Institute and the Geohazards and Unmanned Systems Research Center.
 4. Enhance and invest in value-added interprofessional education and collaborative opportunities, including a new course (Introduction to Security Information), available to all students.
- B. Create public and private partnerships in which faculty and students will engage in information and physical security arenas across the region.
 1. Identify potential public and private partnerships that reinforce the objectives of Radford University’s Information Safety and Security Initiative.
 2. Increase the number of public and private partnerships.
- C. Implement cooperative agreements with community colleges and public schools to offer pathways for students to pursue information safety and security certificate and degree programs.

ACADEMIC EXCELLENCE AND RESEARCH

Goals and Strategies

1. Identify potential cooperative agreements that reinforce the objectives of Radford University's Information Safety and Security Initiatives.
 2. Increase the number of cooperative agreements.
- D. Provide opportunities through which students in information safety and security programs will be consistently engaged in high-impact practices and co-curricular experiential opportunities.
1. Establish centers of excellence to support the implementation of the Radford University Security Studies Initiative and Summer Institute and the Geohazards and Unmanned Systems Research Center.
 2. Enhance and invest in value-added interprofessional education and collaborative opportunities, including a new course (Introduction to Security Information) available to all students.

GOAL 4

Radford University will increase faculty and student-faculty collaborative research, scholarship and creative activities that are externally validated through peer review and supported by grants.

Strategies

- A. Define a new or existing position for advancing all research, scholarship and creative activities on campus; the position will serve on the Academic Affairs Leadership Team with the responsibility for advancing research on campus.
- B. Create public and private partnerships through which faculty and students will engage in research, scholarship and creative activities.
- C. Create systematic rewards and incentives, such as recognition of independent studies and research credit hours in teaching assignments, for faculty to mentor students, produce scholarship and seek funding.
- D. Increase scholarly participation and productivity by creating a robust summer research, scholarship and creative activities program.
- E. Provide incentives and support for embedding research, scholarship and creative activities in required classes within majors and for all students, particularly those from underrepresented groups.
- F. Create systematic faculty development, such as learning communities, for mentoring research students, grant writing and publishing.

BRAND IDENTITY

Goals and Strategies

The Brand Identity Subgroup proposes that enhancing the Radford University brand starts from within. If we understand the Highlander identity and reinforce a culture of Highlander pride among our students, faculty, staff and alumni, they will carry their love of the university wherever they go. Powerful Radford pride and culture are deeply rooted in the Highlander identity and values:

- *Responsive* = Empathy and accountability (understanding other perspectives and accepting responsibility)
- *Resilient* = Grit and rest (striving to succeed, while balancing time in the performance zone)
- *Real* = Success and failure (being authentic, building character, and becoming well-rounded individuals, while learning from our failures)

Through these values, Radford Highlanders navigate frustration, fear and fun to achieve success. They have shameless confidence in their right to “be at the table” and in their ability to contribute to their chosen fields and communities.

“To enjoy lifelong loyalty, successful brands delight *today’s* customers. Similarly, to secure passionate, loyal *alumni*, we must first delight our *current* students. Grounded in our historical strengths and contemporary talents, the Radford Highlander identity unites faculty, students and staff around an unique, authentic, and inspiring brand experience. Promoting and practicing the core Highlander values across campus promises today’s students become the fiercely proud Radford advocates of the future.”

Jane E. Machin, Ph.D., Assistant Professor of Marketing

GOAL 1

Radford University will cultivate a fierce pride in Radford University among internal constituents (i.e., current students, faculty and staff) through a shared understanding and experience of the Highlander identity and values (*Responsive, Resilient, Real*).

Strategies

- A. Establish the Center for Highlander Engagement.
- B. Establish a Highlander Advisory Board.
- C. Provide training and guidance to current faculty and staff to help them understand, practice and incorporate Highlander identity and values (*Responsive, Resilient, Real*) into their daily activities.
- D. Provide training and guidance to current students to help them understand, practice and incorporate Highlander identity and values (*Responsive, Resilient, Real*) into their daily activities.
- E. Increase visibility of the Highlander brand identity and values around campus.

GOAL 2

Radford University will integrate the Highlander brand identity and values (*Responsive, Resilient, Real*) into communications with external constituents (e.g., alumni, employers, prospective students, family members).

Strategy

- A. Identify opportunities for brand communication.

ECONOMIC DEVELOPMENT AND COMMUNITY PARTNERSHIPS

Goals and Strategies

The Economic Development and Community Partnerships Subgroup understands that building effective, lasting community partnerships for economic development is a long-term endeavor. Along with ideas, structures and processes, success requires relationships with and buy-in from local citizens, governments and community agencies. Keeping in mind the critical groundwork to be laid *and* the immediacy of the region's needs, the subgroup has focused on what existing capacities Radford University can bring to bear on economic development in the short term while building relationships and identifying potential capacities for the long term.

“As a mid-sized university located in a relatively small community, it is mutually beneficial for us to be actively engaged in strengthening the local and regional economies. Doing so makes both of us more attractive to students, faculty, staff, and potential and current businesses and residents. Some of these benefits are more and better paying jobs, a robust economy less susceptible to changes in the business cycle, a more vibrant and attractive place to live, and improved quality of life.”

George S. Low, Ph.D., Dean, College of Business and Economics

GOAL 1

Radford University will contribute to overall economic growth and increased employment opportunities in the region through both indirect and direct economic development activities in health, education, arts and culture, natural resources and infrastructure sectors.

Strategies

- A. Consolidate, build and promote a comprehensive economic development, outreach and continuing education office ACCESS Radford.
 1. Offer competency-based education (CBE) programs to non-traditional adult learners in the Commonwealth of Virginia and beyond to prepare them for employment or advancement in current and future job markets.
 2. Create and operate a university consortium that provides technical assistance and research expertise to local and regional governments and to economic development groups and alliances.
 3. Partner with local and state agencies to harness state and federal funds for economic and workforce development.
 4. Engage the university community in supporting downtown revitalization, business development, workforce development, community support programs, and recreation and tourism opportunities.
- B. Establish an Appalachian Community Outreach Institute (centered in Abingdon) to improve the health, vitality and economic sustainability of Southwest Virginia communities while connecting Radford University with these communities.
 1. In the area of education, foster literacy and adult education programs, competency-based and online program options, interdisciplinary team-teaching, and degree and certificate options in a variety of disciplines.
 2. In the area of economic development and diversification, help build entrepreneurial and technology support; foster incubators, micro-lending and investment strategies and

ECONOMIC DEVELOPMENT AND COMMUNITY PARTNERSHIPS

Goals and Strategies

funds; partner with other institutions of higher education for initiatives when possible; develop partnerships, cooperatives and internships; and contribute to overall workforce development.

3. In the area of health and wellness, including physical, oral and behavioral health prevention and treatment, assist with issues related to drug abuse, homecare for the aging population, childcare, and diet and nutrition; and contribute to the efforts of community organizations.
4. Help develop a think tank/research hub/archive to support grant development and funding, GIS (geographic information system) work, health initiatives, community-based research and needs assessments, and development of an oral history archive.

GOAL 2

Radford University will facilitate and support the establishment of the City of Radford and the New River Valley as focal points for business, social, tourism and cultural activities.

Strategies

- A. Establish and operate a business incubator, Student Venture Lab, to promote new startups.
 1. Design the Student Venture Lab to integrate external stakeholders into the university's innovation ecosystem; to serve as a vehicle for student, faculty and stakeholder interaction; and to provide a vehicle for economic growth in the region.
 2. Create, fund and design systems to operate the Highlander Venture Fund (HVF). The HVF will take on the identity of an "Angel Investor" in student ventures. The fund is envisioned to be managed by the Student Managed Investment Portfolio Organization (SMIPO), an award-winning student finance organization. The HVF will serve to provide critical start-up funds to vetted student initiatives while providing SMIPO members experience in making real-life investment decisions.
- B. Develop a Tourism and Special Events Resource Lab to engage students and faculty in collaborative community projects to promote tourism to Radford and the New River Valley.
 1. Facilitate student involvement with Radford City tourism department by directly channeling students into areas of need for the design, promotion and implementation of special events in the community.
 2. Apply for grants through the Virginia Tourism Corporation to seek funding for tourism promotion to Radford and the New River Valley.
 3. Create a Tourism and Special Events academic program for adult and professional learners.

PHILANTHROPIC GIVING AND ALUMNI ENGAGEMENT

Goals and Strategies

The Philanthropic Giving and Alumni Engagement Subgroup has focused its research and work on building a lasting, meaningful culture of philanthropy on campus, in the community and beyond. The subgroup recognizes that in order to expand support for students and programs, the university must develop and implement a comprehensive approach to outreach and engagement at all levels.

“I would not be here in college without the scholarship support that I have received. It is a confidence boost that says that I can do great things in my life.”

Megan Ward, theatre major, recipient of the Nancy Necessary Pridemore and the Georgia Anne Snyder-Falkinham Scholarships

GOAL 1

Radford University will broaden engagement for all constituents.

Strategies

- A. Increase staffing to strengthen and/or grow regional chapters, signature events, collaborative partnerships and personal outreach; create new volunteer program opportunities; and enhance data collection from across all campus partners.
- B. Develop parent and family outreach strategies to forge meaningful connections with the university community while providing opportunities to enhance the overall student experience.
- C. Educate, engage and excite students about the importance and impact of supporting the university while developing a culture of philanthropy.
- D. Raise awareness about the value and impact of alumni and donor engagement with faculty, staff, retirees and community to leverage expertise, provide a welcoming campus environment and showcase opportunities for support.

GOAL 2

Radford University will increase giving and engagement.

Strategies

- A. Increase staffing in the advancement office in order to improve capacity to engage and raise funds.
- B. Increase participation in alumni giving through leadership giving, student philanthropy, young alumni giving and affinity-based giving.
- C. Raise at least \$15 million annually by 2023 through annual fund, major gifts, planned gifts and corporate/foundation gifts.

GOAL 3

Radford University will inform constituents about giving opportunities and highlight success and impact.

Strategies

- A. Develop and execute an education plan to inform constituents on the variety of ways to give and how giving and participation affect rankings, showcasing needs and impact and highlighting success stories.
- B. Plan and implement stewardship programs.
- C. Develop relevant materials and events.

STRATEGIC ENROLLMENT GROWTH

Goals and Strategies

The Strategic Enrollment Growth Subgroup has developed a multi-faceted, data-driven approach to growing Radford University's enrollment. Traditional and digital marketing tools, face-to-face engagement, and new programs and partnerships will reach specific, targeted populations of students. Support for student retention will increase. Staff across campus will collaborate to support these efforts by maximizing available tools and resources and exploring new, external support for achieving enrollment goals.

“Now more than ever, enrollment leadership requires a coordinated campus team to respond to emerging internal challenges as well as shifting external forces.”

Leslie Crosley and Jim Scannell, “Meeting Today’s College Enrollment Goals While Preparing for the Future,” University Business April 2017

GOAL 1

Radford University will support enrollment growth through the development and utilization of actionable data and predictive analytics.

Strategy

- A. Create a cross-functional Enrollment Data Council (EDC) to prioritize data needs associated with improved recruitment and retention to be represented by Academic Affairs, Institutional Research, Information Technology, Enrollment Management, and Student Affairs. Personnel in the Division of Enrollment Management will assist the Council in the use of predictive analytics and other techniques to meet data needs.

GOAL 2

Radford University will grow in-state freshmen headcount enrollment by 3% annually through the 2023-2024 academic year.

Strategies

- A. Place greater emphasis on recruitment of students from Northern Virginia.
- B. Increase the visibility of Radford University with in-state freshman students through an enhanced portfolio of traditional, digital, mobile, web, social media and virtual reality marketing tools and resources.

GOAL 3

Radford University will grow out-of-state freshmen headcount enrollment by 3% annually through the 2023-2024 academic year.

Strategies

- A. Focus out-of-state recruitment efforts in Maryland, Washington D.C., West Virginia and North Carolina.
- B. Increase the visibility of Radford University with out-of-state freshman students through an enhanced portfolio of traditional, digital, mobile, web, social media and virtual reality marketing tools and resources.

STRATEGIC ENROLLMENT GROWTH

Goals and Strategies

GOAL 4

Radford University will grow new transfer student headcount enrollment by 3% annually through the 2023-2024 academic year.

Strategies

- A. Enhance recruitment efforts across the Virginia Community College System (VCCS).
- B. Increase the visibility of Radford University with transfer students through an enhanced portfolio of traditional, digital, mobile, web, social media and virtual reality marketing tools and resources.

GOAL 5

Radford University will grow veteran and active military student enrollment by 10% annually through the 2023-2024 academic year.

Strategies

- A. Partner with Academic Affairs, specifically the Military Resource Center, and Finance and Administration, specifically Institutional Research, to identify and implement activities to recruit veterans and activity military students.
- B. Increase the visibility of Radford University with veteran and active military students through an enhanced portfolio of traditional, digital, mobile, web, social media and virtual reality marketing tools and resources.

GOAL 6

Radford University will grow international student headcount enrollment by 50 students annually through the 2023-2024 academic year.

Strategies

- A. Establish dual/double degree programs with international universities.
- B. Launch worldwide, commission-based network of agents.
- C. Implement an English Language and Culture Program that will prepare students for RU degree programs.

GOAL 7

Radford University will grow graduate student headcount enrollment by 3% annually through the 2023-2024 academic year.

Strategies

- A. Focus recruitment efforts on primary feeder institutions, including current Radford University undergraduates and other public and private colleges and universities in Virginia and surrounding states.
- B. Increase the visibility of the Radford University College of Graduate Studies and Research with an enhanced portfolio of traditional, digital, mobile, web and social media marketing tools and resources.

STRATEGIC ENROLLMENT GROWTH

Goals and Strategies

- C. Improve use of a customer relations management system and data analytics to help guide and inform the recruitment process.
- D. Create and promote new academic program options such as 2 + 3, 4 + 1, graduate certificates, graduate degrees and competency-based education (CBE).
- E. Use high-touch recruiting strategies that involve ongoing, face-to-face interactions with prospective students at all stages of the recruitment process, from early prospect through active enrollment.

GOAL 8

Radford University will increase academic success of the undergraduate student population.

Strategy

- A. Align student recruitment, academic outreach and retention activities to enhance access, inclusiveness and student success.

STUDENT SUCCESS

Goals and Strategies

Because student success depends on intellectual as well as social and emotional growth, the Student Success Subgroup has focused on increasing students' academic engagement, their engagement with the campus and community, and their access to advising and support where it is needed most. By providing rich opportunities and consistent support, the university becomes fertile ground in which students are able to thrive.

“We believe that each and every one of you is capable of successfully completing a degree right here on the campus of Radford University. At Radford, we embrace the sense of community, while also staying attuned to the individuality of each of our members.”

President Brian O. Hemphill, Ph.D., addressing Radford University students, January 2017

GOAL 1

Radford University will assist students in becoming more independent, self-confident and effective learners who disseminate knowledge, innovate and solve problems creatively.

Strategies

- A. Increase the number of students engaged with research, scholarship and creative activities within and beyond the classroom.
 - 1. Embed research, scholarship and creative activities (e.g. Undergraduate Research and Scholarly Activities - URSCA) in the curriculum.
 - 2. Increase co-curricular opportunities such that all students have the opportunity to participate in at least one research, scholarship or creative activity experience.
 - 3. Institute a “Research Scholar” graduation distinction such that undergraduates who have been significantly active in research outside the classroom are recognized for their accomplishment.
- B. Provide enhanced resources for student academic and emotional support, thereby recognizing the interdependence and importance of academic and emotional support services.
- C. Examine the courses with high DFW (grade of D, failed or withdrawn) rates to determine the best strategy for improving course outcomes, achieving success and providing access to appropriate academic support.
- D. Engage with nationally recognized experts in diversity, access and equity literacy to create a diversity policy and a training center for faculty development.
- E. Institute an expectation of continuing pedagogy education for all teaching faculty.

GOAL 2

Radford University will increase student engagement in both the social and academic arenas to enrich the Radford experience and increase student retention and success.

Strategies

- A. Promote cultural programming (arts, international, diversity, etc.) that encourages students, faculty and staff to actively engage with and understand different cultural viewpoints.

STUDENT SUCCESS

Goals and Strategies

- B. In order to facilitate communication about campus events, all relevant social media sites will be updated with information about campus events and programming (see ACCESS Radford goal in Economic Development and Community Partnerships).
- C. Recognizing that faculty play an important role in student engagement with campus life, faculty will be strongly encouraged to integrate campus events as part of their course curriculum expectations.
- D. Encourage communication and regular dialogue among residential life, academic affairs and student affairs to enhance student retention.

GOAL 3

Radford University will intentionally lead students from their transition into Radford University through graduation toward their unique path in life.

Strategies

- A. Create a consistent university-wide academic advising protocol and assessment plan for faculty and professional advisers with oversight from an assistant provost in collaboration with the Academic Affairs Leadership Team.
- B. Support the Center for Career and Talent Development, an innovative physical space that will help create our brand identity and outreach plan that inspires collaboration among career coaches, faculty, employers and alumni to empower student career and talent development and life skills.
- C. Develop the “Discover, Experience and Thrive” customized career development plan.
- D. Actively cultivate employer relationships across multiple industries.
- E. Expand current workshops offered by the Center for Career and Talent Development to include financial literacy.

ACADEMIC EXCELLENCE AND RESEARCH
Key Performance Indicators

GOAL 1				
Radford University will be a leading institution of higher education in the Commonwealth of Virginia to produce students with a high level of applied learning capabilities for productive professional and personal lives.				
Goal and Strategy	Performance Indicator	Baseline	Target	Responsible Party
1.A.1. <i>Create a central location where writing and oral communication experts (in specialty areas) are available for tutoring and other support throughout each student's four-year degree program experience.</i>	Creation of central location for student tutoring and support by experts in writing and oral communication	Each department/college to determine programmatic and learning outcomes	To be assessed through annual institutional academic assessment process	Office of Institutional Effectiveness, Center for Innovative Teaching and Learning, Provost's Office and Office of Academic Programs
1.A.2. <i>Develop and implement best practices for the recruitment and retention of faculty who are from diverse backgrounds and have a demonstrated commitment to excellence in teaching in their respective fields.</i>	Number of faculty from diverse backgrounds	Baseline to be established Fall 2018	Comprehensive (2023): Meet national averages at peer institutions measured by aggregate average years of faculty service and percentage of faculty from diverse backgrounds	Human Resources and Provost's Office

ACADEMIC EXCELLENCE AND RESEARCH
Key Performance Indicators

Goal and Strategy	Performance Indicator	Baseline	Target	Responsible Party
<p>1.A.3. <i>Consistently offer professional development opportunities to support faculty in developing and embedding high-impact pedagogies and alternative delivery modes in the curriculum in order to improve targeted academic skills.</i></p> <p>1.B.2. <i>Consistently offer professional development opportunities to support faculty in developing and embedding high-impact pedagogies and alternative delivery modes in the curriculum to best address targeted academic skills.</i></p>	<p>Faculty professional development opportunities to improve targeted student academic skills (see Student Success Goal 1, Strategy E)</p>	<p>Baseline to be established Fall 2018</p>	<p>Increased professional development opportunities for faculty to improve targeted student academic skills</p>	
<p>1.B.1. <i>Increase value-added interprofessional education and collaborative opportunities to enhance creative critical thinking, reasoning and problem solving skills.</i></p>	<p>Number of student engagement collaborative activities</p>	<p>Baseline to be established Fall 2018</p>	<p>Increased number of student engagement collaborative activities</p>	<p>Center for Career and Talent Development, Office of Academic Programs and Office of Institutional Effectiveness</p>

ACADEMIC EXCELLENCE AND RESEARCH
Key Performance Indicators

Goal and Strategy	Performance Indicator	Baseline	Target	Responsible Party
1.B.2. <i>Consistently offer professional development opportunities to support faculty in developing and embedding high-impact pedagogies and alternative delivery modes in the curriculum to best address targeted academic skills.</i>	Number of students engaged in collaborative activities	Baseline to be established Fall 2018	Increased number of students engaged in collaborative activities	
1.B.3. <i>Increase student engagement in high-impact practice experiences within and beyond majors/programs and map faculty development to student outcomes; e.g., first-year experience, undergraduate research, community engagement, international education, e-portfolio, internship/practicum/field placements, capstone projects, learning communities..</i>	Number of students engaged in high-impact practice experiences	Baseline to be established Fall 2018	Minimum of 2 experiences per student measured by National Student Survey of Engagement and direct program/department/college assessment	Center for Career and Talent Development, Office of Academic Programs and Office of Institutional Effectiveness

ACADEMIC EXCELLENCE AND RESEARCH
Key Performance Indicators

Goal and Strategy	Performance Indicator	Baseline	Target	Responsible Party
<p>1.B.4. <i>Through the Center for Career and Talent Development and in conjunction with advisers, track the majority of students' career development plans throughout their academic careers and employment outcomes after graduation, using software to help students direct their own pathways.</i></p>	<p>Students' ability to direct their preparation for a career path by using career coaching and Handshake platform</p>	<p>No baseline established since platform is being implemented beginning in Fall 2017</p>	<p>Measured by Center for Career and Talent Development outcome surveys and by percentage of students using Handshake platform Year 5: 70% student utilization</p>	<p>Center for Career and Talent Development</p>
<p>1.C. <i>To meet the needs of a diverse population of students, expand delivery modes and methods of instruction and develop a flexible academic calendar; e.g., face-to-face, online and hybrid models, competency-based education, augmented/virtual reality.</i></p>	<p>Percentage of online- and hybrid-model courses</p>	<p>10%</p>	<p>Comprehensive (2023): 20%</p>	<p>Office of Academic Operations, Office of Academic Programs, College Deans and IMPACT Program/Innovation Learning Lab</p>

ACADEMIC EXCELLENCE AND RESEARCH
Key Performance Indicators

Goal and Strategy	Performance Indicator	Baseline	Target	Responsible Party
1.C. <i>To meet the needs of a diverse population of students, expand delivery modes and methods of instruction and develop a flexible academic calendar; e.g., face-to-face, online and hybrid models, competency-based education, augmented/virtual reality.</i>	Number of competency-based and/or accelerated programs	2	Comprehensive (2023): 10	Office of Academic Operations, Office of Academic Programs, College Deans and IMPACT Program/Innovation Learning Lab
1.C. <i>To meet the needs of a diverse population of students, expand delivery modes and methods of instruction and develop a flexible academic calendar; e.g., face-to-face, online and hybrid models, competency-based education, augmented/virtual reality.</i>	Increased enrollment through expanded intersession offerings	Augustmester 2017: 70 Wintermester 2016-17: 709	Comprehensive (2023): 30% increase in intersession enrollments	Office of Academic Operations, Office of Academic Programs, College Deans and IMPACT Program/Innovation Learning Lab

ACADEMIC EXCELLENCE AND RESEARCH
Key Performance Indicators

GOAL 2 Radford University will garner recognition for signature academic programs in health sciences, healthcare and human services across the lifespan.				
Goal and Strategy	Performance Indicator	Baseline	Target	Responsible Party
2.A.1. <i>Maintain rigorous academic demands of students.</i> 2.B.2. and 2.C.2. <i>Enhance and invest in value-added interprofessional education and collaborative opportunities by creating a Center for Interprofessional Education and Practice.</i>	Board licensure/certification success rates of students in health sciences, healthcare and identified human services programs	Baseline to be established Fall 2018	Comprehensive (2023): Rates exceed national average	Provost, Assistant Provosts and College Deans
2.A.2., 2.B.2., 2.C.2. and 2.D.2. <i>Enhance and invest in value-added interprofessional education and collaborative opportunities by creating a Center for Interprofessional Education and Practice.</i>	Number of interprofessional courses, certification programs, new degree programs and international service experiences related to health sciences, healthcare and identified human services programs	Baseline to be established Fall 2018	Comprehensive (2023): 10% increase	Provost, Assistant Provosts and College Deans
2.B.1. <i>Maintain rigorous academic demands of students.</i>	Number of local and regional public-private partnerships in health sciences, healthcare and identified human services programs; enhancement of existing partnerships	Baseline to be established Fall 2018	Comprehensive (2023): Increase or augment by 10%	Provost, College Deans, Vice President for University Advancement and Vice President for Finance and Administration

ACADEMIC EXCELLENCE AND RESEARCH
Key Performance Indicators

Goal and Strategy	Performance Indicator	Baseline	Target	Responsible Party
2.C.1. <i>Maintain rigorous academic demands of students.</i>	Number of cooperative agreements with other regional entities to offer wider range of bachelor's, master's and doctoral degrees across health sciences, healthcare and identified human services programs	Baseline to be established Fall 2018	Comprehensive (2023): Increase or augment by 10%	Provost, College Deans, Vice President for University Enrollment Management and Vice President for Finance and Administration
2.D.1. <i>Maintain rigorous academic demands of students.</i>	Engagement of health science, healthcare and human services students in high-impact and interprofessional experiences		Comprehensive (2023): Minimum of 3 experiences per student	Provost, Assistant Provosts and College Deans
GOAL 3 Radford University will garner recognition for signature academic programs that provide expertise for enhancing information safety and security for Virginians and the global community.				
Goal and Strategy	Performance Indicator	Baseline	Target	Responsible Party
3.A.1. <i>Rearticulate targeted degree/certificate programs for a competency-based system that permits "competency mapping" to be used in assessing whether candidates meet criteria for courses and degree programs.</i>	Number of competency-based education degree/certificate programs related to information safety and security		Annual: 2 Comprehensive (2023): 10	Provost, Assistant Provosts and College Deans

ACADEMIC EXCELLENCE AND RESEARCH
Key Performance Indicators

Goal and Strategy	Performance Indicator	Baseline	Target	Responsible Party
<p>3.A.1. <i>Reararticulate targeted degree/certificate programs for a competency-based system that permits “competency mapping” to be used in assessing whether candidates meet criteria for courses and degree programs.</i></p> <p>3.A.2. <i>Target and market CBE programs to non-traditional student populations who would best benefit from a competency-based option for pursuit and ultimate completion of a desired degree or certificate.</i></p>	<p>Revenue generation of competency-based education degree/certificate programs related to information safety and security</p>		<p>Comprehensive (2023): Self-sustaining</p>	<p>Provost, Assistant Provosts and College Deans</p>
<p>3.A.2. <i>Target and market CBE programs to non-traditional student populations who would best benefit from a competency-based option for pursuit and ultimate completion of a desired degree or certificate.</i></p>	<p>Number of nontraditional students</p>		<p>Annual: 10% increase Comprehensive (2023): 50% increase</p>	<p>Provost, Assistant Provosts and College Deans</p>

ACADEMIC EXCELLENCE AND RESEARCH
Key Performance Indicators

Goal and Strategy	Performance Indicator	Baseline	Target	Responsible Party
<p>3.A.1. <i>Rearticulate targeted degree/certificate programs for a competency-based system that permits “competency mapping” to be used in assessing whether candidates meet criteria for courses and degree programs.</i></p> <p>3.A.2. <i>Target and market CBE programs to non-traditional student populations who would best benefit from a competency-based option for pursuit and ultimate completion of a desired degree or certificate.</i></p> <p>3.A.3. <i>Establish centers of excellence to support the Radford University Security Studies Initiative and Summer Institute and the Geohazards and Unmanned Systems Research Center.</i></p> <p>3.A.4. <i>Enhance and invest in value-added interprofessional education and collaborative opportunities, including a new course (Introduction to Security Information), available to all students.</i></p>	<p>Academic rigor of information safety and security programs, indicated by disciplinary/industry standards</p>		<p>Recognitions, accreditations, certifications</p>	<p>Provost, Assistant Provosts and College Deans</p>

ACADEMIC EXCELLENCE AND RESEARCH
Key Performance Indicators

<p>3.D.1. <i>Establish centers of excellence to support the implementation of the Radford University Security Studies Initiative and Summer Institute and the Geohazards and Unmanned Systems Research Center.</i></p>				
--	--	--	--	--

ACADEMIC EXCELLENCE AND RESEARCH
Key Performance Indicators

Goal and Strategy	Performance Indicator	Baseline	Target	Responsible Party
3.A.3. and 3.D.1. <i>Establish centers of excellence to support the implementation of the Radford University Security Studies Initiative and Summer Institute and the Geohazards and Unmanned Systems Research Center.</i>	Enrollment in Security Studies Initiative and Summer Institute program		10% increase through 2023	Provost, Assistant Provosts and College Deans
3.A.3. and 3.D.1. <i>Establish centers of excellence to support the implementation of the Radford University Security Studies Initiative and Summer Institute and the Geohazards and Unmanned Systems Research Center.</i>	Enrollment in Geohazards and Unmanned Systems Research Center program		10% increase through 2023	Provost, Assistant Provosts and College Deans
3.A.3. <i>Establish centers of excellence to support the implementation of the Radford University Security Studies Initiative and Summer Institute and the Geohazards and Unmanned Systems Research Center.</i>	Revenue generation of Security Studies Initiative and Summer Institute and Geohazards and Unmanned Systems Research Center programs		Comprehensive (2023): Self-sustaining	Provost, Assistant Provosts and College Deans

ACADEMIC EXCELLENCE AND RESEARCH
Key Performance Indicators

Goal and Strategy	Performance Indicator	Baseline	Target	Responsible Party
3.A.4. and 3.D.2. <i>Enhance and invest in value-added interprofessional education and collaborative opportunities, including a new course (Introduction to Security Information), available to all students.</i>	Number of interprofessional courses, certification programs, new degree programs and international service experiences related to information safety and security		Comprehensive (2023): 10% increase	Provost, Assistant Provosts and College Deans
3.B.1. <i>Identify potential public and private partnerships that reinforce the objectives of Radford University's Information Safety and Security Initiative.</i> 3.B.2. <i>Increase the number of public and private partnerships.</i>	Number of regional public-private partnerships to reinforce objectives of information safety and security initiatives		Annual: Minimum of 2 partnerships identified and developed Comprehensive (2023): Minimum of 10 partnerships identified and developed	Provost, Deans (College of Humanities and Behavioral Sciences and Artis College of Science and Technology), Information Technology Department Chair, Vice President for University Advancement, Vice President for Finance and Administration and Vice President for Information Technology
3.C.1. <i>Identify potential cooperative agreements that reinforce the objectives of Radford University's Information Safety and Security Initiatives.</i> 3.C.2. <i>Increase the number of cooperative agreements.</i>	Number of cooperative agreements with community colleges and public schools providing student pathways to information safety and security certificate and degree programs		Annual: Minimum of 2 partnerships identified and developed Comprehensive (2023): Minimum of 10 partnerships identified and developed	Provost, Assistant Provosts and College Deans

ACADEMIC EXCELLENCE AND RESEARCH
Key Performance Indicators

GOAL 4 Radford University will increase faculty and student-faculty collaborative research, scholarship and creative activities that are externally validated through peer review and supported by grants.				
Goal and Strategy	Performance Indicator	Baseline	Target	Responsible Party
<p>4.A. <i>Define a new or existing position for advancing all research, scholarship and creative activities on campus; the position will serve on the Academic Affairs Leadership Team with the responsibility for advancing research on campus.</i></p> <p>4.B. <i>Create public and private partnerships through which faculty and students will engage in research, scholarship and creative activities.</i></p> <p>4.C. <i>Create systematic rewards and incentives, such as recognition of independent studies and research credit hours in teaching assignments, for faculty to mentor students, produce scholarship and seek funding.</i></p> <p>4.D. <i>Increase scholarly participation and productivity by creating a robust summer research, scholarship and creative activities program.</i></p> <p>4.E. <i>Provide incentives and support for embedding research, scholarship and creative activities in required classes within majors and for all students, particularly those from underrepresented groups.</i></p> <p>4.F. <i>Create systematic faculty development, such as learning communities, for mentoring research students, grant writing and publishing.</i></p>	<p>Number of faculty and student-faculty producing peer-reviewed scholarly works</p>	<p>Number within the past three years as determined from Faculty Insight data</p>	<p>Annual: Increase reviewed faculty and student-faculty works by 10 Comprehensive (2023): Increase by 50</p>	<p>Provost until the position on Academic Affairs Leadership Team is created and filled.</p>

ACADEMIC EXCELLENCE AND RESEARCH
Key Performance Indicators

Goal and Strategy	Performance Indicator	Baseline	Target	Responsible Party
<p>4.A. <i>Define a new or existing position for advancing all research, scholarship and creative activities on campus; the position will serve on the Academic Affairs Leadership Team with the responsibility for advancing research on campus.</i></p> <p>4.B. <i>Create public and private partnerships through which faculty and students will engage in research, scholarship and creative activities.</i></p> <p>4.C. <i>Create systematic rewards and incentives, such as recognition of independent studies and research credit hours in teaching assignments, for faculty to mentor students, produce scholarship and seek funding.</i></p> <p>4.D. <i>Increase scholarly participation and productivity by creating a robust summer research, scholarship and creative activities program.</i></p> <p>4.E. <i>Provide incentives and support for embedding research, scholarship and creative activities in required classes within majors and for all students, particularly those from underrepresented groups.</i></p> <p>4.F. <i>Create systematic faculty development, such as learning communities, for mentoring research students, grant writing and publishing.</i></p>	<p>Total monetary value of grants submitted and awarded per year</p>	<p>Five-year average: \$19.8 million submitted \$5.7 million awarded</p>	<p>Annual average: \$25 million submitted \$7 million awarded</p>	<p>Provost until the position on Academic Affairs Leadership Team is created and filled.</p>

ACADEMIC EXCELLENCE AND RESEARCH
Key Performance Indicators

Goal and Strategy	Performance Indicator	Baseline	Target	Responsible Party
<p>4.E. <i>Provide incentives and support for embedding research, scholarship and creative activities in required classes within majors and for all students, particularly those from underrepresented groups.</i></p>	<p>Number of degree programs requiring undergraduate research as a graduation requirement</p>		<p>Annual: 1 additional degree Comprehensive (2023): 5 additional degrees</p>	<p>Provost until the position on Academic Affairs Leadership Team is created and filled.</p>
<p>4.A. <i>Define a new or existing position for advancing all research, scholarship and creative activities on campus; the position will serve on the Academic Affairs Leadership Team with the responsibility for advancing research on campus.</i></p> <p>4.B. <i>Create public and private partnerships through which faculty and students will engage in research, scholarship and creative activities.</i></p> <p>4.C. <i>Create systematic rewards and incentives, such as recognition of independent studies and research credit hours in teaching assignments, for faculty to mentor students, produce scholarship and seek funding.</i></p> <p>4.D. <i>Increase scholarly participation and productivity by creating a robust summer research, scholarship and creative activities program.</i></p> <p>4.E. <i>Provide incentives and support for embedding research, scholarship and creative activities in required classes within majors and for all students, particularly those from underrepresented groups.</i></p> <p>4.F. <i>Create systematic faculty development, such as learning communities, for mentoring research students, grant writing and publishing.</i></p>	<p>Percentage of students participating in undergraduate research by demographics</p>	<p>Minority researchers 22.1% First-generation researchers 33.5% Male researchers 35.6%</p>	<p>Comprehensive (2023): Minority researchers 25% First-generation researchers 35% Male researchers 40%</p>	<p>Provost until the position on Academic Affairs Leadership Team is created and filled.</p>

ACADEMIC EXCELLENCE AND RESEARCH
Key Performance Indicators

Goal and Strategy	Performance Indicator	Baseline	Target	Responsible Party
<p>4.A. <i>Define a new or existing position for advancing all research, scholarship and creative activities on campus; the position will serve on the Academic Affairs Leadership Team with the responsibility for advancing research on campus.</i></p> <p>4.B. <i>Create public and private partnerships through which faculty and students will engage in research, scholarship and creative activities.</i></p> <p>4.C. <i>Create systematic rewards and incentives, such as recognition of independent studies and research credit hours in teaching assignments, for faculty to mentor students, produce scholarship and seek funding.</i></p> <p>4.D. <i>Increase scholarly participation and productivity by creating a robust summer research, scholarship and creative activities program.</i></p> <p>4.E. <i>Provide incentives and support for embedding research, scholarship and creative activities in required classes within majors and for all students, particularly those from underrepresented groups.</i></p> <p>4.F. <i>Create systematic faculty development, such as learning communities, for mentoring research students, grant writing and publishing.</i></p>	<p>Number of students receiving financial support to conduct and present research</p>		<p>Annual: 5% increase Comprehensive (2023): 25% increase</p>	<p>Provost until the position on Academic Affairs Leadership Team is created and filled.</p>

BRAND IDENTITY
Key Performance Indicators

GOAL 1				
Radford University will cultivate a fierce pride in Radford University among internal constituents (current students, faculty and staff) through a shared understanding and experience of the Highlander identity and values (<i>Responsive, Resilient, Real</i>).				
Goal and Strategy	Performance Indicator	Baseline	Target	Responsible Party
1.A. <i>Establish the Center for Highlander Engagement.</i>	Recruitment of a director for the Center for Highlander Engagement	None	Spring 2018: Hire director	University Relations, Student Affairs and Search Committee
1.A. <i>Establish the Center for Highlander Engagement.</i>	Communications and activity plan	None	By Fall 2018: Create communications and activity plan	University Relations
1.A. <i>Establish the Center for Highlander Engagement.</i>	Identification of 1.A. communication targets	Baseline to be established	Create 10 new social media posts per week or activities that reach 50% of student body per semester	Director of Center for Highlander Engagement (University Relations)
1.A. <i>Establish the Center for Highlander Engagement.</i>	Analysis to show Highlander brand consistency across campus	Baseline to be established by Fall 2018	Ongoing: Help departments identify opportunities to align communications with Highlander identity and provide implementation guidance and support	Director of Center for Highlander Engagement (University Relations)
1.A. <i>Establish the Center for Highlander Engagement.</i>	Analysis to show improvement in the awareness, comprehension and pride of the Highlander identity and core values among Radford University's internal constituents	Baseline to be established through surveys conducted Fall 2018	Yearly improvements of 10% from the baseline Director will identify existing surveys, coordinate with the relevant departments and oversee the administration of new surveys.	Director of Center for Highlander Engagement (University Relations)

BRAND IDENTITY
Key Performance Indicators

Goal and Strategy	Performance Indicator	Baseline	Target	Responsible Party
1.B. <i>Establish a Highlander Advisory Board.</i>	Establishment of an advisory board, including roles and responsibilities, from among current students, faculty and staff	None	Spring 2018: Recruit at least 15 advisory board members Annual: Hold at least one meeting per semester; minimum of 75% attendance	Director of Center for Highlander Engagement (University Relations)
1.C. <i>Provide training and guidance to current faculty and staff to help them understand, practice and incorporate Highlander identity and values (Responsive, Resilient, Real) into their daily activities.</i>	Training related to incorporating the Highlander identity and values into coursework, activities, events and everyday life at RU	No baseline	Fall 2018: Pilot the training Comprehensive (2023): Ensure 90% of faculty and staff have taken the training	Director of Center for Highlander Engagement (University Relations)
1.D. <i>Provide training and guidance to current students to help them understand, practice and incorporate Highlander identity and values (Responsive, Resilient, Real) into their daily activities.</i>	Piloted Highlander module for inclusion in existing UNIV 100 course	No baseline	Fall 2018: Complete the module Fall 2019: Launch the module Comprehensive (2023''): Ensure 90% of new Radford University undergraduate students have successfully completed the module before graduation	Director of Center for Highlander Engagement (University Relations) and Director of New Student Programs (Enrollment Management)

BRAND IDENTITY
Key Performance Indicators

Goal and Strategy	Performance Indicator	Baseline	Target	Responsible Party
1.E. <i>Increase visibility of the Highlander brand identity and values around campus.</i>	Visibility of Radford University branding on and off campus	Baseline in Fall 2018 that counts (1) the number of Highlander/Radford branded items visible at peak traffic times in prominent locations on and off campus and (2) the number of Highlander /Radford branded assets on campus (e.g. the chairs with Radford University logo).	Comprehensive goal: double the baseline counts by 2023.	Director of Center for Highlander Engagement (University Relations)
GOAL 2 Radford University will integrate the Highlander brand identity and values (<i>Responsive, Resilient, Real</i>) into communications with external constituents (e.g., alumni, employers, prospective students, family members).				
Goal and Strategy	Performance Indicator	Baseline	Target	Responsible Party
2.A. <i>Identify opportunities for brand communication.</i>	Assessment of external communication activities for compatibility with the Highlander identity and values	Baseline to be established	Spring 2018: Audit and evaluate all current externally focused communication activities	Director of Center for Highlander Engagement (University Relations), Vice President for University Advancement, Vice President for University Relations and Vice President for Enrollment Management

BRAND IDENTITY
Key Performance Indicators

Goal and Strategy	Performance Indicator	Baseline	Target	Responsible Party
2.A. <i>Identify opportunities for brand communication</i>	Analysis to show an improvement in the awareness, comprehension and pride of the Highlander identity and core values among Radford University's internal constituents	Baseline to be established through analysis of 2014 and 2020 surveys conducted by University Relations	Yearly improvements of 10% from the baseline	Director of Center for Highlander Engagement (University Relations), Vice President for University Advancement, Vice President for University Relations and Vice President for Enrollment Management

ECONOMIC DEVELOPMENT AND COMMUNITY PARTNERSHIPS
Key Performance Indicators

GOAL 1				
Radford University will contribute to overall economic growth and increased employment opportunities in the region through both indirect and direct economic development activities in health, education, arts and culture, natural resources and infrastructure sectors.				
Goal and Strategy	Performance Indicator	Baseline	Target	Responsible Party
1.A. <i>Consolidate, build and promote a comprehensive economic development, outreach and continuing education office ACCESS Radford.</i>	Number of Continuing Education (CE) offerings connected to industry	To be established in Year 1	Annual: Increase number of offerings	Director of ACCESS Radford once established; Otherwise, responsible party will vary based on stage of implementation; e.g., Provost, Vice Provost for Academic Operations, Vice President for University Relations, Dean of Graduate College.
1.A. <i>Consolidate, build and promote a comprehensive economic development, outreach and continuing education office ACCESS Radford.</i>	Participation in CE offerings connected to industry	To be established in Year 1	Annual: Increase number of total participation	Same as above
1.A. <i>Consolidate, build and promote a comprehensive economic development, outreach and continuing education office ACCESS Radford.</i>	Number of public-private university partnerships connected to industry	To be established in Year 1	Annual: Increase number of partnerships	Same as above

ECONOMIC DEVELOPMENT AND COMMUNITY PARTNERSHIPS
Key Performance Indicators

Goal and Strategy	Performance Indicator	Baseline	Target	Responsible Party
1.A. <i>Consolidate, build and promote a comprehensive economic development, outreach and continuing education office ACCESS Radford.</i>	Number of clients served via public-private university partnerships connected to industry	To be established in Year 1	Annual: Increase number of clients served through partnerships	Same as above
1.A. <i>Consolidate, build and promote a comprehensive economic development, outreach and continuing education office ACCESS Radford.</i>	Sources of financial support, including grant support	To be established in Year 1	Comprehensive (2021): Financially self-sustaining by Year 3	Same as above
1.B.1. <i>In the area of education, foster literacy and adult education programs, competency-based and online program options, interdisciplinary team-teaching, and degree and certificate options in a variety of disciplines.</i>	Partner with adult literacy programs established in Southwest Virginia (SWVA) communities	To be established in Year 1	Comprehensive (2021): Participation in building partnerships with 5 adult education agencies, using them as hubs in their communities	Director of the Appalachian Community Outreach Institute

ECONOMIC DEVELOPMENT AND COMMUNITY PARTNERSHIPS
Key Performance Indicators

Goal and Strategy	Performance Indicator	Baseline	Target	Responsible Party
1.B.1. <i>In the area of education, foster literacy and adult education programs, competency-based and online program options, interdisciplinary team-teaching, and degree and certificate options in a variety of disciplines.</i>	Number of traditional and nontraditional SWVA students enrolled in degree programs offered at Southwest Virginia Higher Education Center	To be established in Year 1	Annual: Increase number of students	Same as above
1.B.1. <i>In the area of education, foster literacy and adult education programs, competency-based and online program options, interdisciplinary team-teaching, and degree and certificate options in a variety of disciplines.</i>	Number of veterans served in degree programs	To be established in Year 1	Annual: Increase number of veterans	Same as above

ECONOMIC DEVELOPMENT AND COMMUNITY PARTNERSHIPS
Key Performance Indicators

Goal and Strategy	Performance Indicator	Baseline	Target	Responsible Party
<p>1.B.2. <i>In the area of economic development and diversification, help build entrepreneurial and technology support; foster incubators, micro-lending and investment strategies and funds; partner with other institutions of higher education for initiatives when possible; develop partnerships, cooperatives and internships; and contribute to overall workforce development.</i></p>	<p>Number of new businesses/entrepreneurs supported through business development planning, technical assistance, financial assistance, etc</p>	<p>To be established in Year 1</p>	<p>Annual: Increase number of new businesses</p>	<p>Same as above</p>
<p>1.B.2. <i>In the area of economic development and diversification, help build entrepreneurial and technology support; foster incubators, micro-lending and investment strategies and funds; partner with other institutions of higher education for initiatives when possible; develop partnerships, cooperatives and internships; and contribute to overall workforce development.</i></p>	<p>Number of internships in social and profit organizations</p>	<p>To be established in Year 1</p>	<p>Annual: Increase number of internships</p>	<p>Same as above</p>

ECONOMIC DEVELOPMENT AND COMMUNITY PARTNERSHIPS
Key Performance Indicators

Goal and Strategy	Performance Indicator	Baseline	Target	Responsible Party
<p>1.B.2. <i>In the area of economic development and diversification, help build entrepreneurial and technology support; foster incubators, micro-lending and investment strategies and funds; partner with other institutions of higher education for initiatives when possible; develop partnerships, cooperatives and internships; and contribute to overall workforce development.</i></p>	<p>Number of RU students serving on non-profit boards</p>	<p>To be established in Year 1</p>	<p>Annual: Increase number of students serving</p>	<p>Same as above</p>
<p>1.B.3. <i>In the area of health and wellness, including physical, oral and behavioral health prevention and treatment, assist with issues related to drug abuse, homecare for the aging population, childcare, and diet and nutrition; and contribute to the efforts of community organizations.</i></p>	<p>Number of internships to assist with healthcare prevention and treatment in underserved areas</p>	<p>To be established in Year 1</p>	<p>Annual: Increase number of internships in healthcare in underserved areas</p>	<p>Same as above</p>

ECONOMIC DEVELOPMENT AND COMMUNITY PARTNERSHIPS
Key Performance Indicators

Goal and Strategy	Performance Indicator	Baseline	Target	Responsible Party
<p>1.B.3. <i>In the area of health and wellness, including physical, oral and behavioral health prevention and treatment, assist with issues related to drug abuse, homecare for the aging population, childcare, and diet and nutrition; and contribute to the efforts of community organizations.</i></p>	<p>Number of veterans served in direct physical and mental health services</p>	<p>To be established in Year 1</p>	<p>Annual: Increase number of veterans accessing services</p>	<p>Same as above</p>
<p>1.B.4. <i>Help develop a think tank/research hub/archive to support grant development and funding, GIS (geographic information system) work, health initiatives, community-based research and needs assessments, and development of an oral history archive.</i></p>	<p>Number of community meetings for needs assessments</p>	<p>To be established in Year 1</p>	<p>Annual: Increase number of community meetings</p>	<p>Same as above</p>

ECONOMIC DEVELOPMENT AND COMMUNITY PARTNERSHIPS
Key Performance Indicators

Goal and Strategy	Performance Indicator	Baseline	Target	Responsible Party
<p>1.B.4. <i>Help develop a think tank/research hub/archive to support grant development and funding, GIS (geographic information system) work, health initiatives, community-based research and needs assessments, and development of an oral history archive.</i></p>	<p>Number of community-based research initiatives</p>	<p>To be established in Year 1</p>	<p>Annual: Increase number of community-based research initiatives</p>	<p>Same as above</p>
<p>1.B.4. <i>Help develop a think tank/research hub/archive to support grant development and funding, GIS (geographic information system) work, health initiatives, community-based research and needs assessments, and development of an oral history archive.</i></p>	<p>Number of direct contact hours in community capacity building; i.e., assisting communities in the identification of assets, visioning and planning</p>	<p>To be established in Year 1</p>	<p>Annual: Increase number of contact hours</p>	<p>Same as above</p>

ECONOMIC DEVELOPMENT AND COMMUNITY PARTNERSHIPS
Key Performance Indicators

Goal and Strategy	Performance Indicator	Baseline	Target	Responsible Party
1.B.4. <i>Help develop a think tank/research hub/archive to support grant development and funding, GIS (geographic information system) work, health initiatives, community-based research and needs assessments, and development of an oral history archive.</i>	Number of grant applications submitted; e.g., GO Virginia, Appalachian Regional Commission	To be established in Year 1	Annual: Increase number of grant applications	Same as above
<p>Goal 2 Radford University will facilitate and support establishment of the City of Radford and the New River Valley as focal points for business, social, tourism and cultural activities.</p>				
Goal and Strategy	Performance Indicator	Baseline	Target	Responsible Party
2.A.1. <i>Design the Student Venture Lab to integrate external stakeholders into the university's innovation ecosystem; to serve as a vehicle for student, faculty and stakeholder interaction; and to provide a vehicle for economic growth in the region.</i>	Number of new businesses created per year	To be established in Year 1	Annual: Increase number of new businesses	Director of the Student Venture Lab (if hired) or Director of the Center for Innovation and Analytics

ECONOMIC DEVELOPMENT AND COMMUNITY PARTNERSHIPS
Key Performance Indicators

Goal and Strategy	Performance Indicator	Baseline	Target	Responsible Party
<p>2.A.2. <i>Create, fund and design systems to operate the Highlander Venture Fund (HVF). The HVF will take on the identity of an “Angel Investor” in student ventures. The fund is envisioned to be managed by the Student Managed Investment Portfolio Organization (SMIPO), an award-winning student finance organization. The HVF will serve to provide critical start-up funds to vetted student initiatives while providing SMIPO members experience in making real-life investment decisions.</i></p>	<p>Private investment dollars raised and invested in student ventures per year</p>	<p>To be established in Year 1</p>	<p>Annual: Increase amount of dollars raised</p>	<p>Same as above</p>
<p>2.B.1. <i>Facilitate student involvement with Radford City tourism department by directly channeling students into areas of need for the design, promotion and implementation of special events in the community.</i></p>	<p>Number of students taking active roles with local and regional tourism projects</p>	<p>No baseline needed</p>	<p>Annual: 30</p>	<p>Department of Recreation, Parks and Tourism</p>

ECONOMIC DEVELOPMENT AND COMMUNITY PARTNERSHIPS
Key Performance Indicators

Goal and Strategy	Performance Indicator	Baseline	Target	Responsible Party
2.B.2. <i>Apply for grants through the Virginia Tourism Corporation to seek funding for tourism promotion to Radford and the New River Valley.</i>	Grant applications produced	No baseline needed	Annual: one grant application 2023: five grant applications	Same as above
2.B.3. <i>Create a Tourism and Special Events academic program for adult and professional learners.</i>	Creation of tourism and special events academic program for adult and professional learners	No baseline needed	Fall 2019 creation of program	Same as above

PHILANTHROPIC GIVING AND ALUMNI ENGAGEMENT
Key Performance Indicators

GOAL 1 Radford University will broaden engagement for all constituents.				
Goal and Strategy	Performance Indicator	Baseline	Target	Responsible Party
1.A. <i>Increase staffing to strengthen and/or grow regional chapters, signature events, collaborative partnerships and personal outreach; create new volunteer program opportunities; and enhance data collection from across all campus partners.</i>	Number of regional chapters and related activities	Establish 2017 Baseline Metric	Annual: Establish goals Comprehensive (2023); Establish goal	Vice President for University Advancement and Alumni Relations
1.A. <i>Increase staffing to strengthen and/or grow regional chapters, signature events, collaborative partnerships and personal outreach; create new volunteer program opportunities; and enhance data collection from across all campus partners.</i>	Number of signature events	Establish 2017 Baseline Metric	Annual: Establish goals Comprehensive (2023); Establish goal	Vice President for University Advancement

PHILANTHROPIC GIVING AND ALUMNI ENGAGEMENT
Key Performance Indicators

Goal and Strategy	Performance Indicator	Baseline	Target	Responsible Party
<p>1.A. <i>Increase staffing to strengthen and/or grow regional chapters, signature events, collaborative partnerships and personal outreach; create new volunteer program opportunities; and enhance data collection from across all campus partners.</i></p>	<p>Number of collaborative partnerships</p>	<p>Establish 2017 Baseline Metric</p>	<p>Annual: Establish goals Comprehensive (2023); Establish goal</p>	<p>Vice President for University Advancement</p>
<p>1.A. <i>Increase staffing to strengthen and/or grow regional chapters, signature events, collaborative partnerships and personal outreach; create new volunteer program opportunities; and enhance data collection from across all campus partners.</i></p>	<p>Increased level of personal outreach</p>	<p>Establish 2017 Baseline Metric</p>	<p>Annual: Establish goals Comprehensive (2023); Establish goal</p>	<p>Vice President for University Advancement</p>

PHILANTHROPIC GIVING AND ALUMNI ENGAGEMENT
Key Performance Indicators

Goal and Strategy	Performance Indicator	Baseline	Target	Responsible Party
<p>1.A. <i>Increase staffing to strengthen and/or grow regional chapters, signature events, collaborative partnerships and personal outreach; create new volunteer program opportunities; and enhance data collection from across all campus partners.</i></p>	<p>Number of new volunteer opportunities</p>	<p>Establish 2017 Baseline Metric</p>	<p>Annual: Establish goals Comprehensive (2023); Establish goal</p>	<p>Vice President for University Advancement and Alumni Relations</p>
<p>1.A. <i>Increase staffing to strengthen and/or grow regional chapters, signature events, collaborative partnerships and personal outreach; create new volunteer program opportunities; and enhance data collection from across all campus partners.</i></p>	<p>Evidence of enhanced data collection</p>	<p>2017 baseline metric to be established</p>	<p>Annual: Establish goals Comprehensive (2023); Establish goal</p>	<p>Vice President for University Advancement and Advancement Services</p>

PHILANTHROPIC GIVING AND ALUMNI ENGAGEMENT
Key Performance Indicators

Goal and Strategy	Performance Indicator	Baseline	Target	Responsible Party
1.B. <i>Develop parent and family outreach strategies to forge meaningful connections with the university community while providing opportunities to enhance the overall student experience.</i>	Number of parent and family outreach strategies	2017 baseline metric to be established	Annual: Establish goals Comprehensive (2023); Establish goal	Vice President for University Advancement and Alumni Relations and Annual Fund
1.C. <i>Educate, engage and excite students about the importance and impact of supporting the university while developing a culture of philanthropy.</i>	Number of student outreach strategies	2017 baseline metric to be established	Annual: Establish goals Comprehensive (2023); Establish goal	Vice President for University Advancement and Alumni Relations and Annual Fund
1.D <i>Raise awareness about the value and impact of alumni and donor engagement with faculty, staff, retirees and community to leverage expertise, provide a welcoming campus environment and showcase opportunities for support.</i>	Level of awareness among faculty, staff, retirees and community	2017 baseline metric to be established	Annual: Establish goals Comprehensive (2023); Establish goal	Vice President for University Advancement and Vice President for University Relations

PHILANTHROPIC GIVING AND ALUMNI ENGAGEMENT
Key Performance Indicators

GOAL 2 Radford University will increase giving and engagement.				
Goal and Strategy	Performance Indicator	Baseline	Target	Responsible Party
2.A. <i>Increase staffing in the advancement office in order to improve capacity to engage and raise funds.</i>	Number of donors and level of overall giving	2017 baseline metric to be established	Annual: Establish goals Comprehensive (2023); Establish goal	Vice President for University Advancement
2.B. <i>Increase participation in alumni giving through leadership giving, student philanthropy, young alumni giving and affinity-based giving.</i>	Percentage of alumni giving	2017 baseline metric to be established	Annual: Increase 1%	Vice President for University Advancement and Alumni Relations
2.C. <i>Raise at least \$15 million annually by 2023 through annual fund, major gifts, planned gifts and corporate/foundation gifts.</i>	Amount of overall giving	2017 baseline metric to be established	Annual: Increase \$15 million	Vice President for University Advancement

PHILANTHROPIC GIVING AND ALUMNI ENGAGEMENT
Key Performance Indicators

GOAL 3 Radford University will inform constituents about giving opportunities and highlight success and impact.				
Goal and Strategy	Performance Indicator	Baseline	Target	Responsible Party
3.A. <i>Develop and execute an education plan to inform constituents on the variety of ways to give and how giving and participation affect rankings, showcasing needs and impact and highlighting success stories.</i>	Activity and success of education plan	No baseline needed	Annual: Establish goals Comprehensive (2023); Establish goal	Vice President for University Advancement
3.B. <i>Plan and implement stewardship programs</i>	Activity and success of stewardship programs	No baseline needed	Annual: Establish goals Comprehensive (2023); Establish goal	Vice President for University Advancement
3.C. <i>Develop relevant materials and events.</i>	Distribution of relevant materials and participation in events	No baseline needed	Annual: Establish goals Comprehensive (2023); Establish goal	Vice President for University Advancement and Vice President for University Relations

STRATEGIC ENROLLMENT GROWTH
Key Performance Indicators

GOAL 1				
Radford University will support enrollment growth through the development and utilization of actionable data and predictive analytics.				
Goal and Strategy	Performance Indicator	Baseline	Target	Responsible Party
<p>1.A. <i>Create a cross-functional Enrollment Data Council (EDC) to prioritize data needs associated with improved recruitment and retention to be represented by Academic Affairs, Institutional Research, Information Technology, Enrollment Management, and Student Affairs. Personnel in the Division of Enrollment Management will assist the Council in the use of predictive analytics and other techniques to meet data needs.</i></p>	<p>Creation of a cross-functional Enrollment Data Council (EDC)</p>	<p>No current structure in place</p>	<p>Annual: Fall 2017 — Create (EDC); Create, actionable data through a variety of sources and use in recruitment and retention functions Annual: Assess predictive models for recruitment and retention Comprehensive (2023): Functioning predictive models for recruitment and retention</p>	<p>Vice President for Enrollment Management</p>

STRATEGIC ENROLLMENT GROWTH
Key Performance Indicators

GOAL 2

Radford University will grow in-state freshmen headcount enrollment by 3% annually through the 2023-2024 academic year.

Goal and Strategy	Performance Indicator	Baseline	Target	Responsible Party
<p>2.A. <i>Place greater emphasis on recruitment of students from Northern Virginia.</i></p> <p>2.B. <i>Increase the visibility of Radford University with in-state freshman students through an enhanced portfolio of traditional, digital, mobile, web, social media and virtual reality marketing tools and resources.</i></p>	<p>Headcount of in-state new freshman student enrollment</p>	<p>Fall 2016 in-state freshmen = 1,617</p> <p>Fall 2016 Northern Virginia = 508</p>	<p>Annual: 5% Fall 2017; 3% thereafter</p> <p>Comprehensive (2023): 2,027</p>	<p>Vice President for Enrollment Management</p>

STRATEGIC ENROLLMENT GROWTH
Key Performance Indicators

GOAL 3 Radford University will grow out-of-state freshmen headcount enrollment by 3% annually through the 2023-2024 academic year.				
Goal and Strategy	Performance Indicator	Baseline	Target	Responsible Party
<p>3.A. <i>Focus out-of-state recruitment efforts in Maryland, Washington D.C., West Virginia and North Carolina.</i></p> <p>3.B. <i>Increase the visibility of Radford University with out-of-state freshman students through an enhanced portfolio of traditional, digital, mobile, web, social media and virtual reality marketing tools and resources.</i></p>	Headcount of out-of-state new freshman student enrollment	Fall 2016 freshmen from MD, D.C., WV, NC = 59	Annual: 50% Fall 2017; 10% thereafter Comprehensive (2023): 157	Vice President for Enrollment Management

STRATEGIC ENROLLMENT GROWTH
Key Performance Indicators

GOAL 4				
Radford University will grow new transfer student headcount enrollment by 3% annually through the 2023-2024 academic year.				
Goal and Strategy	Performance Indicator	Baseline	Target	Responsible Party
<p>4.A. <i>Enhance recruitment efforts across the Virginia Community College System (VCCS).</i></p> <p>4.B. <i>Increase the visibility of Radford University with transfer students through an enhanced portfolio of traditional, digital, mobile, web, social media and virtual reality marketing tools and resources.</i></p>	Headcount of undergraduate transfer student enrollment	Fall 2016 new transfers from VCCS= 585	Annual: 3% Comprehensive (2023): 720	Vice President for Enrollment Management

STRATEGIC ENROLLMENT GROWTH
Key Performance Indicators

GOAL 5 Radford University will grow veteran and active military student enrollment by 10% annually through the 2023-2024 academic year.				
Goal and Strategy	Performance Indicator	Baseline	Target	Responsible Party
<p>5.A. <i>Partner with Academic Affairs, specifically the Military Resource Center, and Finance and Administration, specifically Institutional Research, to identify and implement activities to recruit veterans and active military students.</i></p> <p>5.B. <i>Increase the visibility of Radford University with veteran and active military students through an enhanced portfolio of traditional, digital, mobile, web, social media and virtual reality marketing tools and resources.</i></p>	Headcount of veteran and active military student enrollment	Fall 2016 Veteran enrollment = 71	Annual: Beginning Fall 2018 +10% Comprehensive (2023): 128	Vice President for Enrollment Management

STRATEGIC ENROLLMENT GROWTH
Key Performance Indicators

GOAL 6				
Radford University will grow international student headcount enrollment by 50 students annually through the 2023-2024 academic year.				
Goal and Strategy	Performance Indicator	Baseline	Target	Responsible Party
<p>6.A. <i>Establish dual/double degree programs with international universities.</i></p> <p>6.B. <i>Launch worldwide, commission-based network of agents.</i></p> <p>6.C. <i>Implement an English Language and Culture Program that will prepare students for RU degree programs.</i></p>	Headcount of international student enrollment	Fall 2016 international undergraduate enrollment = 78; no dual degree programs, no English Language and Culture Program established; no students recruited through agents	<p>Annual: 8 dual degree programs by 2018, 12 dual degree programs by 2023; 30 students enrolled in the English Language and Culture Program by 2018, 50 students annually by 2023; increase students recruited through agents to 200 per year</p> <p>Comprehensive (2023): Total enrollment 400</p>	Director of International Education

STRATEGIC ENROLLMENT GROWTH
Key Performance Indicators

GOAL 7 Radford University will grow graduate student headcount enrollment by 3% annually through the 2023-2024 academic year.				
Goal and Strategy	Performance Indicator	Baseline	Target	Responsible Party
<p>7.A. <i>Focus recruitment efforts on primary feeder institutions, including current Radford University undergraduates and other public and private colleges and universities in Virginia and surrounding states.</i></p> <p>7.B. <i>Increase the visibility of the Radford University College of Graduate Studies and Research with an enhanced portfolio of traditional, digital, mobile, web and social media marketing tools and resources.</i></p>	Headcount of graduate student enrollment	Fall 2016 graduate student enrollment = 948	Annual: Increase 3% Comprehensive (2023): 1,166	Dean of the College of Graduate Studies and Research, Academic Deans and Department Chairs

STRATEGIC ENROLLMENT GROWTH
Key Performance Indicators

<p>7.C. <i>Improve use of a customer relations management system and data analytics to help guide and inform the recruitment process.</i></p> <p>7.D. <i>Create and promote new academic program options such as 2 + 3, 4 + 1, graduate certificates, graduate degrees and competency-based education (CBE).</i></p> <p>7.E. <i>Use high-touch recruiting strategies that involve ongoing, face-to-face interactions with prospective students at all stages of the recruitment process, from early prospect through active enrollment.</i></p>				
---	--	--	--	--

STRATEGIC ENROLLMENT GROWTH
Key Performance Indicators

GOAL 8				
Radford University will increase the diversity and academic success of the undergraduate student population.				
Goal and Strategy	Performance Indicator	Baseline	Target	Responsible Party
8.A. <i>Align student recruitment, academic outreach and retention activities to enhance access, inclusiveness and student success.</i>	Headcount of underrepresented ethnic minorities and first generation students	Fall 2016 first generation = 716 new freshmen and 3,200 undergraduates Fall 2016 ethnic minorities = 586 new freshmen and 2,443 undergraduates	Annual: Improve 1-2% in 1 st -to 2 nd -year retention Comprehensive (2023): 85%	Vice President for Enrollment Management, Vice President for Student Affairs and Academic Deans

STUDENT SUCCESS
Key Performance Indicators

GOAL 1				
Radford University will assist students in becoming more independent, self-confident and effective learners who disseminate knowledge, innovate and solve problems creatively.				
Goal and Strategy	Performance Indicator	Baseline	Target	Responsible Party
<p>1.A. <i>Increase the number of students engaged with research, scholarship and creative activities within and beyond the classroom.</i></p> <p>1.A.1 <i>Embed research, scholarship and creative activities (e.g. Undergraduate Research and Scholarly Activities - URSCA) in the curriculum.</i></p> <p>1.A.2. <i>Increase co-curricular opportunities such that all students have the opportunity to participate in at least one research, scholarship or creative activity experience.</i></p> <p>1.A.3 <i>Institute a “Research Scholar” graduation distinction such that undergraduates who have been significantly active in research outside the classroom are recognized for their accomplishment.</i></p>	<p>Headcount of students graduating with the “Research Scholar” distinction</p> <p>Headcount of Student Undergraduate Research Forum (SURF) award recipients</p> <p>Headcount of students engaged in creative or research activities with a faculty member outside the classroom</p> <p>Number of courses embedded with Undergraduate Research and Scholarly Activities (URSCA)</p>	15 SURF awards annually	<p>Annual: Year 1: Design the criteria for the “Research Scholar” graduation distinction for each college Year 1: Grant more SURF awards Years 2-5: Implement the “Research Scholar” program</p> <p>Comprehensive (2023): Increased percentage of courses with embedded URSCA Increased number of SURF awards Increased percentage of students engaged in creative activities or research with a faculty member outside of the classroom 5% of graduating seniors from participating colleges earn the “Research Scholar” distinction</p>	Assistant Provost for Academic Programs and College Deans

STUDENT SUCCESS
Key Performance Indicators

Goal and Strategy	Performance Indicator	Baseline	Target	Responsible Party
<p>1.B. <i>Provide enhanced resources for student academic and emotional support, thereby recognizing the interdependence and importance of academic and emotional support services.</i></p>	<p>Completion of a student satisfaction survey</p>	<p>No baseline</p>	<p>Annual: Year 1: Complete a needs analysis for the Learning Assistance and Resource Center, Student Health Services, Student Counseling Services and the Center for Accessibility Services Years 2-5: Implement findings of needs analysis</p> <p>Comprehensive (2023): 85% student satisfaction on survey Decreased wait time Increased usage/availability</p>	<p>Vice President for Student Affairs and Provost and Vice President for Academic Affairs</p>
<p>1.C. <i>Examine the courses with high DFW (grade of D, failed or withdrawn) rates to determine the best strategy for improving course outcomes, achieving success and providing access to appropriate academic support.</i></p>	<p>Analysis of DFW (grade of D, failed or withdrawn) rates in targeted courses with high rates</p>	<p>No baseline</p>	<p>Annual: Year 1: Analyze courses with high DFW rates and tailor strategies for those course Year 2: Implement new protocols for those courses Years 3-5: Review implemented protocols</p> <p>Comprehensive (2023): 2% decrease in the DFW rate in the targeted courses</p>	<p>Provost and Vice President for Academic Affairs and Vice President for Student Affairs</p>

STUDENT SUCCESS
Key Performance Indicators

Goal and Strategy	Performance Indicator	Baseline	Target	Responsible Party
<p>1.D. <i>Engage with nationally recognized experts in diversity, access and equity literacy to create a diversity policy and a training center for faculty development.</i></p>	<p>Creation of a diversity policy and training center/platform for faculty development</p>	<p>No baseline</p>	<p>Annual: Year 1: Contract with nationally recognized diversity, access and equity literacy experts Years 2-5: Implement plan devised by experts</p> <p>Comprehensive (2023): Diversity policy instituted Training center/platform for faculty development created Faculty trained in diversity, access and equity literacy</p>	<p>Provost and Vice President for Academic Affairs</p>
<p>1.E. <i>Institute an expectation of continuing pedagogy education for all teaching faculty.</i></p>	<p>Analysis of teaching faculty continuing education in pedagogy and student evaluation scores</p>	<p>No baseline</p>	<p>Annual: Offer on-campus workshops by nationally recognized pedagogy experts for teaching faculty Invite one speaker to campus for all to attend (by university) Invite one speaker to campus for all to attend (by each college) Offer an optional peer teaching evaluation program</p> <p>Comprehensive (2023): Increased Student evaluation scores</p>	<p>Provost and Vice President for Academic Affairs</p>

STUDENT SUCCESS
Key Performance Indicators

GOAL 2				
Radford University will increase student engagement in both the social and academic arenas to enrich the Radford experience and increase student retention and success.				
Goal and Strategy	Performance Indicator	Baseline	Target	Responsible Party
2.A. <i>Promote cultural programming (arts, international, diversity, etc.) that encourages students, faculty and staff to actively engage with and understand different cultural viewpoints.</i>	Headcount of students engaged in cultural experiences on campus	No data available	Annual: Year 1: Define cultural programming and establish benchmarks Each Year: 2% increase of students engaged in cultural experiences on campus Comprehensive (2023): 10% higher student engagement in cultural experiences than the benchmarks established in Year 1.	Vice President for Student Affairs, Provost and Vice President for Academic Affairs, Dean of the College of Visual and Performing Arts and Director of International Education Center
2.B. <i>In order to facilitate communication about campus events, all relevant social media sites will be updated with information about campus events and programming (see ACCESS Radford goal in Economic Development and Community Partnerships).</i>	Consistent updating of social media sites with campus events	Establish social media sites and current frequency of updates	Annual: 10% increase in posting of campus events	ACCESS Radford and Director of Student Activities

STUDENT SUCCESS
Key Performance Indicators

Goal and Strategy	Performance Indicator	Baseline	Target	Responsible Party
2.C. <i>Recognizing that faculty play an important role in student engagement with campus life, faculty will be strongly encouraged to integrate campus events as part of their course curriculum expectations.</i>	Frequency of faculty inclusion of campus events in the curriculum	Survey faculty in spring of 2018	Increase attendance at events by 5% per year.	Council of Chairs and Student Affairs
2.D. <i>Encourage communication and regular dialogue among residential life, academic affairs and student affairs to enhance student retention.</i>	Frequency of meetings to discuss intentional programming within residence halls	No baseline needed	Four meetings annually	Residential Life, Provost, Associate Provosts, Student Affairs
GOAL 3 Radford University will intentionally lead students from their transition into Radford University through graduation toward their unique path in life.				
Goal and Strategy	Performance Indicator	Baseline	Target	Responsible Party
3.A. <i>Create a consistent university-wide academic advising protocol and assessment plan for faculty and professional advisers with oversight from an assistant provost in collaboration with the Academic Affairs Leadership Team.</i>	Creation of a consistent, university-wide academic advising protocol and assessment plan for faculty and professional advisers	No baseline	Annual: Year 1: Evaluate current advising processes and develop university-wide academic advising protocol and assessment plan Years 2-5: Allocate funding to the advising entities based on need as identified by the protocol Years 2-5: Deploy new advising protocol and assessment plan Comprehensive (2023): 90% of students satisfied or extremely satisfied with academic advising in academic advising surveys	Academic Advising Committee

STUDENT SUCCESS
Key Performance Indicators

Goal and Strategy	Performance Indicator	Baseline	Target	Responsible Party
<p>3.B. <i>Support the Center for Career and Talent Development, an innovative physical space that will help create our brand identity and outreach plan that inspires collaboration among career coaches, faculty, employers and alumni to empower student career and talent development and life skills.</i></p> <p>3.C. <i>Develop the “Discover, Experience and Thrive” customized career development plan.</i></p>	<p>Creation of the “Discover, Experience and Thrive” customized career development plan</p>	<p>75% = Students who have a job, post-graduate education, military service or volunteer service within six months of graduation</p> <p>69% = Employed graduates who are in a position related to their career goal</p> <p>74% = Graduates who participated in experiential learning</p> <p>Establish baseline for internships</p>	<p>Annual: Year 2: Start to use customized career development plan 5% increase of students participating in internships</p> <p>Comprehensive (2023): 5% increase in students who have jobs within six months of graduation 5% increase in students engaging with career development</p>	<p>Executive Director of Center for Career and Talent Development</p>
<p>3.D. <i>Actively cultivate employer relationships across multiple industries.</i></p>	<p>Headcount of employers recruiting RU students</p>	<p>Year 1: Establish baseline of number of employers on Handshake and at RU career fairs and number of RU students who use Handshake and attend career fairs</p>	<p>Comprehensive (2023): 20% increase in employers recruiting RU students</p>	<p>Executive Director of Center for Career and Talent Development</p>

STUDENT SUCCESS
Key Performance Indicators

Goal and Strategy	Performance Indicator	Baseline	Target	Responsible Party
3.E. <i>Expand current workshops offered by the Center for Career and Talent Development to include financial literacy.</i>	Development and offerings of financial literacy workshops	No baseline	Annual: Increase financial competence of respondents in post-workshop surveys	Executive Director of Center for Career and Talent Development

RADFORD UNIVERSITY BOARD OF VISITORS
September 15, 2017

Action Item

Authorization to Adjust State Approved Base Salary Compensation

Item:

Adoption of a resolution adjusting the compensation of the President, Provost and Vice Presidents effective July 10, 2017, to reflect the state authorized base salary increase.

Background:

The 2017 Acts of Assembly, Chapter 836, Item 475 authorizes state mandated base salary increases for eligible employees as defined in this item. A base salary compensation change for the President of Radford University requires the approval of the Board of Visitors. Additionally, at the December 4, 2006 meeting of the Radford University Board of Visitors, the President was delegated the authority to implement any state decreed increases for all university employees of a rank below that of Vice President or Provost, but not the Provost or Vice Presidents. The requested resolution is necessary to document approval of the state authorized salary increases for the President, Provost and Vice Presidents.

Action:

Radford University Board of Visitors adoption of a resolution authorizing adjustments of state authorized base salary increases as defined in the 2017 Acts of Assembly, Chapter 836, Item 475.

Radford University Board of Visitors
RESOLUTION
Authorization to Adjust State Approved Base Salary Compensation
September 15, 2017

WHEREAS, base salary compensation changes for the President, Provost and Vice Presidents of Radford University requires the approval, by resolution, of the Board of Visitors; and

WHEREAS, effective July 10, 2017, the 2017 Acts of Assembly, Chapter 836, Item 475.Z.1 authorizes a two percent base salary increase for eligible employees as defined in this item; and

WHEREAS, effective July 10, 2017, the 2017 Acts of Assembly, Chapter 836, Item 475.Z.4 authorizes an additional one percent base salary increase for eligible employees as defined in this item;

NOW THEREFORE BE IT RESOLVED, effective July 10, 2017, that the Board of Visitors of Radford University hereby approves a base salary for President Brian O. Hemphill consisting of two percent of his total state salary; and

BE IT FURTHER RESOLVED, effective July 10, 2017, that the Board of Visitors of Radford University hereby approves a base salary for the Provost and Vice Presidents meeting the eligibility requirements as outlined in the 2017 Acts of Assembly Chapter 836, Item 475 consisting of three percent of their total current base salary.



**RESOLUTION RECOGNIZING
MRS. MARY ANN JENNINGS HOVIS**

WHEREAS, Mrs. Mary Ann Jennings Hovis graduated from Radford College (now Radford University) in 1965 earning a Bachelor of Science degree in Social Science; and

WHEREAS, Mrs. Mary Ann Jennings Hovis was recognized by multiple Commonwealth of Virginia Governors, as a technology industry leader, proud citizen, steadfast supporter, alumna, ambassador and member of the Radford University family; and

WHEREAS, Mrs. Mary Ann Jennings Hovis was therefore appointed and served on the Board of Visitors from 2002 through 2010, including terms as Rector of the Board of Visitors in 2004 to 2005 and 2005 to 2006, serving again from 2015 through 2017; and

WHEREAS, Mrs. Mary Ann Jennings Hovis touched every aspect of Radford University through her service on the Board of Visitors, Radford University Foundation Board of Directors, Radford University National Alumni Association, Capital Campaign Tri-Chair, advocate and supporter of athletics and the arts, and a mentor to individual students; and

WHEREAS, Mrs. Mary Ann Jennings Hovis served her alma mater with much distinction and great pride, as a shining example of an alumna who gave of her time, talent and treasure in selfless measure, always sharing the Radford story wherever she went and was the sixth recipient of Radford University’s Lifetime Achievement Award; and

WHEREAS, Mrs. Mary Ann Jennings Hovis was a champion for Highlander students, tirelessly working toward the betterment of the Radford experience, personally investing in student support, engaging with students both on and off campus, attending and supporting activities, and hosting events in her home; and

WHEREAS, Mrs. Mary Ann Jennings Hovis was the heart of the Board of Visitors during her tenure, bringing positive change to the University on behalf of students, faculty and staff; and

WHEREAS, both Mrs. Mary Ann Jennings Hovis and her loving spouse, Mr. Robert Hovis, as partners, spent countless hours in support of Radford University, especially Advocacy Day in Richmond, her favorite opportunity to share the Radford story, and also accompanying busloads of students from Northern Virginia to visit Radford University; and

WHEREAS, Mrs. Mary Ann Jennings Hovis encapsulated the true spirit of a Highlander, the qualities of leadership, integrity, honesty, compassion, strength and optimism; and

WHEREAS, the Radford University Board of Visitors will deeply miss her joy, laughter and presence.

NOW, THEREFORE, BE IT RESOLVED, that the members of the Radford University Board of Visitors hereby posthumously recognize and salute Mrs. Mary Ann Jennings Hovis as a person to emulate, and extend to her loving spouse, Robert, our sincere gratitude for the time and energy both he and Mary Ann spent on behalf of Radford University, given this day of September 15, 2017, and subsequently presented to Mr. Robert Hovis and made a permanent part of the Radford University history and furthermore that this resolution be preserved in perpetuity in the permanent business records of the Board of Visitors.

Mark S. Lawrence
Rector

Brian O. Hemphill, Ph.D.
President

THIS PAGE INTENTIONALLY LEFT BLANK

End of Materials

RADFORD UNIVERSITY

BOARD MINI-RETREAT
8:00 A.M.*
MAY 4, 2017
MARTIN HALL, THIRD FLOOR, BOARD ROOM
RADFORD, VIRGINIA

MINUTES

DRAFT

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

Board of Visitors Members Absent

Mr. Steve A. Robinson

Board of Visitors Members Not Participating

Mr. Kevon DuPree, Student Representative (non-voting advisory member)
Dr. Carter Turner, Faculty Representative (non-voting advisory member)

Others Present

President Brian O. Hemphill, Ph.D.
Mr. Richard Alvarez, Vice President for Finance and Administration and Chief Financial Officer
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
Dr. Joseph Scartelli, Interim Provost and Vice President for Academic Affairs
Ms. Katherine “Kitty” McCarthy, Vice President for Enrollment Management
Ms. Ashley Schumaker, Chief of Staff, Office of the President
Ms. Mary Weeks, Secretary to the Board of Visitors/Senior Assistant to the President
Mr. Allen Wilson, Senior Assistant Attorney General, Commonwealth of Virginia

Dr. Matt Dunleavy, Executive Director for the Innovation Learning Lab
Dr. Orion Rogers, Dean, Artis College of Science and Technology
Dr. Ken Cox, Dean, Waldron College of Health and Human Services
Mr. Chad Reed, Associate Vice President, Budget and Financial Planning
Radford University Faculty and Staff

CALL TO ORDER

Dr. Susan Whealler Johnston called the meeting to order on behalf of Rector Wade at 8:05 a.m. in the Board Room, Martin Hall, Radford University, Radford, Virginia. President Hemphill made brief introductory remarks about the topics of presentations and discussions the Board of Visitors members would engage in. The topics are issues and ideas resulting from current work of the Radford University's Strategic Plan Committees.

COMPETENCY-BASED EDUCATION

Dr. Matt Dunleavy, Executive Director of the Innovation Learning Lab, provided an overview of the emerging field of Competency-Based Education (*Attachment A*) and is made a part hereof. He provided challenges and opportunities of the initiative and a pilot testing with a small group using this new model will be launched soon. Discussion on the topic ensued. Rector Wade thanked Dr. Dunleavy for the information and presentation.

SIGNATURE ACADEMIC PROGRAMS

Dr. Ken Cox, Dean of the Waldron College of Health and Human Services, and Dr. Orion Rogers, Dean of the Artis College of Science and Technology, provided an overview of a collaborative project between the two colleges that addresses a critical need in the health care industry, Healthcare Informatics (*Attachment B*) and is made a part hereof. The collaboration would provide needed skill sets to both nursing and technology students. Discussion on the topic ensued. Rector Wade thanked Drs. Cox and Rogers for the information and presentation.

STRATEGIC ENROLLMENT GROWTH

Ms. Kitty McCarthy, Vice President for Enrollment Management, provided an overview of strategic targeted markets and goals for enrollment growth at Radford University (*Attachment C*) and is made a part hereof. Discussion on the topic ensued. Rector Wade thanked Ms. McCarthy for the information and presentation.

CONCLUSION

Rector Wade and President Hemphill, President, provided closing remarks and noted that the time was well spent in providing Board members needed information in advance of receiving the draft Radford University Strategic Plan, which will be previewed in October.

ADJOURNMENT

With no further discussion, motion to adjourn was made by Dr. Javaid Siddiqi, Vice Rector, seconded by Mr. Randolph "Randy" J. Marcus. Motion passed unanimously and the meeting adjourned at 11:10 a.m.

Respectfully Submitted,

Ms. Mary Weeks, Secretary to the Board of Visitors/Senior Assistant to the President

Competency-Based Education

The logo for Radford University, featuring the text "RADFORD UNIVERSITY" in white, uppercase, sans-serif font, centered within a red rounded rectangle.

**RADFORD
UNIVERSITY**

Objectives

- Objective 1: Provide an overview of the emerging field of CBE.
- Objective 2: Identify programs well positioned for a CBE pilot.
- Objective 3: Outline an implementation plan with key recommendations.

Overview

- What is Competency-Based Education(CBE)?
- What are the CBE opportunities and challenges?
- Case Study: SNHU College for America (CfA)
- Pilot Implementation Plan

What is Competency-Based Education?



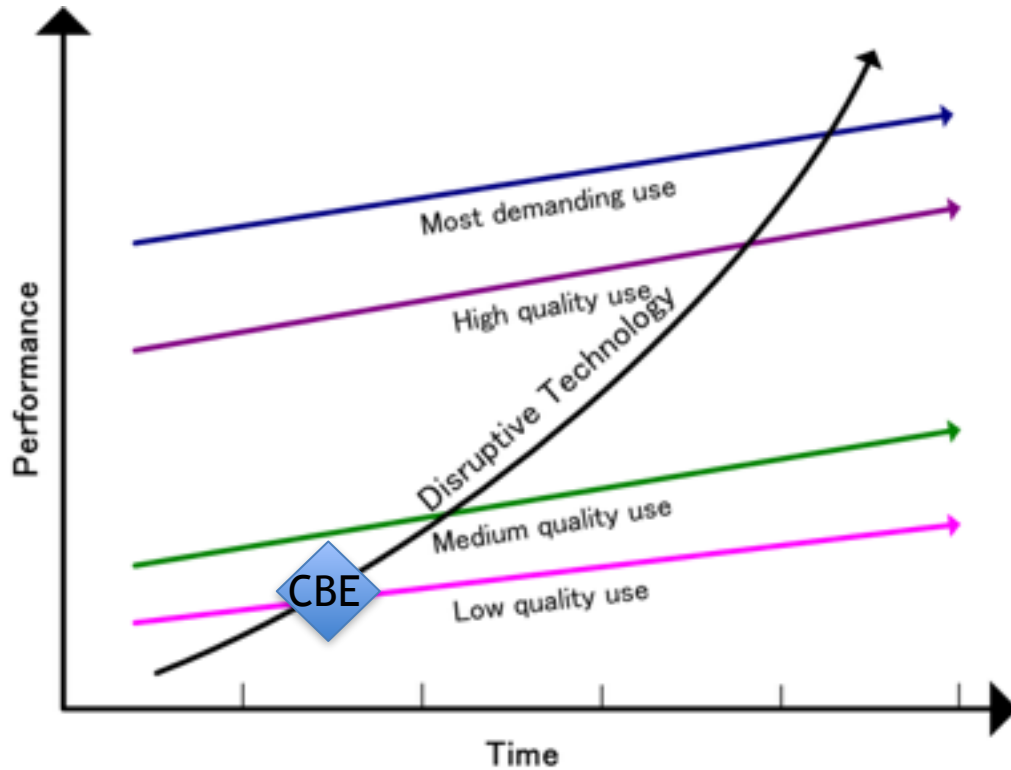
http://www.wgu.edu/why_WGU/competency_based_approach

What is Competency-Based Education?

- Decouples learning from time-based models enabling self-paced learning.
- Three interdependent outcomes accompany this shift away from time as a learning metric:
 1. Increase in education access due to greater flexibility for working adults
 2. Decrease in time to degree
 3. Decrease in cost for non-traditional adult learner
- Considered a “disruptive innovation” by leading experts (Christensen, 2013).

Christensen, Clayton. The innovator's dilemma: when new technologies cause great firms to fail. Harvard Business Review Press, 2013.

Why is CBE “disruptive”?

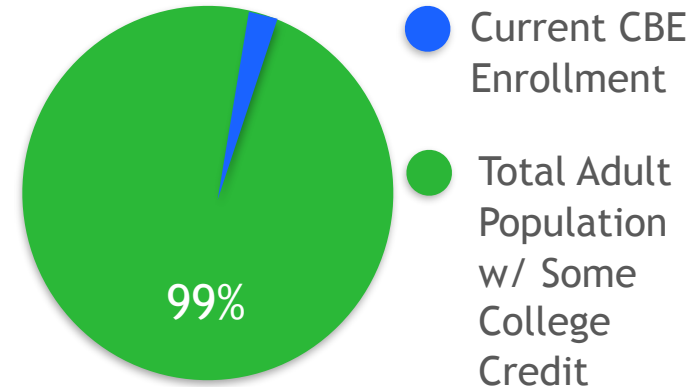


1. Delivers low cost, low quality (initially) product (e.g., MOOC).
2. Dramatically increases access for previously underserved population (working adults).
3. Exploits untapped market with target product (career skills CBE).
4. Over time, the quality improves while keeping costs low.

Weise, Michelle R., and Clayton M. Christensen. "Hire Education: Mastery, Modularization, and the Workforce Revolution." Clayton Christensen Institute for Disruptive Innovation (2014).

CBE Opportunities: Untapped markets

- Dramatic expansion of potential market and corresponding revenue
 - Potential “non-traditional” market is 28-40 million working adults.
 - Current CBE enrollment is approximately 300,000.
 - Market is largely (99%) untapped.
- Demand for skilled employees in certain areas (e.g., Cyber Security and Geospatial Intelligence) is very high and forecast to remain high. “I need skilled workers to fill these jobs. Plain and simple...” (Gov. McAuliffe).
- RU is very well positioned to capitalize on these market conditions.



http://rpkgroup.com/wp-content/uploads/2016/10/rpkgroup_cbe_business_model_report_20161018.pdf
<https://www.learninghouse.com/files/documents/resources/Online%20College%20Students%202012.pdf>

CBE Opportunities: Learning Sciences

- Learning sciences provide opportunities to gain competitive advantage.
- RU could become a national leader in highly innovative and emergent fields of study (e.g., CBE instructional design, learning analytics, story-based learning environments, gamification, and virtual reality).



Learning Analytics



Learning Sciences



Personalized Learning

Image Source: <https://www.khanacademy.org/>

CBE Challenges: Innovation and Inertia

- CBE is a disruptive innovation and challenging to scale.
- “Academic Inertia” works against innovation:

“Overwrought with constraints, most colleges and universities are structurally incapable of facilitating innovations that deviate from the way they currently deliver education...The result is a normalization of what we call *embedded inefficiencies*” (p. 15).



Weise, Michelle R., and Clayton M. Christensen. "Hire Education: Mastery, Modularization, and the Workforce Revolution." Clayton Christensen Institute for Disruptive Innovation (2014).

CBE Challenges: Regulatory Environment

The regulatory environment has several interdependent levels:

- Federal financial aid
- Federal and state laws of employment
- State government agencies (e.g., SCHEV)
- Regional accreditation (e.g., SACSCOC),
- Regional boards/departments (e.g., VA DOE)
- Industry Standards



Strategic decisions are needed to identify the specific programs and market opportunities that could scale using a CBE approach.

Image Source: <http://www.sacscoc.org/>

CBE Challenges: Cost

The costs include initial startup investments as well as ongoing costs such as faculty compensation.

Break-even and profitable stages of *large scale CBE* require significant up-front investment (e.g., development, marketing, recruiting, etc.) and the successful scaling of the programs (i.e., high volume of students).



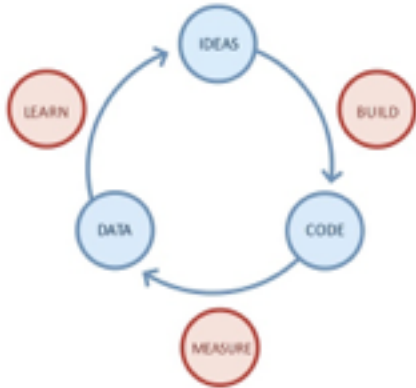
Image Source: Shutterstock

CBE Challenges: Cost (Not necessarily...)

Significant startup costs saving could be realized by:

- Adopting the plans of successful programs (e.g., SNHU CfA)
- Using a lean startup approach (e.g., minimum viable product of 1-2 programs initially) rather than a large-scale launch approach.

Minimize *TOTAL* time through the loop



Use data-driven (e.g., Design Based Research) approach to iterate towards scale.

The “invest little, learn a lot” model is cost-effective and informative.

Ries, Eric. The lean startup: How today's entrepreneurs use continuous innovation to create radically successful businesses. Crown Business, 2011.

Case Study in Success: SNHU College for America

SNHU (Non-profit, Private) Overview:

Residential on-campus enrollment: 3,000

Online enrollment: 60,000

CfA enrollment: 5,000

CfA Employer Partners: 120

CfA Student Cost: \$3,000 annual subscription fee



Image Source: <http://collegeforamerica.org/>

Case Study in Success: SNHU College for America

Hansen, Sarah E. W. (2017) *Developing a disruptive innovation in U.S. higher education: A case study of competency-based education at college for america*. Doctoral Dissertation, University of Pittsburgh.

- Planning
- Development
- Delivery

Case Study in Success: SNHU College for America

Planning:

- Reassigned a small (4) internal team with online and innovation experience.
- Grounded all work in Dr. Clay Christensen's work on disruptive innovation.
- Created "The Innovation Lab" (TIL) as an autonomous development unit which was physically and programmatically separate from the other units.
- Empowered TIL to operate as an entrepreneurial start up (e.g., few restrictions).
- Identified target audience (customers & market) (i.e., working adults in key sectors).
- Developed formal processes for "informing, persuading and training staff" to decrease perception of a threat to existing "culture, values, roles, and resources."
Emphasize side-by-side success, not either/or.

Hansen, Sarah E. W. (2017) Developing a disruptive innovation in U.S. higher education: A case study of competency-based education at college for america. Doctoral Dissertation, University of Pittsburgh.

Case Study in Success: SNHU College for America

Development:

- Partnered with educational and industry partners to identify and co-develop competencies, recruit students, assess projects and manage learning.
- Established business model (Business-to-Business), business plan, and growth plan (5 years: 5,000 students). The B2B strategy reduces marketing costs and scales more effectively than a direct B2C (Business-to-Customer) marketing approach.
- Developed learning management system (LMS) using agile methodology.
- Developed a “Knowledge Map” of competencies with accompanying assessments. These initial market competencies were informed by national frameworks.
- Worked through the regulatory process early (U.S. Department of Education, accreditation).

Hansen, Sarah E. W. (2017) Developing a disruptive innovation in U.S. higher education: A case study of competency-based education at college for america. Doctoral Dissertation, University of Pittsburgh.

Case Study in Success: SNHU College for America

Delivery:

- Launched small pilot with 30-50 students and 15 partners in 2013.
- Hyper-focused on customer acquisition, service and retention.
- Scaled team to meet requirements as enrollment grew addressing required business functions as criteria for hire.
- Established internal processes of program evaluation and continuous improvement (e.g., performance metrics and tracking system)

Hansen, Sarah E. W. (2017) Developing a disruptive innovation in U.S. higher education: A case study of competency-based education at college for america. Doctoral Dissertation, University of Pittsburgh.

Proposed Pilot: Implementation Outline

Fall 2017: 1st Iteration Pilot

College of Science and Technology (CSAT)

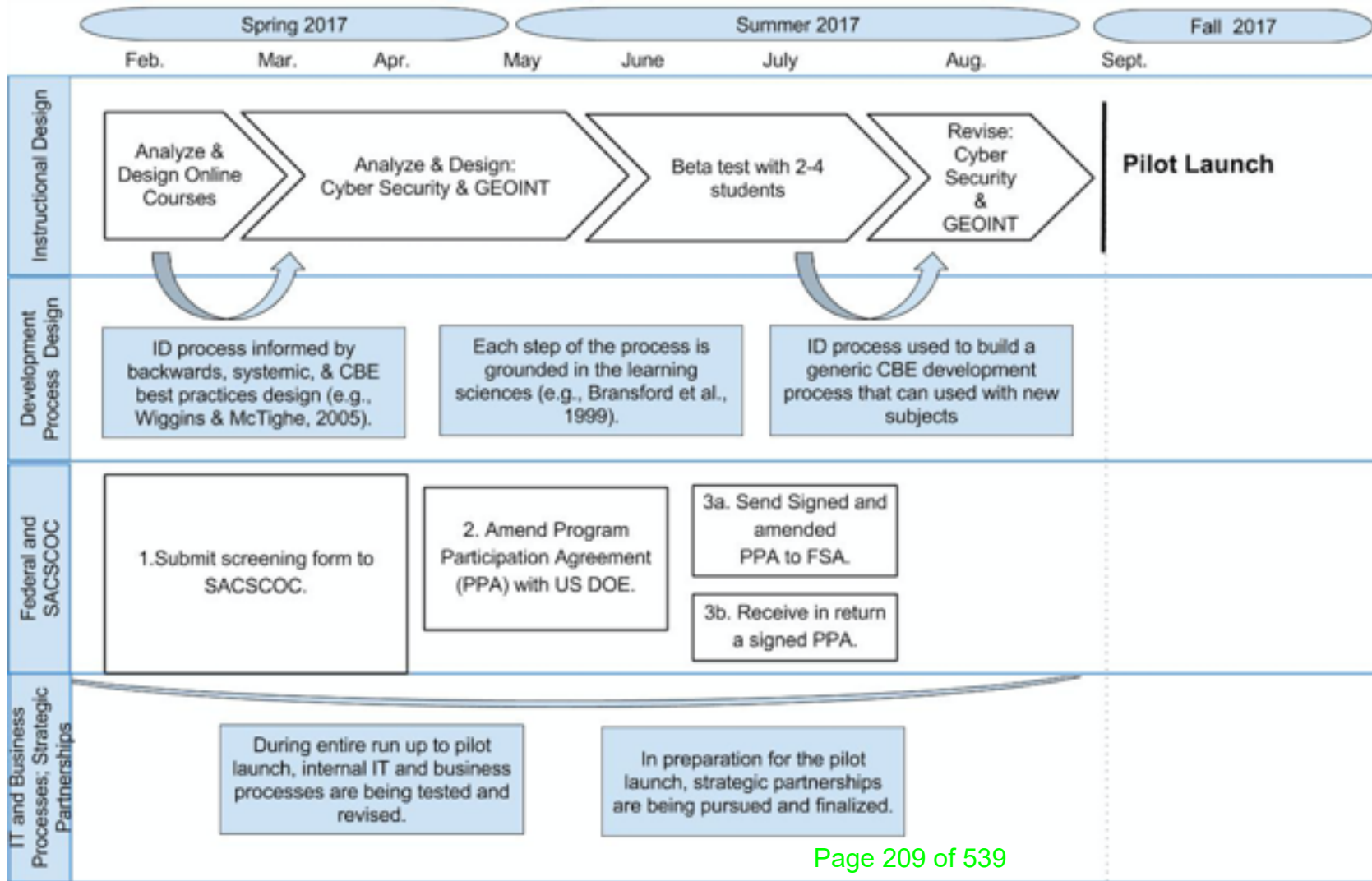
- Cyber Science and Cyber Security (Certificate leading to a B.S.)
- Geospatial Intelligence (GEOINT) (Certificate leading to a B.S.)

Fall 2018: 2nd Iteration of CBE Programs

College of Education and Human Development (CEHD)

- Special Education Paraprofessional to Special Education Licensure (Certificate)
- Health Promotion, Disease Prevention (Certificate, BS, MS)
- Counselor Education: Certified Substance Abuse Counseling: Opiates (Certificate)

- Several other programs are well-positioned in CHBS, COBE, CVPA, and Waldron.
- “Invest a little, learn a lot” still requires an initial investment to staff the team.
- The priority for this team will be strategic partnerships, ID, and compliance.



Proposed Pilot: Cost

Estimated cost to test a pilot is approximately \$250,000.

This cost would include staffing for the initial instructional design and industry partnerships requirements.

Proposed Pilot: Enrollment & Revenue (Slow*)

Year	Enrollment	Revenue	Cost	Surplus(Deficit)
1	30	\$180,000	\$255,023	(\$75,023)
2	60	\$360,000	\$255,023	\$104,977
3	90	\$540,000	\$500,000	\$40,000
4	120	\$720,000	\$500,000	\$220,000
5	150	\$900,000	\$650,000	\$250,000

*15 students per program paying \$6K per year; adding 2 programs per year.

Proposed Pilot: Enrollment & Revenue (Faster*)

Year	Enrollment	Revenue	Cost	Surplus(Deficit)
1	60	\$360,000	\$255,023	\$104,977
2	120	\$720,000	\$500,000	\$220,000
3	240	\$1,440,000	\$750,000	\$690,000
4	480	\$2,880,000	\$1,000,000	\$1,880,000
5	960	\$5,760,000	\$1,250,000	\$4,510,000

*Doubling the amount of students paying \$6K per year while adding \$250K in costs each year.

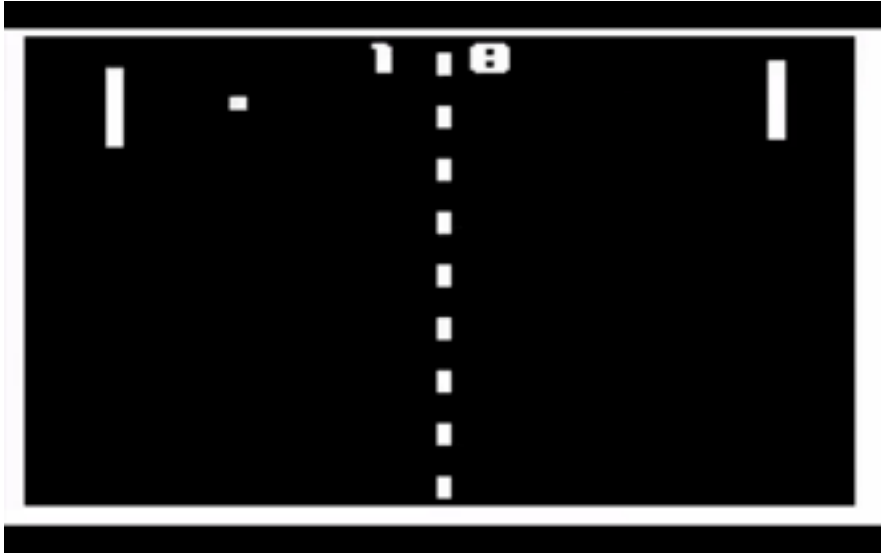
Objectives

- Objective 1: Provide an overview of the emerging field of CBE.
- Objective 2: Identify programs well positioned for a CBE pilot.
- Objective 3: Outline an implementation plan with key recommendations.

Overview

- What is Competency-Based Education(CBE)?
- What are the CBE opportunities and challenges?
- Case Study: SNHU College for America (CfA)
- Pilot Implementation Plan

Perspective and Vision



Atari's Pong: 1972



Call of Duty: 2017

Perspective and Vision

RLJ My Home > EDEF-607 Summer II ...

RADFORD UNIVERSITY

Content | Dropbox | Discussions | Classlist | Groups | Quizzes | Grades | More Tools ▾ | Resources ▾ | Edit Course

Search Topics

Overview

Bookmarks

Course Schedule

Table of Contents 56

Syllabus 1

EDEF 607 Foundation of Education Summer 2016 54

Week 1: Introduction and Overview of Foundations of Education

Starts Jun 25, 2016 10:00 AM Ends Jul 31, 2016 11:59 PM

Add a description...

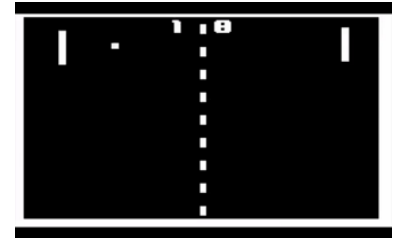
New ▾ Add Existing Activities ▾ Bulk Edit

Start here: Welcome to our class! (video 1) ▾

Starts Jun 25, 2016 9:00 AM Ends Jul 3, 2016 11:59 PM

Click in the link above to watch a video welcoming you to our class!

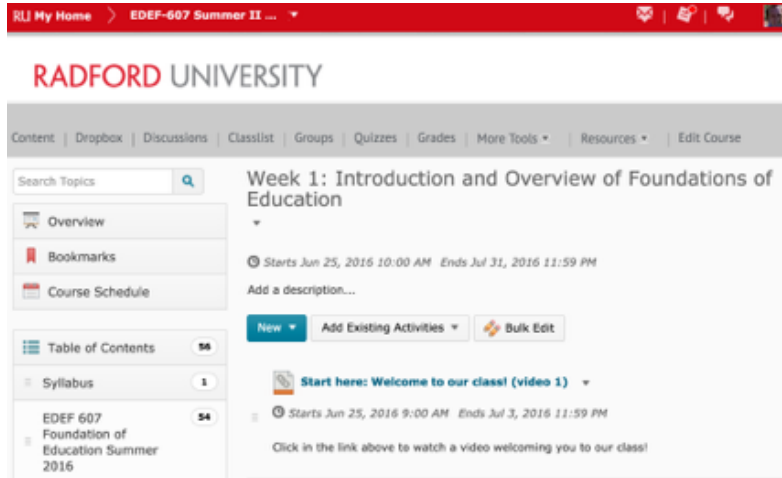
This is Pong.



D2L LMS Interface

Image Source: <http://blog.originlearning.com/virtual-reality-learning-viral/>

Perspective and Vision



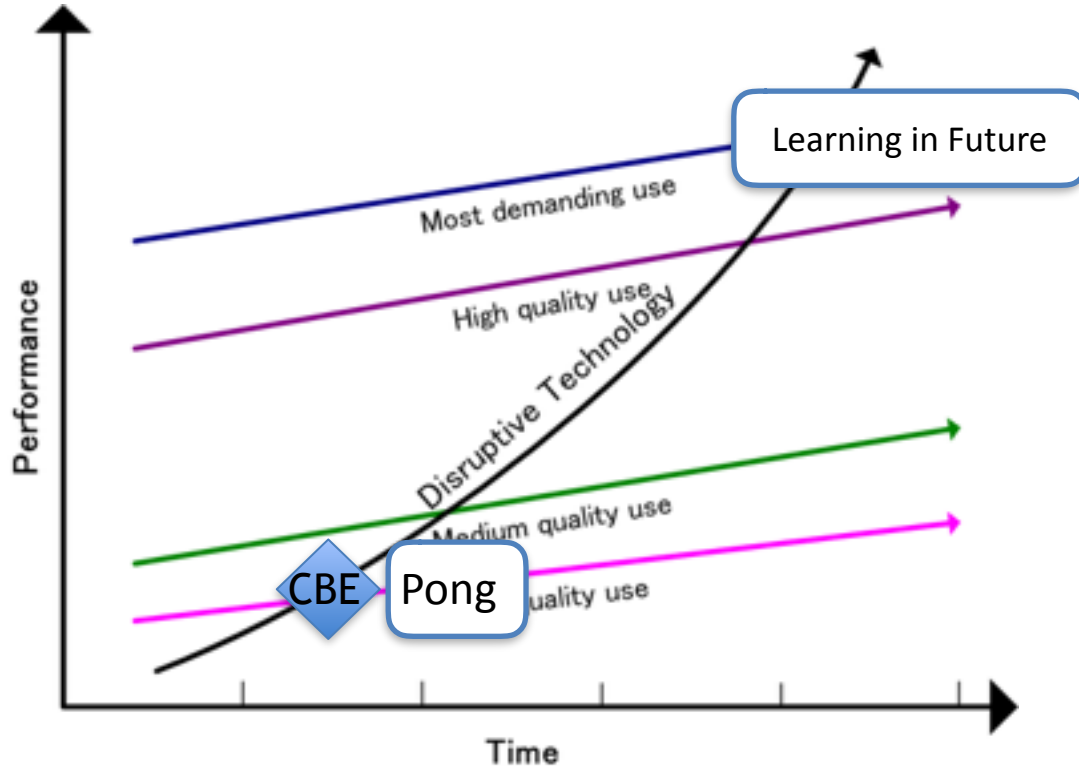
D2L LMS Interface
(Pong)



This is the LMS of the near future.

Image Source: Shutterstock

RU has a “Disruptive” Opportunity to Lead



We have opportunity to become national leaders in CBE instructional design, learning analytics, story-based learning environments, gamification, and virtual reality.

Weise, Michelle R., and Clayton M. Christensen. "Hire Education: Mastery, Modularization, and the Workforce Revolution." Clayton Christensen Institute for Disruptive Innovation (2014).

Perspective and Vision



Testing FreshAiR on RU Campus: 2009



Harvard licensing FreshAiR: 2011

Photo Credit: Harvard University

Questions & Discussion

Attachment B

Board of Visitors Mini-Retreat

RADFORD
UNIVERSITY

Signature Academic Programs

Criteria for Signature Academic Programs include the following:

1. Is the program something we already do well?
2. Is there a demonstrated economic need for the program?
3. Will the Commonwealth be willing to invest in the program?

The Department of Information Technology in the Artis College of Science and Technology has demonstrated expertise in the current big three areas of information technology and can contribute to signature academic programs.

- Big data - M.S. in Data and Information Management - students enrolled
- Cybersecurity - B.S. in Computer and Cyber Science - proposal at SCHEV
- Healthcare informatics - collaboration with the WCHHS is in progress

Signature Academic Programs

Criteria for Signature Academic Programs include the following:

1. Is the program something we already do well?

The Computer Science concentration within the Computer Science degree program was recently reaccredited by ABET until 2022 with the summary evaluation of “no deficiencies, weaknesses, or concerns were found.”

On June 8, 2016, Radford University was designated a National Center of Academic Excellence in Cyber Defense Education (CAE-CDE) by the National Security Agency (NSA) and the U.S. Department of Homeland Security (DHS) through 2021.

Signature Academic Programs



Signature Academic Programs

2. Is there a demonstrated economic need for the program?

The National Initiative for Cybersecurity Education (NICE) group concluded that *“cybersecurity jobs are in high and growing demand and that a critical shortage of qualified workers exists across the nation.”*

“A recent report by the Business Higher Education Forum indicates that Virginia has the second highest concentration of cyber job postings behind California. Within the DC, Maryland, Virginia region, there were over 33,000 cyber security openings - over 17,000 in Virginia alone.”

<https://cyberva.virginia.gov/>

Signature Academic Programs

3. Will the Commonwealth be willing to invest in the program?

“Cyber Security is one of Governor McAuliffe’s top priorities and a key component of the New Virginia Economy. In order for Virginia to continue leading in this rapidly evolving space, we need to develop a sustainable talent pipeline capable of providing skilled, industry ready workers to meet this increasing demand.”

“Through the work of the Virginia Cyber Commission, a holistic, education-centric approach to advancing cyber in the Commonwealth has been developed and included in the Governor's introduced budget.”

<https://cyberva.virginia.gov/>

Signature Academic Programs

Criteria for Signature Academic Programs include the following:

1. Is the program something we already do well?
2. Is there a demonstrated economic need for the program?
3. Will the Commonwealth be willing to invest in the program?

The Waldron College of Health and Human Services consists of five units and eleven programs that can contribute to signature academic programs.

The five units include the School of Nursing (SON), Department of Communication Sciences and Disorders (COSD), School of Social Work (SOWK), Department of Occupational Therapy (OT) and the Department of Physical Therapy (PT).

Signature Academic Programs

Criteria for Signature Academic Programs include the following:

1. Is the program something we already do well?
 - The School of Nursing: BSN program has existed for almost 50 years, and the graduate program has existed almost 30 years. NCLEX first time pass rates greater than the State and National Average for the past 5 years for the UG RN Program (96.6% this year); NP pass rate 100% since program began in the mid 1990's. Recently ranked 4th out of 49 nursing program in VA.
 - CCNE Accreditation, State Board of Nursing referred to RU Nursing as “the GOLD STANDARD for nursing education in Virginia.”

Signature Academic Programs

Criteria for Signature Academic Programs include the following:

1. Is the program something we already do well?

- The COSD undergraduate program has existed for 45 years, and the graduate program has existed for 40 years. Praxis pass rate is 100%, which far exceeds the national average. ASHA CAA Accreditation.
- The Social Work undergraduate program has existed for 40 years, and the graduate program has existed for 25 years. CSWE Accreditation.
- The Occupational Therapy program has existed for eight years. 100% Pass rates on the national certification exam. OTD is being developed. ACOTE Accreditation.
- Doctorate of Physical Therapy program has existed for 5 years. 100% ultimate pass rate on national exam. CAPTE Accreditation

Signature Academic Programs

2. Is there a demonstrated economic need for the program?

- An unmet need exists for nurses at the undergraduate and advanced practice levels. 9,252 RN listings, (260 at Carilion), 1,193 NP's in VA.
- Speech-Language Pathology and Audiology are critical shortage areas, especially in schools (767 job listings in VA).
- A need for social workers exists since 60% of all mental health counseling in the United States is done by social workers (1,934 job listings in VA).
- High demands and high employment rates exist for both occupational therapy (1,165 job listings in VA), and physical therapy graduates (2,103 job listings in VA).

Signature Academic Programs

3. Will the Commonwealth be willing to invest in the program?

Yes, need and demand exist for all five WCHHS programs.

<u>Program</u>	<u>Bureau of Labor Statistics (2016)</u>	<u>U.S. News Best Jobs (2016)</u>
Nursing	16% growth BSN 31% growth graduate	#16 best job, \$67,500 #5 best job, \$105,000
COSD	21% growth	#19 best job, \$74,000
SOWK	12% growth	#73 best job, \$46,000
OT	27% growth	#17 best job, \$80,000
PT	34% growth	#12 best job, \$84,000

Signature Academic Programs

A partnership between the Waldron College of Health and Human Services and the Artis College of Science and Technology has resulted in the potential for a signature program in healthcare informatics.

The School of Nursing has a growing number of students pursuing careers in healthcare informatics. Board certification requires 1000 hours in practice and 12 credit hours or a degree in nursing informatics as described in the following link to the American Nurses Credentialing Center (ANCC):

<http://www.nursecredentialing.org/InformaticsNursing>

Signature Academic Programs

Faculty members in the School of Nursing and the Department of Information Technology have met with Keith Perry, CIO of Carilion Clinic, to discuss opportunities in developing healthcare informatics curriculum.

The School of Nursing is collaborating with the Department of Information Technology to develop curriculum to prepare nursing students for the ANCC Informatics Nursing board certification examination. Four courses are being developed and would be taught by faculty in Information Technology:

- Information Technology Concepts and Terminology
- Software Development Lifecycle
- Project Management
- Information Systems Security

Signature Academic Programs

The Healthcare Informatics concentration:

- Is designed for undergraduate students in the Information Science and Systems degree program
- Could also be a certificate for students in the Computer Science and the proposed Computer and Cyber Science degree programs
- Would complement the M.S. in Data and Information Management (DAIM) degree program

Signature Academic Programs

The Applied Research Center (ARC):

- An industry consortium designed to attract, develop and retain information technology talent for Southwest Virginia and regional partners
- Industry leading companies in cybersecurity, big data and healthcare have expressed interest in joining the consortium
- At least five of the seven graduate students who started the DAIM program in fall 2016 have received internships for summer 2017

Signature Academic Programs

Questions and Discussion

Board of Visitors Mini-Retreat

RADFORD
UNIVERSITY

Board of Visitors Mini-Retreat

RADFORD
UNIVERSITY

Approach

Five work groups:

- Big Data
- Freshman Enrollment
- Transfer, Veteran, Adult Student Enrollment
- International Student Enrollment
- Costs and Fees

Common Goal

- Grow headcount enrollment by 3% annually through academic year 2023-2024.
- Growth will be fueled by new approaches to student recruitment and retention along with the introduction of new academic programs.

Fall 2016: 9,401

Fall 2023: 11,063

Big Data Strategies

Compile information RU has about prospective and enrolled students. Produce and utilize metrics to determine likelihood of enrollment and degree completion. Improved use of data will support all enrollment strategies.

- Integrate actionable insights
- Establish Enrollment Data Council
- Develop customer journey maps

Big Data Timeline

Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recruitment	Under Development	Pilot	Actively Used	Actively Used	Actively Used	Actively Used
Retention		Under Development	Pilot	Actively Used	Actively Used	Actively Used
Advancement			Under Development	Pilot	Actively Used	Actively Used



Under Development



Pilot



Actively Used

Enrollment Strategies

Evaluate outcomes of Fall 2017 Recruitment Plan to support development of 2018-2023 New Student Strategic Recruitment Plan.

- Differentiated strategies and tactics will focus on target markets. Over time focus on those students most likely to apply, enroll, and persist.
- Utilize outcomes-based messaging in all new student recruitment efforts.
- Leverage technology, specifically virtual reality, in recruitment activities.

Freshman Enrollment Strategies: In-State

- More and earlier outreach through strategic name purchases.
- Break Northern Virginia into smaller recruitment territories.
- Create strategies and programs for high schools with a decline in application volume and/or those which continue to yield significantly lower than average.

Freshman Enrollment Strategies: In-State

- Enhance opportunities for recruitment of first generation and Latino students (and their families) through workshop-based programming and partnerships with community-based organizations.
- Develop marketing campaign for school counselors; include opportunities to visit the RU campus.

Fall 2016: 1,617

Fall 2023: 2,027

Freshman Enrollment Strategies: Out-of-State

- Focus recruitment efforts in Maryland, West Virginia and North Carolina (New Jersey and Pennsylvania as secondary markets).
- Assess scholarship offerings and their impact on enrollment decisions.
- Continue to grow alumni admissions volunteer program to support out-of-state recruitment activities.

MD, WV, NC Fall 2016: 45 Fall 2023: 80

Transfer Student Enrollment Strategies

- Expand the transfer student inquiry pool.
- Create opportunities for community college faculty and transfer counselors to visit RU and RU faculty to visit community colleges.
- Enhance communications to support transfer recruitment.
- Ensure RU processes support timely and accurate transfer credit evaluations.

Fall 2016: 719

Fall 2023: 902

Veteran & Adult Student Enrollment Strategies

Identify an admissions counselor to specialize in Veteran and Adult Student recruitment.

- Utilize clearinghouse networks, recruitment of students with credits but no degree.
- Ensure RU processes support timely and accurate transfer credit evaluations.
- Reach out to former students who attended and left with credits but no degree.

Veterans Fall 2016: 71 Fall 2023: 200

International Student Recruitment Strategies

- Establish Dual/Double degree programs with international universities.
- Launch worldwide, commission-based network of agents.
- Implement an English Language and Culture Program that will prepare students for RU degree programs.

Undergraduate

Fall 2016: 78

Fall 2023: 400

Graduate Student Recruitment Strategies

- Focus on primary feeder markets - RU, especially first-generation students, and Virginia Tech.
- New academic program development.
- Create and promote new early enrollment and accelerated degree options - 2 + 3, 4 + 1, summer bridge programs.

Fall 2016: 948

Fall 2023: 1,166

Cost and Fee Structures

Gain competitive advantage through differential tuition and fee structure for select programs, i.e. online and CBE.

- Analyze RU's current online tuition and fee structure relative to competitors such as ODU and Liberty University.
- Consider employer, such as LewisGale and U.S. Military, reimbursement rates when establishing tuition and fees.

What Can Growth Look Like? (Draft)

	Freshman	Inter-national	Transfer	Continuing Undergrad.	Graduate	CBE	Total Enrollment
Fall 2017	1,926	30	755	5,746	919	30	9,406
Fall 2018	1,984	75	778	5,716	964	60	9,577
Fall 2019	2,044	125	801	5,793	1,000	90	9,853
Fall 2020	2,105	200	825	5,954	1,050	120	10,254
Fall 2021	2,168	275	850	6,154	1,090	150	10,687
Fall 2022	2,233	350	876	6,365	1,128	180	11,132
Fall 2023	2,300	400	902	6,589	1,166	210	11,567

Discussion

Attachment C

Board of Visitors Mini-Retreat

RADFORD
UNIVERSITY

Approach

Five work groups:

- Big Data
- Freshman Enrollment
- Transfer, Veteran, Adult Student Enrollment
- International Student Enrollment
- Costs and Fees

Common Goal

- Grow headcount enrollment by 3% annually through academic year 2023-2024.
- Growth will be fueled by new approaches to student recruitment and retention along with the introduction of new academic programs.

Fall 2016: 9,401

Fall 2023: 11,063

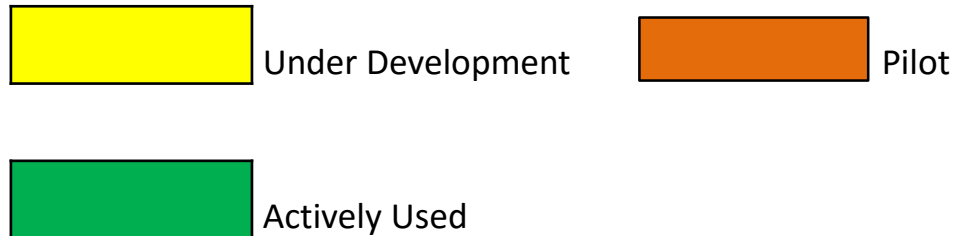
Big Data Strategies

Compile information RU has about prospective and enrolled students. Produce and utilize metrics to determine likelihood of enrollment and degree completion. Improved use of data will support all enrollment strategies.

- Integrate actionable insights
- Establish Enrollment Data Council
- Develop customer journey maps

Big Data Timeline

Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recruitment	Under Development	Pilot	Actively Used	Actively Used	Actively Used	Actively Used
Retention		Under Development	Pilot	Actively Used	Actively Used	Actively Used
Advancement			Under Development	Pilot	Actively Used	Actively Used



Enrollment Strategies

Evaluate outcomes of Fall 2017 Recruitment Plan to support development of 2018-2023 New Student Strategic Recruitment Plan.

- Differentiated strategies and tactics will focus on target markets. Over time focus on those students most likely to apply, enroll, and persist.
- Utilize outcomes-based messaging in all new student recruitment efforts.
- Leverage technology, specifically virtual reality, in recruitment activities.

Freshman Enrollment Strategies: In-State

- More and earlier outreach through strategic name purchases.
- Break Northern Virginia into smaller recruitment territories.
- Create strategies and programs for high schools with a decline in application volume and/or those which continue to yield significantly lower than average.

Freshman Enrollment Strategies: In-State

- Enhance opportunities for recruitment of first generation and Latino students (and their families) through workshop-based programming and partnerships with community-based organizations.
- Develop marketing campaign for school counselors; include opportunities to visit the RU campus.

Fall 2016: 1,617

Fall 2023: 2,027

Freshman Enrollment Strategies: Out-of-State

- Focus recruitment efforts in Maryland, West Virginia and North Carolina (New Jersey and Pennsylvania as secondary markets).
- Assess scholarship offerings and their impact on enrollment decisions.
- Continue to grow alumni admissions volunteer program to support out-of-state recruitment activities.

MD, WV, NC Fall 2016: 45 Fall 2023: 80

Transfer Student Enrollment Strategies

- Expand the transfer student inquiry pool.
- Create opportunities for community college faculty and transfer counselors to visit RU and RU faculty to visit community colleges.
- Enhance communications to support transfer recruitment.
- Ensure RU processes support timely and accurate transfer credit evaluations.

Fall 2016: 719

Fall 2023: 902

Veteran & Adult Student Enrollment Strategies

Identify an admissions counselor to specialize in Veteran and Adult Student recruitment.

- Utilize clearinghouse networks, recruitment of students with credits but no degree.
- Ensure RU processes support timely and accurate transfer credit evaluations.
- Reach out to former students who attended and left with credits but no degree.

Veterans Fall 2016: 71 Fall 2023: 200

International Student Recruitment Strategies

- Establish Dual/Double degree programs with international universities.
- Launch worldwide, commission-based network of agents.
- Implement an English Language and Culture Program that will prepare students for RU degree programs.

Undergraduate

Fall 2016: 78

Fall 2023: 400

Graduate Student Recruitment Strategies

- Focus on primary feeder markets - RU, especially first-generation students, and Virginia Tech.
- New academic program development.
- Create and promote new early enrollment and accelerated degree options - 2 + 3, 4 + 1, summer bridge programs.

Fall 2016: 948

Fall 2023: 1,166

Cost and Fee Structures

Gain competitive advantage through differential tuition and fee structure for select programs, i.e. online and CBE.

- Analyze RU's current online tuition and fee structure relative to competitors such as ODU and Liberty University.
- Consider employer, such as LewisGale and U.S. Military, reimbursement rates when establishing tuition and fees.

What Can Growth Look Like? (Draft)

	Freshman	Inter-national	Transfer	Continuing Undergrad.	Graduate	CBE	Total Enrollment
Fall 2017	1,926	30	755	5,746	919	30	9,406
Fall 2018	1,984	75	778	5,716	964	60	9,577
Fall 2019	2,044	125	801	5,793	1,000	90	9,853
Fall 2020	2,105	200	825	5,954	1,050	120	10,254
Fall 2021	2,168	275	850	6,154	1,090	150	10,687
Fall 2022	2,233	350	876	6,365	1,128	180	11,132
Fall 2023	2,300	400	902	6,589	1,166	210	11,567

Discussion

Board of Visitors Mini-Retreat

RADFORD
UNIVERSITY

THIS PAGE INTENTIONALLY LEFT BLANK

End of Materials

New BOV Member Orientation

July 2017

RADFORD UNIVERSITY

Board of Visitors



**RADFORD UNIVERSITY BOARD OF VISITORS
NEW BOARD MEMBER ORIENTATION
MINUTES
JULY 28, 2017
MARTIN HALL, THIRD FLOOR, BOARD ROOM
RADFORD, VIRGINIA**

DRAFT

BOARD MEMBERS ATTENDING

Mr. Gregory A. Burton

OTHER ATTENDING

President Brian O. Hemphill, Ph.D.

Ms. Ashley Schumaker, Chief of Staff

Mr. Joseph Carpenter, Vice President for University Relations and Chief Communications Officer

Mr. Danny Kemp, Vice President for Information Technology and Chief Information Officer

Ms. Susan Trageser, Interim Vice President for Student Affairs

Ms. Jeanne Mekolichick, Assistant Provost for Academic Programs

Ms. Kitty McCarthy, Vice President for Enrollment Management

Mr. Bruce Cunningham, Interim Vice President for University Advancement

WELCOME

Dr. Brian O. Hemphill, President, opened the meeting at 8:45 a.m. and welcomed everyone. He then provided a brief overview of the institutions history, initiatives and organizational structure, including brief biographies of the senior administrative staff.

UNIVERSITY RELATIONS

Mr. Joe Carpenter, Vice President for University Relations and Chief Communications Officer, provided a brief overview of the function, organizational structure, budget snapshot and challenges and opportunities for the Division of University Relations. A copy of the presentation is hereto attached as (*Attachment A*) and is made a part thereof.

INFORMATION TECHNOLOGY

Mr. Danny M. Kemp, Vice President for Information Technology and Chief Information Officer, provided a brief overview of the function, organizational structure, budget snapshot and challenges and opportunities for the Division of Information Technology. A copy of the presentation is hereto attached as (*Attachment B*) and is made a part thereof.

STUDENT AFFAIRS

Ms. Susan Trageser, Interim Vice President for Student Affairs, provided a brief overview of the function, organizational structure, budget snapshot and challenges and opportunities for the Division of Student Affairs. A copy of the presentation is hereto attached as (*Attachment C*) and is made a part thereof.

ACADEMIC AFFAIRS

Dr. Jeanne Mekolichick, Assistant Provost for Academic Programs, provided a brief overview of the function, organizational structure, budget snapshot and challenges and opportunities for the Division of Academic Affairs. A copy of the presentation is hereto attached as (*Attachment D*) and is made a part thereof.

ADVANCEMENT

Mr. Bruce Cunningham, Interim Vice President for University Advancement, provided a brief overview of the function, organizational structure, budget snapshot and challenges and opportunities for the Division of University Advancement. A copy of the presentation is hereto attached as (*Attachment E*) and is made a part thereof.

ENROLLMENT MANAGEMENT

Ms. Kitty McCarthy, Vice President for Enrollment Management, provided a brief overview of the function, organizational structure, budget snapshot and challenges and opportunities for the Division of Enrollment Management. A copy of the presentation is hereto attached as (*Attachment F*) and is made a part thereof.

At 11:45 a.m., the meeting adjourned for lunch and reconvened at 12:45 p.m.

BOARD MEMBERS ATTENDING

Mr. Mark S. Lawrence, Rector

Mr. Robert A. Archer

Mr. Gregory A. Burton

OTHER ATTENDING

President Brian O. Hemphill, Ph.D.

Ms. Ashley Schumaker, Chief of Staff

Ms. Margaret McManus, University Auditor

Mr. Richard Alvarez, Vice President for Finance and Administration and Chief Financial Officer

AUDIT & ADVISORY SERVICES

Ms. Margaret McManus, University Auditor, provided a brief overview of the function, organizational structure, budget snapshot and challenges and opportunities for the Office of Audit and Advisory Services Office. A copy of the presentation is hereto attached as (*Attachment G*) and is made a part thereof.

FINANCE AND ADMINISTRATION

Mr. Richard Alvarez, Vice President for Finance and Administration and Chief Financial Officer, provided a brief overview of the function, organizational structure, budget snapshot and challenges and opportunities for the Division of Finance and Administration. A copy of the presentation is hereto attached as (*Attachment H*) and is made a part thereof.

REFLECTIONS AND WRAP-UP

Dr. Brian O. Hemphill, President, provided closing comments and thanked everyone for the presentations and time to attend.

Meeting concluded at 2:00 p.m.

Respectfully Submitted,

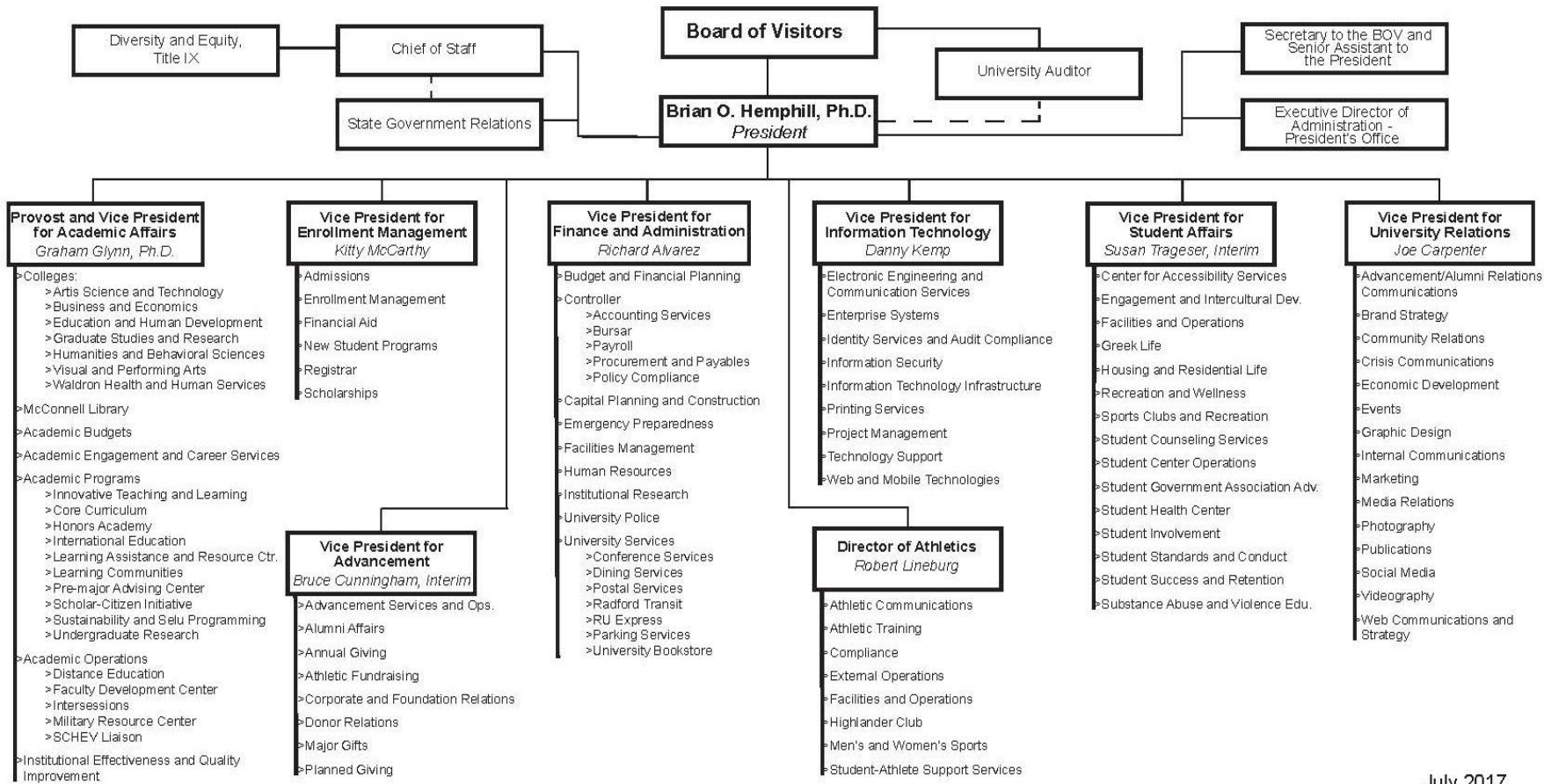
Mary Weeks
Secretary to the Board of Visitors and Senior Assistant to the President

Board of Visitors Orientation

RADFORD
UNIVERSITY

July 28, 2017

Page 275 of 539 President Hemphill Remarks



July 2017

Attachment A

Board of Visitors Orientation

RADFORD
UNIVERSITY

July 28, 2017

Page 277 of 539

University Relations

Mission

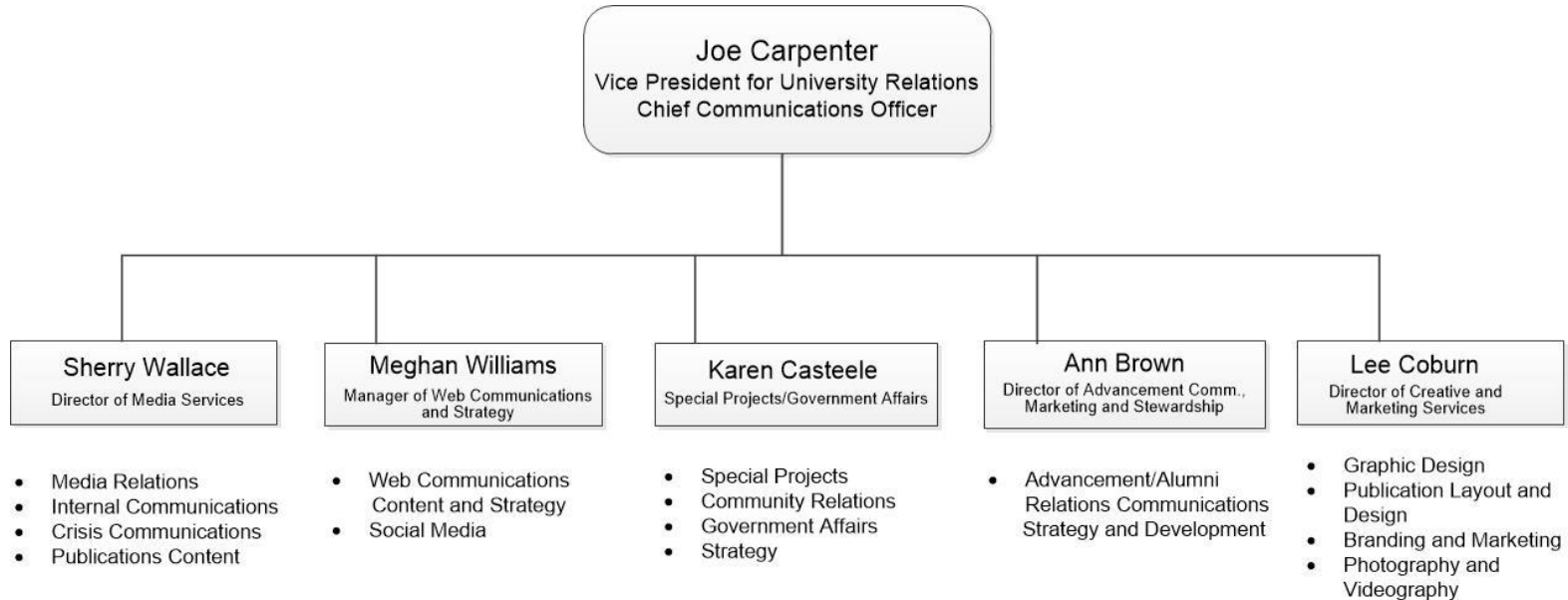
To advance the goals, priorities and initiatives of Radford University by building awareness, inspiring engagement and strengthening support among constituents vital to the University's success

- Protect and advance the University's reputation, desirability and status
- Manage the communication of issues and crises, while balancing transparency, public accountability and reputation
- Support a positive, informed and committed University community that fulfills and sustains the culture and pride that defines the Radford University brand
- Disseminate accurate and timely information about the University, institutional and presidential priorities, and the successes of the University, faculty, staff, students and alumni in order to create and uphold a better understanding and appreciation of the University's strengths and value, while fostering beneficial relationships with constituents
- Serve as a resource to University administration, colleges, departments and offices for strategic communications counsel and production of high-quality branded materials
- Professionally and creatively support the planning, promotion and coordination of events for maximum success
- Coordinate and respond to Freedom of Information Act (FOIA) requests on behalf of the University

Areas of Focus and Priorities

- Strategic Enrollment initiatives and marketing support
- Provide support to fundraising, stewardship and alumni engagement communications
 - Campaign
- Facilitate integrated strategic internal and external communications
 - Support Strategic Plan 2018-2023
 - Advocate for and lead the university's brand image and reputation efforts

Organizational Structure



Budget

FY 2017-18

Staff salaries and benefits **\$1,321,697**

Operating/discretionary **\$759,069**

Operating budget \$109,069

(contractual services, supplies, travel, freelance, equipment, communications)

Branding/marketing/advertising & support \$655,000

Total **\$2,080,766**

Challenges & Opportunities

- Strategic Enrollment marketing & Admissions yield
- Sustaining and strengthening the brand in competitive statewide market
 - Uncertainty posed by market, competitors and state funding
 - Overcoming low awareness outside of region: i.e. parents with unaided awareness named top 5 universities (2014); RU's recognition rate: SWVA@37%, Tidewater@4%, NOVA@6%, Richmond@4%
 - Publicizing University initiatives:
 - Guaranteed Transfer Partnership Agreement with Northern Virginia Community College
 - Competency Based Education rollout
- Strategic Plan rollout
- Campaign support to Advancement

Questions?

Board of Visitors Orientation

RADFORD
UNIVERSITY

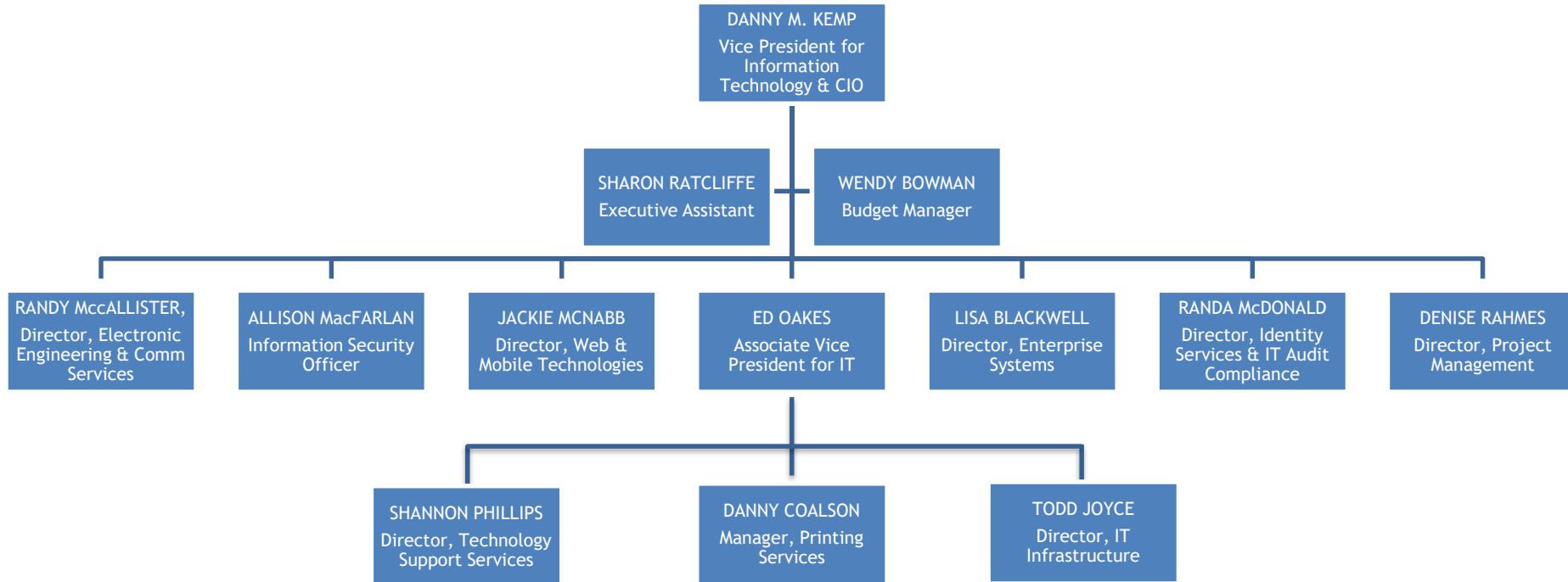
Mission

The Division of Information Technology is committed to delivering a strategic advantage to Radford University by fostering creative and innovative use of technology to achieve the University's objectives. The division promotes effective stewardship of information assets and provides a secure, highly reliable technology infrastructure along with high-quality, customer-oriented services and support, so as to meet the ever-changing needs of students, faculty and staff.

Areas of Focus and Priorities

1. Cultivate and Promote an IT Culture Committed to Excellence, Innovation and Service.
2. Provide Tools and Services to Support Innovative Teaching and Student-Centered Learning.
3. Streamline Campus Operations Through Efficient, Integrated Administrative Systems.
4. Use a Combination of Local and Cloud Technologies to Provide a Reliable and Robust Infrastructure.
5. Provide a Modern, Mobile Responsive Environment to Enhance the University's Digital Public Facing Offerings and to Facilitate Improved Functionality and Services.
6. Provide a Quality Customer Focused Support Environment.
7. Build and Maintain a Secure IT Environment that Protects University Data.
8. Provide Services to Meet the Ancillary Business Needs of the University Community.
9. Promote an IT Culture of Sustainability.
10. Support the Strategic Priorities of the University.

Organizational Structure



Organizational Structure

	A/P	Classified	Part-Time Wages	Part-Time Students	Work-Study Students
Office of the Vice President & CIO	2	3			
Electronic Engineering & Communication Services	3	6		3	12
Information Security	2				
Web & Mobile Technologies	5	2			
Enterprise Systems	6	8	2		
Identity Services & IT Compliance	1	2			
Project Management	1				
Printing Services		5			6
Technology Support Services	4	17.5	7	5	48
IT Infrastructure	4	12	3	1	2
TOTAL	28	55.5	12	9	68

FY18 Budget

Education & General	
Full Time Salaries	\$ 4,432,989
Part Time Salaries	\$ 235,991
Contractual Services	\$ 2,324,809
Printing/Postage	\$ 216,848
Telecommunications	\$ 171,496
Travel	\$ 75,500
Supplies & Materials	\$ 109,153
Equipment	\$ 691,856
Continuous Charges	\$ 52,300
E&G Recoveries	-\$ 566,973
TOTAL	\$ 7,743,969

Auxiliary	
Full Time Salaries	\$ 628,003
Part Time Salaries	\$ 56,027
Contractual Services	\$ 241,355
Transfer Payments	\$ 45,084
Telecommunications	\$ 477,734
Travel	\$ 8,740
Supplies & Materials	\$ 20,726
Equipment	\$ 225,018
Continuous Charges	\$ 13,000
Auxiliary Indirect	\$ 186,349
TOTAL	\$ 1,902,036

Upcoming Challenges

- 1. Cyber Security:** Developing a holistic, agile approach to reduce institutional exposure to information security threats
- 2. Enrollment Management and Student Success:** Effectively applying data and predictive analytics to improve student success and completion
- 3. Data-Informed Decision Making:** Ensuring that business intelligence, reporting, and analytics are relevant, convenient, and used by administrators, faculty, and students
- 4. Sustainable Funding:** Developing IT funding models that sustain core services, support innovation, and facilitate growth

Upcoming Challenges

5. Data Management and Governance: Improving the management of institutional data through data standards, integration, protection, and governance

6. Recruitment and Retention of Qualified Staff: Ensuring adequate staffing capacity and staff retention as budgets shrink or remain flat and as external competition grows

7. Next Generation Enterprise IT: Developing and implementing enterprise IT applications, architectures, and sourcing strategies to achieve agility, scalability, cost-effectiveness, and effective analytics

8. Digital Transformation of Learning: Collaborating with faculty and academic leadership to apply technology to teaching and learning in ways that reflect innovations in pedagogy and the institutional mission

Questions?

Board of Visitors Orientation

RADFORD
UNIVERSITY

Preparing Students for Lives of Meaning and Purpose

Mission

Student Affairs fosters a campus culture and environment that is inclusive, accessible, and values students' perspectives.

Lifelong learning, success and wellbeing are cultivated through citizenship, service, and personal responsibility.

This mission is achieved through student engagement in co-curricular experiences nurturing resilience, persistence, and excellence.

Areas of Focus and Priorities

- ***Promote student development, retention, graduation, and success***
- ***Provide a diverse and distinctive Radford student experience***
- ***Provide safe, accessible, and inviting student-focused facilities that enhance student life***
- ***Strengthen staff retention and excellence***

Organizational Structure

- **Interim Vice President for Student Affairs: Susan Trageser**
 - Housing and Residential Life
 - Student Success and Retention
- **Interim Associate Vice President/Dean of Students: Andrea Zuschin, Ph.D.**
 - Student Standards and Conduct
 - Disability Resource Office
 - Substance Abuse and Violence Education Support services
 - Student Counseling Services
 - Student Health Center
 - Student Government Association
- **Interim Associate Vice President for Student Life: Alice Coughlin**
 - Facilities and Operations
 - Engagement and Intercultural Development
 - Student Recreation and Wellness
- **Senior Director for Budget and Administration: Karen Hill**

Budget by Functional Area

2017-2018

E&G

Student Affairs	\$303,382
Dean of Students	\$312,207
Center for Diversity	\$171,644
Student Standards and Conduct	\$160,377
Student Success & Retention	\$111,148
Total	\$1,058,758

Auxiliary

Housing & Res Life	\$3,969,342
Student Health Contract	\$1,215,260
Center for Accessibility	\$669,765
Sexual Assault & Violence, Substance Abuse	\$192,934
Counseling Center	\$858,339
Student Center & Activities	\$3,089,957
Fitness Center and Pool fees	\$1,480,401
Freshman Programs	\$82,028
Total	\$11,558,026

Overall Student Affairs Budget **\$12,616,784**

Budget Source

EXPENDITURE BUDGET BY SOURCE

E&G	\$ 1,058,758	8%
Auxiliary Activities	\$ 11,558,026	92%
Total	<u>\$ 12,616,784</u>	<u>100%</u>

Upcoming Opportunities/Challenges

- **Student Persistence and Retention!!!**
 - Re-enrollment Efforts
 - Freshman to Sophomore Year Melt
 - Early Intervention System
 - Exit Interview Process
 - Retention Initiatives in all Student Affairs Units
- **Supporting Student Recruitment**
- **Supporting Special Populations**
 - First Generation and Under-Represented Students
 - Military Veterans and International Students
 - Sophomores
- **Housing**
 - Residential Curriculum
 - Master Occupancy Plan
 - Furniture Replacement (Muse Hall)
- **Campus Wide Community Service and Engagement**

Questions and Discussion

Board of Visitors Orientation

RADFORD
UNIVERSITY

Mission

The Mission of the Academic Affairs Division at Radford University is to create a **challenging, supportive** and **engaging** educational culture that is anchored in the liberal arts tradition and is **ethically responsive** to the needs of the 21st century global society.

Areas of Focus and Priorities

- **Recruitment and Retention**

- Respond to the **changing demographics** of who, when, and how our students are coming to Radford University
- Recruit and retain **high achieving students**
- Strengthen **partnerships and pathways** for transfer students and degree completers
- Target **need-based** and **merit scholarships** to better benefit recruitment and retention

Areas of Focus and Priorities

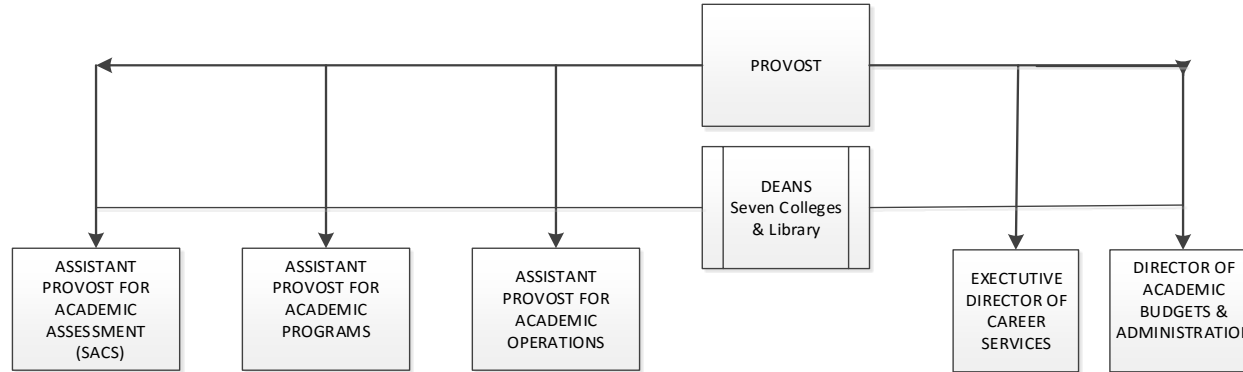
- **Enhance Scholarly Reputation**

- Continue pursuit of **accreditation, certification and national recognition** for programs
- Increase **external support** for discipline based and pedagogical research
- Increase **support** for faculty professional development in **research, scholarship and creative activity**

Areas of Focus and Priorities

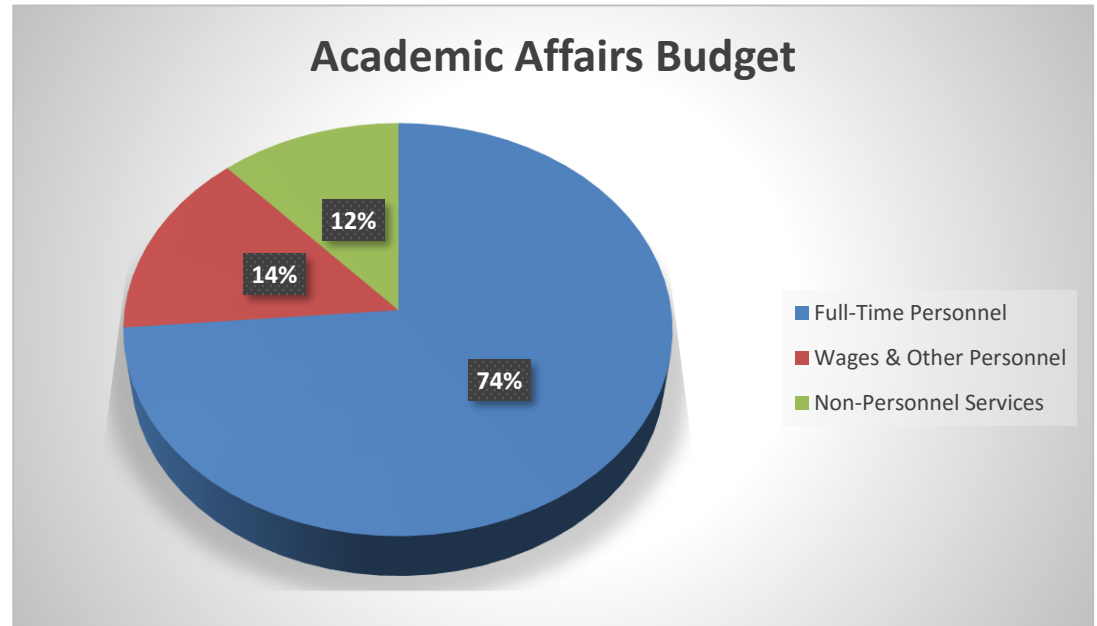
- **Support Faculty Development of Pedagogy and Curriculum**
 - Garner support for **innovations, initiatives,** and **programs**
 - Support development of **high-impact** pedagogical practices within and beyond the classroom
 - Pursue **external** sources of **funding** and **repurpose internal** sources, where feasible, to support programmatic initiatives

Organizational Structure



Budget

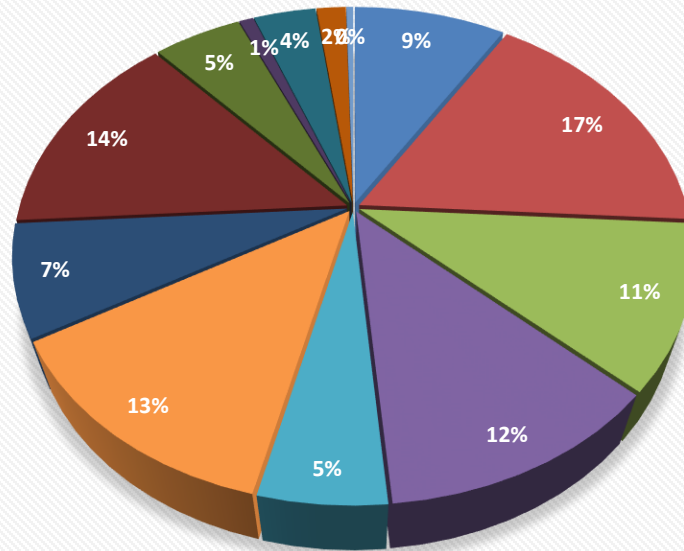
Full-Time Personnel	\$ 44,856,582
Wages & Other Personnel	\$ 8,922,579
Non-Personnel Services	<u>\$ 7,115,560</u>
Total	\$ 60,894,721



Budget - College/Support Area

ACADEMIC AFFAIRS BUDGET	
College/Support Area	Amount
Provost	\$ 5,393,416
College of Humanities and Behavioral Sciences	\$ 10,398,187
College of Business and Economics	\$ 6,600,515
College of Education and Human Development	\$ 7,205,125
College of Graduate Studies and Research	\$ 3,167,577
Waldron College of Health and Human Services	\$ 7,837,939
College of Visual and Performing Arts	\$ 4,471,270
Artis College of Science and Technology	\$ 8,670,073
McConnell Library	\$ 3,126,300
Academic Assessment	\$ 513,588
Academic Operations	\$ 2,219,956
Academic Programs	\$ 1,043,709
New Student Programs	\$ 247,066
	\$ 60,894,721

Budget - College/Support Area

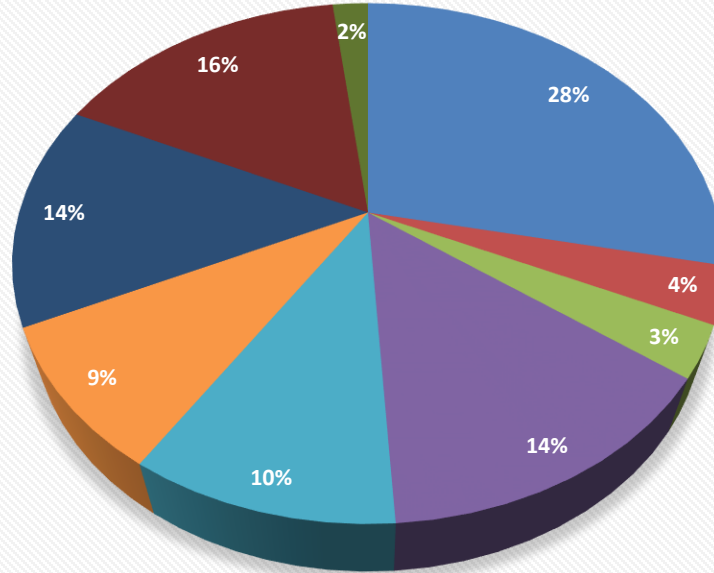


- Provost
- College of Humanities and Behavioral Sciences
- College of Business and Economics
- College of Education and Human Development
- College of Graduate Studies and Research
- Waldron College of Health and Human Services
- College of Visual and Performing Arts
- Artis College of Science and Technology
- McConnell Library
- Academic Assessment
- Academic Operations
- Academic Programs
- New Student Programs

Budget - Non-Personnel Services

ACADEMIC AFFAIRS BUDGET	
Non-Personnal Services	Amount
Contractual Services	\$ 2,010,098
On-Campus Printing/Postage	\$ 250,194
Telecommunications	\$ 227,801
Travel	\$ 997,260
Supplies and Materials	\$ 727,150
Equipment	\$ 631,312
Plant & Improvements	\$ 989,023
Continuous Charges/Leases	\$ 1,144,716
Transfer Payments	\$ 138,006
TOTAL	\$ 7,115,560

Budget - Non-Personnel Services



- | | | |
|----------------------|----------------------------|--------------------|
| Contractual Services | On-Campus Printing/Postage | Telecommunications |
| Travel | Supplies and Materials | Equipment |
| Plant & Improvements | Continuous Charges/Leases | Transfer Payments |

Challenges

- Recruitment, retention, and competition
- Build reputation for academic excellence
- Increase resources for academic support

Questions

Attachment E

Board of Visitors Orientation

RADFORD
UNIVERSITY

July 28, 2017

Office for University Advancement
Page 315 of 539

“Getting on Board”

What we do and why?

- **Fundraising** - like a sales organization, selling, servicing, and education. The terms our industry use are evaluation, cultivation, solicitation, and stewardship.
- **Our mission** is to support the University’s mission by raising private and public financial resources. **Note:** New mission statement on the way!
- **Collaborate** with Radford University Foundation, Inc.

Who we are?

- **Development Officers** (Sales Team)
 - Annual gifts - < \$25,000 (Cash)
 - Major gifts - > \$25,000 (5 year pledges with cash)
 - Planned Gifts – Deferred (Assets)
 - Corporate and Foundation Gifts

Who We Are Continued

- **Alumni Relations**

Engagement, events, social media, and prospect development. Serving more than 80,000 alumni, friends and family.

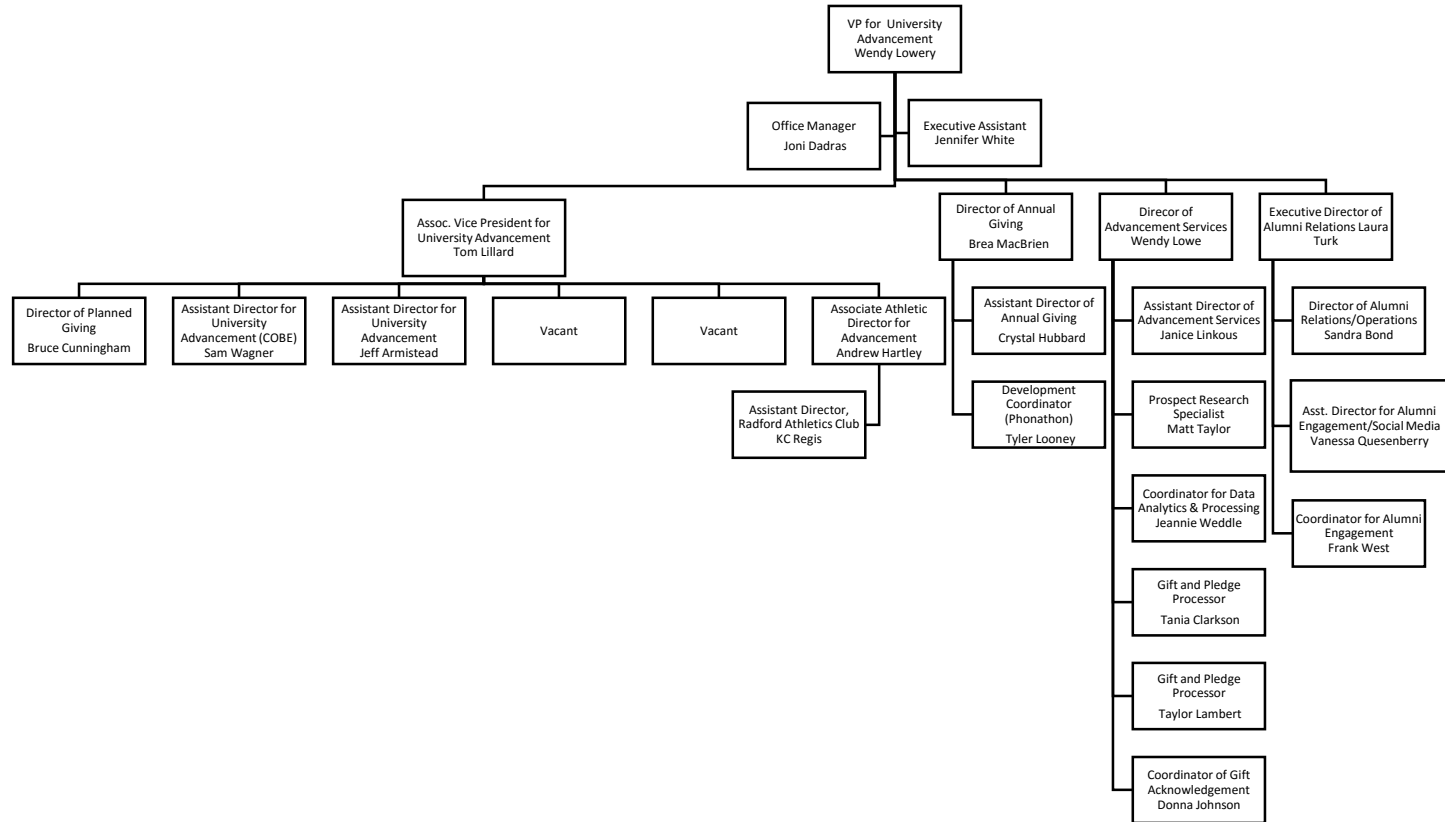
- **Advancement Services**

Providing data reporting, prospect research, CRM (RE) management, gift processing, gift acknowledgement, and portfolio analysis.

- **Advancement Communications**

Staffed by University Relations providing communication strategies, branding, websites, and development proposals directly collaborating with Advancement.

Organization Chart



Budget 2017-2018

Budget Summary

Categories

Vice President	\$ 220,314
Alumni Relations	\$ 452,628
Advancement Services	\$ 509,494
Development Officers	\$ 519,272
Annual Fund	\$ 336,925
Special Events	\$ 5,500
RU Magazine	<u>\$ 125,000</u>
TOTALS	\$2,169,133

Challenges

- To increase the University's Endowment.
- To increase participation giving at every level including but not limited to alumni, staff, friends, family, boards, corporations, and foundations.
- To increase retention giving with alumni.
- To foster and promote a University wide culture of giving back to the University.

Opportunities

- FY 16/17 Results
- Presidential Priorities
- New Strategic Plan
- Capital Campaign
- New Attitude!

Questions?

Board of Visitors Orientation

RADFORD
UNIVERSITY

Vision

- Provide services and programs of the highest quality to prospective and enrolled students, their families and the University community.
- Coordinate services offered within a professional and welcoming environment to ensure that the campus both attracts and retains students to meet Radford University's enrollment goals.
- Provide timely and accurate data, efficient systems, resources and services.

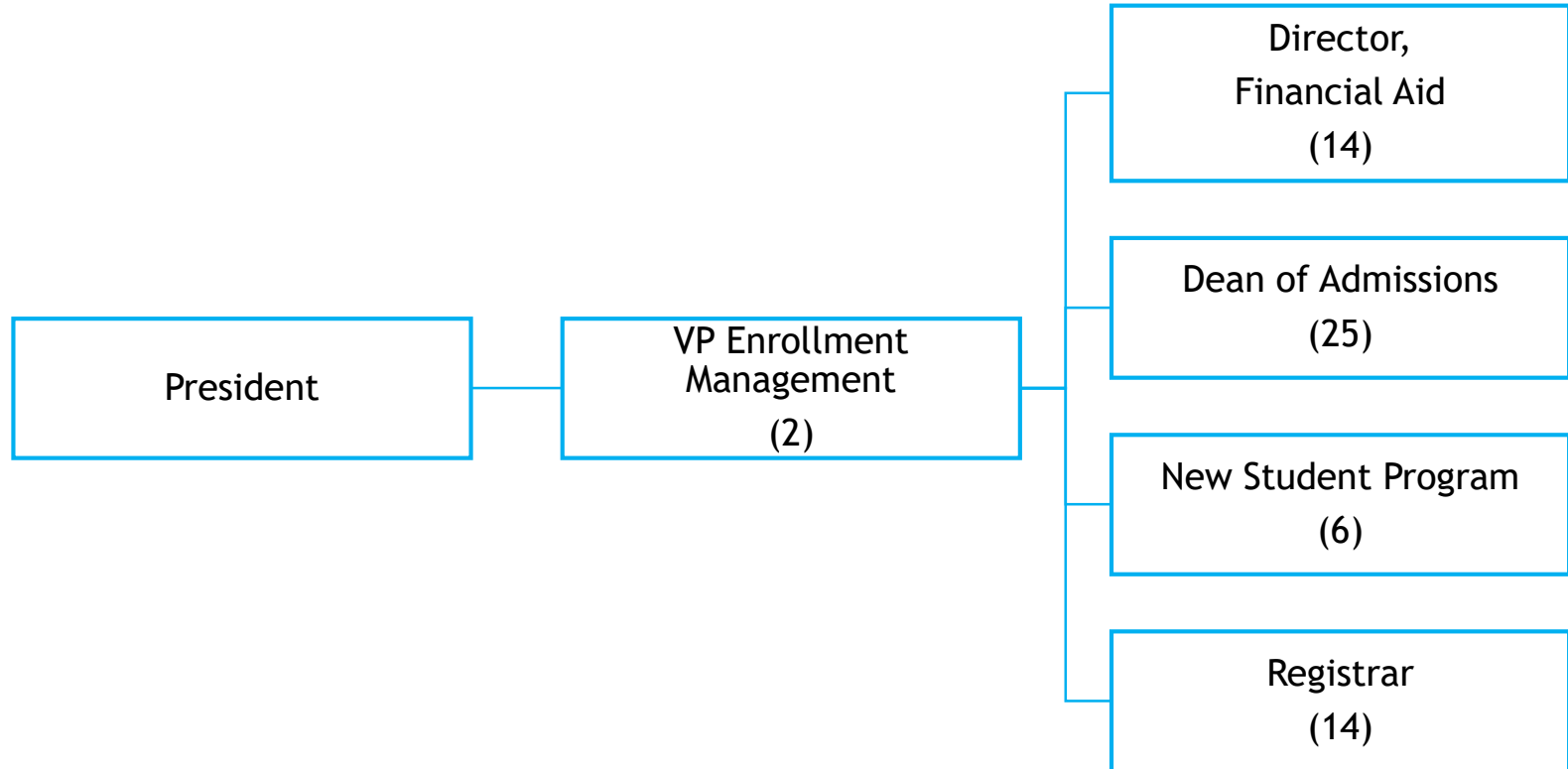
Mission

- Meet enrollment goals through effectively recruiting, admitting and enrolling new undergraduates who are well prepared and diverse;
- Support students with scholarships (undergraduate) and financial aid services (undergraduate and graduate);
- Provide efficient systems, resources and services to assist students in their interactions with the University;
- Support student retention and improve the likelihood of students' degree completion.

Areas of Focus and Priorities

- New student recruitment/Royall year 2
- Scholarship (institutional and foundation) awarding and processing
- Increased use of data in decision making
- Service and planning
- Staff development - encouraging innovation

Organizational Structure



Budget by Functional Area

	2017-18
Enrollment Management VP	286,041
Admissions	2,264,972
Registrar	560,425
Financial Aid	<u>614,283</u>
Grand Total	3,725,721
Salaries account for 60% of budget	

Upcoming Challenges

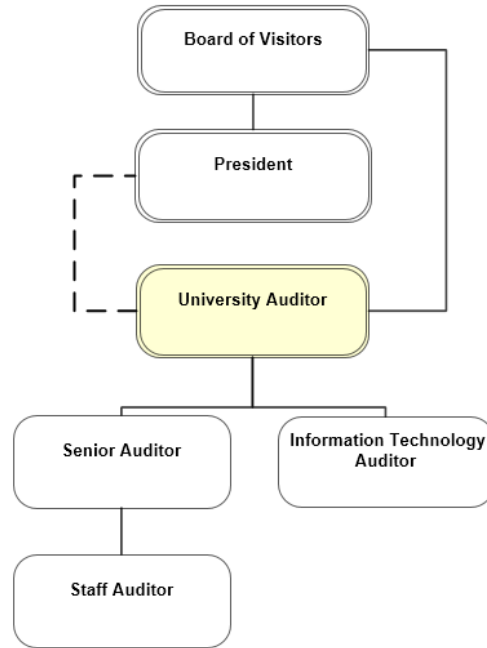
- Changing demographics
- Affordability/value
- Building awareness
- Community engagement

Questions and Discussion

Board of Visitors Orientation

RADFORD
UNIVERSITY

Organizational Structure



Difference between External & Internal Auditors

External Auditors

Auditor of Public Accounts (APA)
“State Auditors”

- Based in Richmond; dual reporting to General Assembly and Joint Legislative Audit & Review Commission (JLARC)
- Perform annual financial statement audit, state-wide audits, NCAA agreed-upon procedures

Internal Auditors

Office of Audit and Advisory Services
“Internal Audit”

- University employees on campus; dual reporting to President and Board of Visitors
- Mission and scope of work defined by Board-approved Charter

Mission

To assist the Board of Visitors, the President, and senior management of Radford University by:

- Independently examining and evaluating operations and ongoing control processes of the university.
- Providing counsel and recommendations for improvement whenever issues are identified.

Our Charter - Approved by the Board of Visitors and defines:

- Mission
- Authority
- Scope of Work
- Responsibility
- Independence and Accountability
- Standards of Audit Practice

Areas of Focus and Priorities

Audits

- Planned audits based on risk assessment and other factors
- Annual audit projects

Advisory Services

- Multiple projects as resource for University

Follow-up on Audit Issues

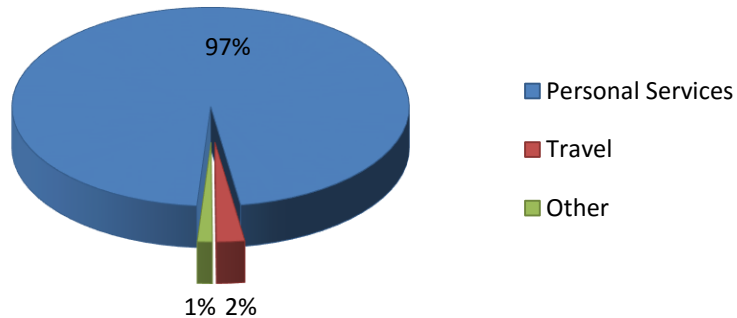
- Internal
- External

Investigations

- State Fraud, Waste, & Abuse Hotline
- Other investigations

Budget

Fiscal Year 2017 Expenditures - Actual



Fiscal Year 2017 Budget – Actual

Budget Category	Budget Amount	%
Personal Services	\$ 390,577	97%
Travel	\$ 9,382	2%
Other	\$ 4,986	1%
Total	\$ 404,945	100%

Questions and Discussion

Board of Visitors Orientation

RADFORD
UNIVERSITY

Mission

The Division of Finance & Administration at Radford University is committed to providing superior, innovative, and responsive administrative services to the entire University community.

Richard S. Alvarez

Chief Financial Officer and Vice
President for Finance & Administration

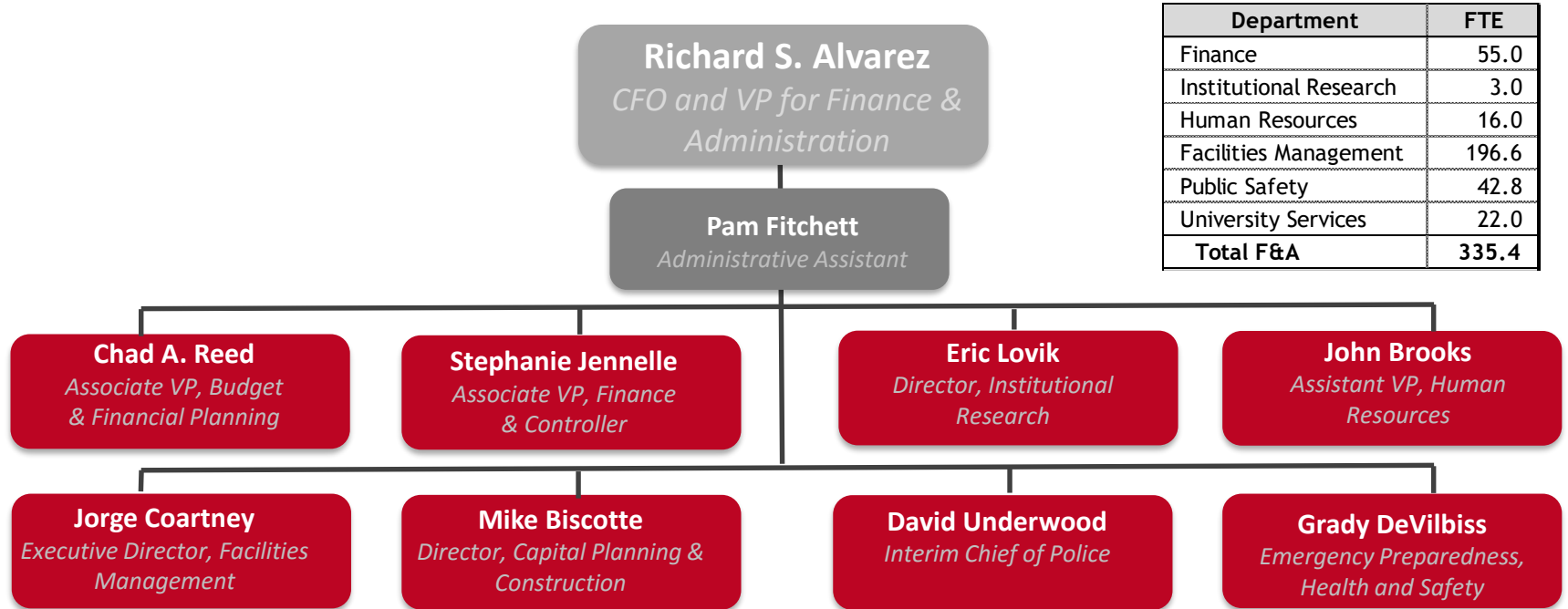
Pamela Fitchett

Administrative Assistant

Seven Areas of Primary Focus Within Ten Reporting Areas

1. **Planning & Budget** - Facilitate the execution of the University planning process and assess the availability of resources to be used in support of University initiatives.
2. **Financial Services** - Responsible for the execution of sound fiscal processes in accordance with GAAP and all applicable Federal and State statutes.
3. **Public Safety** - Ensure the safety and well-being of University students, faculty, staff, and visitors.
4. **Facilities Management** - Efficiently administer resources for the maintenance, operation, and capital construction of world-class campus facilities.
5. **Institutional Research** - Collect, analyze, and maintain data in support of University decision making while ensuring compliance with all applicable reporting requirements.
6. **University Services** - Provide student-focused services in support of the Radford University experience; including Dining Services, University Bookstore, Selu, etc.
7. **Human Resources** - Recruit, develop, and retain a high performing and diverse workforce while promoting a positive work environment for all employees.

Organizational Structure



Department	FTE
Finance	55.0
Institutional Research	3.0
Human Resources	16.0
Facilities Management	196.6
Public Safety	42.8
University Services	22.0
Total F&A	335.4

Budget

2017-18 E&G expenditure budget is \$12.9 million

	2017-18 E&G Budget	
	Dollars \$	% of Total
Facilities Management	6,419,685	49.8%
Financial Services	2,569,158	19.9%
Public Safety	1,957,886	15.2%
Human Resources	1,199,884	9.3%
Institutional Research	286,197	2.2%
Planning & Budget	333,158	2.6%
University Services	127,546	1.0%
Total F&A	\$12,893,514	100.0%

- Distinguished based on the seven areas of primary focus

2017-18 Auxiliary expenditure budget is \$32.5 million

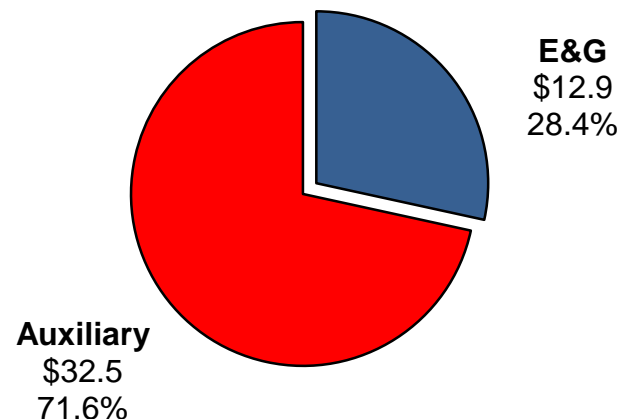
	2017-18 Auxiliary Budget	
	Dollars \$	% of Total
Dining Services	15,987,127	49.2%
Residential Services	8,922,314	27.5%
Student Union & Recreation	3,259,906	10.0%
Parking & Transportation	1,447,939	4.5%
Auxiliary Support	1,295,224	4.0%
Other Enterprise Functions	959,076	3.0%
Conference Services	539,893	1.7%
Bookstore	61,808	0.2%
Debt Service	2,000	0.0%
Total F&A	\$32,475,287	100.0%

Budget

	2017-18 Finance & Administration	
	E&G	Auxiliary
Salaries	\$10,181,466	\$3,300,056
Wages	184,530	150,453
Central Fringes ¹		1,842,614
Operating Discretionary	4,757,106	20,799,952
Auxiliary Indirect		2,408,311
Debt Service		4,487,339
Recoveries	(2,229,588)	(513,438)
Total Budget	\$12,893,514	\$32,475,287

¹ Central Fringes for E&G personnel are budgeted in Central Resources

2017-18 Finance & Administration
Total Operating Budget
(\$ in millions)



Upcoming Challenges

Enrollment Trends

- Competition for in-state undergraduate students has become increasingly more competitive in recent years. The University needs to maintain a consistent enrollment level to support current operations.

Declining General Fund Support

- In recent years, the University has experienced a shift in the relationship between state support and institutional funding. Due to this shift the University must further leverage internal funding sources to drive institutional priorities.

Demand on Facilities - *Operations & Maintenance (O&M) and Renewal & Replacement*

- Availability of adequate resources, both personnel and fiscal, necessary to maintain, renew, and replace aging infrastructure.

Questions?

THIS PAGE INTENTIONALLY LEFT BLANK

End of Materials

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
Program Proposal Cover Sheet

<p>1. Institution</p> <p>Radford University</p>	<p>2. Academic Program (Check one):</p> <p>New program proposal <u> x </u></p> <p>Spin-off proposal <u> </u></p> <p>Certificate document <u> </u></p>
<p>3. Name/title of proposed program</p> <p>Sport Management</p>	<p>4. CIP code: 31.0504</p>
<p>5. Degree/certificate designation</p> <p>Bachelor of Science (B.S.)</p>	<p>6. Term and year of initiation: Fall, 2018</p>
<p>7a. For a proposed spin-off, title and degree designation of existing degree program</p> <p>7b. CIP code (existing program)</p>	
<p>8. Term and year of first graduates: Spring, 2022</p>	<p>9. Date approved by Board of Visitors</p>
<p>10. For community colleges:</p> <p>date approved by local board _____</p> <p>date approved by State Board for Community Colleges _____</p>	
<p>11. If collaborative or joint program, identify collaborating institution(s) and attach letter(s) of intent/support from corresponding chief academic officers(s)</p>	
<p>12. Location of program within institution (complete for every level, as appropriate and specify the unit from the choices).</p> <p>Departments(s) or division of <u> Health and Human Performance </u></p> <p>School(s) or college(s) of <u> Education and Human Development </u></p> <p>Campus(es) or off-campus site(s) <u> Main Campus </u></p> <p>Mode(s) of delivery: face-to-face <u> x </u> distance (51% or more web-based) _____</p> <p>hybrid (both face-to-face and distance) _____</p>	
<p>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.</p> <p>Dr. George Santopietro, Assistant Provost; 540-831-5465; gsantopi@radford.edu.</p>	

Dr. J.P. Barfield, Associate Professor; 540-831-6858; abarfield@radford.edu

TABLE OF CONTENTS

DESCRIPTION OF THE PROPOSED PROGRAM.....	1
PROGRAM BACKGROUND.....	1
MISSION.....	2
ACCREDITATION (IF APPLICABLE).....	2
ADMISSION CRITERIA	2
TARGET POPULATION	3
CURRICULUM.....	3
TIME TO DEGREE COMPLETION.....	5
STUDENT RETENTION AND CONTINUATION PLAN	5
FACULTY	6
PROGRAM ADMINISTRATION.....	6
STUDENT ASSESSMENT	7
EMPLOYMENT SKILLS/WORKPLACE COMPETENCIES	8
PROGRAM ASSESSMENT.....	8
BENCHMARKS OF SUCCESS	9
EXPANSION OF EXISTING PROGRAMS.....	9
RELATIONSHIP TO EXISTING RADFORD UNIVERSITY DEGREE PROGRAMS	9
COMPROMISING EXISTING PROGRAMS.....	10
COLLABORATION OR STANDALONE	10
JUSTIFICATION FOR THE PROPOSED PROGRAM	10
RESPONSE TO CURRENT NEEDS	10
EMPLOYMENT DEMAND.....	12
STUDENT DEMAND	13
DUPLICATION.....	15
PROJECTED RESOURCE NEEDS FOR THE PROPOSED PROGRAM.....	16
RESOURCE NEEDS.....	16
APPENDICES	23
APPENDIX A – ABBREVIATED CURRICULUM STANDARDS FOR COSMA ACCREDITATION	A-1
APPENDIX B – SAMPLE PLAN OF STUDY	B-1
APPENDIX C – COURSE DESCRIPTIONS	C-1
APPENDIX D – “ABBREVIATED CV’S” FOR FACULTY	D-1
APPENDIX E – STUDENT ASSESSMENT	E-1
APPENDIX F – EMPLOYMENT DEMAND.....	F-1
APPENDIX G – SURVEY TO DETERMINE STUDENT DEMAND.....	G-1
APPENDIX H – SURVEY RESPONSES	H-1

Description of the Proposed Program

Program Background

Radford University requests approval to initiate a Bachelor of Science degree program in Sport Management to be implemented in the fall 2018 semester. The proposed program will be administered by the Department of Health and Human Performance in the College of Education and Human Development.

The purpose of the proposed program is to educate students about the theoretical and applied aspects of management as they apply to the sport industry. Students will be exposed to coursework in sport marketing, management, accounting, ethics, business law, sport finance, social and cultural aspects of sport, facility/event management, and fundraising. The degree program also integrates an internship experience to integrate classroom and real-world experience. Upon completion of the program, students will be able to work in a variety of settings including educational institutions, professional sport teams, nonprofit organizations, corporate fitness and wellness units, government agencies, sport governing bodies, and youth sport organizations.

The proposed program responds to the demand for trained sport managers. Currently, the sport industry is vibrant and growing, ranking among the largest industries in the United States. According to Plunkett Research, the total value of the United States sport industry is almost \$500 billion annually.¹ Because of the size of the sport market, there are a wide variety of career opportunities in the industry which employs 4.65 million people accounting for a household income of \$127 billion annually.²

Before the turn of the twenty-first century, the majority of sport management positions were delimited to athletic director positions at high schools and colleges. Because of the job growth mentioned previously, the skill set required for entry-level positions in the field has dramatically expanded. The academic content standards needed to prepare for these diverse job opportunities are guided by the North American Society of Sport Management (NASSM; See Appendix A). In 2008, NASSM and the National Association for Sport and Physical Education (NASPE) jointly established the independent body known as the Commission on Sport Management Accreditation (COSMA) to guide curricula and provide accreditation for college and university programs. Sport Management, as an academic discipline, is well defined by COSMA and warrants a change to Radford's program classification (i.e., Sport Administration concentration).

The curriculum is designed to meet program standards set by COSMA and to prepare students for entry level positions within the sport industry or graduate programs in sport management. This program change will coincide with the deletion of the existing Sport Administration concentration in the Exercise, Sport, and Health Education major (CIP Code 13.1314). Graduates of the program are expected to be competitive for entry level jobs within the sport industry including event management, licensing operations, concession operations, marketing, personnel

¹ <https://www.plunkettresearch.com/statistics/sports-industry/>

² <https://www.plunkettresearch.com/statistics/sports-industry/>

management, and public relations. Additionally, this program will prepare students for graduate degree programs in both business and sport. Fortunately, many Radford University students are showing success in both professional and academic endeavors under the current curriculum. In addition to local sports organizations, recent Radford University graduates have found employment within the sports industry regionally, nationally, and internationally at places such as Start 2 Finish (Charlotte, NC), High Performance Athletic Training Center (West Chester, PA), Allied Integrating Marketing (Washington, DC), Dubai Sports Council (Dubai, UAE), Brad Keselowski Racing (Charlotte, NC), and Ashley Plantation (Daleville, VA). A new Bachelor of Science degree in Sport Management will ensure that Radford University graduates will have the educational and experiential knowledge necessary to pursue sport opportunities in the Commonwealth and the nation.

Mission

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 of 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.

The Sport Management program meets the mission of the university because it provides opportunities for students to develop critical thinking skills, analyze problems and implement solutions. These skills are necessary for sport managers and are consistent with COSMA's accreditation content standards. The program develops these skills through a series of interdisciplinary courses (e.g., finance, accounting, marketing, business law).

Accreditation (if applicable)

Radford University will seek accreditation through the Commission on Sport Management Accreditation.³ The scope of this accreditation agency can be found online.⁴ The Department of Health and Human Performance will seek accreditation for the program in the 2019-2020 academic year.

Admission Criteria

Admission to Radford University requires the following:

- An official transcript of high school work completed, and
- An official Scholastic Assessment Test I (SAT I) or American College Testing Program (ACT) score report.
 - No minimum score is required.

³ <http://www.cosmaweb.org>

⁴ <http://www.cosmaweb.org/scope-of-accreditation.html>

- Applicants with a 3.20 GPA (on a 4.00 scale) may elect to be considered for admission without submitting their Scholastic Assessment Test I (SAT I) or American College Testing Program (ACT).

Radford University takes a holistic approach to reviewing applications and views all materials that an applicant submits in an effort to get to know the prospective student as well as possible. Every application is reviewed by members of the Admissions committee in an effort to select potential Radford University students who are likely to find academic success at Radford and who are likely to be positive contributors to the community. To this end, the Office of Undergraduate Admissions reviews:

- Academic transcripts,
- The strengths of an applicant's high school curriculum,
- Standardized testing,
- Letters of recommendation, and
- All other materials submitted.

The Sport Management program requires no additional application. Transfer credit is accepted for Radford University and there is no limit to the number of hours that a student may transfer. However, half of the required major courses, and at least 45 hours total, must be taken at Radford University for the Sport Management degree.

Target Population

No specific groups will be targeted for the proposed degree program.

Curriculum

The proposed Bachelor of Science in Sport Management is 120 credit hours. The program enables students to pursue entry-level positions in the sport management field or pursue graduate study. The program does not require a thesis.

The curriculum was guided by COSMA accreditation standards. These standards mandate courses to address four major content areas for entry-level sport managers. The proposed curriculum address each of these areas, including: 1) foundations of sport (e.g., Introduction to Sport Management, Sociological Aspects of Sport), 2) foundations of sport management (e.g., Business Law, Sport Administration), 3) functions of sport management (Sport Finance, Entrepreneurship and Innovation), and 4) the sport management environment (e.g., Legal Issues in Sport Management, Sport Ethics). Coursework in these four areas enable graduates to pursue entry-level sport manager positions in a variety of settings.

Additionally, the curriculum offers experiential learning opportunities through professional fieldwork courses. Students learn how to identify and secure positions during a pre-internship course and then complete ≥ 240 hours of professional fieldwork during the final program year. This experiential learning experience enables students to apply course-based knowledge, skills and abilities in real-world settings under the direction of a site supervisor and program faculty.

Bachelor of Science in Sport Management Requirements
General Education Requirements 43-44 Credit Hours

Major Core Requirements: 39-45 Credit Hours

ESHE 212	Introduction to Sport Management	(3)
ESHE 341	Legal Issues in Sport Management	(3)
ESHE 345	Sports Ethics	(3)
ESHE 350	Sport and Exercise Psychology	(3)
ESHE 360	Marketing and Promotion of ESHE	(3)
ESHE 370	Sociocultural Aspects of Sport	(3)
ESHE 375	Event and Facility Management	(3)
ESHE 415	Sport Administration	(3)
ACTG 211	Fundamentals of Financial Acct.	(3)
MKTG 340	Principles of Marketing	(3)
ENGL 306	Professional Writing	(3)
ESHE 463	Professional Fieldwork in ESHE	(6-12)

Concentration Courses

Sport management is a broad field but can be stratified into two primary professional tracks: sport administration (managing professional sport organizations) and professional coaching. To structure the academic degree program to meet these needs, students choose either a concentration in Sport Administration or Coaching Management to complement the major core and complete the degree program.

A primary area of concentration is sport administration, a program designed to prepare professionals to administer collegiate and professional athletic departments. A second area of interest for sport management students is professional coaching. Because the job requirements are distinct from sport administrators, the academic preparation is also different. To this end, Radford University will offer a concentration in Coaching Management to prepare students to work in coaching careers at the college and professional level.

Sport Administration: 15 Credit Hours

ESHE 358	Technology for ESHE	(3)
ESHE 461	Organization and Administration of ESHE	(3)
MGNT 250	Entrepreneurship and Innovation	(3)
MGNT 323	Human Resource Management	(3)
MGNT 361	Managing Professional Communications and Negotiation	(3)
MGNT 421	Leadership and Motivation	(3)
MKTG 341	Advertising Strategy	(3)
MKTG 344	Sales Management	(3)
MKTG 350	Consumer Behavior	(3)
MKTG 360	Professional Selling	(3)
MKTG 440	Supply Chain Management	(3)
ACTG 212	Fundamentals of Managerial Accounting	(3)
BLAW 203	Legal Environment of Business	(3)
BLAW 304	Business Law I	(3)
BLAW 305	Business Law II	(3)
BLAW 306	Entertainment Law	(3)
FINC 251	Personal Finance I	(3)

FINC 331	Introduction to Business Finance	(3)
FINC 332	Intermediate Business Finance	(3)
ECON 205	Principles of Macroeconomics	(3)
ECON 313	Public Planning	(3)
COMS 104	Basic News Writing	(3)
COMS 114	Public Speaking	(3)
COMS 146	Media Performance	(3)
COMS 173	Introduction to Advertising	(3)
COMS 204	News Reporting	(3)
COMS 225	Introduction to Public Relations	(3)
COMS 235	Writing for Public Relations	(3)
COMS 236	Print Production	(3)
COMS 240	Teamwork & Communication	(3)
COMS 250	Interpersonal Communication	(3)

Coaching Management: 15 Credit Hours

ESHE 201	Introduction to Athletic Injuries	(3)
ESHE 305	Principles & Practice of Strength & Cond.	(3)
ESHE 358	Technology for ESHE	(3)
ESHE 388	Coaching the Athlete	(3)
ESHE 390	Kinesiology	(3)
ESHE 395	Motor Behavior	(3)
BIOL 310	Human Structure & Function I	(4)
BLAW 203	Legal Environment of Business	(3)
BLAW 306	Entertainment Law	(3)
COMS 104	Basic News Writing	(3)
FINC 251	Personal Finance	(3)
FIINC 331	Introduction to Business Finance	(3)

Free Electives: 11-17 Credit Hours

11-17 Free elective courses, including the program(s) from which students may select courses

Total: 120 Credit Hours

Appendix B provides a Sample Plan of Study for fulltime and part-time students. See Appendix C for Course Descriptions.

Time to Degree Completion

The current degree program is designed to take first-year, full-time students four years to complete. The program is also designed to take full-time transfer students with an associate's degree two years to complete. For part-time students starting with an associate's degree, it is expected that the program can be completed in four years.

Student Retention and Continuation Plan

Student progress will be monitored through individual advising sessions each semester. First-year students are advised through the College of Education and Human Development's advising

office so that students receive mentoring and feedback on curriculum guidelines and dual-enrollment credit from professional advisors. Starting the second year, students meet with a degree-specific faculty advisor each semester to plan an individual curriculum path. Additionally, the department offers a student mentoring program for students with difficulty with the academic transition to Radford University. Advisors are also advised of student progress each semester through an online advising platform (i.e., Starfish).

Radford University instructors also have the ability to notify advisors of student progress throughout the semester and advisors can arrange tutoring for all Sport Management courses through the Learning Assistance Resource Center (LARC). Also, an Introduction to Sport Management course is part of the program, allowing faculty to address retention and matriculation early in the degree program.

Faculty

The Department of Health and Human Performance consists of 17 full-time faculty lines with 2 faculty lines allocated to Sport Management. Both faculty members teach major core courses and 2 courses within the Sport Administration concentration. Collectively, these faculty have published multiple articles on Sport Management topics in peer reviewed sport management journals and delivered local, regional, national and international presentations at sport management and related conferences. Additionally, sport management faculty have supported student research and presentations at national and international undergraduate research conferences. At this time, there are no plans to seek additional full-time faculty lines.

Four faculty in the Department of Health and Human Performance support the program by teaching courses in the Sport Administration and Coaching Management concentrations (see Appendix D). Support for the program is also provided by academic units outside the College of Education and Human Development. Specifically, three major core classes are taught by the Departments of Accounting, Finance and Business Law (fundamentals of accounting), Marketing (Principles of Marketing), and English (Professional Writing). These departments, as well as the Departments of Management and Communication, lead courses that support both Sport Management concentrations. In total, there are 18 faculty from the College of Business and 9 faculty from the College of Humanities and Behavioral Sciences that support the proposed degree program. A brief description of faculty credentials is provided in Appendix D.

Adjuncts

Adjunct instructors are used to teach one core class (ESHE 375) and two Sport Administration concentration courses (ESHE 358, 461). These adjuncts are current professionals in the field and experts in their subject matter (i.e., technology and event management, respectively). Students have evaluated both adjuncts highly in the past and the Department of Health & Human Performance plans to continue their role in the proposed major.

Program Administration

The proposed Bachelor of Science in Sport Management will have a program administrator. The administrator will be responsible for teaching in the program, reviewing progress/matriculation at the end of each semester, documenting post-graduate outcomes, organizing recruitment

initiatives (new and transfer students), and advising in the program. A full-time, tenure-track Sport Management faculty member will serve as administrator of the program.

The administrative assistant in the Department of Health and Human Performance will provide support for the proposed program. The assistant will be responsible for administering faculty travel proposals and reimbursement, ordering equipment and supplies, and maintaining personnel records.

Student Assessment

Every student who completes a Bachelor of Science degree in Sport Management will have mastered a set of skills that are needed for entry-level positions and graduate study in sport management.

Students will be assessed via written exams, written papers, portfolios, debate evaluations, and project presentations. In addition, students are evaluated by internship supervisors to assess performance of entry-level skills, knowledge and behaviors. This culminating experience enables students to put coursework into real-world performance settings and receive direct feedback from employers and supervising faculty.

The learning outcomes for the Bachelor of Science in Sport Management are specific to undergraduate knowledge, skills, and abilities identified by COSMA. Faculty have worked with staff members in the Office of Academic Assessment to develop learning outcomes and appropriate measures which are consistent with COSMA standards (Appendix E). These learning outcomes are assessed annually in compliance with the Office of Assessment.

Learning Outcomes

Sport Management students will be able to:

- Communicate in the written form,
- Communicate orally,
- Apply critical thinking and decision making as it applies to the sport setting, and
- Demonstrate managerial competencies in a sport related activity.

Curriculum Map

Learning Outcome	Course	Assessments
Sport Management students will be able to communicate in the written form.	ESHE 212	Students will complete a jobs portfolio assignment in ESHE 212. Part of a grading rubric will be used to evaluate writing skills.
Sport Management students will be able to communicate orally.	ESHE 415	Students will debate current issues in sport administration and their ability to use data to argue and communicate a point will be analyzed with a rubric.
Sport Management students	ESHE 212	In ESHE 212, students will

will demonstrate the ability to apply critical thinking and decision making as it applies to the sport setting.	ESHE 415	work in groups to solve a critical thinking problem designed at a CLRA workshop. In ESHE 415, students will have to solve a budgetary issue and other typical athletic department issues in a role-playing assignment.
Sport Management students will demonstrate managerial competencies in a sport related activity.	ESHE 463	Students will be evaluated by internship supervisors with a grading rubric to determine managerial competencies

Employment Skills/Workplace Competencies

Graduates of the Sport Management program will be able to:

- Design and implement promotional and advertising materials,
- Minimize organizational liability by implementing risk management procedures,
- Analyze and recommend policies for the ethical behavior for sport organizations,
- Develop community, public and media relationships,
- Design policies and procedures for diversity in the workplace,
- Conduct applied research for the sport organization,
- Plan, manage, and implement sporting events,
- Apply appropriate leadership theories in the workplace, and
- Write professional content for the sport organization.

Specific to the Sport Administration concentration, graduates will be able to:

- Plan budgets,
- Project financial gains/losses,
- Account for all income and expenditures,
- Identify revenue streams,
- Provide oversight of organizational employees, and
- Ensure individual program policies and procedures are consistent with regulations.

Specific to the Coaching Management concentration, graduates will be able to:

- Develop annual scheduling,
- Assist with logistical operations,
- Coordinate travel arrangements,
- Recruit prospective athletes,
- Lead position-specific drills and practices, and
- Oversee tape exchange.

Program Assessment

The Department of Health and Human Performance will assess and evaluate the proposed program after the initial year. The department will conduct and report annual assessments of

student learning outcomes beginning in 2018 in accordance with the Office of Assessment's university-wide reporting requirements. To meet the Office of Assessment's requirements, a five-year review of the programs mission, goals, learning outcomes, and student success will also be conducted to make changes to program goals and student learning outcomes where necessary. The Sport Management program, with help from the Office of Assessment, will use institutional data, senior and alumni surveys, and learning outcomes assessments to complete the annual program assessment report that will describe how goals and learning outcomes have been achieved. The Sport Management program is scheduled to submit its first program review in 2019.

Benchmarks of Success

The benchmarks of success of this program include:

1. 60% of graduates will find employment within the field within 1 year of graduation.
2. 20% of graduates will be accepted into graduate school within 1 year of graduation.
3. 85% of students will report satisfaction with the degree program at the conclusion of the senior year.

If the employment benchmark is not met, the program director will meet with RU's Career Services unit to determine effective strategies. Additionally, the program director will survey local employers regarding the disconnect between student training and job entrance. The program director will also contact graduate program coordinators if the graduate school benchmark is not met. Finally, rather than a specific benchmark, Sport Management faculty will examine the qualitative results of student satisfaction to make changes to the program.

Expansion of Existing Programs

The proposed Bachelor of Science in Sport Management is an expansion of an existing program, namely the Sport Administration concentration within the Exercise, Sport, and Health Education major of the Department of Health and Human Performance. The current concentration was started to expand opportunities for physical education teacher licensure students who wanted to pursue other options upon graduation. The accreditation program standards in the field have changed dramatically over the past two decades and have resulted in the need to update the currently approved curricula to remain current with the field and to comply with accreditation standards.

Approval of the proposed program will result in elimination of the Sport Administration concentration from the ESHE major. In short, students interested in entry-level positions in sport management are unlikely to understand that a major in Exercise, Sport, and Health Education is a viable curriculum choice. The proposal seeks a stand-alone major so that prospective students can effectively identify a structured, meaningful undergraduate degree in Sport Management that leads to entry-level positions and graduate study in the field. No additional faculty will be needed for this change as no additional courses are projected.

Relationship to Existing Radford University Degree Programs

The proposed Bachelor of Science in Sport Management is not similar or related to any existing degree program at Radford University. The degree program can be implemented without compromising or negatively affecting any existing degree program in the Department of Health and Human Performance, College of Education and Human Development or Radford University.

Compromising Existing Programs

No degree programs will be compromised or closed as a result of the initiation and operation of the proposed degree program.

Collaboration or Standalone

This is a standalone program. No other organization was involved in its development, and no other organization will collaborate in its operation.

Justification for the Proposed Program

Response to Current Needs (Specific Demand)

Defining Sport and Sport Management

The sport industry is vibrant and growing, ranking among the largest industries in the United States. According to Plunkett Research, the total value of the United States sport industry is approximately \$500 billion annually.⁵ The sport industry consists of three primary segments, namely sport performance (e.g., amateur and professional sport, fitness and sport firms), sport production (e.g., equipment, apparel), and sport promotion (e.g., media, merchandising). There are three primary drivers that continue to increase the size of the sport market through one, if not multiple, of the aforementioned segments. That is, technology, globalization, and increased participation rates are all driving the sport market and therefore the demand for effectively trained sport managers.

Technology is increasing the audience for sport, thereby expanding the sport promotion and production segments in the industry. For example, social media is changing how consumers access sport, expanding the sport promotion segment into uncharted waters. The technology of equipment is also expanding quickly as football helmet design has become one of the major sport innovations in the past twenty years.⁶ It is clear that technology is increasing the size of the sport industry, requiring a greater knowledge base among future sport managers.

Globalization is also affecting the sport industry. Sport is big business and it occurs on a global stage.⁷ A global audience has a direct impact on the sport promotion segment but also affects how equipment and sporting goods (sport production) are manufactured outside the United States.⁸ The expanse of sport internationally is creating more competition, larger fan bases, and ultimately more sport consumers.

Finally, increased participation rates in sport (performance segment) has been, and will continue to be, a major driver of the sport industry. Increased participation has been due to additional

⁵ <https://www.plunkettresearch.com/statistics/sports-industry/>

⁶ Read, D. (2013). The tools to play *Athletic Management*, 25, 64-68.

⁷ de Haan D, S. Internationalization of the sport management curriculum: Academic and student reflections. *Journal of Studies in International Education* [serial online]. February 1, 2012;16(1):24-39.

⁸ Thibault, L., (2009). Globalization of sport: An inconvenient truth. *Journal of Sport Management*, 23, 1-20.

engagement in both leisure activity and non-traditional sports (e.g., extreme and action sports). Molitor⁹ correctly predicted that the “Leisure Time Era” would start in 2015 when “free time” dominated total individual lifetime activity. The aging “baby-boomer” population has driven this shift toward lifetime activity as more people than ever are leaving the workforce and seeking more leisure time pursuits.¹⁰ The increase in leisure consumerism has been accompanied by dramatic participation increases in non-traditional sports such as extreme sports.¹¹ Extreme sports, or action sports (e.g., X-Games, CrossFit), are non-traditional sport options with unique participation, marketing, and management requirements. As such, leisure and extreme sport participation have created a sport setting that is unfamiliar to traditional sport managers. Greater participation in sport is dramatically increasing industry size, creating a demand for more sport managers with training in all segments of sport, not simply administration of traditional high school and college team sports.

The Role of Undergraduate Sport Management Education

Sport management is the program name given to university-level academic programs that prepare students for entry-level positions in sport.¹² Before this century, the majority of sport management positions were delimited to athletic director positions at high schools, colleges or professional sport teams (i.e., general managers). Because globalization, technology, and increased participation has expanded all segments of the sport industry, the skill set required for entry-level positions in the field has dramatically expanded. The academic standards needed for these diverse job opportunities are guided by the North American Society of Sport Management (NASSM).¹³ In 2008, NASSM and the National Association for Sport and Physical Education (NASPE) jointly established an independent body known as the Commission on Sport Management Accreditation (COSMA) to guide curricula and provide accreditation for college and university programs. Radford University has offered academic preparation for future sport managers since 2012 but must update its program to meet the unfolding industry being shaped by globalization, technology, and increased non-traditional participation.¹⁴ The proposed degree program in Sport Management reflects the department’s response to the curriculum standards of COSMA and the needs of students seeking to become entry-level sport management professionals.

Seven colleges and universities in Virginia have undergraduate degrees in, or related to, sport management but only Liberty University has an accredited undergraduate degree in Sport Management as recognized by COSMA.¹⁵ Radford University will seek to become the first public Virginia university with COSMA accreditation once the current proposal is approved.

⁹ Molitor, G. T. T. (1999). The next 1,000 years: The "big five" engines of economic growth. *The Futurist*, 33(10), 13-18.

¹⁰ Patterson, I., & Pegg, S. (2009). Marketing the leisure experience to baby boomers and older tourists. *Journal of Hospitality Marketing & Management*, 18(2-3), 254-272.

¹¹ Ko, Y. J., Park, H., & Claussen, C. L. (2008). Action sports participation: consumer motivation. *International Journal of Sports Marketing & Sponsorship*, 9(2), 111-125.

¹² Pedersen, P., & Thibault, L. (2014). *Contemporary sport management* (5th Ed.). Champaign, IL: Human Kinetics.

¹³ <https://www.nassm.com>

¹⁴ <http://www.cosmaweb.org/scope-of-accreditation.html>

¹⁵ https://www.nassm.com/Programs/AcademicPrograms/United_States

Employment Demand

Because globalization, technology, and increased participation are expanding the sport industry, the demand for graduates of sport management programs is high as documented by federal and Commonwealth employment projections. Evidence is included from 3 sources: 1) Bureau of Labor Statistics, 2) Virginia Labor Market Information, and 3) job advertisements.

Specific to federal employment projections, the Bureau of Labor Statistics Occupational Handbook projects employment demand for the next decade to be as high or higher than average for sport managers. Demand for entertainment and sport managers is expected to increase by 6% over the next decade.¹⁶ Specific to sport, job growth will grow faster than average for some areas of the field through 2024 due to increased profits from the industry.¹⁷

National Employment Demand via Bureau of Labor Statistics

Career Field	Median Salary	Projected 10-year Job Growth	Evaluation
Sport Performance	\$45,000	6 ¹⁸	As Fast as Average
Sport Production	Varies	Varies ¹⁹	Varies
Sport Promotion	\$125,000	9% ²⁰	Faster than Average

According to the North American Industry Classification System²¹, there are over 300 different position types in the sport field. Specific to Commonwealth employment projections, the demand for sport managers is consistent with national trends, with all fields projected to have more job openings than candidates. The table below documents a few job opportunities for sport managers.

Commonwealth Employment Demand via Virginia Labor Market Information

Career Field	Salary Range	Current Commonwealth Openings	Supply/Demand
Coaches and Scouts	\$20,000-50,000	237	.14 candidates/job opening ²²
Recreation Workers	\$17,000-32000	159	.24 candidates/job opening ²³
Marketing Managers	\$94,000-187,000	299	.86 candidates/job opening ²⁴

¹⁶ <https://www.bls.gov/ooh/entertainment-and-sports/athletes-and-sports-competitors.htm>

¹⁷ https://www.bls.gov/emp/ep_table_102.htm

¹⁸ <https://www.bls.gov/ooh/entertainment-and-sports/athletes-and-sports-competitors.htm>

¹⁹ https://www.bls.gov/oes/current/naics4_424300.htm#11-0000

²⁰ <https://www.bls.gov/ooh/management/advertising-promotions-and-marketing-managers.htm>

²¹ <https://www.census.gov/cgi-bin/sssd/naics/naicsrch?input=sport&search=2017+NAICS+Search&search=2017>

²² <https://data.virginialmi.com/vosnet/lmi/occ/occsmary.aspx?>

²³

<https://data.virginialmi.com/vosnet/lmi/occ/occsmary.aspx?enc=e7AKr7bjUGRBEdrMte14URb/ifJJ3yctk/SNws04rlzVCr0GZG+s4y45T9mnPCDFWVSlG0vD+0W4tTq7S7ZbX8f93dOVLy8+sxjLAoF+C6K+NMKjXLxWZM608dkXe3S>

²⁴

<https://data.virginialmi.com/vosnet/lmi/occ/occsmary.aspx?enc=e7AKr7bjUGRBEdrMte14URb/ifJJ3yctk/SNws04rlzVCr0GZG+s4y45T9mnPCDFWVSlG0vD+0W4tTq7S7ZbYY78kRf92R+Uh01izROMpBddmxUDaTgvJTY4fxP80n3>

Graduates of the Sport Management program will be qualified for a variety of entry-level positions in the Commonwealth and beyond. Entry-level positions in the Commonwealth include staff positions for multiple major and minor league professional teams, historic stock car racing tracks, multiple colleges and university athletic departments, recreation centers, intramural/club sport programs, travel youth and adult sports teams, and fitness-related venues. Graduates also have the ability to be employed in youth sport through organizations such as after school sports programs, community organizations such as city parks and recreation, YMCA, Boys Club/Girls Club, and travel sports teams. Event managers are needed to work at traditional facilities and in stand-alone businesses. Private sport companies include additional management opportunities at facilities such as golf courses, aquatic centers, ski resorts, racquet clubs, and fitness facilities. Finally, there is a need for workers in the sport production (retail business) segment.

Additionally, Radford serves employers primarily in central and southwest Virginia. Based on a Virginia-specific search, there are multiple listings for sport managers in:

- Professional Sport: 36 job postings including the Richmond Kickers, Washington Redskins, Salem Red Sox, Norfolk Admirals, Ted Convocation Center, Potomac Nationals, Richmond International Raceway, Martinsville Speedway, Richmond Flying Squirrels and Lynchburg Hillcats,
- Sport Hospitality and Entertainment: 9 job postings with positions including Affinity Marketing Coordinator, Convention and Tourism Marketing and Public Relations Coordinator, Sales and Marketing Team, Independent Sports Marketing Sales Rep, and Sales Representative, and
- College Sport: 137 job postings.

See Appendix F for job announcements.

Student Demand

Evidence of student demand is documented from two sources: 1) student survey, and 2) enrollment data.

Student Survey

In the spring of 2017, several classes were surveyed (Appendix G) to assess student interest in a B.S. degree in Sport Management. The data from students ($N = 104$) participating in the survey revealed several consistent patterns. Students overwhelmingly were in favor of establishing a B.S. degree in Sport Management ($100/104 = 96\%$). Student attitudes towards a degree in Sport Management were overwhelmingly positive or very positive ($99/104=95\%$). Almost all believed that a Sport Management major would be beneficial for the development of sport within the community ($102/104=98\%$). Respondents were predominately male (72%) but there was a good distribution between Freshmen (21%), Sophomores (37%), Juniors (27%), and Seniors (15%). See Appendix H for a complete description of survey responses.

Enrollment Data

Enrollment in ESHE Sports Administration, Department of Health & Human Performance

	Fall 2013	Fall 2014	Fall 2015	Fall 2016	% Change
Sport Administration	98	100	112	117	+19%

Enrollment ²⁵					
HHP Enrollment	865	852	775	699	-19%
Degrees conferred in Sport Administration	* ₂₆	*	16	32	
Sport Administration Minors	21	24	18	21	0%

²⁵ <https://ir.radford.edu/electronic-fact-book/>

²⁶ *data unavailable

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
SUMMARY OF PROJECTED ENROLLMENTS IN PROPOSED PROGRAM

Table 1. Projected Enrollment

Year 1		Year 2		Year 3		Year 4 Target Year (2-year institutions)			Year 5 Target Year (4-year institutions)		
2017-2018		2018-2019		2019-2020		2020-2021			2021-2022		
HDCT	FTES	HDCT	FTES	HDCT	FTES	HDCT	FTES	GRAD	HDCT	FTES	GRAD
139	139	165	165	196	196				233	233	63

*These estimates are based on student growth in the Sport Administration program over the past five years (19% increase).

Assumptions:

Retention percentage: 65%

Full-time students average credit hours per semester: 15

Full-time students graduate in 4 years

Duplication

Radford University is located in Southwest Virginia and intends to offer a major in **Sport Management** (CIP Code 31.0504: Sport and Fitness Administration/Management). According to SCHEV's degree inventory (http://research.schev.edu/degreeinventory/inventory_3.asp), only 4 other public institutions in Virginia offer the same program of study, namely George Mason (graduate program only), James Madison University (undergraduate and graduate), Virginia Commonwealth University (graduate program only), and Virginia State University (graduate program only). Radford is proposing the second public undergraduate program in the state and the only public undergraduate program offered in Southwest Virginia. The proposed program is the only degree opportunity to meet student and employer demand in Southwest Virginia. This program will fill a critical void. The ability to recruit, advise, matriculate, and graduate students through a degree program benefits future students, statewide industry, and higher education.

Enrollments and Degrees Awarded at Comparable Programs in the Commonwealth

James Madison University offers the Bachelor of Science in Sport and Recreation Management, the only comparable undergraduate program to the proposed curriculum. There are a number of similarities between the James Madison program and the one proposed by Radford University. Several core classes are similar as both programs require legal issues in sport management, sport ethics, sport psychology, marketing and promotions, sociocultural aspects of sport, event and facility management, and accounting. Additionally, both programs offer an experiential learning

experience at the conclusion of the program, namely a practicum/internship experience. Finally, both programs offer a series of business classes to complement the core curriculum.

However, Radford University's proposed program is distinct from the James Madison University degree program in several significant ways. While the curriculums have a lot in common the degree at James Madison University focuses on hospitality and recreation management and is broad-based. The proposed curriculum at Radford University is targeted to the emerging sport management professional and was designed with the standards set forth by COSMA. The curriculum allows for greater flexibility for students who will be choosing different areas of concentration within the sport management field. For example, for the student who aspires to pursue sport communication, the proposed curriculum allows students to select a variety of courses within the sport administration concentration to help better prepare them for success. Students can take up to 15 hours of communication classes. This is not the case with the curriculum at James Madison University. Additionally, Radford University students can pursue business law classes for careers in compliance, sport agency representation, or other legal areas. For students wanting to enter a marketing field or management field the sport management student can take a variety classes in marketing and management areas. This distinction is important because the sport industry is quite diverse and requires a variety of skill set for success in entry level positions. Additionally, the coaching management concentration allows students to take a coaching management class and related coursework designed to aid the aspiring coach. The James Madison program does not offer a true academic preparation into the coaching field.

Projected Resource Needs for the Proposed Program

Resource Needs

Radford University and the Department of Health and Human Performance have the resources needed to initiate and operate the proposed degree program.

The course sequence is already in operation and the program does not have a need for many additional resources. The Department currently administers the Sport Administration concentration through 2 full-time faculty lines with advising support from 1 additional full-time faculty member who teaches within the program. The primary future needs of the program are minimal as few equipment/supplies are needed to maintain the program.

Full-time Faculty. Additional full-time faculty lines are not needed at this point (the current Sport Administration concentration faculty will lead the new program). If growth of the program continues, additional adjunct or full-time faculty may be needed.

Part-time Faculty. Part-time faculty are not currently needed nor are expected to be needed over the next five years.

Adjunct Faculty. Because the optional concentration courses are taught by full-time faculty from varied departments across campus, additional adjunct faculty are not expected to be required within the next five years. Current full-time faculty are able to accommodate the student demand for core classes at this point and additional sections (and therefore adjunct faculty) are not needed at this time.

Graduate Assistants. Graduate assistants are not needed to support the program.

Classified Positions. The program faculty and administrative assistant (Department of Health & Human Performance) will handle the administrative components of the degree. No additional classified positions are needed.

Targeted Financial Aid. There is no targeted financial aid planned at this point.

Equipment. There is no need for additional equipment at this time.

Library. The department has a sufficient library budget that supports the current students. No additional library needs are expected.

Telecommunications. The department has a sufficient telecommunications budget that supports the current faculty. No additional phone/video needs are expected.

Space. The department has sufficient space that supports the current students. No additional space requests are expected.

Resources Needs: Part A – D

Part A: Answer the following questions about general budget information.

- Has or will the institution submit an addendum budget request to cover one-time costs? Yes _____ No X
- Has or will the institution submit an addendum budget request to cover operating costs? Yes _____ No X
- Will there be any operating budget requests for this program that would exceed normal operating budget guidelines (for example, unusual faculty mix, faculty salaries, or resources)? Yes _____ No X
- Will each type of space for the proposed program be within projected guidelines? Yes X No _____
- Will a capital outlay request in support of this program be forthcoming? Yes _____ No X

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

	Program Initiation Year 2018 – 2019		Target Enrollment Year 2023 – 2024	
	On-going and reallocated	Added (New)	Added (New)***	Total FTE positions
Full-time FTE*	0.00	0.00	0.00	0.00
Part-time FTE **	0.00	0.00	0.00	0.00
Adjunct faculty	0.00	0.00	0.00	0.00
Graduate assistants (HDCT)	0.00	0.00	0.00	0.00
Classified positions	0.00	0.00	0.00	0.00
TOTAL	0.00	0.00	0.00	0.00

* Faculty dedicated to the program. **Faculty effort can be in the department or split with another unit.

*** Added **after** initiation year and up through target enrollment year.

Part C: Estimated resources to initiate and operate the program

	Program Initiation Year 2018 – 2019		Expected by target enrollment 2023- 2024	
Full-time faculty	0.00	0.00	0.00	0.00
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0
Part-time faculty (faculty FTE split with other units)	0.00	0.00	0.00	0.00
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0
Adjunct faculty	0.00	0.00	0.00	0.00
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0
Graduate assistants	0.00	0.00	0.00	0.00
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0
Classified Positions	0.00	0.00	0.00	0.00
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0

Total personnel cost				
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0
Total personnel cost	\$0	\$0	\$0	\$0
Equipment	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0
Telecommunication costs	\$0	\$0	\$0	\$0
Other costs	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0

Part D: Certification Statement(s)

The institution will require additional state funding to initiate and sustain this program.

_____ Yes _____
Signature of Chief Academic Officer

_____ No _____
Signature of Chief Academic Officer

If “no,” please complete items 1, 2, and 3 below.

1. Estimated \$\$ and funding source to initiate and operate the program.

Funding Source	Program initiation year 2018-2019	Target enrollment year 2023-2024
Reallocation within the department <i>(Note below the impact this will have within the department.)</i>	\$0.00	\$0.00
Reallocation within the school or college <i>(Note below the impact this will have within the school or college.)</i>	\$0.00	\$0.00
Reallocation within the institution <i>(Note below the impact this will have within the institution.)</i>	\$0.00	\$0.00
Other funding sources <i>(Specify and note if these are currently available or anticipated.)</i>	\$0.00	\$0.00

2. Statement of Impact/Other Funding Sources. A separate detailed explanation of funding is required for each source used and a statement of impact on existing resources.

Reallocation within the department

Reallocation within the school or college

Reallocation within the institution

Other funding sources

3. Secondary Certification.

If resources are reallocated from another unit to support this proposal, the institution will **not** subsequently request additional state funding to restore those resources for their original purpose.

_____ Agree _____
Signature of Chief Academic Officer

_____ Disagree _____
Signature of Chief Academic Officer

Appendices

Appendix A – Abbreviated Curriculum Standards for COSMA Accreditation²⁷

Excellence in sport management education at the undergraduate level requires coverage of the key content areas of sport management – the Common Professional Component (CPC). The CPC topic areas, as outlined below, should be adequately covered within the content of undergraduate sport management programs. Evaluation of the “balance” within the sub-areas is based on the sport management academic unit’s mission to allow maximum flexibility. For clarification of each content area, see “Definitions” in this section.

A. Foundations of Sport: Historical, Sociological, and Psychological

B. Foundations of Sport Management

1. Management Concepts
2. Governance & Policy
3. International Sport

C. Functions of Sport Management

1. Sport Operations
2. Sport Marketing
3. Sport Communications
4. Sport Finance and Economics

D. Sport Management Environment

1. Legal aspects of sport management
2. Ethical aspects of sport management
3. Diversity issues in sport management
4. Technological advances in sport management

E. Integrative Experiences & Career Planning

1. Internship/Practical/Experiential Learning
2. Capstone Experience

²⁷ <http://www.cosmaweb.org/accreditation-manuals.html>

Appendix B – Sample Plan of Study

Sample Plan of Study for Full-Time Students

*Must be taken in designated semester. Courses in **Bold** are required in Core Curriculum.

Fall Semester		Spring Semester	
Freshman Year	Cr.	Freshman Year	Cr.
* Core 101	3	* Core 102	3
Humanities or VPA	3	MATH 137	3
Global Perspectives	3	HLTH 200	3
ECON 205 or 206	3	Humanities/VPA/Foreign Lang	3
BIOL 105	4	ESHE 212: Intro to Sport Management	3
	Total 16		Total 15
Sophomore Year		Sophomore Year	
*Core 201, POSC 201 or MKTG 201	3	* Core 202 or POSC 202	3
Humanities or VPA	3	ACTG 211: Fundamentals of Financial Acct	3
STAT 200	3	ESHE 350: Sport Psychology	3
PSYC 121	3	Concentration Course # 1	3
*ESHE 375: Event and Facility Mgmt.	3	Concentration Course # 2	3
	Total 15	<i>Talk to advisor about choosing a minor to complement your degree & interests.</i>	Total 15
Junior Year		Junior Year	
Elective	3-4	*ESHE 341: Legal Issues in Sport Management	3
MGNT 322: Organizational Behavioral	3	*ESHE 400: Financial Aspects of Sport	3
ENGL 306/307	3	ESHE 360: Marketing & Promotion in ESHE	3
MKTG 340: Principles of Marketing	3	Elective	3
Concentration Course # 3	3	Concentration Course # 4	3
	Total 15-16		Total 15

Senior Year		Senior Year	
*ESHE 345: Sport Ethics	3	Elective	3
Concentration Course # 5	3	Elective	3
*ESHE 370: Sociocultural Aspects of Sport	3	ESHE 463: Professional Fieldwork in ESHE	6
Elective	3-4		
ESHE 415: Sport Administration (must be taken semester prior to ESHE 463)*	3		
	Total 15-16		Total 12

TOTAL CREDIT HOURS

120

Appendix C – Course Descriptions

Description of Required Common Core Courses

ACTG 211: Fundamentals of Financial Accounting

A comprehensive introduction to the fundamental concepts and procedures in accounting for proprietorships, partnerships, and corporations. Emphasis is on the user perspective. ACTG 211 is a business core requirement.

BIOL 105: Biology for Health Science Majors

Intended for any student who is not a Biology major, but who needs to take microbiology or human anatomy courses for their majors.

ECON 205: Principles of Macroeconomics

An introduction to the concepts of scarcity and choice, supply and demand theory, national income accounting, money and banking, monetary and fiscal policy models, and how government deals with the problems of inflation, unemployment, and economic growth. This course has been approved for Core Curriculum credit in Social and Behavioral Sciences or U.S. Perspectives.

ECON 206: Principles of Microeconomics

Econ 206 concentrates on microeconomics: elasticity of demand and supply, consumer and producer behavior, market structure, labor market analysis, and general equilibrium.

ENGL 306: Professional Writing

Course introduces students to writing for their careers. Assignments may include instructions, a proposal, a resume, letters, memos, short reports, and computer graphics.

ENGL 307: Business Writing

The course prepares students to cope with the strategy and writing of a wide range of informative and persuasive business letters and reports.

ESHE 212: Introduction to Sport Management

Designed to provide students with an overview of the sport management/administration profession and the array of careers currently available in the sport industry. Studies the impact of social, historical, health and economic trends on the growth of sport in the United States and throughout the world. Special emphasis is placed on ethical and diversity issues as they relate to the sport management profession. Information related to the governance of sport organizations is studied.

ESHE 341: Legal Issues in Sport Management

Designed to introduce students to the legal doctrines, major statutes, standards and case law that establish legal responsibilities, rights, privileges and controls related to the field of exercise and sport sciences.

ESHE 345: Sport Ethics

Examination of the ethical principles related to sport-specific issues within the context of managing sport services.

ESHE 350: Sport and Exercise Psychology

Provides students with an overview of concepts and principles essential to understanding the behavioral aspects of sport and exercise. Emphasis is given to the conceptual frameworks and the applied aspects of performance enhancement, mental skills, exercise behavior and motivation, social factors, and psychology of injury. Applications are made to the athlete/participant, exercise leader and sport coach.

ESHE 360: Marketing of ESHE

Examines the entrepreneur's role with emphasis on marketing and promotion. Studies and applies methods employed to promote, market, select and administer all aspects of exercise, sport and health programs.

ESHE 370: Sociocultural Aspects of Sport

The purpose of this course is to introduce the student to sport specific sociocultural perspectives as they apply to the study of sport management. Topics may include race/ethnicity, gender and social class, and globalization as these apply to sport. Students will demonstrate the ability to assess the effect of sport in both American and global societies.

ESHE 375: Event and Facility management

Addresses the principles and procedures involved in sports facility and event management. Special emphasis will be given to sports event planning, production, and evaluation.

ESHE 400: Financial Aspects of Sport

Financial considerations important to sport; budgeting, fundraising, and economic impact of sport.

ESHE 415: Issues in Sport Management

Principles of organization and administration in a variety of sport related settings. Issues concerning facilities, equipment, philosophy, budget, scheduling, public relations, staffing, diversity, and management style are discussed.

ESHE 463: Fieldwork in ESHE

Course provides students opportunities to integrate previous course work with practical field experience.

HLTH 200: Wellness Lifestyles

Provides students with the knowledge and skills to keep themselves healthy and fit for life. The lecture provides information on health knowledge. The activity classes introduce a variety of fitness skills and techniques in order to help the individual pursue lifetime fitness. The laboratory assessments provide personal health/wellness data. All three components are integrated to promote a commitment to a wellness lifestyle.

MATH 137: College Algebra

A systematic approach to the concepts of algebra. Topics include basic properties of numbers systems, equations and inequalities, systems of equations, functions and graphs, polynomials and rational functions, exponentials and logarithms.

MGNT 322: Organizational Behavior

A study of individual and group behaviors within organizations. Intended to develop in managers a greater awareness of the problems and opportunities in managing individuals in organizations and in increasing employee effectiveness. A business core requirement.

MKTG 340: Principles of Marketing

Examines the marketing principles, concepts, and practices used by organizations to create value, enhance satisfaction, and manage customer relationships. The course emphasizes how to develop, position, price, distribute, communicate, and promote an organization's offerings to selected target markets in a dynamic global environment, A business core requirement.

PSYC 121: Introductory Psychology

Introduces students to the scientific study of behavior. Topics include essential concepts in brain function, development, cognition, learning, personality, social behavior, abnormal psychology, and the methods used to generate and apply psychological knowledge in a variety of settings. This course has been approved for credit in the Social and Behavioral Sciences area of the Core Curriculum.

STAT 200: Introduction to Statistics

Introduction to statistical methods; descriptive statistics, normal distribution, estimation, hypothesis testing, correlation and regression.

Description of Concentration, Track, and/or Focus Area Courses (if applicable)

Sport Administration Concentration

ACTG 212: Fundamentals of Managerial Accounting

Comprehensive introduction to the fundamental principles and procedures of accounting for managerial decision making, planning, control and performance evaluation. ACTG 212 is a business core requirement.

BLAW 203: Legal Environment of Business

This course provides a survey of the legal system of the United States of America. Civil procedure, tort law, administrative law and criminal law are briefly surveyed. Areas of the law studied in more depth include contracts, government regulation, international law and agency. Business ethics and diversity are emphasized in much of the topical coverage. (Does not include coverage of the Uniform Commercial Code.)

BLAW 304: Business Law I

The course is an in-depth study of the Uniform Commercial Code, Articles 2, 2a, 3, 4, 6, 7 and 9, bankruptcy, the CISG and other business law topics frequently addressed on the CPA examination.

BLAW 305: Business Law II

An in-depth study of the laws affecting business organizations, property, wills, trusts and estates and insurance. In addition, other areas of the law affecting business may be covered as these areas emerge and as time permits.

BLAW 306: Entertainment Law

This course provides a study of the legal aspects of the entertainment industry. Particular attention will be paid to contracts and contract implications, copyright law, and licensing concerns. Union issues, agency, and international implications will also be addressed.

COMS 104: Basic News Writing

Instruction and practice in basics writing for print and electronic media. Includes introduction to writing fundamentals, writing for all types of media, and use of expository, narrative, descriptive and persuasive approaches. This is a core course required of all Media Studies majors in the journalism concentration.

COMS 114: Public Speaking

Techniques and fundamentals of public speaking; methods for improving poise and confidence, delivery, construction of speeches and critical evaluation of speeches and speakers. For students who wish to improve their ability to communicate in public.

COMS 146: Media Performance

Performance demonstrated and practiced through a variety of media in studio and field settings. Personal coaching provided on the basis of audio and video recordings, analysis and feedback.

COMS 173: Introduction to Advertising and IMC

This course provides a foundation for advertising, its history, development, problems and challenges. Includes an overview of advertising, its creativity, composition, decision making, media planning, and management.

COMS 204: News Reporting

Practice in advanced level reporting and feature writing. The course requires submission of all stories for possible media distribution (e.g., "The Tartan," "NRV News"). Advanced discussion of ethics, morality, law and responsibility, as well as examination of national and international media issues.

COMS 225: Introduction to Public Relations

Principles, history and practice of public relations in business, educational institutions, social welfare organizations, government and the military services.

COMS 235: Writing for Public Relations

Provides students with the theory and technical knowledge necessary to produce messages as professional communicators. Students will develop skills in a variety of writing formats and learn to utilize desktop publishing and graphics software in the production of messages.

COMS 236: Print Production

Principles and practices in the production of print and digital media with emphasis on computer graphics and desktop publishing. Course also covers theories of typography and visual communication.

COMS 240: Teamwork and Communication

Development of communication skills in the context of teams in organizational and professional settings. Students study the structure of effective teamwork, group process, problem solving, and leadership.

COMS 250: Interpersonal Communication

Improves understanding of internal communication environments, enhances ability to communicate with others. Emphasis on theory and research through experiential projects and examination of communication process used by class itself.

ECON 205: Principles of Macroeconomics

An introduction to the concepts of scarcity and choice, supply and demand theory, national income accounting, money and banking, monetary and fiscal policy models, and how government deals with the problems of inflation, unemployment, and economic growth. This course has been approved for Core Curriculum credit in Social and Behavioral Sciences or U.S. Perspectives.

ECON 206: Principles of Microeconomics

Econ 206 concentrates on microeconomics: elasticity of demand and supply, consumer and producer behavior, market structure, labor market analysis, and general equilibrium.

ESHE 358: Technology for Exercise, Sport and Health Education

Students shall acquire the knowledge and skills to understand and use "high tech" exercise equipment, personal computer, related software, and main frame systems employed in commercial fitness/wellness centers, hospitals, and education centers.

ESHE 364: Pre-Professional Fieldwork in ESHE

Provides junior level ESHE students with the opportunity to integrate previous course work with practical field experience. Offers students 40-120 on-site work hours to apply theory to practice.

ESHE 461: Organization and Administration of Health/Fitness Programs

Focuses on the development, organization, implementation and administration of health, fitness, wellness and other health promotion programs. It includes basic information on facility and staffing requirements for such programs.

FINC 251: Personal Finance

Deals with personal financial planning including investment basics, wealth creation, insurance planning, the importance of savings, credit management, and basic estate planning.

FINC 331: Introduction to Business Finance

Introduces financial concepts and techniques of financial management and emphasizes an understanding of how the principles of finance can be used to enhance the value of the firm. Topics include the mathematics of interest and the time value of money, financial statement analysis and forecasting, valuation techniques, the measurement and relationship between risk and expected return, capital investment decisions, and working capital management.

FINC 332: Intermediate Business Finance

Applies the analytical tools acquired in FINC 331 Introduction to Business Finance to further explore the theory and practice of financial decision making to enhance firm value. Topics include advanced capital budgeting techniques, cost of capital, capital structure, dividend policy and mergers and acquisitions.

MGNT 250: Entrepreneurship and Innovation

Provides an overview of the principles, theories, and practice of entrepreneurship and innovation. Emphases will be placed upon the student understanding how past entrepreneurs have used innovation methods to launch entrepreneurial ventures; and how the student can use their own creativity to launch entrepreneurial ventures.

MGNT 323: Human Resource Management

Introduction to the most important functions of human resource management, including strategic HR planning, EEO laws, job analysis, recruitment, selection, training and development, performance appraisal, and compensation.

MGNT 361: Managing Professional Communication and Negotiations

Instruction in effective written and oral communications commonly used by leaders and managers in business organizations, and in effective negotiating skills and practices.

MGNT 421: Leadership and Motivation

Study of leadership as an interactive process involving the leader, followers, and situation. Emphasizes understanding the concepts and theories of leadership and motivation and how they are applied by practicing organizational leaders and managers.

MKTG 341: Advertising Strategy

An in-depth study of the administration of the complete advertising program. Integration and coordination of promotion with other variables of the marketing mix as they relate to consumer and industrial markets.

MKTG 342: Internet Marketing

This course is designed as an introduction to the rapidly evolving world of Internet marketing. The opportunities, problems, tactics and strategies associated with incorporating electronic methods into the marketing function are examined. Emphasis is placed on experiential learning and the latest technological aspects of marketing in the online environment.

MKTG 350: Consumer Behavior

A study of the consumer decision process, the cultural, social and psychological factors variables that influence behavior, and the impact of consumer actions on marketing tactics and strategies. This course applies concepts from a variety of social science disciplines to include psychology, sociology, and cultural anthropology to describe, explain, evaluate and predict consumer behavior.

MKTG 360. Professional Selling

The course contains a study of the theory and practice of professional selling and provides an opportunity for skill development relative to sales careers. After studying practical buyer-seller relationships, the students examine the roles of planning, interpersonal communication and resource management in selling effectiveness.

MKTG 440: Supply Chain Management

The study of inventory, transportation and traffic management, storage and other logistics functions as an integrated system within the firm and throughout the firm's supplier and customer channels. Uses problem-solving case studies with computer assisted decision making.

MKTG 344: Sales Management

Planning, organizing, leading, acquiring and controlling are applied to the management of the sales force and the coordination of the sales force with the total marketing effort.

Coaching Management Concentration

BLAW 306: Entertainment Law

This course provides a study of the legal aspects of the entertainment industry. Particular attention will be paid to contracts and contract implications, copyright law, and licensing concerns. Union issues, agency, and international implications will also be addressed.

BLAW 203: Legal Environment of Business

This course provides a survey of the legal system of the United States of America. Civil procedure, tort law, administrative law and criminal law are briefly surveyed. Areas of the law studied in more depth include contracts, government regulation, international law and agency. Business ethics and diversity are emphasized in much of the topical coverage. (Does not include coverage of the Uniform Commercial Code.)

COMS 104: Basic News Writing

Instruction and practice in basics writing for print and electronic media. Includes introduction to writing fundamentals, writing for all types of media, and use of expository, narrative, descriptive and persuasive approaches. This is a core course required of all Media Studies majors in the journalism concentration.

COMS 114: Public Speaking

Techniques and fundamentals of public speaking; methods for improving poise and confidence, delivery, construction of speeches and critical evaluation of speeches and speakers. For students who wish to improve their ability to communicate in public.

ESHE 305: Principles and Practice of Strength and Conditioning

This course is designed to develop the practical skills necessary to design strength and conditioning programs. Special emphasis is placed on the ability to evaluate exercise movements, prescribe appropriate exercise programs, and support program prescription with sound knowledge of anatomical and physiological adaptation to exercise.

ESHE 358: Technology for Exercise, Sport and Health Education

Students shall acquire the knowledge and skills to understand and use “high tech” exercise equipment, personal computers, related software, and main frame systems employed in commercial fitness/wellness centers, hospitals, and education centers.

ESHE 388: Coaching the Athlete

Develop an understanding of the obligations a coach has to the athlete, school, and community.

ESHE 390: Kinesiology

Explores the study and analysis of human motion.

ESHE 395: Motor Behavior

Provides students with core knowledge about the process of learning, performing and improving motor skills. Combining motor learning and sport psychology principles, students are exposed to numerous practice and performance concepts designed to optimize motor learning and performance. Students are expected to understand and apply these principles to real-life situations.

ESHE 461: Organization and Administration of Health/Fitness Programs

Focuses on the development, organization, implementation and administration of health, fitness, wellness and other health promotion programs. It includes basic information on facility and staffing requirements for such programs.

FINC 331: Introduction to Business Finance

Introduces financial concepts and techniques of financial management and emphasizes an understanding of how the principles of finance can be used to enhance the value of the firm. Topics include the mathematics of interest and the time value of money, financial statement analysis and forecasting, valuation techniques, the measurement and relationship between risk and expected return, capital investment decisions, and working capital management.

FINC 251: Personal Finance

Deals with personal financial planning including investment basics, wealth creation, insurance planning, the importance of savings, credit management, and basic estate planning.

Appendix D – “Abbreviated CV’s” for Faculty

Dr. Kevin Ayers
Ph.D., Athletic Administration, Florida State University

List of Adjunct and Special Purpose faculty

Mr. Michael Ramsey (ESHE 358)

Mr. Ronald Downs (ESHE 375, 461)

Dr. Anna DeVito (ESHE 370, 350)
Ph.D., West Virginia University

Mr. Donnie Tickle (ESHE 388)
M.S., Virginia Tech University

List of Related Course Faculty

Dr. Lynn Saubert (ACTG 211)
Ph.D., University of Wisconsin

Dr. Vernard Harrington (MGNT 322)
Ph.D., Texas A&M University

Dr. Duncan Herrington (MKTG 340)
D.B.A., Mississippi State University

Dr. Laura Vernon (ENGL 306)
Ph.D., Utah State University

Jerry M Kopf (MGMT 250)
Ph.D., University of Arkansas

K. Vernard Harrington (MGNT 323)
Ph.D., Texas A&M University

Tal Gad Zarankin (MGNT 361)
Ph.D., University of Missouri-Columbia

Danylle R. Kunkel (MGNT 421)
Ph.D., Virginia Tech

Jane Emma Machin (MKTG 341)
Ph.D., University of Pennsylvania

James G. Lollar (MKTG 344)
Ph.D., University of Alabama

Wilbur W. Stanton (MKTG 350)
Ph.D., Georgia State University

James G. Lollar (MKTG 360)
Ph.D., University of Alabama

Carol C. Bienstock (MKTG 440)
Ph.D., Virginia Tech

Felix E. Amenkhienan (ACTG 212)
Ph.D., University of Mississippi

Daniel V. Davidson (BLAW 203)
BS.BA., Indiana University

Daniel V. Davidson (BLAW 304)
BS.BA., Indiana University

Clarence C. Rose (FINC 251)
Ph.D., Virginia Tech

FeiFei Zhu (FINC 331)
Ph.D., University of Wisconsin Milwaukee

FeiFei Zhu (FINC 332)
Ph.D., University of Wisconsin Milwaukee

Doug Brinkman (ECON 105)
J.D., Gonzaga University

Twange Kasoma (COMS 104)
Ph.D., University of Oregon

Kimberly E. Herbert (COMS 114)
M.A., American University

Matthew Reuben Turner (COMS 146)
Ph.D., Ohio University

James Collier (COMS 173)

Leigh A. Kelley (COMS 204)
M.A., Hollins College

Lisa E. Baker (COMS 225)
Ph.D., Bowling Green State University

Leigh A. Kelley (COMS 236)
M.A., Hollins College

Kimberly E. Herbert (COMS 240)
M.A., American University

Betty L. Kannan (COMS 250)
M.A., West Texas A&M University

Appendix E – Student Assessment

Hello J.P.,

This email is to acknowledge that I have reviewed the SLOs for the Sports Administration Concentration for the ESHE program.

Sandra Nicks Baker

Sandra Nicks Baker, Ph.D.
Director of Academic Assessment
905 Tyler Ave., Box 7022
Radford University
Radford, VA 24142

540-831-5783
540-831-5142 (Fax)



Appendix F – Employment Demand

Job announcements should be printed from the Internet or captured by PDF. Do not cut and paste text from the announcement into the proposal. Do not include the announcements as an image or screen capture. A list of job announcements is not needed for the cover page. When printing job announcements, adjust print size for readability. SCHEV will not count announcements that have small font and/or text that appears smeared/smudged.

Appendix G – Survey to Determine Student Demand

Radford University is developing a Bachelor of Science in Sport Management for implementation in Fall, 2018. The sport administration concentration is designed for students intending to pursue careers of leadership in the sport industry. After completing this program, students should be able to:

- Demonstrate the ability to communicate in the written form,
- Demonstrate the ability to communicate orally,
- Demonstrate the ability to apply critical thinking and decision making as it applies to the sport setting, and
- Demonstrate managerial competencies in a sport related activity.

Faculty have prepared the survey below to gauge student interest in the program. Answers to the following questions will be used in summary form only. No personally identifiable information will be released. Please feel free to contact us at abarfield@radford.edu if you would like more information about the proposed program.

Thank you.

1. Have you heard of the proposed BS degree in Sport Management?
Yes No (If no, please go to Question 3)
2. If “Yes” for Q1, from where did you hear about the Sport Management Program?
Colleagues/Friends
Faculty
Alumni / Student
Information Session
Other (please specify):

3. What is your attitude towards a BS degree in Sport Management?
Very Negative Negative Neutral Positive Very Positive
4. Are you in favor of Radford University establishing a BS degree in Sport Management?
Yes No
5. “If Radford University offered this program, would you enroll?”
Yes No

6. Do you think that a sport management program will be beneficial for the development of sport in your community?

Yes No

If no, please explain:

SECTION II: DEMOGRAPHIC INFORMATION

7. College rank: _____

8. Age: _____

9. Gender: _____

10. Other Comments - Using the space below, please tell us what you think about Radford University getting a BS degree in Sport Management. We would love to hear from you!

Thank you for your participation!

Appendix H – Survey Responses

Students ($N=104$) registered in a variety of Sport Administered courses (ESHE 212 - Introduction to Sport Management; ESHE 400 - Financial Aspects of Sport, and ESHE 350 - Psychological Aspects of Sport) completed the survey in the fall 2016 term. The questions and responses are provided below.

Q1. Have you heard of the proposed BS degree in Sport Management?

Yes 53 No 51

Q2. If “Yes” for Q1, From where did you hear about the Sport Management Program?

Colleagues/Friends 12
Faculty 34
Alumni/Student 4
Information Session 3
Other

Q3. What is your attitude towards a BS degree in Sport Management?

Very Negative 0 Negative 0 Neutral 5 Positive 37 Very Positive 62

Q4. Are you in favor of Radford University establishing a BS degree in Sport Management?

Yes 100 NO 4

Q5. Do you think a Sport Management program will be beneficial for the development of sport in your community?

Yes 102 No 2

Q6. How helpful do you feel graduating from a sport management major would be in obtaining a job in the sport field?

- Extremely Helpful
- Somewhat Helpful
- Undecided
- Somewhat not helpful
- Extremely not helpful

Q7. How helpful do you feel graduating from a sport management major would be in obtaining a job in the sport field?

Q8. College Rank

Freshman 22 Sophomore 38 Junior 28 Senior 16

Q9. Age

18 (9) 19 (25) 20 (25) 21 (22) 22 (18) >22 (5)

Q10. Gender

Male 75 Female 29

RADFORD UNIVERSITY

**RESOLUTION FOR APPROVAL OF
BACHELOR OF SCIENCE (B.S.) IN SPORT MANAGEMENT**

DECEMBER 8, 2017

WHEREAS, the Department of Health and Human Performance (DHHP) in the College of Education and Human Development (CEHD) at Radford University proposes a Bachelor of Science (B.S.) in Sport Management; and

WHEREAS, the proposed B.S. degree in Sport Management program is to educate students about the theoretical and applied aspects of management as they apply to the sport industry; and

WHEREAS, the proposed B.S. degree in Sport Management program will expose students to coursework in sport marketing, management, accounting, ethics, business law, sport finance, social and cultural aspects of sport, facility/event management, and fundraising; and

WHEREAS, the proposed B.S. degree in Sport Management program responds to the demand for trained sport managers;

NOW, THEREFORE, BE IT RESOLVED, that the Academic Affairs Committee recommends and submits the resolution to the Board of Visitors for approval of the program for the Bachelor of Science (B.S.) in Sport Management, CIP 31.0504; and it is 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.

THIS PAGE INTENTIONALLY LEFT BLANK

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
Program Proposal Cover Sheet

<p>1. Institution Radford University</p>	<p>2. Academic Program (Check one): New program proposal <input checked="" type="checkbox"/> _____ Spin-off proposal _____ Certificate document _____</p>
<p>3. Name/title of proposed program Allied Health Sciences</p>	<p>4. CIP code: 51.1199</p>
<p>5. Degree/certificate designation Bachelor of Science</p>	<p>6. Term and year of initiation: Fall, 2018</p>
<p>7a. For a proposed spin-off, title and degree designation of existing degree program</p> <p>7b. CIP code (existing program)</p>	
<p>8. Term and year of first graduates Spring, 2022</p>	<p>9. Date approved by Board of Visitors</p>
<p>10. For community colleges: date approved by local board date approved by State Board for Community Colleges</p>	
<p>11. If collaborative or joint program, identify collaborating institution(s) and attach letter(s) of intent/support from corresponding chief academic officers(s)</p>	
<p>12. Location of program within institution (complete for every level, as appropriate and specify the unit from the choices). Departments(s) or division of <u>Department of Health & Human Performance</u> School(s) or college(s) of <u>College of Education</u> Campus(es) or off-campus site(s) <u>Main Campus</u> Mode(s) of delivery: face-to-face <input checked="" type="checkbox"/> distance (51% or more web-based) _____ hybrid (both face-to-face and distance) _____</p>	

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.

Dr. George Santopietro, Assistant Provost; 540-831-5465; gsantopi@radford.edu.

Dr. J.P. Barfield, Associate Professor; 540-831-6858; abarfield@radford.edu

Table of Contents

DESCRIPTION OF THE PROPOSED PROGRAM	1
PROGRAM BACKGROUND	1
MISSION	2
ADMISSION CRITERIA	3
TARGET POPULATION	4
CURRICULUM	4
STUDENT RETENTION AND CONTINUATION PLAN	6
FACULTY	6
PROGRAM ADMINISTRATION	7
ADVISORY BOARD.....	7
STUDENT ASSESSMENT.....	7
EMPLOYMENT SKILLS/WORKPLACE COMPETENCIES.....	8
PROGRAM ASSESSMENT	8
BENCHMARKS OF SUCCESS.....	9
EXPANSION OF EXISTING PROGRAMS	9
RELATIONSHIP TO EXISTING RADFORD UNIVERSITY DEGREE PROGRAMS	9
COMPROMISING EXISTING PROGRAMS	10
COLLABORATION OR STANDALONE.....	10
JUSTIFICATION FOR THE PROPOSED PROGRAM.....	10
RESPONSE TO CURRENT NEEDS	10
EMPLOYMENT DEMAND	13
STUDENT DEMAND.....	14
DUPLICATION	16
PROJECTED RESOURCE NEEDS FOR THE PROPOSED PROGRAM.....	16
RESOURCE NEEDS	16
APPENDICES	24
APPENDIX A –SAMPLE PLAN OF STUDY	A-1
APPENDIX B – COURSE DESCRIPTIONS	B-1
APPENDIX C – “ABBREVIATED CV’S” FOR FACULTY	C-1
APPENDIX D – ADVISORY BOARD MEMBERS	D-1
APPENDIX E – STUDENT ASSESSMENT.....	E-1
APPENDIX F – JOB DESCRIPTIONS.....	F-1
APPENDIX G – EMPLOYMENT DEMAND.....	G-1
APPENDIX H – STUDENT DEMAND.....	H-1

Description of the Proposed Program

Program Background

Radford University requests approval to initiate a Bachelor of Science degree program in Allied Health Sciences to be implemented in the fall 2018 semester. The proposed program will be administered by the Department of Health and Human Performance in the College of Education and Human Development.

The curriculum is designed as a Health/Medical Preparatory Program (CIP 51.1199); therefore, the purpose of the program is to prepare students for continued training in graduate or professional school. Graduates are expected to apply to graduate schools in the following post-graduate, professional allied health programs:

Degree Program	Degree Level	CIP Code
Athletic Training	Master's ¹	51.0913
Chiropractic	Doctoral	51.0101
Occupational Therapy	Master's or Doctoral	51.2306
Physical Therapy	Doctoral	51.2308
Physician Assistant	Master's	51.0912

Allied health professionals support primary care providers (e.g., doctors) in the healthcare process by providing secondary services to improve patient health. Population growth in the United States, coupled with an aging “baby-boomer” population, is causing demand for allied health professionals to outpace supply, resulting in workforce shortages across the Commonwealth and the nation.² As a result, it is vital that a sufficient allied healthcare workforce is developed to meet societal demands. The current program is providing students the knowledge and skills to enter graduate licensure programs in allied health through relevant courses such as therapeutic exercise, kinesiology, principles of strength and conditioning, physical activity and aging, exercise physiology and prescription of exercise. In addition, the program will ensure students complete pre-requisite courses necessary for their intended professional school such as physics, anatomy and physiology, psychology, and statistics. As a result, graduates can enter professional allied health schools of choice to become licensed therapists, physician assistants, athletic trainers, and chiropractors among other professionals.

Because each graduate/professional licensure program in allied health has unique prerequisites for entry, the proposed program incorporates guided electives so that the curriculum is flexible enough for students to complete unique prerequisites for their chosen professional program. For instance, prerequisite courses for physical therapy differ from prerequisite courses required for occupational therapy. The current program will allow students to develop the therapeutic exercise and therapeutic intervention skills necessary for each professional allied health program (e.g., occupational therapy) while simultaneously allowing students to complete prerequisites

¹ Licensure in Athletic Training is currently offered through an undergraduate degree program but will require a graduate degree for licensure starting in 2020.

² Institute of Medicine. 2008. Retooling for an Aging America: Building the Health Care Workforce. <http://nationalacademies.org/hmd/reports/2008/retooling-for-an-aging-america-building-the-health-care-workforce.aspx>

that are profession specific (e.g., psychology). This unique program also integrates in-clinic observation or practicum experiences so that students gain required clinical experiences for professional school.

Historically, allied health professions such as physical therapy were offered through undergraduate degree programs. However, in the past two decades, the majority of these programs have moved to licensure requirements that require graduate education without a corresponding replacement at the undergraduate level. As a result, there is a disconnect between K-12 graduates and professional allied health education. Currently, high school students can and do take allied health courses either as elective courses or as dual-enrollment courses through community colleges. Unfortunately, once these students enter undergraduate education, there is no standard pathway to graduate/professional allied health degree programs. In essence, there are no undergraduate majors in physical therapy, occupational therapy, chiropractic, or physician assistant despite the very strict prerequisites required for professional school. In the Commonwealth, only one institution currently offers an undergraduate major that tracks to professional allied health programs (B.S. in Rehabilitation Sciences, George Mason University). The proposed major in Allied Health Sciences will establish a “pipeline” that helps students track from high school, to an undergraduate program that meets students’ personal and professional interest, to a professional/graduate program that leads to their career path. Following the blueprint of George Mason University, Radford University is providing an overdue opportunity for students by linking the pipeline from high school to graduate education through a structured, meaningful, and necessary undergraduate degree program.

Mission

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 of 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.

The Allied Health Sciences program meets the mission of the university because it provides opportunities for students to develop critical thinking skills, analyze problems and implement solutions. These skills are necessary for allied health professional and form the backbone of the program’s academic mission. The program develops these skills through a series of research (Research Methods, Research Project) and project-based (Kinesiology, Exercise Physiology, Exercise Prescription, Therapeutic Interventions) courses.

Admission Criteria

Admission to Radford University requires the following:

- An official transcript of high school work completed, and
- An official Scholastic Assessment Test I (SAT I) or American College Testing Program (ACT) score report.
 - No minimum score is required
 - Applicants with a 3.20 GPA (on a 4.00 scale) may elect to be considered for admission without submitting their Scholastic Assessment Test I (SAT I) or American College Testing Program (ACT).

Radford University takes a holistic approach to reviewing applications and views all materials that an applicant submits in an effort to get to know the prospective student as well as possible. Every application is reviewed by members of the Admissions committee in an effort to select potential Radford University students who are likely to find academic success at Radford and who are likely to be positive contributors to the community. To this end, the Office of Undergraduate Admissions reviews:

- Academic transcripts,
- The strengths of an applicant's high school curriculum,
- Standardized testing,
- Letters of recommendation, and
- All other materials submitted.

In addition, admission to the Allied Health Science program requires the following:

- An overall 3.0 GPA
- An overall 3.0 math/science GPA
- A grade of B or better in the following courses, and
 - MATH 137 OR 138
 - BIOL 105
 - BIOL 310
 - PSYC 121
 - STAT 200
 - HLTH 200
- A formal application to the program (typically submitted January of sophomore year).

Transfer credit is accepted for the program and there is no limit to the number of hours that a student may transfer. However, half of the required major courses, and at least 45 hours total, must be taken at Radford University for the Allied Health Science degree. Students interested in transferring to the Allied Health Sciences program from a Virginia Community College are strongly encouraged to complete an Associate of Arts, Associate of Science or Associate of Arts and Science including the following courses:

- MATH 137 (MTH 158)
- BIOL 105 (BIO 101)
- PSYC 121 (PSY 200)
- STAT 200 (MTH 157, 240 OR 241)
- HLTH 200 (HLT 116)
- BIOL 310 & 311 (BIO 141 & 142)
- CHEM 101 & 102 (CHM 111 & 112)

Target Population

The Department of Health and Human Performance will target high school and community college students interested in wellness, healthcare, and the treatment of disease. This interest may be developed through course experience, family exposure (e.g., parents in the field), or general healthcare knowledge. The proposed program targets students who are planning to continue their education at the graduate level and, because admission into graduate/professional allied health programs are competitive, we are targeting students who are academically strong. The entrance requirements reflect the academic aptitude students will need to pursue graduate and professional study in the field.

Curriculum

The proposed Bachelor of Science in Allied Health Sciences program is 120 credit hours. The program enables students to complete professional school prerequisites within a meaningful undergraduate curriculum.

The curriculum provides four important areas of study: 1) core classes, 2) guided electives, 3) research coursework, and 4) practicum experiences. The strong major “core” exposes students to important job-related knowledge and skills (e.g., assessment of athletic injuries, physical activity and aging, therapeutic interventions, exercise physiology & prescription). Guided electives are chosen, in conjunction with an advisor, to meet school-specific prerequisites for graduate schools of interest (e.g., biochemistry, physics). Guided electives, rather than restricted electives, are needed for this program because there is variation in prerequisite coursework among professional programs, even within the same discipline (e.g., different requirements for different occupational therapy programs). The curriculum also includes research coursework, a necessity due to the abbreviated time frame of professional programs. Whereas most doctoral students complete 6 years post-undergrad, most professional degrees matriculate students in 2 to 3 years.

The program includes practicum work that integrates observation experiences into the curriculum. These observational experiences provide ideal experiential learning opportunities. The department has entered into site agreements with health care service providers to ensure that students obtain sufficient shadowing in clinical settings before applying for graduate programs (e.g., physical therapy schools typically require >75 hours of clinical shadowing or observation as an application pre-requisite). Students who shadow without guidance or supervision find that they are applying to professional school without sufficient observational experiences in the field. As a result, many students are not competitive for professional school immediately after graduation and may have to reapply for professional school one to two years following graduation. The proposed major integrates observational experiences into the curriculum (Practicum I, II, and III) so that students complete required observations in the field before applying to professional school (conclusion of the junior year), thereby making their applications more competitive.

Bachelor of Science in Allied Health Sciences

General Education Requirements: 43-44 Credit Hours

Major Core Requirements: 48 Hours

CHEM 101 General Chemistry (4)

CHEM 102/3	General Chemistry (4)
BIOL 310	Human Structure & Function I (4)
BIOL 311	Human Structure & Function II (4)
PSYC 230	Lifespan Development (3), OR PSYC 439 Abnormal Psychology (3)
ESHE 201	Introduction to Athletic Injuries (3)
ESHE 205	Introduction to Allied Health Sciences (1)
ESHE 305	Principles & Practice of Strength & Conditioning (3)
ESHE 315	Physical Activity & Aging
ATTR 323	Assessment of Athletic Injuries (3)
ESHE 390	Kinesiology (3)
ESHE 392	Exercise Physiology (3)
ESHE 396	Assessment & Prescription (3)
ESHE 450	Research Methods (3)
ESHE 465	Therapeutic Interventions (4)
HLTH 465	Exercise, Performance & Nutrition (3)

Guided Electives: 16 Hours

These courses include typical prerequisites for specific disciplines. Individual schools have unique requirements; therefore, students have flexibility in meeting school-specific prerequisites. Students may switch disciplines of interest while enrolled in the program. Students are required to complete 16 total hours for graduation but do not have to complete all 16 from one discipline (prevents a student from taking multiple guided electives in one area and having to complete 16 additional hours in a second area).

Occupational Therapy

PHIL 112	Introduction to Ethics & Society (3)
PHIL 113	Introduction to Reasoning & Argument (3)
APST 200	Introducing Appalachia (3)
SOCI 121	Understanding Cultures (3)
PSYC 230	Lifespan Development (3)
PSYC 439	Abnormal Psychology (3)
HLTH 475	Health Behavior Change (3)
ESHE 451	Research Project (3)

Physical Therapy

PHYS 111	General Physics (4)
PHYS 112	General Physics (4)
BIOL 104	Human Biology (4)
BIOL 334	Microbiology (4)
PSYC 230	Lifespan Development (3)
PSYC 439	Abnormal Psychology (3)
ESHE 451	Research Project (3)
HLTH 300	Community Health & Epidemiology (3)
HLTH 475	Health Behavior Change (3)

Alternative Allied Health Disciplines (e.g., Physician Assistant)

CHEM 301	Organic Chemistry (4)
CHEM 302	Organic Chemistry II (4)
BIOL 334	Microbiology (4)
BIOL 471	Biochemistry (4)
ESHE 451	Research Project (3)
HLTH 300	Community Health & Epidemiology (3)
HLTH 451	Drug Use & Drug Abuse Education (3)
HLTH 453	Human Sexuality
HLTH 460	International Health (3)
HLTH 475	Health Behavior Change (3)

Practicum Courses: 3 Hours

ESHE 225	Allied Health Sciences Practicum I (1)
EHSE 250	Allied Health Sciences Practicum II (1)
ESHE 325	Allied Health Sciences Practicum III (1)

Free Electives: 6-7 Hours

Total Credit Hours: 120

Appendix A provides a Sample Plan of Study for fulltime students.
Appendix B provides Course Descriptions.

Student Retention and Continuation Plan

Student progress will be monitored through individual advising sessions each semester. The Department of Health and Human Performance has an advising day each semester so that students meet with faculty advisors to discuss degree progress and professional interests. Radford University instructors have the ability to notify advisors of student progress throughout the semester and advisors can arrange tutoring for all allied health science courses through the Learning Assistance Resource Center (LARC). Additionally, an Introduction to Allied Health Sciences course is part of the program, allowing faculty to address retention and matriculation early in the degree program. Progress is also monitored at the conclusion of each semester by the program director.

Faculty

The Department of Health and Human Performance supports seventeen full-time tenure track lines and two of these lines are dedicated to teach core Allied Health Sciences courses. Both these faculty members have doctoral training in an allied health field (i.e., exercise science). Collectively, these faculty have published multiple articles on student recruitment into allied health and have presented on undergraduate student research. As the degree program grows, new faculty recruitment will target persons with expertise in other areas of professional allied health.

Five other faculty members within the Department of Health and Human Performance teach courses required for Allied Health Sciences students. The majority of these faculty also have training in allied health (i.e., Athletic Training). In addition, licensed allied health professionals

will teach 1-2 courses within the program as adjunct instructors and experts in alternative fields teach guided elective courses (e.g., Chemistry, Biology). This spread of faculty usage ensures that qualified instructors teach students throughout the curriculum. Appendix C includes a sample abbreviated faculty appendix.

Program Administration

The proposed Bachelor of Science in Allied Health Sciences will have a program administrator. The administrator will be responsible for teaching in the program, reviewing student applications to the program, reviewing progress/matriculation at the end of each semester, documenting post-graduate outcomes, organizing recruitment initiatives (new and transfer students), and advising in the program. A full-time, tenure-track faculty member will serve as administrator of the program.

Advisory Board

The program has an advisory board made up of professional allied health school leaders across the state. The board consists of full-time faculty and administrators at professional schools in occupational therapy, physical therapy, and physician assistant. The board also consists of Radford University alumni from the Sports Medicine concentration (precursor to the proposed program). Each board member has an indefinite appointment and provides feedback on the curriculum via annual conference calls. See Appendix D for a list of advisory board members.

Student Assessment

Every student who completes a Bachelor of Science degree in Allied Health Sciences will have mastered a set of skills that are needed for accepted into graduate/professional allied health programs.

Students will be assessed via written exams, oral exams, written papers, and exercise prescriptions for specific populations. Additionally, students will complete reflection logs during practicum experiences to link course content to observed practice skills. The majority of student assessments occur during a culminating senior experience (ESHE 396 – Exercise Testing & Prescription).

The learning outcomes for the Bachelor of Science in Allied Health Sciences are specific to undergraduate knowledge, skills, and abilities that students should acquire in the proposed program. Faculty have worked with staff members in the Office of Academic Assessment to develop learning outcomes and appropriate measures (Appendix E).

Learning Outcomes:

Allied Health Sciences Students will be able to:

- Communicate effectively and sensitively with clients and colleagues in oral and written forms,
- Develop exercise prescriptions for clients in fitness and clinical settings,
- Perform and interpret assessments of health and physical fitness, and
- Identify acute and chronic physiological changes that occur in the body in response to exercise stress.

Curriculum Map for Bachelor of Science in Allied Health Sciences

Learning Outcome	Course of Assessment	Measures
Communicate effectively and sensitively with clients and colleagues in oral and written forms.	ESHE 225 ESHE 250 ESHE 325	Reflection journals Observation logs
Develop exercise prescriptions for clients in fitness and clinical settings.	ESHE 396	Classroom Project Final Exam
Perform and interpret assessments of health and physical fitness.	ESHE 396	Practical Exam
Identify acute and chronic physiological changes that occur in the body in response to exercise stress.	ESHE 396	Written Exam

Employment Skills/Workplace Competencies

Graduates in Allied Health Sciences will be able to:

- Assist a primary therapist in the treatment and care of patients,
- Prepare equipment for patient treatments as ordered by a primary therapist,
- Perform routine cleaning and maintenance of therapy areas and corresponding equipment,
- Perform clerical duties such as ordering supplies, tracking inventory, and answering phones, and
- Assist patients with therapeutic exercises and training.

Program Assessment

The Department of Health and Human Performance will assess and evaluate the program annually starting the first year of enrollment (2018-2019). The department will administer annual assessments of student learning outcomes beginning in 2019, in accordance with the Office of Academic Assessment's university-wide reporting requirements. The Department will also review Allied Health Sciences faculty evaluations each semester to ensure that students are satisfied with the course and the corresponding instructor. Also, the Allied Health Sciences program faculty will seek feedback twice a year from the external advisory board regarding curriculum and post-graduate outcomes. Finally, senior students in the program will complete an annual program evaluation regarding strengths, weaknesses, and opportunities.

A more extensive review of the program's goals, learning outcomes, and student success will occur on a five-year cycle. The program, with help from the Offices of Academic Assessment and Institutional Research, will use institutional data, student and alumni surveys, and learning outcome assessments to write a program review report that describes how program goals and

learning outcomes have been achieved. The program is schedule to submit its first five-year review in 2023.

Benchmarks of Success

The benchmarks of success for the Allied Health Sciences program include:

1. Six-year graduation rate of 80% among students accepted into the program.
2. 60% acceptance rate into graduate/professional school within 2 years of graduation.
3. An average 4.0 score on Allied Health Sciences course evaluations.
4. An average 4.0 score on Allied Health Sciences faculty evaluations.
5. 75% employment rate within 1 year of graduation.
6. 85% of program seniors will report being satisfied or very satisfied with the program.

Physical therapy acceptance rates are documented annually. Although the rate varies by school, approximately 42% of applicants are accepted by at least one professional physical therapy program each academic year.³ Acceptance rates for occupational therapy and physician assistant programs are not published annually but seem to be as, if not more, restrictive than physical therapy. For example, the Physician Assistant program at Jefferson College of Health Sciences typically enrolls one student for every 20 applicants⁴. If initial benchmarks are not met within the first two graduation cohorts, the unit will seek program improvement through direct feedback from:

- The program advisory board (currently twice per year),
- Professional program directors as to limitations in Radford University applications,
- Program leaders at public SCHEV institutions serving similar students, and
- Accreditation associations of professional programs.

Expansion of Existing Programs

This proposal is an expansion of an existing program, namely the Allied Health Sciences concentration within the Exercise, Sport, and Health Education (ESHE) major. The current concentration was started to expand opportunities for physical education teacher licensure students who wanted to pursue options other than teaching upon graduation. However, students are now seeking a pre-professional degree program at the onset of their undergraduate career. Currently, it is difficult to market a concentration to prospective students that students understand will track to professional school. In essence, students interested in pre-professional allied health education are unlikely to understand that a major in Exercise, Sport, and Health Education leads to graduate opportunities in allied health. The current proposal seeks a stand-alone major so that prospective students can effectively identify a structured, effective pipeline from K-12 to graduate allied health education. Approval of the current program will result in elimination of the Allied Health Sciences concentration from the ESHE major. No additional faculty will be needed for this change as no additional courses are projected.

Relationship to Existing Radford University Degree Programs

The proposed Bachelor of Science in Allied Health Sciences is not similar or related to any existing degree program at Radford University.

³ <http://www.apta.org/AnnualReports/>

⁴ <http://www.jchs.edu/degree/master-science-physician-assistant>

Compromising Existing Programs

No degree programs outside the Department of Health and Human Performance will be compromised or closed as a result of the initiation and operation of the proposed degree program. The transition to a major in Allied Health Sciences will coincide with the closure of the concentration by the same name in the Exercise, Sport, and Health Education major. The concentration will be closed within a two-year period of the proposal initiation (i.e., 2020-2021) so that current students can continue in their academic program to graduation. Students will also have the choice to switch to the Bachelor of Science in Allied Health Sciences without losing any progress toward degree completion.

Collaboration or Standalone

This is a standalone program. No other organization was involved in its development, and no other organization will collaborate in its operation.

Justification for the Proposed Program

Response to Current Needs (Specific Demand)

Trend in the Field

With the population in the U.S expected to increase to 400 million by 2050, it will be vital that work forces are identified for allied health positions to meet the societal demands.⁵ Coupled with a population increase, an aging “baby-boomer” population is one of the factors causing demand for Allied Health Sciences professionals to outpace supply, resulting in workforce shortages.^{6,7} Because Allied Health Sciences professionals have specific education and associated licensure requirements, the onus to identify prospective students falls squarely on institutions of higher education.

The growth in the field is almost exclusively societal based. The baby boomer population, the largest generational cohort in the United States, is now comprised of older adults, driving the demand for increased healthcare services.⁹ Research is clear that as age increases, risk of disease and disability increases. In essence, the baby boomer population is retiring (leaving jobs in healthcare), experiencing greater impact of disability due to age (requiring more healthcare), and in need of allied health professionals as part of their healthcare regimen (i.e., licensed therapists).

⁵ <https://www.census.gov/population/projections/data/national/2014.html>

⁶ Guion, W., Mishoe, S., Taft, A., & Campbell, C. (2006). Connecting allied health students to rural communities. *Journal of Rural Health, 22*, 260-263. Doi:10.1111/j.1748-0361.2006.00042.x

⁷ Institute of Medicine. (2008). *Retooling for an Aging America: Building the Health Care Workforce*. Available at <http://www.iom.edu>. Accessed September 3, 2009.

⁸ Kilpatrick, S., Johns, S., Millar, P., Le, Q., & Routley, G. (2007). Skill shortages in health: innovative solutions using vocational education and training. *Rural Remote Health, 7*, 623. Retrieved from http://eprints.utas.edu.au/1349/1/article_print_623.pdf.

⁹ Canizare, M. et al. (2016). Do baby boomers use more healthcare services than other generations? Longitudinal trajectories of physician service use across five birth cohorts. *BMJ Open, 6*. doi: [10.1136/bmjopen-2016-013276](https://doi.org/10.1136/bmjopen-2016-013276)

As a result, the allied health science field is projected to be one of the fastest growing job markets over the next decade.¹⁰ To meet this demand, the number of graduate/professional allied health programs is increasing. The job growth and median salaries in allied health professions are very high relative to other degree programs; therefore, the interest in these opportunities continues to increase among undergraduates. High schools now offer courses in allied health and students' awareness and exposure to these opportunities has, and will continue, to increase the number of students wanting a model pathway into professional allied health education (e.g., occupational therapy). Because a vacuum still exists at the undergraduate level about how to matriculate students to professional programs in allied health, Radford University is proposing an undergraduate degree program to meet the need of professional schools in the region as well as to establish a reliable and successful academic pipeline to professional allied health that other institutions, in the state and beyond, can model.

Evidence for Degree Program

Undergraduate majors in Allied Health Sciences programs have recently become highly demanded four-year academic curricula.¹¹ Undergraduate students have multiple degree program pathways into professional school (e.g., biology pre-professional program) and Departments of Health & Human Performance (HHP) usually house several of these degree paths.¹² Over the past decade, HHP departments have started to target Allied Health Sciences students to enhance academic program options within traditional teacher education units.¹³ As a result, the most common HHP concentrations following teacher preparation are now Allied Health Sciences education programs, namely athletic training, exercise science and pre-physical therapy. The expansion of Allied Health Sciences education options has been driven by student interest as demonstrated by continued student growth.^{14,15} Hence, HHP departments have a vested interest in preparing professionals for the allied health field and in order to meet the anticipated workforce shortage.

Commonwealth Need

Consistent with national trends, the demand for allied healthcare workers (e.g., physical therapists, physician assistants) is greater than the supply in southwest Virginia. Therefore, it is imperative that Radford University recruits and matriculates students interested in these professions. Radford University is not only serving an important state/national need but is also supplying a very important workforce component to the region it serves. Currently, Radford

¹⁰ <https://www.bls.gov/ooh/healthcare/home.htm>

¹¹ California Postsecondary Education Commission. (2007). *Public higher education performance accountability framework report: Goal – contributions to economic, civic, and social development measure: Workforce preparation – degrees awarded in selected areas of projected workforce demand.* (ERIC Document Reproduction Service No. ED 499 260)

¹² Barfield, J., Folio, R., Lam, E., & Zhang, J. (2011). Factors associated with enrollment in allied health education: Development of a predictive scale. *Journal of Allied Health, 40*, 77-84.

¹³ Bulger, S. M., Housner, L. D., & Lee, A. M. (2008). Curriculum alignment: A view from physical education teacher education. *Journal of Physical Education, Recreation, & Dance, 79*(7), 44-49.

¹⁴ Barfield, J., Folio, R., Lam, E., & Zhang, J. (2011). Development of a scale to determine enrollment barriers into allied health education programs. *Measurement in Physical Education and Exercise Science, 15*, 47-66.

¹⁵ Rich, V., Kedrowski, J., & Richter, S. (2008). Institutional profiles of CAATE accredited entry-level athletic training education programs in the United States. *Athletic Training Education Journal, 3*(Jul-Sep), 108-114.

University offers a doctoral program of physical therapy and masters of occupational therapy. To meet this demand, there must be an effective pathway for students to track from K-12 to graduate work in the preferred academic field of study.

When one considers the drastic increase of professional programs in the region over the past five years (e.g., Lynchburg College, Radford University, Emory & Henry College), undergraduate institutions must have an effective academic program to propel undergraduates toward these meaningful career opportunities. Radford University proposes a model pipeline program that will bring attention from within and outside the state. The proposed model establishes an academic pipeline for future professionals across the collegiate career. When one considers that almost all masters and doctoral programs offer undergraduate training in the same field, it is only a matter of time before institutions start to stratify K-12 into doctoral experiences within this field. Radford University is in an excellent position to leverage our geography in the state (dramatic expansion of professional programs) to establish a model program upon which SCHEV institutions, as well as those outside the state, can incorporate to provide a primary academic vehicle for students into professional allied health programs. A stand-alone degree will also enable better marketing of allied health to prospective first-year students, transfer students and undeclared majors. Radford University is able to implement this transition because of the previous research in the area by current HHP faculty.¹⁶

How the Future was Created

The demand for undergraduate majors was driven by the transition of allied health education from undergraduate degree programs to professional graduate study *without* the concomitant replacement of the undergraduate degree. In essence, when traditional undergraduate programs in physical therapy and occupational therapy moved exclusively to graduate education, a tremendous vacuum was created at the undergraduate level without a pipeline into these graduate programs and, ultimately, to the workforce. In response, institutions have tried a number of options to prepare and place undergraduate students into these professional opportunities including:

- Pre-professional advising (e.g., Christopher Newport, Old Dominion University), Ppre-professional concentrations in existing majors (e.g., William & Mary, James Madison University), and
- Stand-alone majors that include preparation in allied health science (Rehabilitation Science at George Mason University).

In total, there are 32 academic “pathways” across public SCHEV institutions that are designed to prepare undergraduate students for professional allied health education. This total reflects the fact that individual universities offer 2 to 3 different tracks which ultimately causes a great deal of variability and lack of clarity as to how students are educated and prepared for professional school. There is clearly a need to streamline the educational process for these students and Radford University’s proposed model undergraduate degree program is a response to this need.

¹⁶ Barfield, J., Cobler, D., Lam, E., Zhang, J., & Chitiyo, G. (2012). Differences between African American and Caucasian students on allied health enrollment influences and barriers. *Advances in Physiology Education*, 36, 164-169. DOI: 10.1152/advan.00129.2011

Employment Demand

Job opportunities in healthcare professions, including Allied Health Sciences, are expected to increase over the next decade. The demand for allied health care workers is high as documented by reported federal and Commonwealth employment projections. Evidence is included from 3 sources: 1) Bureau of Labor Statistics, 2) Virginia Labor Market Information, and 3) job advertisements.

Specific to federal employment projections, the Bureau of Labor Statistics Occupational Handbook projects employment demand for the next decade to be much higher than average for allied health professions. The table below documents employment demand for specific programs of most interest to prospective graduates. Employment numbers are not available for rehabilitation technician or aide professions.

National Employment Demand via Bureau of Labor Statistics

Career Field	Median Salary	Projected 10-year Job Growth	Evaluation
Athletic Training	\$45,000	21% ¹⁷	Much faster than average
Chiropractic	\$64,000	17% ¹⁸	Much faster than average
Occupational Therapy	\$80,000	27% ¹⁹	Much faster than average
Physical Therapy	\$84,000	34% ²⁰	Much faster than average
Physician Assistant	\$98,000	30% ²¹	Much faster than average

Specific to Commonwealth employment projections, the demand for allied health professionals is consistent with national trends, with all fields projected to have more job openings than candidates. The table below documents employment demand specific programs of most interest to prospective graduates.

Commonwealth Employment Demand via Virginia Labor Market Information

Career Field	Salary Range	Decade Growth	Supply/Demand
Athletic Training	\$34,000-56,000	21%	.42 candidates/job opening ²²
Chiropractic	\$51,000-107,000	17%	.16 candidates/job opening ²³
Occupational Therapy	\$62,000-100,000	27%	.01 candidates/job opening ²⁴
Physical Therapy	\$64,000-98,000	34%	<.01 candidates/opening ²⁵

¹⁷ <https://www.bls.gov/ooh/healthcare/athletic-trainers.htm>

¹⁸ <https://www.bls.gov/ooh/healthcare/chiropractors.htm>

¹⁹ <https://www.bls.gov/ooh/healthcare/occupational-therapists.htm>

²⁰ <https://www.bls.gov/ooh/healthcare/physical-therapists.htm>

²¹ <https://www.bls.gov/ooh/healthcare/physician-assistants.htm>

²²

<https://data.virginialmi.com/vosnet/lmi/occ/occsunmary.aspx?enc=e7AKr7bjUGRBEdrMte14URb/ifJJ3yctk/SNws04rlzVCr0GZG+s4y45T9mnPCDfQltY+fhVQfQpUf0YBvELbmSndttekYNkaez8ERCdje0=>

²³

<https://data.virginialmi.com/vosnet/lmi/occ/occsunmary.aspx?enc=e7AKr7bjUGRBEdrMte14URb/ifJJ3yctk/SNws04rlzVCr0GZG+s4y45T9mnPCDfQltY+fhVQfQpUf0YBvELbpbeyIzMHmC/b4XzugerGpZ8=>

²⁴

<https://data.virginialmi.com/vosnet/lmi/occ/occsunmary.aspx?enc=e7AKr7bjUGRBEdrMte14URb/ifJJ3yctk/SNws04rlzVCr0GZG+s4y45T9mnPCDfQltY+fhVQfQpUf0YBvELbhJzx94sIatcFCMfhXQ2psQ=>

²⁵

<https://data.virginialmi.com/vosnet/lmi/occ/occsunmary.aspx?enc=e7AKr7bjUGRBEdrMte14URb/ifJJ3yctk/SNws04rlzVCr0GZG+s4y45T9mnPCDfQltY+fhVQfQpUf0YBvELbtliSFMcMvqw+dfCvVH0ppY=>

<i>Commonwealth Employment Demand via Virginia Labor Market Information continued</i>			
Physician Assistant	\$63,000-104,000	30%	.04 candidates/job opening ²⁶

For students not accepted into professional school, program graduates will be able to pursue employment as exercise physiologists, rehabilitation technicians, and rehabilitation aides. Program graduates will have the required knowledge, skills, and abilities to seek employment in these areas immediately upon graduation from Radford University. These professionals “develop fitness and exercise programs that help patients recover from chronic diseases and improve cardiovascular function, body composition, and flexibility.”²⁷ The median salary for exercise physiologists is \$42,000 and job growth is expected to be faster than average. Exercise physiologists work in a variety of settings including fitness centers, rehabilitation facilities, and corporate wellness centers. The median salary for rehabilitation aides and technicians is \$43,000-54,000 for physical and occupational therapy respectively and job growth (40%) is expected to be much faster than average.

See Appendix F for sample job descriptions.

Student Demand

Evidence of student demand is documented from two sources: 1) student survey, and 2) enrollment data.

Student Survey

During the 2016-2017 academic year, the Allied Health Sciences faculty, in conjunction with the advisory board discussed changing the degree program from a concentration to a major in Allied Health Sciences. Following discussions with the HHP faculty, a student interest survey was forwarded to all Allied Health Sciences students. The feedback below is from all submitted surveys ($N = 89$):

- 85% of students enrolled in the Allied Health Sciences concentration indicated that they would want to enroll in an Allied Health Sciences major
- 93% indicated that they would likely apply to graduate or professional school after graduating from an Allied Health Sciences major
- 82% of students reported that their chances of professional school acceptance would be better upon completing an Allied Health Sciences major compared to a concentration.

Based on this feedback, the Department of HHP faculty voted to replace the concentration with a revised curriculum named Allied Health Sciences with the intention of moving the program to a major by 2018-2019. The new concentration was approved by the University Curriculum Committee in Spring, 2017. The survey is reported in Appendix H.

²⁶

<https://data.virginialmi.com/vosnet/lmi/occ/occsummary.aspx?enc=e7AKr7bjUGRBEdrMte14URb/ifJJ3yctk/SNws04rlzVCr0GZG+s4y45T9mnPCDfWVSlG0vD+0W4tTq7S7ZbZdQRQZIWds6Rmx7199lxur2NjgdTtDrC2YAtaTvH3D0>

²⁷ <http://www.bls.gov/ooh/healthcare/athletic-trainers-and-exercise-physiologists.htm>

Enrollment Data

These survey data are supported by enrollment in the *Sports Medicine/Allied Health Sciences* concentrations over the last five years. This field of study is popular in the Department of Health and Human Performance and serves a wide variety of student interests (e.g., physical therapy, occupational therapy). The demand for an Allied Health Sciences major is already established in the department and, based on the projected job growth; the student demand for this program will remain high. The HHP department enrolled 102 students interested in professional schools in 2004 and has experienced significant growth since that time.

Allied Health Science Concentration Enrollment, Department of HHP

Enrollment	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Allied Health Science						29
Sports Medicine	227	266	261	236	198	176
Health & Human Performance	766	833	865	852	775	699

Sports Medicine Graduates, Department of HHP

	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015
Sports Medicine	36	41	43	47	56

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
SUMMARY OF PROJECTED ENROLLMENTS IN PROPOSED PROGRAM

Projected enrollment:

Table 1. Projected Enrollment

Year 1		Year 2		Year 3		Year 4 Target Year (2-year institutions)			Year 5 Target Year (4-year institutions)		
2017 – 2018		2018 – 2019		2019 – 2020		2020- 2021			2021 – 2022		
HDCT	FTES	HDCT	FTES	HDCT	FTES	HDCT	FTES	GRAD	HDCT	FTES	GRAD
215		225		236		247				259	

*These estimates are based on student growth in the Allied Health Sciences concentration since 2015 (3% increase).

Assumptions:

Retention percentage: 65%

Full-time students: 236 / Part-time students: 0

Full-time students average credit hours per semester: 16

Full-time students graduate in 4 years

Duplication

The proposed degree program is very similar to the major in Rehabilitation Science offered by George Mason University (51.2134). Both degree programs prepare individuals for graduate or professional study in Allied Health (e.g., physical therapy). As a result, the curricula are similar and require:

- Anatomy & Physiology I & II
- Chemistry I & II
- Exercise Physiology
- Exercise Prescription
- Kinesiology/Movement Science
- Physics
- Research Methods/Research Project
- Statistics, and
- Introduction to Allied Health/Rehabilitation Sciences.

Each program serves a different geographical region in the Commonwealth but incorporates a similar strategy to prepare students for professional programs in allied health.

Distinctions also exist between the proposed program and the program offered through George Mason University. The Rehabilitation Science program at George Mason prepares students for Ph.D. programs in rehabilitation whereas the Radford University proposal focus on on preparing students for professional school (not necessarily doctoral programs). It is not surprising, because of the additional rigor required for undergraduates to enroll in doctoral programs, that the headcount for Rehabilitation Sciences was 11 students at George Mason University in Fall, 2016. The degree program was initiated in 2016; therefore, no prior year data or degrees awarded are available. Regardless, one can clearly see that Radford University's program is rooted in a sound curricular base for students wanting to pursue professional training in Allied Health.

Projected Resource Needs for the Proposed Program

Resource Needs

Radford University and the Department of Health and Human Performance have the resources needed to initiate and operate the proposed degree program. The following categories detail the resources required to launch and sustain the proposed program from its initiation in the fall 2018 semester through the target year 2022 – 2023. Assessments of need for full-time faculty, part-time faculty, and adjunct faculty are based on the following ratio of student enrollment to faculty effort: student FTE of enrollment requires one FTE faculty for instruction. The proposed program will therefore require a total of 20 FTE to launch increasing to 2.0 FTE by the target year of 2020 – 2021.

Full-Time Faculty - Additional full-time faculty lines are not needed at this point (the current Allied Health Sciences concentration faculty will lead the new program). If growth of the program continues, additional adjunct or full-time faculty may be needed. Current student enrollment in the concentration has steadied. This reduction in growth is due to the academic requirements of professional schools. As graduate programs have become more restrictive, the academic standards in the department have increased to remain consistent and therefore reduced the number of students who are accepted into the program. Because students now need to graduate with a GPA over 3.5 to be competitive, the increased enrollment requirements of the program (now 3.0) have resulted in fewer accepted students. This GPA requirement is necessary to ensure our graduates have the ability to pursue competitive programs upon completion of the undergraduate degree. Because the enrollment rates have varied with the changes in professional school acceptances, it is necessary to monitor student growth over the next five years to determine future full-time faculty needs.

Part-time Faculty – Part-time faculty are not currently needed nor are expected to be needed over the next five years.

Adjunct Faculty – Because the restricted elective courses are taught by full-time faculty from varied departments across campus, additional adjunct faculty are not expected to be required within the next five years. Current full-time faculty are able to accommodate the student demand for core classes at this point and additional sections (and therefore adjunct faculty) are not needed at this time.

Graduate Assistants – Graduate assistants are not needed to support the program.

Classified Positions – The program faculty and administrative assistant (Department of Health & Human Performance) will handle the administrative components of the degree. No additional classified positions are needed.

Targeted Financial Aid – No targeted financial aid will be available or is needed to launch or sustain the proposed program.

Equipment (including computers) – The department has recently purchased two major pieces of equipment to support the program. A metabolic cart and a portable metabolic cart have both been purchased in the last two year to support this proposed program along with other programs in the department. The Allied Health Sciences program will integrate both metabolic carts into the curriculum because they are typical equipment pieces for professional employees. Annual equipment purchases (e.g., replacement batteries for current equipment) will be maintained through the department's budget and a separate equipment budget is not necessary to support the proposed program.

Library – No new library resources are needed to launch or sustain the proposed program. The library has an adequate collection to support the proposed degree program. Resources include journals and publications for nutrition. As a member of the Virtual Library of Virginia (VIVA), on-line access to journals is also available.

Telecommunications – The proposed program requires no new telecommunications to launch or sustain the proposed program.

Space - The proposed program will not require additional space to launch or sustain the proposed program.

Other Resources (specify) – The proposed program requires no other resources to launch or sustain the proposed program.

Resources Needs: Part A – D

Part A: Answer the following questions about general budget information.

- Has or will the institution submit an addendum budget request to cover one-time costs? Yes _____ No X
- Has or will the institution submit an addendum budget request to cover operating costs? Yes _____ No X
- Will there be any operating budget requests for this program that would exceed normal operating budget guidelines (for example, unusual faculty mix, faculty salaries, or resources)? Yes _____ No X
- Will each type of space for the proposed program be within projected guidelines? Yes X No _____
- Will a capital outlay request in support of this program be forthcoming? Yes _____ No X

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

	Program Initiation Year 2018 – 2019		Target Enrollment Year 2023 – 2024	
	On-going and reallocated	Added (New)	Added (New)***	Total FTE positions
Full-time FTE*	0.00	0.00	0.00	0.00
Part-time FTE **	0.00	0.00	0.00	0.00
Adjunct faculty	0.00	0.00	0.00	0.00
Graduate assistants (HDCT)	0.00	0.00	0.00	0.00
Classified positions	0.00	0.00	0.00	0.00
TOTAL	0.00	0.00	0.00	0.00

* Faculty dedicated to the program. **Faculty effort can be in the department or split with another unit.

*** Added **after** initiation year and up through target enrollment year.

Part C: Estimated resources to initiate and operate the program

	Program Initiation Year 2018 – 2019		Expected by target enrollment 2023- 2024	
Full-time faculty	0.00	0.00	0.00	0.00
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0
Part-time faculty (faculty FTE split with other units)	0.00	0.00	0.00	0.00
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0
Adjunct faculty	0.00	0.00	0.00	0.00
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0
Graduate assistants	0.00	0.00	0.00	0.00
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0
Classified Positions	0.00	0.00	0.00	0.00
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0

Total personnel cost				
salaries	\$0	\$0	\$0	\$0
fringe benefits	\$0	\$0	\$0	\$0
Total personnel cost	\$0	\$0	\$0	\$0
Equipment	\$0	\$0	\$0	\$0
Library	\$0	\$0	\$0	\$0
Telecommunication costs	\$0	\$0	\$0	\$0
Other costs	\$0	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0	\$0

Part D: Certification Statement(s)

The institution will require additional state funding to initiate and sustain this program.

_____ Yes _____
Signature of Chief Academic Officer

_____ No _____
Signature of Chief Academic Officer

If “no,” please complete items 1, 2, and 3 below.

1. Estimated \$\$ and funding source to initiate and operate the program.

Funding Source	Program initiation year 2018-2019	Target enrollment year 2023-2024
Reallocation within the department <i>(Note below the impact this will have within the department.)</i>	\$0.00	\$0.00
Reallocation within the school or college <i>(Note below the impact this will have within the school or college.)</i>	\$0.00	\$0.00
Reallocation within the institution <i>(Note below the impact this will have within the institution.)</i>	\$0.00	\$0.00
Other funding sources <i>(Specify and note if these are currently available or anticipated.)</i>	\$0.00	\$0.00

2. Statement of Impact/Other Funding Sources. A separate detailed explanation of funding is required for each source used and a statement of impact on existing resources.

Reallocation within the department

Reallocation within the school or college

Reallocation within the institution

Other funding sources

3. Secondary Certification.

If resources are reallocated from another unit to support this proposal, the institution will **not** subsequently request additional state funding to restore those resources for their original purpose.

_____ Agree _____
Signature of Chief Academic Officer

_____ Disagree _____
Signature of Chief Academic Officer

Appendices

**Appendix A –Sample Plan of Study
Suggested Allied Health Sciences Course Progression**

Freshman Year			
Fall Semester	Cr.	Spring Semester	Cr.
University Core A: Core 101	3	University Core A: Core 102	3
College Core B: HLTH 200	3	University Core B: VPA	3
University Core B: PSYC 121	3	University Core B: Humanities	3
College Core A: US Perspectives	3	College Core B: Humanities/VPA/FL	3
University Core B: BIOL 105	4	OT/PT/Pre-Health course – menu	3/4
Total	16	Total	15/16

Sophomore Year			
Fall Semester	Cr.	Spring Semester	Cr.
University Core A: Core 201	3	University Core A: Core 202	3
BIOL 310: Structure and Function I	4	BIO 311: Structure and Function II	4
PSYC 230 or 439 Developmental/Ab	3	ESHE 201: Intro to Athletic Injuries	3
College Core B: GP	3	College Core B: STAT 200	3
University Core B: MATH 137/138	3	ESHE 315: PA in aging	3
ESHE 205: Intro to Allied Health Sci	1	ESHE 225: Practicum I	1
Total	17	Total	17

Junior Year			
Fall Semester	Cr.	Spring Semester	Cr.
ESHE 390: Kinesiology	3	ATTR 323: Assessment of Athletic Inj I	3
ESHE 305: Strength and Con	3	ESHE 396: Assessment and Prescript	3
ESHE 392: Exercise Physiology	3	HLTH 465: Ex Perform and Nutr	3
ESHE 250: Practicum II	1	ESHE 325: Practicum III	1
CHEM 101	4	CHEM 102/103	4
Total	14	Total	14

Senior Year			
Fall Semester	Cr.	Spring Semester	Cr.
ESHE 451: Research Methods	3	Research Project or Approved Elective	3/4
ESHE 365: Therapeutic Interventions	4	OT/PT/Pre-Health course – menu	3/4
OT/PT/Pre-Health course – menu	3/4	OT/PT/Pre-Health course – menu	3/4
OT/PT/Pre-Health course – menu	3/4	OT/PT/Pre-Health course – menu	3/4
Total	13/15	Total	12/16

Appendix B – Course Descriptions

Description of Required Common Core Courses

Core Foundations

CORE 101: Essentials of Written and Oral Communication

Introduction to college-level reading, writing, and speaking, with attention given to the writing process, genre, style, audience, and standard written English. The course will also introduce students to basic oral communication skills.

CORE 102: Advanced Written and Oral Communication

Further development of students' writing and speaking skills with attention to applied critical thinking and information literacy. This course will reinforce and develop basic elements of reasoning and critical thinking and their use in persuasive communication. Students will develop competency in information literacy and will learn the basic mechanics of public speaking by making oral presentations.

CORE 103: Written and Oral Communication – Honors

Students will form and support claims, attending to the assumptions underlying arguments. The course will introduce students to elements of logic, including fallacies and inductive reasoning, and their use in persuasive written and oral communication.

CORE 201: Topics in Critical Inquiry

Further development of students' skills in critical thinking, including how to recognize, analyze, and evaluate arguments in written and oral communication. Students will continue to develop competency in information literacy as they create their own persuasive arguments.

CORE 202: Topics in Critical Inquiry

Further development in students' skills in critical thinking, information literacy, and written and oral communication. This course includes a broad introduction to ethical theories and methods of ethical reasoning. Students will strengthen their skills in the recognition, analysis, and evaluation of written and oral arguments. Students will work in teams to effectively solve ethical problems or dilemmas.

Core Skills & Knowledge

MATH 137: College Algebra

A systematic approach to the concepts of algebra. Topics include basic properties of numbers systems, equations and inequalities, systems of equations, functions and graphs, polynomials and rational functions, exponentials and logarithms.

BIOL 105: Biology for Health Sciences

An introduction to the basic processes of life and science. Emphasis is on scientific investigation and processes common to most organisms including humans: cellular structures and functions, mechanisms of inheritance, and mechanisms of adaptation. Applications are made to genetic technologies, human disorders, and bioethics.

PSYC 121 – Introduction to Psychology

Introduces students to the scientific study of behavior. Topics include essential concepts in brain function, emotion, cognition, learning, personality, social behavior, abnormal psychology, the methods used to generate psychological knowledge, and application of this knowledge in a variety of settings.

Supporting Skills and Knowledge

STAT 200: Introduction to Statistics

Introduction to statistical methods; descriptive statistics, normal distribution, estimation, hypothesis testing, correlation and regression.

Social/Behavioral Science or Health & Wellness

HLTH 200: Wellness Lifestyles

Provides students with the knowledge and skills to keep themselves healthy and fit for life. The lecture provides information on health knowledge. The activity classes introduce a variety of fitness skills and techniques in order to help the individual pursue lifetime fitness. The laboratory assessments provide personal health/wellness data. All three components are integrated to promote a commitment to a wellness lifestyle.

Description of Allied Health Sciences Major Courses

ATTR 323: Assessment of Athletic Injuries I – The Extremities

Laboratory and clinical experiences in the recognition and evaluation of athletic injuries occurring to the hand, wrist, forearm, elbow, shoulder, ankle, shin, knee, thigh and hip.

CHEM 101: General Chemistry

Introduction to principles and applications of chemistry. Includes measurements, stoichiometry, atomic and molecular structure, chemical bonding, gases, and solutions.

CHEM 102: General Chemistry

Introduction to principles and applications of chemistry. Includes additional chemical bonding topics, crystal lattices, kinetics, chemical equilibria, acid-base chemistry, electrochemistry, and radiochemistry.

BIOL 310: Human Structure and Function 1

Focuses on the structure of the human body and the physiological mechanisms used to maintain homeostasis. Designed to meet the needs of ESHE students preparing for careers in athletic training, fitness/strength, health education, nutrition and sports administration, as well as recreation students and other non-science majors. The BIOL 310:311 course sequence is not intended for biology, pre-nursing, or sports medicine students or any student intending to apply to medical schools or physician assistant programs.

BIOL 311: Human Structure and Function II

Focuses on the structure of the human body and the physiological mechanisms used to maintain homeostasis. Designed to meet the needs of ESHE students preparing for careers in athletic training, fitness/strength, health education, nutrition and sports administration, as well as recreation students and other non-science majors. The BIOL 310:311 course sequence is not intended for biology, pre-nursing, or sports medicine students or any student intending to apply to medical schools or physician assistant programs.

ESHE 201: Introduction to Athletic Injuries

Introduction to the field of athletic training with emphasis on the history of the National Athletic Training Association, certification guidelines, policies and procedures, risk management, roles and responsibilities of athletic trainers. Common sports-related injuries and illnesses will be discussed with an emphasis on the proper methods for prevention, recognition, and immediate care and rehabilitation of those conditions.

ESHE 205: Introduction to Allied Health Sciences

Introduction to educational and professional opportunities through the Allied Health Science program. The course provides an overview of practicum experiences and academic requirements for entry into professional allied health programs of study (e.g., Physical Therapy).

ESHE 305: Principles and Practices of Strength & Conditioning

This course is designed to develop the practical skills necessary to design strength and conditioning programs. Special emphasis is placed on the ability to evaluate exercise

movements, prescribe appropriate exercise programs, and support program prescription with sound knowledge of anatomical and physiological adaptation to exercise.

ESHE 315: Physical Activity & Aging

Provides the student the opportunity to study the many individual facets of exercise, fitness and the aging process. Given the rapid increase in the number of elderly persons in our society, the student of the 21st century should be able to relate to and understand the many factors that affect the elderly from the health and fitness point of view.

ESHE 390: Kinesiology

Explores the study and analysis of human motion.

ESHE 392: Exercise Physiology

Provides understanding of exercise physiology and its ramifications. Includes study of immediate and long-range effects physical exertion and training have on organic functions of the body.

ESHE 396: Assessment and Prescription in Exercise, Sport, and Health Education

Designed to examine the techniques of assessing physical fitness and provide practice assessing physical fitness components. This information will be interpreted and developed into an exercise prescription. Advanced techniques of assessment will be used in this class.

ESHE 450: Research Methods

The purpose of this course is to introduce descriptive, correlational, and experimental research designs. The course will require students to critically analyze empirical articles and to analyze/evaluate data. APA formatting will be used throughout the course.

ESHE 465: Therapeutic Interventions

Application of therapeutic exercises and therapeutic modalities in injury rehabilitation.

HLTH 465: Exercise, Performance and Nutrition

Designed to examine the relationships of exercise, physical activity and performance, as they relate to nutrition. It includes basic information on human energy systems, weight control, sports nutrition and proper diet.

PSYC 230: Lifespan Developmental Psychology OR PSYC 439: Abnormal Psychology

230. Will contribute to an understanding of the physical, social, emotional, and intellectual development of people throughout the lifespan. Areas of development that will be covered include motoric and perceptual skill development, social/emotional and personality development, linguistic and intellectual development from conception through old age.

PSYC 439. Study of abnormal psychology that emphasizes the history, major perspectives and Diagnostic and Statistical Manual III-R categories. Fulfills one of the Social Sciences core requirements for the psychology major and minor

Description of Field Work Courses**ESHE 225: Allied Health Sciences Practicum I**

Clinical experiences designed to provide students with an appreciation of the various duties of allied health professionals. This course requires the completion of 30 hours of clinical experience.

ESHE 250: Allied Health Sciences Practicum III

Clinical experiences designed to provide students with exposure to an allied healthcare setting distinct from ESHE 225. This course requires the completion of 30 hours of clinical experience.

ESHE 325: Allied Health Sciences Practicum III

Clinical experiences designed to provide students with exposure to an allied healthcare setting distinct from ESHE 225 and ESHE 250. This course requires the completion of 30 hours of clinical experience.

Description of Guided Elective Courses

Occupational Therapy

APST 200: Introducing Appalachia

This course introduces the Appalachian Mountain region through a survey of its geography, history, cultures, lifestyles, and the arts. Readings, discussions, and multi-media presentations on the above topics will be supplemented by library and field research. The class is designed to create and overall awareness and appreciation of life in Appalachia. *Required for Appalachian Studies minor.*

ESHE 451: Research Project

The purpose of this course is to enable students to complete an independent research project.

HLTH 475: Health Behavior Change

Provides an in-depth study of a variety of health behavior change theories that are used in health interventions. Students shall use the constructs of selected theories to design lesson plans for a behavioral intervention.

PHIL 112: Introduction. Ethics and Society

This course introduces students to philosophy through the study of ethics. Readings from major philosophers focus questions about value in human life and action. Topics covered may include the nature of ethical reasoning and moral obligation, the value of morality to the individual and society, how ethics helps us understand our place in the universe, and how ethical ideas clarify moral problems facing society. This course has been approved for the General Education credit in the Humanities Area of the curriculum.

PHIL 113: Introduction. Reasoning and Argument

This course introduces students to basic principles of reasoning and argumentation. Students learn to distinguish between valid and invalid reasoning, to recognize patterns of deductive and inductive arguments, to understand the way evidence is used in reasoning, to construct deductive proofs, and to evaluate the soundness of arguments both in everyday contexts and in writings of some major philosophers. This course has been approved for General Education credit in the Humanities Area of the curriculum.

SOCY 121: Understanding Cultures

Introduction to the ways anthropologists view human behavior and the methods they use. Cultures past and present and around the world explored to study diverse adaptations humans have made. This course has been approved for credit in the Social/Behavioral Studies Area or in the Global Perspectives Area of the Core Curriculum.

Physical Therapy

BIOL 104: Human Biology

For students who are not Biology majors. An introduction to the basic principles of biology, with emphasis on human beings as biological organism. Humans will be considered as products of evolution, as physiological systems, as reproducing entities, as members of their ecosystem, and as biological engineers able to change other organisms. The nature of scientific investigation will be stressed and current applications to biological technology and its effect on society will be

considered. BIOL 104 is *not* a prerequisite for upper level study in Biology. Biology majors should take BIOL 131. Students who are not Biology majors but need to take upper level Biology courses should take BIOL 105. This course has been approved for credit in the Natural Sciences Area of the Core Curriculum.

BIOL 334: Microbiology

Fundamentals of microbiology including the morphology and taxonomy of the major groups of microorganisms including viruses. Discussions of the growth, cultivation, reproduction, effects of physical and chemical agents and transmission of disease. BIOL 334 will not satisfy requirements for the Biology major, with the exception of the clinically-oriented Medical Technology concentration.

ESHE 451: Research Project

The purpose of this course is to enable students to complete an independent research project.

HLTH 300: Community Health & Epidemiology

An introduction to community and public health issues. Basic principles of epidemiology will be introduced, and students will use these principles to understand how morbidity and mortality statistics are calculated and interpreted.

HLTH 475: Health Behavior Change

Provides an in-depth study of a variety of health behavior change theories that are used in health interventions. Students shall use the constructs of selected theories to design lesson plans for a behavioral intervention.

PHYS 111: General Physics

Vectors, mechanics, heat, electricity, magnetism, sound, light and selected topics in modern physics.

PHYS 112: General Physics

Vectors, mechanics, heat, electricity, magnetism, sound, light and selected topics in modern physics.

Physician Assistant/Other Pre-Health Disciplines

BIOL 334: Microbiology

Fundamentals of microbiology including the morphology and taxonomy of the major groups of microorganisms including viruses. Discussions of the growth, cultivation, reproduction, effects of physical and chemical agents and transmission of disease. BIOL 334 will not satisfy requirements for the Biology major, with the exception of the clinically-oriented Medical Technology concentration.

BIOL 471: Biochemistry

Study of the main classes of biomolecules, cellular organization, enzyme action, bioenergetics, and the flow of genetic information.

CHEM 301: Organic Chemistry

Study of the physical and chemical properties of organic compounds.

CHEM 302: Organic Chemistry

Study of the physical and chemical properties of organic compounds.

ESHE 451: Research Project

The purpose of this course is to enable students to complete an independent research project.

HLTH 300: Community Health and Epidemiology

An introduction to community and public health issues. Basic principles of epidemiology will be introduced, and students will use these principles to understand how morbidity and mortality statistics are calculated and interpreted.

HLTH 451: Drug Use and Drug Abuse Education

Provides students with a background of the history of drug use and abuse in the United States. Students will compare drugs according to classification, physiological effects of the drugs, and potential for misuse and dependence. Students will research the impact of abuse and dependence on society.

HLTH 453: Human Sexuality

A study of information, education and communication about human sexuality as it relates to people in our society. This course may be used to meet requirements for the minor in Women's Studies.

HLTH 460: International Health

Analysis of public and international health issues as they relate to the individual, community, and society.

HLTH 475: Health Behavior Change

Provides an in-depth study of a variety of health behavior change theories that are used in health interventions. Students shall use the constructs of selected theories to design lesson plans for a behavioral intervention.

Appendix C – “Abbreviated CV’s” for Faculty

Abbreviated CVs for Core Faculty

J.P. Barfield, D.A., 2000, Middle Tennessee State University, Associate Professor of Exercise Science, Specialization: Allied Health Sciences

Laura Newsome, Ph.D., 2012. Virginia Tech University, Assistant Professor of Exercise Science. Specialization: Allied Health Sciences.

Abbreviated CVs for Guided Elective Course Faculty

Dr. Joseph Wirgau, Ph.D., Duke, 2003. Specialization: Chemistry.

Dr. Francis Webster, Ph.D., Virginia Tech, 1992. Specialization: Chemistry.

Dr. Kimberly Lane, Ph.D., Duke University, 2005, Specialization: Chemistry.

Dr. Justin Anderson, Ph.D., 2004. University of Notre Dame. Specialization: General Biology

Dr. Matthew Close, Ph.D., 2012. Lehigh University. Specialization: General Biology

Dr. Sarah Redmond, Ph.D., 2010. Iowa State University. Specialization: General Biology

Dr. Orion Rogers, Ph.D., North Carolina State University. Specialization: Anatomy and Physiology

Dr. Shawn Huston, Ph.D., North Carolina State University. Specialization: Physics

Dr. Rhett Herman, Ph.D., Montana State University. Specialization: Physics

Abbreviated CVs for Focus Area Course Faculty

Angela Mickle, Ph.D., 2002. New Mexico State University. Associate Professor of Athletic Training, Specialization: Athletic Training.

Michael Moore, Ph.D., 2005. Virginia Tech University. Associate Professor of Athletic Training, Specialization: Athletic Training.

Ellen Payne, Ph.D., 2010. University of Nevada. Assistant Professor of Athletic Training. Specialization: Emergency Medicine.

George Philippi, Ph.D., 2017. Texas Women’s University. Assistant Professor of Exercise, Sport, & Health Education. Specialization: Fitness, Strength, & Conditioning.

David Sallee, Ed D., 2002. Virginia Tech University. Associate Professor of Exercise, Sport, & Health Education. Specialization: Athletic Training; Fitness, Strength & Conditioning.

Appendix D – Advisory Board Members

Dr. Twylla Kirchen, Graduate Program Director, Occupational Therapy
James Madison University

Dr. Kristen Jagger, Chairperson, Doctoral of Physical Therapy Program
Radford University

Ms. Kimberly K. Dempsey, MPA, PA-C, Associate Program Director & Associate Professor
Eastern Virginia Medical School, Master of Physician Assistant Program

Ms. Chelsey Meyers, Doctor of Physical Therapy
Radford University Alumnus

Appendix E – Student Assessment

Hello J.P.,

This email is to acknowledge that I have reviewed the SLOs for the Allied Health Sciences Concentration for the ESHE program.

Sandra Nicks Baker

Sandra Nicks Baker, Ph.D.
Director of Academic Assessment
905 Tyler Ave., Box 7022
Radford University
Radford, VA 24142

540-831-5783
540-831-5142 (Fax)



**Appendix F – Job Descriptions
To be Provided for Formal Review**

Appendix G – Employment Demand

Appendix H – Student Demand

Student Survey

Radford University is developing a Bachelor of Science degree in Allied Health Sciences for implementation in Fall, 2018. The program is intended to prepare students for professional study in a variety of allied health fields including occupational therapy, physical therapy, and physician assistant among others. After completing this program, students should be able to apply to a professional allied health school of choice.

Faculty have prepared the survey below to gauge student interest in the program. Answers to the following questions will be used in summary form only. No personally identifiable information will be released. Please feel free to contact us at abarfield@radford.edu or ljnewsome@radford.edu if you would like more information about the proposed program.

Thank you.

1. If a major in Allied Health Sciences were offered in the Department of Health and Human Performance, how likely are you to enroll?
 - a. Extremely Likely
 - b. Somewhat Likely
 - c. Undecided
 - d. Somewhat Unlikely
 - e. Extremely Unlikely
2. If you enrolled in the new major, Allied Health Sciences, how likely would you be to apply to professional school upon graduation?
 - a. Extremely Likely
 - b. Somewhat Likely
 - c. Undecided
 - d. Somewhat Unlikely
 - e. Extremely Unlikely
3. Do you feel this would increase your chances of being accepted into a professional school upon graduation?
 - a. Extremely Likely
 - b. Somewhat Likely
 - c. Undecided
 - d. Somewhat Unlikely
 - e. Extremely Unlikely
4. What is your academic class at Radford University?

RADFORD UNIVERSITY

**RESOLUTION FOR APPROVAL OF
BACHELOR OF SCIENCE (B.S.) IN ALLIED HEALTH SCIENCES**

DECEMBER 8, 2017

WHEREAS, the Department of Health and Human Performance (DHHP) in the College of Education and Human Development (CEHD) at Radford University proposes a Bachelor of Science (B.S.) in Allied Health Sciences; and

WHEREAS, the proposed B.S. degree in Allied Health Sciences program is to prepare students for continued training in graduate or professional school; and

WHEREAS, the proposed B.S. degree in Allied Health Sciences program will support primary care providers (e.g., doctors) in the healthcare process by providing secondary services to improve patient health; and

WHEREAS, the proposed B.S. degree in Allied Health Sciences program will establish a “pipeline” that helps students track from high school, to an undergraduate program that meets students’ personal and professional interest, to a professional/graduate program that leads to their career path;

NOW, THEREFORE, BE IT RESOLVED, that the Academic Affairs Committee recommends and submits the resolution to the Board of Visitors for approval of the program for the Bachelor of Science (B.S.) in Allied Health Sciences, CIP 51.1199; and it is 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.

THIS PAGE INTENTIONALLY LEFT BLANK

**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA
INTENT TO DISCONTINUE AN ACADEMIC PROGRAM
COVER SHEET**

<p>1. Institution Radford University</p>	<p>2. Type of Program (Check one): Degree program ___x___ Certificate program _____ Degree/Certificate Designation _____</p>
<p>3. Program name/title: Athletic Training</p>	
<p>4. Degree/certificate designation: Bachelor of Science, B.S.</p>	<p>5. CIP code: 51.0913</p>
<p>6. Degree program approval date by Council</p>	
<p>7. Certificate program acknowledgement date by SCHEV</p>	
<p>8. Date (semester/year) beyond which no new enrollments will be accepted: Fall, 2018</p>	<p>9. Teach-out date: Fall, 2018 to Spring, 2021</p>
<p>10. Desired termination date for reporting degrees (semester and year): Summer, 2022</p>	<p>11. Date approved by Board of Visitors</p>
<p>12. For community colleges: date approved by local board date approved by State Board for Community Colleges</p>	
<p>13. For Critical Shortage Area Only. Check all that apply. Explain in attached narrative.</p> <p style="text-align: center;"> <input type="checkbox"/> Lack of student demand <input type="checkbox"/> Lack of market demand <input type="checkbox"/> State-wide public program duplication <input type="checkbox"/> Lack of institutional resources <input type="checkbox"/> Other </p>	
<p>14. List of constituents impacted by action. None</p>	

15. If collaborative or joint program, identify collaborating institution(s). **Note:** Each collaborating institution must submit a separate “Intent to Discontinue” form.

16. Name, title, telephone number(s), and email 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 the discontinuance.

SCHEV liaison: Dr. George Santopietro, Assistant Provost for Academic Operations; 540-831-5465; gsantopi@radford.edu

Department Chair: Dr. J.P. Barfield, Chair, Department of Health and Human Performance; 540-831-6858; abarfield@radford.edu

TABLE OF CONTENTS

PROPOSED INTENT TO DISCONTINUE	1
BACKGROUND	1
JUSTIFICATION.....	1
CRITICAL SHORTAGE.....	1
TEACH OUT PLAN	2

Proposed Intent to Discontinue

Radford University requests approval to discontinue the Bachelor of Science (B.S.) degree in Athletic Training, CIP code 51.0913. The degree program is located in the Department of Health and Human Performance in the College of Education and Human Development.

Background

The accrediting body for the field, the Commission on Accreditation of Athletic Training Education (CAATE), has mandated that programs shift from undergraduate to graduate programs by 2022. To meet this mandate, Radford University is proposing a Master's degree in Athletic Training to coincide with discontinuance of the undergraduate program.

Leaders in the field of athletic training are modeling their programs after similar allied health programs in their educational and licensure requirements. Athletic Training, as a field, is moving toward the recognition adopted in the physical therapy and occupational therapy fields that healthcare practitioners should be trained at the graduate/professional level. The expectation of athletic training leaders is that more education will yield more opportunities for athletic trainers and greater services for the clients they serve.

Justification

Radford University recognizes that there are no viable job opportunities in the athletic training field for students graduating from a non-accredited program. Individuals cannot become certified as athletic trainers unless they graduate from an accredited program of study. Starting in Fall, 2022 no undergraduate program in athletic training will be accredited. This date has been established by the accrediting body and students graduating in Fall, 2022 or later will not be able to sit for their board of certification exam. Specifically, the accreditation body mandates that "baccalaureate programs may not admit, enroll, or matriculate students into the athletic training program after the start of the fall term 2022."¹ Therefore, an undergraduate student will no longer have the ability to become a certified athletic trainer after Summer, 2022. Only graduate students from accredited Master's degree programs will be allowed to take the board of certification exam and receive a license to practice as a certified athletic trainer. In essence, if Radford University did not discontinue the B.S. program in Athletic Training, the institution would be accepting students into a program without a realistic possibility of working in the field.

Critical Shortage

The B.S. in Athletic Training is not in a critical shortage area. The curriculum will not be offered as a sub area (concentrations, focus area, emphasis area, or track) in another baccalaureate level program offered by Radford University.

¹ <https://caate.net/the-professional-degree/>

Teach out Plan

The B.S. in Athletic Training takes 2.5 years (or 5 semesters) to complete; therefore, students typically apply for the program during the fall semester of their sophomore year and start the program during the spring semester of their sophomore year. To provide a seamless transition between the undergraduate and graduate program offerings, the department intends to direct a “teach out” so students accepted prior to the anticipated roll out of the graduate program (Summer, 2019) have the opportunity to complete the undergraduate degree before the master’s is required for board exam applications.

For the “teach out” to comply with the accreditation transition schedule, the last application period for the B.S. in Athletic Training will be Fall, 2018. Because the athletic training degree program takes 2.5 years to complete, students will not be allowed to apply to, or be accepted in, the B.S. program in Athletic Training after Fall, 2018 (See Table 1). Therefore, freshmen accepted to Radford University in 2017-2018 and transfers accepted to Radford University in 2018-2019 will be the last cohorts of students able to enroll in the B.S. in Athletic Training. Athletic Training students rarely take more than 2.5 years to complete the program once admitted (2 students in 8 years); however, the proposed Fall, 2018 timeline for program application will ensure students have an academic year to complete/repeat coursework if necessary in order to sit for their licensure exam.

Table 1. Timeline for Discontinuance of B.S. in Athletic Training

Academic Year	Action Items	Students Eligible for Program
2017-2018	Last year for freshmen accepted to Radford University are eligible for B.S. in Athletic Training Freshmen students will apply to Athletic Training program in Fall, 2018	Freshman Sophomore Junior Senior
2018-2019	Last year for sophomores/transfers at Radford University are eligible for B.S. in Athletic Training Sophomores/Transfers apply to Athletic Training program in Fall, 2018	Sophomore Junior Senior
2019-2020	No students are eligible to initiate the undergraduate Athletic Training program Junior and senior level students continue in the program	Junior Senior
2020-2021	Seniors continue in the program	Senior
2021-2022	Undergraduates can complete/repeat needed courses to finish B.S. in Athletic Training and sit for licensure exam	Senior

The B.S. degree program in Athletic Training will no longer be available for students in Fall, 2022.

Table 2. Outline for Teach Out

Academic Year	Expected Number of Students	Classes Compliant with Accreditation Timeline
2017-2018	100	Freshman, Sophomore, Junior, Senior
2018-2019	60	Sophomore, Junior, Senior
2019-2020	40	Junior, Senior
2020-2021	20	Senior
2021-2022	1-2 (if any)	Senior

RADFORD UNIVERSITY

**RESOLUTION FOR DISCONTINUANCE OF THE
BACHELOR OF SCIENCE (B.S.) IN ATHLETIC TRAINING**

DECEMBER 8, 2017

WHEREAS, the Department of Health and Human Performance (DHHP) in the College of Education and Human Development (CEHD) at Radford University proposes to discontinue the Bachelor of Science (B.S.) in Athletic Training; and

WHEREAS, the accrediting body for the field, the Commission on Accreditation of Athletic Training Education (CAATE), has mandated that programs shift from undergraduate to graduate programs by 2022 and to meet this mandate, Radford University is proposing a Master's degree in Athletic Training to coincide with discontinuance of the undergraduate program; and

WHEREAS, specifically, the accreditation body mandates that "baccalaureate programs may not admit, enroll, or matriculate students into the athletic training program after the start of the fall term 2022."¹; and

WHEREAS, if Radford University did not discontinue the B.S. program in Athletic Training, the institution would be accepting students into a program without a realistic possibility of working in the field;

NOW, THEREFORE, BE IT RESOLVED, that the Academic Affairs Committee recommends and submits the resolution for the discontinuance of the Bachelor in Science (B.S.) in Athletic Training (CIP 51.0913) and recommend the same to the Board of Visitors; and it is 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 the discontinuance of the program from the State Council of Higher Education of Virginia (SCHEV) and the Southern Association of Colleges and Schools Commission on Colleges.

THIS PAGE INTENTIONALLY LEFT BLANK

RADFORD UNIVERSITY BOARD OF VISITORS
Business Affairs & Audit Committee
December 7, 2017

Action Item

Approval of the Radford University 2017-18 Second Quarter Operating Budget Adjustment

Item:

Board of Visitors approval of the Radford University's 2017-18 second quarter operating budget adjustment.

Summary:

The University has examined the fiscal impact of the 2017-18 fall enrollment results as well as a newly received U.S. Department of Education grant, and both will have a material impact on the institutional operating budget. Therefore, a second quarter budget adjustment is necessary to align revised revenue forecasts with authorized expenditure levels.

Based on final census data, fall enrollment exceeded the forecast at both the undergraduate and graduate levels. Fall 2017-18 enrollment was budgeted on a projected student headcount of 9,183. Actual headcount enrollment came in favorably at 9,418, an increase of 235 students. The subsequent impact on tuition and fees is largely due to the changes in the student population mix; i.e. in-state/out-of-state, undergraduate/graduate, and part-time/full-time. The two student populations that demonstrated the greatest growth were full-time in-state undergraduates and part-time in-state graduates at (+77) and (+96) respectively. After adjusting for these changes, the full year impact of the fall enrollment increase is estimated at \$1.1 million for E&G and \$0.5 million for Auxiliary.

The updated enrollment projections inevitably create a renewed optimism in 2017-18 fiscal resource availability, yet it remains prudent that Radford University continue its proven approach to conservative financial stewardship. The additional resources generated from the positive growth will be applied initially to the strategic planning fund so that the University can readily engage in the necessary investments in support of initiatives aligned with the institutional mission and strategic direction.

In October 2017, Radford University was awarded a three-year \$13.8 million U.S. Department of Education grant through the Supporting Effective Educator Development (SEED) program. It is considered the largest grant in Radford University history and is expected to have an immediate positive impact on the University's externally sponsored grant budget. Within the current fiscal year alone, the award is expected to account for \$3.0 million of increased grant related activity. As a result, a second quarter budget adjustment is necessary to allocate additional expenditure authority on behalf of SEED program funding.

Schedule A (Total Operating Budget) and Schedule B (Auxiliary Enterprises) reflect the required second quarter adjustments to realign the operating budget with current projections.

Action:

Radford University Board of Visitors approval of the 2017-18 second quarter operating budget adjustment as presented in Schedule A for Total Operating Budget and Schedule B for Auxiliary Enterprises.

Radford University
Proposed University Operating Budget
2017-18 Second Quarter Adjustments

Dollars in Thousands

	2017-18		
	Original Total Budget ^(a)	Second Qtr. Adjustment ^(b)	Revised Total Budget ^(c)
Educational and General Programs			
<u>Revenues</u>			
General Fund	\$51,727	\$0	\$51,727
Tuition and Fees	73,743	1,130	74,874
All Other Income	2,787	0	2,787
Total Revenues	\$128,257	\$1,130	\$129,387
<u>Expenditures</u>			
Instructional & Academic Support	(84,548)	(1,130)	(85,678)
All Other Support Programs	(43,709)	0	(43,709)
Total Expenses	(\$128,257)	(\$1,130)	(\$129,387)
Reserve Draw (Deposit)	0	0	0
NET	\$0	\$0	\$0
Student Financial Assistance			
Revenue	\$12,028	\$0	\$12,028
Expenditures	(12,028)	0	(12,028)
Reserve Draw (Deposit)	0	0	0
NET	\$0	\$0	\$0
Sponsored Programs			
Revenue	\$6,100	\$1,860	\$7,960
Expenditures	(6,100)	(1,860)	(7,960)
Reserve Draw (Deposit)	(0)	0	0
NET	(\$0)	\$0	(\$0)
Auxiliary Enterprises			
Revenues	\$70,074	\$520	\$70,594
Expenditures	(63,321)	(520)	(63,840)
Reserve Draw (Deposit)	(6,754)	0	(6,754)
NET	\$0	\$0	\$0
Total University			
Revenues	\$216,459	\$3,510	\$219,969
Expenses	(209,706)	(3,510)	(213,215)
Reserve Draw (Deposit)	(6,754)	0	(6,754)
NET	(\$0)	\$0	(\$0)

Notes:

(a) **Original Total Budget** - Reflects the projected 2017-18 Original Total Operating Budget as of July 1, 2017 which was presented to the BOV at the September 2017 meeting. Both recurring and one-time operating budgets are included.

(b) **Second Quarter Adjustment** - Reflects proposed quarterly budget adjustments to the 2017-18 Original Operating Budget as of December 7, 2017. Both recurring and one-time operating budgets are included.

(c) **Revised Total Budget** - Reflects the proposed 2017-18 Adjusted Total Budget as of December 7, 2017. Both recurring and one-time operating budgets are included.

Radford University
Proposed Auxiliary Enterprise Budget
2017-18 Second Quarter Adjustments

Dollars in Thousands

	2017-18		
	Original Total Budget ^(a)	Second Qtr. Adjustment ^(b)	Revised Total Budget ^(c)
Residential & Dining Programs			
Revenues	\$33,667	\$0	\$33,667
Expenditures	(30,362)	0	(30,362)
Reserve Draw (Deposit)	(3,305)	0	(3,305)
NET	\$0	\$0	\$0
Bookstore			
Revenues	\$490	\$0	\$490
Expenditures	(272)	0	(272)
Reserve Draw (Deposit)	(218)	0	(218)
NET	\$0	\$0	\$0
Parking & Transportation			
Revenues	\$2,030	\$20	\$2,050
Expenditures	(1,452)	(20)	(1,472)
Reserve Draw (Deposit)	(578)	0	(578)
NET	\$0	\$0	\$0
Telecommunications			
Revenues	\$585	\$0	\$585
Expenditures	(492)	0	(492)
Reserve Draw (Deposit)	(93)	0	(93)
NET	\$0	\$0	\$0
Student Health Services			
Revenues	\$3,108	\$52	\$3,160
Expenditures	(2,955)	(52)	(3,007)
Reserve Draw (Deposit)	(153)	0	(153)
NET	\$0	\$0	\$0
Student Programming			
Revenues	\$8,239	\$115	\$8,354
Expenditures	(8,025)	(115)	(8,139)
Reserve Draw (Deposit)	(214)	0	(214)
NET	\$0	\$0	\$0
Building & Facilities			
Revenues	\$3,326	\$91	\$3,418
Expenditures	(1,468)	(91)	(1,559)
Reserve Draw (Deposit)	(1,858)	0	(1,858)
NET	\$0	\$0	\$0
Other Enterprise Functions			
Revenues	\$6,651	\$47	\$6,698
Expenditures	(6,065)	(47)	(6,112)
Reserve Draw (Deposit)	(586)	0	(586)
NET	\$0	\$0	\$0
Intercollegiate Athletics			
Revenues	\$11,978	\$194	\$12,172
Expenditures	(12,230)	(194)	(12,424)
Reserve Draw (Deposit)	252	0	252
NET	\$0	\$0	\$0
Total Auxiliary Enterprise			
Revenues	\$70,074	\$520	\$70,594
Expenses	(63,321)	(520)	(63,840)
Reserve Draw (Deposit)	(6,754)	0	(6,754)
NET	\$0	\$0	\$0

Notes:

(a) **Original Total Budget** - Reflects the projected 2017-18 Original Total Operating Budget as of July 1, 2017 which was presented to the BOV at the September 2017 meeting. Both recurring and one-time operating budgets are included.

(b) **Second Quarter Adjustment** - Reflects proposed quarterly budget adjustments to the 2017-18 Original Operating Budget as of December 7, 2017. Both recurring and one-time operating budgets are included.

(c) **Revised Total Budget** - Reflects the proposed 2017-18 Adjusted Total Budget as of December 7, 2017. Both recurring and one-time operating budgets are included.

RADFORD UNIVERSITY BOARD OF VISITORS
Resolution
December 8, 2017

Approval of the Radford University 2017-18 Operating Budget Adjustment

BE IT RESOLVED, the Radford University Board of Visitors approves the second quarter adjustments to the 2017-18 operating budget as presented in Schedule A for Total Operating Budget and Schedule B for Auxiliary Enterprises.

THIS PAGE INTENTIONALLY LEFT BLANK



Administrative and Professional Faculty Handbook

Approved by the Board of Visitors

August 27, 1998

Last Revised: November 10, 2000

~~Current Revision:~~ December 2017

[Pending approval of the Board of Visitors](#)

Radford University does not discriminate with regard to race, color, sex, sexual orientation, disability, age, veteran status, national origin, religion, or political affiliation in the administration of its educational programs, activities, admission or employment practices. Inquiries may be directed to the ~~Executive Director of~~ Chief Human Resources Resource Officer at 704 Clement Street. Telephone: voice 540-831-5421, hearing impaired 540-831-5128. <http://www.radford.edu/content/human-resources/home.html>.

Administrative and Professional Faculty Handbook

Table of Contents

1.0 EMPLOYMENT	3
1.1 DEFINITIONS	3
1.2 TERMS AND CONDITIONS OF APPOINTMENT AND CONTINUING EMPLOYMENT	4
1.3 SANCTIONS AND TERMINATION FOR CAUSE	5
1.4 ABOLITION OF POSITION OR FISCAL EXIGENCY	6
1.5 REASSIGNMENT	6
1.6 RANK AND PROMOTION.....	6
1.7 TENURE ELIGIBILITY	6
1.8 ADMINISTRATIVE AND PROFESSIONAL FACULTY TEACHING POLICY	2
1.9 PERFORMANCE EXPECTATIONS AND EVALUATIONS.....	2
1.10 GRIEVANCE PROCEDURE.....	5
1.11 ADMINISTRATIVE AND PROFESSIONAL FACULTY LEAVE	8
1.12 RESIGNATION AND RETIREMENT.....	17
2.0 EMPLOYMENT RELATED POLICIES	1849
2.1 OTHER RADFORD UNIVERSITY EMPLOYMENT.....	1849
2.2 OUTSIDE EMPLOYMENT.....	1849
2.3 CONFLICT OF INTEREST AND ETHICS IN CONTRACTING LAW	1849
2.4 INTELLECTUAL PROPERTY	1849
2.5 FACULTY-AUTHORED WORKS	1920
2.6 FINANCIAL DEALINGS WITH STUDENTS	1920
2.7 EDUCATIONAL AID AND EMPLOYEE TUITION WAIVER POLICIES	1920
3.0 POLICIES SPECIFIC TO ADMINISTRATIVE AND PROFESSIONAL LIBRARY FACULTY	1920
3.1 LIBRARY FACULTY	1920
3.2 CRITERIA FOR AWARDED RANK TO NEW LIBRARY FACULTY	1920
3.3 MINIMUM CRITERIA FOR LIBRARY FACULTY PROMOTION.....	2024
4.0 CHANGES TO THE ADMINISTRATIVE AND PROFESSIONAL FACULTY HANDBOOK.....	3034

Administrative and Professional Faculty (AP) appointments are covered by the policies set out by this Handbook unless specifically noted otherwise- [in the appointment and/or contract letter \(hereafter referred to as the appointment letter\)](#). To the extent that specific terms and conditions set out by any appointment letter are in addition to, contrary to, or inconsistent with the provisions of this Handbook, the terms and conditions of the appointment letter shall ~~control~~ [supersede this Handbook \(refer to Section 1.2 for required approvals\)](#).

1.0 EMPLOYMENT

1.1 DEFINITIONS

1.1.1 General Terms

[Division Head – Provost, Vice President or head of respective division](#)

[Supervisory Administrative Officer – The employee’s immediate supervisor or someone in management hierarchy of the employee.](#)

[Business Days – Days that Radford University administrative offices are open.](#)

1.1.2 Administrative Faculty

Administrative faculty [normally](#) report no lower than two levels below the President. [Administrative faculty typically serve in executive level leadership roles such as vice president, vice provost, dean, and assistant or associate vice president or dean.](#) Administrative faculty positions require the performance of work directly related to the management of ~~the educational and general~~ activities of the institution, department, or subdivision thereof. Incumbents in these positions exercise discretion and independent ~~judgement~~[judgment](#) and generally direct the work of others.

Qualification criteria include that the employee (1) must have [an](#) advanced degree, [typically a master’s degree](#), or training and work experience at a level which equates to an advanced degree; (2) must perform the duties and responsibilities associated with this category 50 percent or more of the contractual time; and (3) must regularly exercise discretionary actions.

1.1.23 Professional Faculty

Professional faculty [normally](#) report three or more levels below the President. [Professional faculty may direct or provide support for vital university functions such as academic, administrative, outreach, athletic or other programs.](#) Professional faculty positions require advanced learning and experience acquired by prolonged formal instruction and/or specialized work experience.

Qualification criteria include that the employee (1) must have [an](#) advanced degree, [typically a master’s degree](#), or training and work experience at a level which equates to an advanced degree; (2) must perform the duties and responsibilities associated with this category 50 percent or more of the contractual time; (3) must regularly exercise professional discretion and ~~judgement~~[judgment and are expected to take professional initiative in carrying out their primary roles and assignments](#); and (4) must produce work that is intellectual and varied in character and not standardized.

1.1.4 Non-Exempt Professional Faculty

[On November 25, 2016, a one-time transition was made for a select group of existing Professional Faculty positions into non-exempt designations as defined by the Fair Labor Standards Act \(FLSA\). Generally, these non-exempt professional faculty positions follow the provisions of this Handbook unless otherwise noted.](#)

1.1.5 Restricted Administrative and Professional Faculty

Restricted AP positions receive at least 10% of their funding from non-continuous or non-recurring funding sources such as grants, donations, contracts or capital outlay projects. Generally, these restricted AP positions follow the provisions of this Handbook if funding is available from the respective revenue source used to fund the position. Continuation of employment is subject to the availability of funds, the need of the service, and satisfactory performance. These employees have defined contract end dates and do not receive automatic renewals, leave payouts or severance benefits.

Restricted AP positions may be terminated in the case where there are insufficient funds or no further need for services. If the date of termination is different from the defined contract end date for a restricted AP member, they will be given at least 30 calendar days notice prior to the date of termination. A proposed notice of termination because of insufficient funds or lack of need for services requires the approval of the division head.

1.2 TERMS AND CONDITIONS OF APPOINTMENT AND CONTINUING EMPLOYMENT

Appointments to ~~administrative and professional faculty~~ AP positions are term contracts of ~~either~~ 9, 10, 11, or 12 months depending on programmatic needs. To the extent that specific terms and conditions set out by any appointment letter are in addition to, contrary to, or inconsistent with the provisions of this Handbook, the terms and conditions of the appointment letter shall supersede this Handbook. If the appointment letter deviates from the standard template letter in the AP Recruitment Guide, the hiring supervisor must provide the Chief Human Resource Officer with a copy of the letter for review prior to making an offer or renewing a contract that has special terms and conditions.

~~Contract renewal is~~ renewals are not considered automatic. In a decision to renew an administrative or professional faculty member's contract, consideration will be given to Job performance factors such as effectiveness, at a high level of productivity, professional growth and development, and the individual's service effectiveness and contributions to the University. Consideration will also be given to the University's continued need for the scope and level of service provided by the position. by the University will be some of the determinants of any reappointment decision.

The 12-month contract period is from June 25 to June 24. ~~Nine, 10, and 11 month contracts are for 18, 20, or 22 pay periods, respectively. All administrative and professional faculty~~ All AP members are paid over 24 pay periods regardless of the length of their contracts. Starting and ending dates for the 9-, 10-, and 11-month contracts are dependent on the programmatic need. ~~The~~ Typically, the initial contract will cover the period from the date of the appointment to the beginning of the normal contract period (e.g. June 25 is the beginning of the normal contract period for 12-month contracts).

~~Administrative and professional faculty~~

AP members whose contracts are not being renewed will receive a written notice of the ~~nonrenewal~~ non-renewal.

The length of the notice is determined by the length of the ~~administrative or professional faculty~~ AP member's ~~employment~~ Radford University years of service as follows:

~~less~~

Length of Notice:

Less than 1 year of service _____ 1 month notice

1 to 5 years of service _____ 2 _____ 3 months notice

~~5 to 10 years of service~~ _____ 6 months

~~more~~ More than 405 years of service _____ the full term of one contract period (required notice is the same

length as the individual's contract for 9, 10, 11, or 12 months)

~~Administrative and professional faculty members will be notified no later than one month prior to the end of their contract period regarding the renewal of their contracts, i.e., May 25 for contracts ending on June 24. If the contract of an administrative or professional faculty~~

~~(NOTE: Restricted AP positions are covered under section 1.1.4 and are not subject to provisions of this section.)~~

If the contract of an AP member is not being renewed, he or she will be presented with a notification of non-renewal of the contract, from the office offering the contract through their supervisor. The notice of non-renewal will specify the notice period required for the administrative or professional faculty AP member based on his or her length of service. If the notice period extends beyond the current contract period, the administrative or professional faculty AP member will receive a terminal contract appointment letter for the period between the ending date of the current contract and the ending date of the required notice. For example, if an individual on ~~an~~ a 12-month contract with four years of service is notified on May 25 that his or her contract is not being renewed, he or she will receive a terminal contract appointment letter for the period of June 25 to July/August 24 to meet the notice requirement of

~~two~~three months. However, if the same ~~administrative or professional faculty~~AP member is notified on ~~April~~March 25 that his or her contract is not being renewed, he or she will have been given the required notice of ~~two~~three months by the end of the current contract and a terminal ~~contract~~appointment letter for a period beyond the current contract will not be necessary. The non-renewal of a contract with the appropriate notice is not grievable as defined in Section 1.10 of this Handbook and does not fall under the AP grievance procedure.

~~The non-renewal of a contract with the appropriate notice is not grievable under the administrative and professional faculty grievance procedure.~~

1.3 SANCTIONS AND TERMINATION FOR CAUSE

Distinguished from the non-renewal of a contract or continuation of employment beyond a specified date which is governed by ~~section~~Section 1.2 of this Handbook, termination means the dismissal of any ~~administrative or professional faculty~~AP member during the term of the individual's contract of employment. Cause for termination includes, but is not limited to, unethical conduct, unsatisfactory attendance, falsifying credentials or records, unauthorized removal or damage to ~~university~~University property or another employee's property, acts of violence, violation of the University's policies, criminal convictions relating to job responsibilities or of such a nature that continuing the employee in his or her position may constitute negligence on the part of the ~~university, or violation of the university's policies.~~University.

Termination of an ~~administrative or professional faculty~~AP member for cause does not require the advance notice ~~required~~ for the non-renewal of a contract as described in ~~section~~Section 1.2 of this Handbook. However, if a supervisory administrative officer has determined that the termination of an ~~administrative or professional faculty~~AP member is warranted, the ~~administrative or professional faculty~~AP member shall be informed in writing of the charges ~~in writing~~ on which the decision to terminate is based. In turn, the ~~administrative or professional faculty~~AP member will be afforded the opportunity to respond to the charges within a defined period of time of not less than ~~24 hours~~two business days after the day of receipt of the notice of termination.

If the ~~administrative or professional faculty~~AP member elects to respond to the notice of intended termination, and the response is deemed unsatisfactory, ~~by the appropriate supervisory administrative official will notify officer,~~ the ~~faculty~~AP member will be notified in writing of the termination action and the effective date thereof: within ten (10) business days. The written notification will state specifically the reasons for the termination and shall inform the individual of his or her right to access the grievance procedure for ~~administrative and professional faculty~~AP members to appeal the termination decision.

1.3.1 Suspension

In cases where the severity of the offense does not meet the standard for termination, or when mitigating factors are present, a lesser disciplinary action may be taken, ~~+~~ (e.g., counseling, oral or written notices, or suspension-). Suspension may be partial, total, short-term or long-term, and may be with or without pay: ~~However, as employees exempt from the Fair Labor Standards Act, administrative and professional faculty must be suspended in increments of not less than full work weeks, e.g., 40 hours, 80 hours, 120 hours~~accordance with FLSA guidelines.

An ~~administrative or professional faculty~~AP member may be placed on administrative leave ~~with pay or reassigned for~~ for any portion or the remainder of ~~their- his or her~~ appointment during an internal and/or external investigation or pending court action when the charges are job-related or of such a nature that to continue the employee in his or her assigned duties could constitute negligence on the part of the University. Upon completion of the investigation or court action, the ~~administrative or professional faculty~~AP member may be reinstated or terminated.

If ~~an~~ a supervisory administrative ~~official~~officer decides to suspend an ~~administrative or professional faculty~~AP member without pay in lieu of termination, he or she must ensure that the ~~administrative or professional faculty~~AP member has been notified of the charges which are resulting in the suspension and has been afforded the opportunity to respond to those charges within a period of not less than ~~twenty four hours.~~two business days. The ~~administrative or professional faculty~~AP member will be informed in writing of the period of the suspension and his or her right to access the grievance procedure for ~~administrative or professional faculty~~AP to appeal the suspension decision.

1.4 ABOLITION OF POSITION OR FISCAL EXIGENCY

1.4.1 Abolition of Position

~~Administrative and professional faculty~~ AP positions may be removed in the event of financial hardship with a department that cannot be alleviated by ordinary budgeting practices, or upon reduction or elimination of the specific services for which they were employed. ~~A minimum of 90 calendar days' notice is given in such as through a~~ circumstances. If an AP member is separated involuntarily due to budget reduction, reorganization. ~~In such cases, notice will be provided to, or workforce downsizing, the employee according to the notice provisions given in~~ may be eligible for severance benefits under the Code of Virginia, Workforce Transition Act of 1995, 2.2-3202.

~~This section 1.2 of this Handbook, up to a maximum of six months,~~ does not apply to restricted AP appointments.

1.4.2 Fiscal Exigency

~~Administrative and professional faculty~~ AP members may be removed in the event of financial hardship which cannot be alleviated by ordinary budgeting practices if a state of fiscal exigency is declared by the Board of Visitors.

1.5 REASSIGNMENT

~~The University may reassign administrative and professional faculty~~ AP members to other positions may be reassigned at any time. ~~In instances where the Reassignment may involve change in administrative title or supervisory responsibilities, reassignment is to a~~ another position of a different level of responsibility, the individual's compensation may be adjusted accordingly or department, or salary adjustment commensurate with approval of the Board of Visitors responsibilities. ~~Neither notice of non-reappointment nor removal for cause is required to effect a reassignment.~~

Tenured and tenure-track administrators holding rank may be assigned full-time teaching duties with appropriate adjustments in salary should their administrative assignments be terminated.

1.6 RANK AND PROMOTION

~~Administrative and professional~~ AP positions carry functional titles which are descriptive of their duties and responsibilities. ~~Administrative and professional faculty~~ AP normally do not ~~normally~~ have academic faculty rank. However, tenured and tenure-track faculty who transfer from instructional faculty positions to ~~administrative and professional~~ AP positions retain their academic faculty rank. Those hired with academic departmental appointments and library faculty also have academic faculty rank. ~~For management information system coding purposes, administrative and professional faculty~~ AP without academic faculty rank are assigned a nominal faculty-equivalent rank of lecturer. ~~Administrative and professional faculty~~ AP who have rank because of their appointments in academic departments can apply through their academic department for promotion. The normal procedures for ~~teaching~~ Teaching and ~~research~~ Research faculty promotions shall apply.

Criteria and procedures for promotion of library faculty are given in ~~section 2.4 of this Handbook~~ the Library Faculty Personnel Procedures manual.

1.7 TENURE ELIGIBILITY

The granting of tenure on initial appointment for ~~individuals~~ persons in ~~administrative and professional faculty~~ AP positions ~~typically~~ is ~~typically~~ limited to those serving as ~~the~~ Provost/Vice President for Academic Affairs and College Deans. Tenure-track faculty who transfer from ~~teaching~~ Teaching and ~~research faculty~~ Research Faculty positions to ~~administrative and professional~~ AP positions retain their tenure eligibility. The retention of tenure once gained by any person serving in one of the above positions shall require that these administrators may continue, if at all feasible, to teach at least one course a year without compensation. The teaching responsibility can be either a formal course, individually or team taught, or other direct student instruction such as thesis advisor, internship or practicum supervisor. work towards tenure according to the conditions outlined in the Teaching and Research Faculty Handbook.

Other administrators may be given rank, but these administrators cannot acquire tenure without relinquishing their administrative assignments and assuming full-time professorial duties providing that an appropriate position is available and that the appointment is approved in the same manner as are all other initial appointments. Years of service as a full-time administrator shall not be counted as part of the probationary period.

1.8 ADMINISTRATIVE AND PROFESSIONAL FACULTY TEACHING POLICY

To be eligible to teach, an ~~administrative or professional faculty~~AP member must hold at least a master's degree, preferably a doctorate.

~~Administrative and professional faculty~~AP members with tenure are expected to teach, if at all feasible, at least one course a year without compensation. The teaching responsibility can be either a formal course, individually or team taught; or other direct student instruction such as thesis advisor, internship or practicum supervisor.

~~Administrative and professional faculty~~

~~AP members~~ without tenure who hold full-time administrative positions may teach ~~one three credit course per semester; not to exceed a total of six credit hours per fiscal year unless otherwise specified in their job description.~~ Administrative and professional facultyformal academic courses. AP members may be compensated as an overload if the teaching is not a part of their normal duties and responsibilities, or if there is no adjustment in their regular administrative responsibilities. Such teaching must not interfere with the normal performance of assigned duties and must be approved in advance by the person's supervisor and ~~by the Vice President for Academic Affairs; the Provost or their designee.~~

For some ~~administrative and professional faculty~~AP members, teaching an academic course is a normal responsibility for which they do not receive additional compensation. The approved job description for these ~~administrative and professional faculty~~AP members will reflect this responsibility and no other approvals will be required for these individuals to teach. Non-exempt AP are ineligible to teach.

1.9 EVALUATION POLICIES FOR ADMINISTRATIVE PERFORMANCE EXPECTATIONS AND PROFESSIONAL FACULTY EVALUATIONS

1.9.1 Purposes

The purposes of evaluation of ~~administrative and professional faculty~~AP include clarifying responsibilities and expectations, monitoring performance according to these expectations, providing regular feedback and motivation, encouraging performance which will lead to the achievement of unit and institutional goals, providing recommendations for improvement and professional development, and documenting the employee's level of performance based on systematic reviews. The evaluation of performance is one of the considerations in decisions related to continuing appointment, reassignment, merit pay, and where applicable, promotion.

1.9.2 Scope

These policies shall apply to all ~~administrative and professional faculty~~AP below the level of Vice President ~~with the exception.~~

1.9.3 Timelines for evaluations and revised Performance Expectations

- ~~The performance cycle is October 25 to October 24 of each year.~~
- ~~Performance Expectations shall be developed for new employees within 30 business days of the beginning of employment, those governed by other evaluation procedures that have been approved by~~
- ~~Annual evaluations for the appropriate Vice President, distributed to preceding year shall be completed no later than November 1.~~
- ~~Revised Performance Expectations for the employees governed by them, and filed with the Department of Human Resources, current year shall be developed no later than November 30.~~

1.9.3.4 Criteria for evaluation

~~For each administrative and professional faculty member, Evaluation criteria consist, at a set of minimum, consists of the following Performance Goals, Performance Objectives and Performance Factors shall be developed by:~~

- ~~The Performance Goals shall specify applicable annual goals for the employee's supervisor and the employee. In addition, with the approval of the appropriate Vice President(s), general position.~~

~~The Performance Objectives and general Performance Factors may be developed for the evaluation of all administrative and professional faculty within shall specify (a given unit, division or the entire university. The Performance Objectives shall specify-) five to eight major responsibilities of the employee based on (a) the duties outlined in the employee's Position Description and (b) any Performance Objectives identified for the evaluation of all administrative and professional faculty AP members within a given unit, division, or the entire university. The Performance~~

- ~~Factors shall specify the broad skills and behaviors (a) specific to the position and (b) any general Performance Factors identified for the evaluation of all administrative and professional faculty within a given unit, division, or the entire university.~~ If teaching is a part of the position description, it must be included among the performance objectives for evaluation.
- ~~For each administrative and professional faculty member, the~~The Performance Factors shall specify (a) the broad skills and behaviors specific to the position and (b) any general Performance Factors identified for the evaluation of all AP members within a given unit, division, or the entire university.
- Deans should also reference Section 1.4.3 of the Teaching and Research Faculty Handbook.

Departments may choose to add additional information or criteria to be included in the official evaluation.

1.9.5 Performance Expectations Procedure

At the beginning of each evaluation cycle, the evaluating supervisor shall develop the current evaluation cycle's performance expectations in the University's online central performance management system (ex. PeopleAdmin). The Performance Goals, Performance Objectives and Performance Factors shall be reviewed by the ~~evaluator's~~ evaluating reviewer (supervisor, ~~of the evaluating supervisor~~), then discussed and ~~then signed~~acknowledged by the employee and by the ~~evaluator~~evaluating supervisor. If the ~~evaluator~~evaluating supervisor is the ~~the~~ Vice President, ~~then no reviewer's signature shall be required.~~ The ~~Performance Objectives and Performance Factors shall be placed on file with the appropriate Vice or the President,~~ no further review is necessary.

1.9.4 Time lines for evaluations and revised Performance Expectations

~~Performance Expectations shall be developed for new employees within 30 days of the beginning of employment.~~

~~Annual evaluations for the preceding year shall be completed with revised Performance Expectations and Performance Factors for the current year, no later than September 15.~~

1.9.56 Evaluation Procedures-Procedure

An annual ~~written~~ evaluation is required and shall be completed by the ~~employee's~~ evaluating supervisor. The evaluation shall include:

- ~~Written~~written feedback for each of the employee's Performance Goals, Performance Objectives and Performance Factors
- ~~an overall rating of performance~~
- ~~recommendations for improvement and professional development~~

- ~~The evaluation shall be~~ based on multiple types of evidence of performance such as an annual report prepared by the employee, self-evaluations, supervisor observations, peer ratings, ratings by others who are knowledgeable of the employee's work, or other objective and reliable evidence of performance. ~~If teaching is a part of the position description, the supervisor shall request from the relevant academic department copies of the chair's evaluation of the employee's teaching, which shall be incorporated into the overall evaluation.~~
- An overall rating of performance:
 - Performance is consistently above standards
 - Performance is generally above standards
 - Performance meets standards
 - Performance is slightly below standards
 - Performance is below standards
- Recommendations for improvement and professional development.

Upon completion of the annual evaluation by the evaluating supervisor, the evaluation shall be reviewed by the evaluating reviewer prior to discussing with the employee. After review by the evaluating reviewer, it is preferable that the supervisor and employee discuss the evaluation together. If the evaluating supervisor is a Vice President or the President, no further review is needed.

~~2. Afterwards, the employee will acknowledge the evaluation in the system. The evaluation shall be reviewed by the evaluator's supervisor, and then with the employee. It shall be signed by the employee, the evaluator, and the reviewer (the evaluator's supervisor). If the evaluator is the Vice President, then no reviewer's signature shall be required.~~

~~The evaluation form shall~~ include a comments section for the employee's written response to the evaluation. ~~An~~

1.9.7 Appeal Process

~~3. If an employee disagrees with the evaluation and cannot resolve the disagreement with the evaluating supervisor, the employee may appeal to the evaluating reviewer. An employee may appeal, in writing, within 10 business days of receiving the evaluation to the evaluating reviewer to reopen consideration of reopening of the evaluation. The evaluating reviewer has five business days to respond and may not change the original evaluation, but may append written comments addressing such the points of appeal.~~

~~4. The completed evaluation shall be maintained by If the evaluating supervisor withis a copy to the employee.~~

~~Units may develop specific procedures in addition to those outlined in this policy if approved by the appropriate Vice President.~~

1.10 Evaluation of Deans and the University Librarian

~~Evaluations of College Deans and the University Librarian shall be conducted annually by the Vice President for Academic Affairs. These evaluations shall be based on their responsibilities, their annual goals, and the performance factors relevant to each position.~~

Procedures

~~1. The annual evaluation shall include~~

~~a. A conference and or designee may append the written feedback related to the areas of responsibility, annual goals, and performance factors relevant to the position~~

~~An overall assessment comments addressing the points of performance appeal.~~

~~b. Recommendations~~

~~c. Agreement on annual goals for the following year~~

~~2. The evaluation shall be based on multiple types of evidence of performance including an annual report prepared by the College Dean or University Librarian, input from college or library faculty, and supervisor~~

observations. In addition, it may include peer evaluations, ratings by others who are knowledgeable of the person's work, and other objective and reliable evidence of performance.

- ~~3. The input from college or library faculty shall be based on the summary of faculty evaluations and the recommendations from the Faculty Senate Governance Committee and should be substantially incorporated into the overall evaluation by the Vice President for Academic Affairs.~~
- ~~4. The evaluation by the Vice President for Academic Affairs, along with the summary of faculty evaluations and the recommendations from the Governance Committee, including any minority report, shall be given to the Dean or University Librarian. The Dean or University Librarian shall have the opportunity to respond to the evaluation.~~
5. The evaluations of the Deans and the University Librarian, along with supporting documentation, shall be forwarded to the President.

1.1110 GRIEVANCE PROCEDURE

1.1110.1 Definition of a Definitions

Grievance

Grievable Issues:

~~A grievance is~~ a complaint made by an ~~administrative or professional faculty~~ AP member concerning a decision, action, activity, or the professional well-being of the individual and which can be corrected by the University.

Non-grievable Issues:

Complainant – the party who is bringing forth the complaint.

Respondent – the party against whom the complaint is brought.

Non-grievable Issues: While most disputes may be dealt with by this grievance process, the following issues are not the subject of a grievance under this Handbook:

- Those items falling within the jurisdiction of other University grievance policies and procedures (for example, discriminatory acts)
- The contents of personnel policies, contracts, procedures, rules, regulations, ordinances, or statutes
- The routine assignment of University resources (for example, space, parking, operating funds)
- ~~–Lack of funding for a position as determined by the appropriate university vice president~~
- Termination of contract with appropriate notice University Vice President
- Reassignment
- ~~–The contents of established personnel policies, rules, procedures, regulations, ordinances, and statutes~~
- Termination of contract with appropriate notice

1.1110.2 Informal Grievance Procedure

Time line-Timeline

An informal grievance must be addressed within 30 ~~calendar~~ business days of a person's complainant's knowledge of an action or event which is the cause of a complaint.

Notification Process

Notification Process

The first step to resolving a grievance informally is for the complainant to meet with the ~~person who took the action which is the cause of the complaint~~respondent. Each party may be accompanied by an individual if both parties agree to allow others to be present.

If the complainant feels he or she is unable to address the ~~person who took the action which is the cause of the complaint~~respondent, the complainant may address the grievance in writing to the immediate supervisor of ~~that person~~the respondent. The immediate supervisor should, if possible, attempt resolution. If the immediate supervisor feels the grievance is frivolous or otherwise unwarranted, he or she must notify the complainant in writing within ~~ten work~~10 business days of hearing the complaint. Any records of the outcome should be kept by the parties involved. ~~1.11.3 Formal Grievance Procedure~~

~~Time line~~

~~If the immediate supervisor is unable to achieve a resolution, the complainant may proceed to the Formal Grievance Procedure.~~

1.10.3 Formal Grievance Procedure

Timeline

Whether an ~~administrative or professional faculty~~AP member has or has not attempted to resolve a grievance through the informal grievance procedure, he or she may choose to file a formal grievance: with the Chief Human Resource Officer. The formal grievance, ~~in the form of a letter or memorandum,~~ must be filed in writing within 30 ~~calendar~~business days of the action or event which is the cause of the complaint. The attempt to resolve the complaint informally does not extend the 30-day time period. The complainant can withdraw the grievance at any time during the formal procedure.

~~Notification Process~~

~~If an administrative or professional faculty member is unable to bring satisfactory resolution to his or her complaint through the informal process, he/she can invoke the formal grievance resolution process by requesting a panel hearing. The request for a panel hearing must be made in writing to the Executive Director of Human Resources. The grievant can withdraw the grievance at any time during the formal procedure.~~

Grievability Ruling

On receipt of the written grievance, the ~~Executive Director of~~Chief Human ResourcesResource Officer will determine if the issue is ~~grievable a justified grievance~~ in accordance with the definition of a grievance under this policy. If the ~~Executive Director of~~Chief Human ResourcesResource Officer determines that the issue is not ~~grievable a justified grievance~~, he or she will notify the ~~grievant~~complainant in writing within five ~~business~~ days of the receipt of the grievance.

To appeal the ~~Director's~~Chief Human Resource Officer's decision, the ~~grievant~~complainant must submit the appeal to the Vice President for ~~Business Affairs~~Finance and Administration within five ~~business~~ days of his or her receipt of the decision. The Vice President for ~~Business Affairs~~Finance and Administration must respond to the appeal within five ~~business~~ days of his or her receipt of the appeal. ~~If the grievant is employed within Business Affairs~~If the Vice President for Finance and Administration is the subject of the grievance, the written appeal of the ~~Director's grievability~~Chief Human Resource Officer's grievance ruling may be made to the President. ~~In either case, the decision on appeal of the grievability grievance ruling is final.~~

Grievance Panel Hearing Board

The President ~~of the University~~ shall, on or before the beginning of each ~~five~~academic year, select ~~12~~ ~~persons~~individuals from among the ~~administrative and professional faculty~~AP to serve as members of a ~~12-~~person grievance panel board. The members of the board will serve a two-year term. A list of current members will be maintained by the Department of Human Resources.

Panel Hearing

~~The Executive Director of Human Resources~~If the complaint is deemed to be grievable, the Chief Human Resource Officer shall be responsible for coordinating the selection and convening of a panel for hearing the grievance.

The panel for hearing a grievance shall consist of three members selected from the grievance panel board: one selected by the ~~grievant~~complainant, one selected by the ~~University official who initiated the action which was the cause of the grievance~~respondent, and a chairperson selected by the other two members. In the event that the two selected panel members cannot agree on a third member, the selection of the third member will be made by the ~~Executive Director of Human Resources. Members of the grievant's administrative division, individuals who report to the University official who initiated the action which was the cause of the grievance, and~~Chief Human Resource Officer. ~~The following shall not be allowed to serve on the panel: members of the complainant or respondent's division or~~ relatives of any persons having direct involvement in the matters which form the substance of the grievance ~~shall be ineligible to serve as a member of the grievance panel.~~

Within ~~ten working~~10 business days of its selection, the grievance panel will set a date (within 30 ~~calendar~~business days), time, and location of the hearing; and the chairperson shall notify the parties.

The panel hearing is intended to provide an impartial review of the grievance. Members of the panel do not have an advocacy role. The hearing shall be conducted as ~~an~~closed administrative hearing, not as a formal court proceeding. Panel hearings are conducted in accordance with guidelines approved by the University. ~~Panel hearings are closed.~~The Chief Human Resource Officer will distribute these guidelines to the ~~members of the panel.~~ The panel shall consider all relevant evidence produced at the hearing or requested of the parties prior to the hearing. The panel's decision will be based on ~~the~~a preponderance of evidence. ~~At the conclusion of the panel hearing, the panel will deliberate in private and reach a decision.~~ ~~At the conclusion of the panel hearing, the panel will deliberate in closed or executive session and reach a decision.~~

Panel Recommendation

The majority vote of the panel shall constitute the panel's recommendation. No later than ~~five working~~5 business days from the conclusion of the hearing, the chairperson of the panel will notify the Vice President for ~~Business Affairs~~Finance and Administration of the panel's recommendation with notification to the ~~Executive Director of~~Chief Human Resources.

Resource Officer. The Vice President for ~~Business Affairs~~Finance and Administration will review and respond to the grievance and the panel's recommendation within ~~ten~~10 business days of his/ or her receipt of the grievance- and recommendation. If the Vice President for ~~Business Affairs~~Finance and Administration concurs with the recommendation, the grievance will be considered concluded and ~~he/~~or she will notify all parties and the ~~Executive Director of Chief~~ Human ~~Resources~~Resource Officer. If the Vice President for ~~Business Affairs~~Finance and Administration does not concur with the recommendation, he/ or she will forward the ~~grievance~~panel's recommendation to the President for his/ or her review. Within ~~ten working~~10 business days of his- ~~or~~ or /her receipt of the panel's recommendation, the President will notify the parties and the ~~Executive Director of Chief~~ Human ~~Resources~~Resource Officer as to whether he/ or she supports the recommendation of the panel. The President's decision is final.

If the grievance is filed as a result of an alleged action taken by the Vice President for ~~Business Affairs~~Finance and Administration, the panel's recommendation will be forwarded directly to the President. The President's decision is final.

If the grievance is filed as a result of an alleged action taken by the President, the panel's recommendation will be forwarded to the Rector of the Board of Visitors. The decision of the Rector or any committee of the Board of Visitors to which he/ or she refers the complaint is final.

Implementation of Recommendation

If the result of the panel hearing and subsequent decisions by the ~~Vice President of~~ Vice President of Finance and Administration, President, Rector, or any committee of the Board of Visitors ~~require~~requires some action, the ~~Executive Director of Chief~~ Human Resources Officer will have the responsibility to ensure that the action is taken.

Record keepingKeeping

All panel hearings will be ~~taped~~recorded. Official records of the grievance will be maintained by the Department of Human Resources- in accordance with the Library of Virginia's Public Records Management Program.

1.12 LEAVES OF ABSENCE

1.11 ADMINISTRATIVE AND PROFESSIONAL FACULTY LEAVE

All leave activity should be reported on the appropriate leave report each pay period. Absences on days other than holidays or authorized closings must be charged as leave as approved by the supervisor. The University may limit the paid or unpaid leave if the AP member's absence creates an undue hardship for the University.

AP members are eligible for the following types of leave:

1.121.1 Holidays and Compensatory Leave (Revised November 10, 2000)

The authorized holidays recognized by Radford University for personnel on 12-month appointments are:

- ~~—The first day of January (New Year's Day)~~
- ~~—The third Monday in January (Martin Luther King, Jr. Day)~~
- ~~—The last Monday in May (Memorial Day)~~
- ~~—The Fourth of July (Independence Day)~~
- ~~—The first Monday in September (Labor Day)~~
- ~~—The fourth Thursday and Friday in November (Thanksgiving)~~
- ~~—The twenty-fifth day of December and the four following work days (Christmas)~~
- ~~—Any other day so appointed by the Governor of Virginia or the President of the United States~~

~~Personnel on 9 , 10 , and 11 month appointments~~[The holiday and alternate holiday schedules are listed on the Human Resources website.](#)

[AP members](#) receive any holiday ~~listed above~~ if that holiday occurs within ~~at~~[the](#) pay period in which they work. If an employee is required to work on a holiday, he or she will be given hour-~~for-hour~~[for-hour](#) compensatory leave which must be used within a year of the date earned or it is lost. [Upon separation, a payment will be issued for any unexpired compensatory leave balance.](#)

~~Absences on days other than the holidays listed above, such as during University breaks, must be charged as annual or other approved leave.~~

~~Upon~~ separation, a payment will be issued for any unused compensatory leave balance to the extent permitted by state personnel law.

1.121.2 Annual Leave (Revised November 10, 2000)

Personnel on 12-month appointments earn ~~24 days~~ 192 hours of annual leave per year. Newly hired ~~administrative and professional faculty~~ AP members are granted ~~six~~ 48 hours of the 24 annual leave days at the time they are hired. ~~For and for~~ their first 12 months of employment, ~~newly hired administrative and professional faculty~~ AP members earn 6 hours of annual leave per pay period. At the beginning of the second year of employment, ~~administrative and professional faculty~~ AP members earn 8 hours of annual leave per pay period.

Personnel on 9-, 10-, and 11-month appointments earn leave for the pay periods actually worked and at the same rate as 12-month appointments. The number of days of annual leave granted at the time of hire to new ~~administrative and professional faculty~~ AP members on 9-, 10-, and 11-month appointments is prorated based on the number of months for which they are appointed.

~~Administrative and professional faculty are not required to~~ AP members should record annual leave ~~taken on leave forms when the annual leave taken is less than one-half day and such action is supported~~ as approved by their supervisor.

AP members with less than five years of service at Radford University may accrue annual leave and carry over up to a maximum of 240 hours of leave from one calendar year to the next. AP members with five or more years of service at Radford University may accrue annual leave and carry over up to a maximum of 280 hours of leave from one calendar year to the next.

Upon voluntary separation of employment AP members are eligible for payment of unused annual leave following the below scale based on their total Radford University service.

Annual Leave Payout upon voluntary separation:

Less than 5 years	Zero payout of unused Annual Leave
5 – 9 years	240 hours maximum payout of unused Annual Leave
10 years or more	280 hours maximum payout of unused Annual Leave

~~Administrative and professional faculty~~

Annual leave is administered on a leave year which begins January 10 and ends on January 9.

~~The cannot be used to extend the separation date of the employee; therefore, the~~ last day an employee actually works is considered the ~~termination date.~~ separation date unless leave has been approved by the Division Head.

1.11.3 Family Medical Leave

Under qualifying circumstances, federal law provides full-time AP members with unpaid and job protected leave. Further information on this type of leave may be obtained from the Department of Human Resources.

1.11.4 Leave Sharing

AP members who exhaust all leave balances due to an accident or illness qualify for annual leave donations from the leave sharing program if they are not enrolled in the Virginia Sickness and Disability Program (VSDP). To be eligible to receive leave sharing, the employee must complete an application from Human Resources and submit a doctor's statement showing the dates she/he is not able to work. The application is normally signed by the employee but may be signed on his/her behalf by a member of his/her family if circumstances warrant. All AP members, including those covered by VSDP, may request donated annual leave if the employee experiences leave without pay due to a family member's illness or injury for which the employee is using Family and Medical Leave.

AP members may donate annual leave to other AP members who qualify for the additional leave.

1.11.5 Community Service Leave

AP members are granted up to 16 hours of paid leave in any leave year to provide volunteer services to non-profit organizations. Such service may be provided as a member of a service organization or through authorized school assistance.

AP members are granted an additional 8 hours of community service leave to serve with a volunteer fire department and rescue squad or auxiliary unit thereof.

Employees must receive prior approval from their supervisor before using community service leave.

1.11.6 Donate Bone Marrow or Organs Leave

AP members are allowed up to 30 workdays of paid leave in any calendar year, in addition to other paid leave, to donate bone marrow or organs.

This leave applies to AP members who present medical certification to donate bone marrow or organs except for the following:

- Employees who are on disciplinary suspension are not eligible to participate in this program.
- Restricted employees whose positions are contingent upon project grants as defined in the Catalog of Federal Domestic Assistance may receive paid leave for bone marrow or organ donation only if the funding source has agreed to assume all financial responsibility for this benefit in its written contract with the Commonwealth of Virginia (Commonwealth).

1.11.7 Leave Without Pay

AP members wishing to take personal leave without pay should request such leave from their supervisor. The request must be made with sufficient notice to allow time to secure a qualified replacement and must include the reason for the leave. If approved, a date will be specified by which any request for extension of the leave or notification of intent not to return to the University must be received. The University will not provide fringe benefits during a leave without pay, but the employee should consult with the Department of Human Resources to determine those benefits that may be purchased.

~~1.12.3 Administrative Leave
If a full-time administrative and professional faculty member is called for jury duty, subpoenaed, or summoned to appear in court, this absence may be charged to administrative leave, except when he or she is a defendant in a criminal case or a plaintiff in a civil suit. Administrative and professional faculty members will be granted administrative leave to attend work-related hearings as a witness under subpoena. Administrative leave may also be used when called to serve on councils, commissions, boards, or committees of the Commonwealth. Administrative leave must be requested before it is taken. Administrative and professional faculty members will receive full pay for administrative leave, provided a copy of the subpoena or other supporting document accompanies the leave report. Administrative leave will not be granted for more time than is actually required for the purpose for which it is taken.~~

~~The University may place an administrative or professional faculty member on administrative leave during an internal and/or external investigation or pending court action.~~

~~1.12.4~~

Annual and sick leave will not accrue in any semi-monthly pay period in which an AP member takes unpaid leave.

1.11.8 Military Leave

Military leave is available to ~~administrative and professional faculty~~ AP members holding full-time, salaried appointments. Qualifying ~~administrative and professional faculty~~ AP members are eligible for leave with pay for up to 15 work days in a federal fiscal year (October 1 through September 30) for military duty, including training, if they are members of any reserve component of the Armed Forces or the National Guard. ~~Pay~~ Paid leave for more than 15 work days in a single tour of duty is prohibited even when that tour encompasses more than one federal fiscal year.

To qualify for military leave, ~~faculty~~AP members must furnish copies of their orders or other documentation with their leave report. Employees granted military leave are also credited for their usual sick leave accrued during that time and may receive up to 24 months of group life insurance coverage.

1.11.5 Sick~~11.9 Civil and Work-Related Leave (Revised January~~

~~AP members may be granted paid and/or unpaid leave to fulfill certain civic duties and functions and to participate in certain work-related activities. Such leave will be granted only for the time that is actually required for the purpose for which it is taken. AP members should request leave from their supervisors, as far in advance as possible, before it is taken. Appropriate supporting documentation must be submitted with the leave sheet on which the leave is taken.~~

1, 1999)-11.9.1 Civil Leave

~~Such leave is allowed for an AP member~~

- ~~• As required by a summons ~~to~~ jury duty.~~
- ~~• To appear as a crime victim or as a witness in a court proceeding or deposition as compelled by a subpoena or summons.~~
- ~~• To accompany the AP member's minor child when the child is legally required to appear in court.~~
- ~~• To serve as an officer of election, as defined by Code of Virginia § 24.2-101.~~
- ~~• To serve as a member of a state council or board.~~
- ~~• To attend his or her own naturalization ceremony.~~

~~Such leave is not allowed for an AP member~~

- ~~• Who is a defendant in a criminal matter (either an alleged misdemeanor or felony),~~
- ~~• Who has received a summons to appear in traffic court (except as a witness), or~~
- ~~• Who is a party to a civil case, either as plaintiff or defendant, or who has any personal or familial interest in the proceedings.~~

Provision for Crime Victims

~~The University will allow an AP member who is a victim of a crime to be present at all criminal proceedings relating to a crime against the AP member, as long as the AP member has provided the University with a copy of the form **listing the rights of crime victims** provided to the AP member pursuant to Code of Virginia § 19.2-11.01 and, if applicable, provided the University with a copy of the notice of each scheduled criminal proceeding that is provided to the AP member as victim.~~

~~Although paid civil leave shall apply when the AP member's presence at legal proceedings is compelled by subpoena or summons, AP members may use existing annual, personal, or compensatory leave balances for court proceedings that do not qualify for paid civil leave. The AP member may also request to use unpaid leave for the absences.~~

~~The University may limit the paid or unpaid leave if the AP member's absence creates an undue hardship for the University.~~

~~Annual and sick leave will not accrue in any semi-monthly pay period in which an AP member takes unpaid leave.~~

Compensation/Reimbursement for Civil Service

~~An AP member under subpoena or summons or serving as an officer of election may receive compensation for services or reimbursement for expenses. NOTE: Fees given to Virginia's circuit court jurors are considered reimbursement for expenses.~~

~~AP members using civil leave may retain amounts received as reimbursement for expenses. A copy of the subpoena or other supporting document must accompany the leave report. However, AP members may not retain payments for services. Payments for services must be submitted to the Payroll department. Those who choose to retain the payments for services must charge the absence to annual, personal, or compensatory leave balances.~~

1.11.9.2 Work-Related Leave

AP members may be granted work-related leave to participate in resolution of work-related conflicts or of complaints of employment discrimination and to attend work-related administrative hearings as a party or witness.

1.11.10 Administrative ~~and~~ Leave

The University may place an AP member on administrative leave with or without pay during a suspension, internal and/or external investigation, or pending court action.

1.11.11 Extended Professional Leave

Extended Professional Leave may be granted to allow AP members to undertake activities such as seeking nationally recognized fellowships (for example, Fulbright, Guggenheim, Woodrow Wilson and ACLS Fellowships), serving as Visiting Professors at other institutions, providing public service, chairing national committees, assuming an elected office of a professional organization, and other similar professional activities. Such leaves may be granted with partial pay or without pay. All Extended Professional Leaves must be approved by the President.

For all Extended Professional Leaves granted with partial pay, the total of the fellowship award or external remuneration (excluding remuneration for specific expenses incurred, such as moving expenses) and the partial pay provided may not exceed the employee's salary. In addition to being approved by the President, such leaves must be approved by the employee's appropriate Division Head, based on the recommendation of the employee's supervisor and on the purpose of the leave, the proposed activity, and departmental needs. The period of the leave shall not normally exceed one academic year; however, the leave may be extended for a second year with the recommendation of the supervisor and approval from the appropriate Division Head. Extension of such leaves beyond two academic years is possible only in extraordinary circumstances.

For ~~all~~ each and every Extended Professional Leaves granted with partial pay, a written report describing the accomplishments while on leave must be submitted by the ~~faculty~~ AP member to their supervisor and appropriate Division Head within three months of return from the leave.

1.11.12 Authorized Closings

AP members will observe authorized closings unless otherwise directed by their supervisor. If an employee is required to work during an authorized closing, he or she will be given hour for hour compensatory leave which must be used within a year of the date earned or it is lost.

1.11.13 Sick Leave

AP members may use sick leave for absences related to conditions that prevent them from performing their duties. ~~These conditions include; including~~ illness, injury, ~~or health problems related to and~~ pregnancy ~~or childbirth-related conditions.~~ An ~~administrative and professional faculty~~ AP member may be asked, ~~in case of any illness or injury,~~ to provide his or her supervisor with a physician's statement. When the circumstances for use of sick leave are known in advance, such as ~~in, the case of~~ scheduled surgery or childbirth, ~~administrative and professional faculty~~ AP members should give their supervisors advance notice.

Sick leave is administered on a ~~calendar~~ leave year which begins January 10 and ends on January 9.

Traditional ~~and University~~ Sick Leave Program ~~Programs~~

The traditional sick leave program is ~~available to 1) administrative and professional faculty~~ for employees hired prior to January 1,

1999, who participate in the Virginia Retirement System (VRS) and elected not to participate in the Virginia Sickness and Disability Program.

~~Sickness and Disability Program, and 2) administrative and professional faculty who participate in the Optional Retirement Plan.~~

The ~~traditional~~ University sick leave program is ~~also~~ available to ~~administrative and professional faculty~~ AP hired after January 1, 1999, who elect VRS and disability coverage under an "employer-sponsored plan." The Radford

University "employer-sponsored plan" is an employee-paid, long-term disability policy provided by an independent insurance carrier through a contractual agreement with the [University](#).

Under the traditional [and University](#) sick leave ~~program, administrative and professional faculty programs,~~ [AP](#) on 12-month appointments earn five hours of sick leave per pay period (15 days per year). Employees on 9-, 10-, and 11-month appointments earn five hours of sick leave per pay period for the pay periods actually worked.

There is no maximum limit for accrual of sick leave, however, ~~administrative and professional faculty~~[AP](#) cease to earn sick leave after they have been absent from work with pay for a period that exceeds 60 consecutive work days.

Six sick days (48 hours) per calendar year may be used for family illness or death, with a maximum of three consecutive days (24 hours) per incident. When approved for Family and Medical Leave, ~~administrative and professional faculty~~[AP](#) may also use up to one-third of their sick leave held at the beginning of the Family and Medical Leave period for the illness of a family member or the birth or adoption of a child.

Upon separation, 12-month ~~administrative and professional faculty~~[AP](#) members who have five or more years of continuous service and were employed prior to January 1, 1999, will receive payment of one-fourth of their unused sick leave balance up to a maximum of \$5,000, to the extent permitted by state personnel law.

Upon separation, 9-, 10-, and 11-month ~~administrative and professional faculty~~[AP](#) members who have five or more years of continuous service and were employed prior to January 1, 1999, will receive payment of one-fourth of their unused sick leave balance up to a maximum amount that is pro-rated based on the number of months employed per year, to the extent permitted by state personnel law.

[Employees hired at Radford University after January 1, 1999 are not eligible for a sick leave payout.](#)

[Contact the Department of Human Resources for additional information.](#)

Virginia Sickness and Disability Program (VSDP)

VSDP is available to 1) ~~administrative and professional faculty~~[AP](#) hired prior to January 1, 1999, who participate in the Virginia Retirement System and elected to participate in VSDP, and 2) ~~administrative and professional faculty~~[AP](#) hired after January 1, 1999, who participate in the Virginia Retirement System. ~~Administrative and professional faculty~~[AP](#) participating in the Optional Retirement Plan cannot participate in VSDP.

Under the VSDP, ~~administrative and professional faculty~~[AP](#) on 12-month appointments will be credited with 8 to 10 workdays of sick leave on January 10 each year. Sick leave credits for ~~administrative and professional faculty~~[AP](#) with appointments of less than 12 months will be prorated according to the number of months worked. Sick leave is granted based on the length of employment as shown below for ~~administrative and professional faculty~~[AP](#) on 12-month appointments. Sick leave balances are not carried forward from year to year.

Current Employees		New Employees	
Months of State Service	Sick Leave Hours/Days	Employment Begin Date	Sick Leave Hours/Days
Less than 60	64 (8 workdays)	1/1 - 6/30	64 (8 workdays)
60 to 119	72 (9 workdays)	7/1 - 12/31	40 (5 workdays)

120 or more 80 (10 workdays)

<u>Current Employees</u>		<u>New Employees</u>	
<u>Months of State</u>	<u>Service Sick Leave Hours/Days</u>	<u>Employment Begin Date</u>	<u>Sick Leave Hours/Days</u>
<u>Less than 60</u>	<u>64 (8 workdays)</u>	<u>1/1 - 6/30</u>	<u>64 (8 workdays)</u>
<u>60 to 119</u>	<u>72 (9 workdays)</u>	<u>7/1 - 12/31</u>	<u>40 (5 workdays)</u>
<u>120 or more</u>	<u>80 (10 workdays)</u>		

Note: When approved for Family and Medical Leave, administrative and professional faculty AP may also use up to one-third of their sick leave hours held at the beginning of the Family and Medical Leave period for the illness of a family member or the birth or adoption of a child.

In addition to sick leave, administrative and professional faculty AP on 12-month appointments will receive up to five days of family and personal leave on January 10 each year. Personal and family leave credits for administrative and professional faculty AP with appointments of less than 12 months will be prorated according to the number of months worked. Administrative and professional faculty AP may use family and personal leaves of absence for personal and family reasons as well as for personal illnesses or injuries. Family and personal days are granted based on the length of employment as shown below for administrative and professional faculty AP on 12-month appointments. Family and personal leave balances are not carried forward from year to year.

<u>Current Employees</u>		<u>New Employees</u>	
<u>Months of State Service</u>	<u>Sick Leave Hours/Days</u>	<u>Employment Begin</u>	<u>Sick Leave Hours/Days - Date</u>
<u>Less than 60</u>	<u>32 (4 workdays)</u>	<u>1/1 - 6/30</u>	<u>32 (4 workdays)</u>
<u>60 to 119</u>	<u>32 (4 workdays)</u>	<u>7/1 - 12/31</u>	<u>16 (2 workdays)</u>
<u>120 or more</u>	<u>40 (5 workdays)</u>		

<u>Current Employees</u>		<u>New Employees</u>	
<u>Months of State Service</u>	<u>Sick Leave Hours/Days</u>	<u>Employment Begin Date</u>	<u>Sick Leave Hours/Days</u>
<u>Less than 60</u>	<u>32 (4 workdays)</u>	<u>1/1 - 6/30</u>	<u>32 (4 workdays)</u>
<u>60 to 119</u>	<u>32 (4 workdays)</u>	<u>7/1 - 12/31</u>	<u>16 (2 workdays)</u>
<u>120 or more</u>	<u>40 (5 workdays)</u>		

Under qualifying circumstances, administrative and professional faculty AP are provided with income protection when they cannot work due to an accident or illness. Short-term disability benefits begin after a 7-calendar-day waiting period. Administrative and professional faculty AP are eligible for income replacement depending on their length of employment as follows:

<u>Months of State Service</u>	<u>Workdays of Income Replacement at 100%</u>	<u>Workdays of Income Replacement at 80%</u>	<u>Workdays of Income Replacement at 60%</u>
<u>Fewer than 60</u>	<u>5</u>	<u>20</u>	<u>100</u>

60 - 119	25	25	75
120 - 179	25	50	50
180 or more	25	75	25

Administrative and professional

<u>Months of State Service</u>	<u>Workdays of Income Replacement at 100%</u>	<u>Workdays of Income Replacement at 80%</u>	<u>Workdays of Income Replacement at 60%</u>
<u>Fewer than 60</u>	<u>5</u>	<u>20</u>	<u>100</u>
<u>60 - 119</u>	<u>25</u>	<u>25</u>	<u>75</u>
<u>120 - 179</u>	<u>25</u>	<u>50</u>	<u>50</u>
<u>180 or more</u>	<u>25</u>	<u>75</u>	<u>25</u>

AP faculty who are unable to return to work after a 180-calendar-day (26-week) waiting period may qualify for long-term disability benefits at 60% of their compensation.

1.12.6 Family and Medical Leave

Under qualifying circumstances, federal law provides full-time administrative and professional faculty with unpaid, job-protected leave to care for the faculty member's child after birth, placement, adoption, or foster care; to care for the employee's spouse, child, or parent who has a serious health condition; or for a serious health condition that makes the employee unable to perform his or her job. Further information on this type of leave may be obtained from the Department of Human Resources.

1.12.7 Leave Sharing

Administrative and professional faculty members who exhaust all leave balances due to an accident or illness, qualify for annual leave donations from the leave-sharing program. Administrative and professional faculty members may donate annual leave to other administrative and professional faculty members who qualify for the additional leave. To be eligible to receive leave sharing, the employee must complete an application and submit a doctor's statement showing the dates s/he is not able to work. The application is normally signed by the employee but may be signed on his/her behalf by a member of his/her family if circumstances warrant.

1.12.8 School Leave

Personnel are granted eight hours of paid leave per calendar year to:

- Meet with a teacher or administrator of any preschool, elementary, middle or high school about their children, step-children, or children for whom they have custody.
 - To attend any school function in which their children or step-children are participating.
 - Perform any school-approved volunteer work such as to assist in preschool, elementary, middle or high schools.
- 1.12.9 Educational Leave**

Educational leave is granted in accordance with the educational aid policy as outlined in the Personnel Information Manual. No leave is earned by the employee during this employment status.

1.12.10 Extended Professional Leave

Extended Professional Leave may be granted to allow administrative and professional faculty members to undertake activities such as seeking nationally recognized fellowships (for example, Fulbright, Guggenheim, Woodrow Wilson and ACLS Fellowships), serving as Visiting Professors at other institutions, providing public service, chairing national committees, assuming an elected office of a professional organization, and other similar professional activities. ~~Such leaves may be granted with partial pay or without pay. In cases of leaves granted with partial pay, the total of the fellowship award or external remuneration (excluding remuneration for specific expenses incurred, such as moving expenses) and the partial pay provided may not exceed the faculty member's salary. Such leaves must be approved by the Vice President of the person's division based on the recommendations of the person's supervisor and based on the purpose of the leave, the proposed activity, and departmental needs. The period of the leave shall not normally exceed one academic year; however, the leave may be extended for a second year with the recommendation of the supervisor and approval from the Vice President. Extension of such leaves beyond two academic years is possible only in extraordinary circumstances.~~

Contact the Department of Human Resources for additional information or visit <http://www.varetire.org/pdf/publications/vsdp-handbook.pdf>.

~~For all Extended Professional Leaves granted with partial pay, a written report describing the accomplishments while on leave must be submitted by the faculty member to the supervisor and Vice President within three months of return from the leave.~~

~~All Extended Professional Leaves must be approved by the Board of Visitors.~~

1.12.11 Leave Without Pay

~~Administrative and professional faculty members wishing to take personal leave without pay may request such leave from the Vice President of their division on the recommendation of their supervisor. The request must be made with sufficient notice to allow time to secure a qualified replacement and must include the reason for the leave. If approved, a date will be specified by which any request for extension of the leave or notification of intent not to return to the University must be received. The University will not provide fringe benefits during a leave without pay, but the employee should consult with the Department of Human Resources to determine those benefits that may be purchased.~~

1.12.12 Absences and Inclement Weather

~~Administrative and professional faculty are required to work at the discretion of their supervisor when offices are closed due to inclement weather. Employees who are required to work will earn hour for hour compensatory time for hours worked during the period of time that offices are closed.~~

1.13 RESIGNATION AND RETIREMENT

1.13.1 Resignation

~~Administrative and professional faculty who AP members who wish to resign should give submit a letter of resignation to their supervisor, giving as much notice as possible, and in consideration of their area of responsibility and the academic calendar, if they are teaching. Normally one month is the minimum acceptable notice. The supervisor will give written acknowledgement of acceptance of the resignation.~~

1.13.2 Retirement

~~Administrative and professional faculty AP members must contact the Department of Human Resources to file for retirement. To allow adequate time for processing the necessary paperwork, notification is needed at least four months, but no later than two months, in advance of the planned retirement date. As a courtesy, faculty AP members planning to retire should so inform submit a letter regarding their intention to retire to their supervisor as early as possible, but no later than one month prior to their anticipated separation date. The supervisor will give written acknowledgement of the acceptance of the retirement.~~

2.0 EMPLOYMENT RELATED POLICIES

2.1 OTHER RADFORD UNIVERSITY EMPLOYMENT

For any employment or assignment through the University which results in additional compensation, the AP member must complete and submit the Administrative and Professional Faculty Extra Employment Statement, in advance, to ~~their- his or her~~ supervisor for approval. If approved, the original will be returned to the employee and a copy will be sent to the Department of Human Resources and maintained in the employee's personnel file.

The obligation of full-time AP members is to fulfill the duties of their primary positions with the University. Other Radford University employment should in no way interfere with this responsibility. If an employee misses time during regular working hours, the employee must use leave or make up the time (hour for hour) during the same work week. The employee's immediate supervisor must verify that time missed has been made up or documented on the employee's time sheet.

2.2 OUTSIDE EMPLOYMENT

2.2.1 Purpose and Scope

AP members may not engage in outside employment during their employment by the University in a manner or to an extent that adversely affects their usefulness as an employee of the University.

This restriction applies to all full-time AP members while they are employed by Radford University. For individuals on 9-, 10-, and 11-month appointments, this restriction applies only during those months they are under contract by the University.

The primary obligation of full-time AP members is to fulfill the duties of their positions with the University. Outside employment should in no way interfere with this responsibility. If an employee misses time during regular working hours, the employee must use leave or make up the time (hour for hour) during the same work week. The employee's immediate supervisor must verify that time missed has been made up or documented on the employee's time sheet.

2.2.2 Definition

Outside employment is defined as work outside the University with total compensation over \$1,500 annually from all sources performed outside of any relationship with Radford University. Work of this nature includes, but is not limited to, all self-employment and self-initiated professional services such as consulting, workshops, seminars, conferences, institutes, or short courses. However, participation in paid military reserve drills and other military activities is not considered outside employment.

2.2.3 Approval Process

AP members wishing to engage in outside employment must complete and submit the Administrative and Professional Faculty Extra Employment Statement, in advance, for approval by the supervisor and other appropriate University officials. Individuals engaging in outside employment without securing prior approval may be subject to disciplinary action up to and including ~~dismissal~~ termination.

The decision to approve outside employment will be based upon a number of factors including judgment of whether the proposed employment will adversely affect the individual's performance at Radford University, will have negative public relations value, or will constitute a conflict of interest under State or local laws.

If approved, the original will be returned to the employee and a copy will be sent to the Department of Human Resources and maintained in the employee's personnel file.

2.3 CONFLICT OF INTEREST AND ETHICS IN CONTRACTING LAW

The State and Local Government Conflict of Interests Act (Code of Virginia, Title 2.2, Chapter 31) and the Virginia Public Procurement Act (Code of Virginia, Title 2.2, Chapter 43) provide the body of law applicable to all University employees. The cited code sections should be consulted by any AP member when there is a potential conflict of interest or personal involvement in any contract. Employees who have questions should consult with the Office of Procurement and Contracts.

2.4 INTELLECTUAL PROPERTY

AP will follow the University's Intellectual Property Policy.

2.5 FACULTY-AUTHORED WORKS

AP will follow the faculty-authored works section outlined in the Teaching and Research Faculty Handbook.

2.6 FINANCIAL DEALINGS WITH STUDENTS

AP members shall not have University-related financial dealings with students where they accept funds directly from the students unless it is defined in their position description.

Examples may include the selling of books, materials, supplies for class use, student travel, etc.

2.7 EDUCATIONAL AID AND EMPLOYEE TUITION WAIVER POLICIES

Educational aid is available to qualified AP of Radford University through the Educational Aid Policy when the education is job-related and of benefit to the University. Employees taking courses at Radford University may be eligible for tuition waiver. AP will follow the Employee Tuition Waiver Policy/Procedures.

Full details on both are available at the Department of Human Resources.

3.0 POLICIES SPECIFIC TO LIBRARY FACULTY

3.1 ADMINISTRATIVE AND PROFESSIONAL LIBRARY FACULTY

3.1 LIBRARY FACULTY

Professional librarians are designated as library faculty and are awarded academic rank appropriate to their credentials and experience in a similar manner as ~~teaching~~Teaching and ~~research~~Research faculty. Library faculty are governed by the personnel policies outlined in this Handbook; policies specific to library faculty are outlined in this section.

Procedures for library faculty are established internally by the Dean of the Library and covered in the Library Faculty Personnel Procedures Manual.

~~1. Library faculty serve on twelve-month annual contracts starting June 25 and ending June 24 or, for those hired during a year, from the date of hiring to June 24.~~

- Library faculty are non-tenured and are not eligible for tenure.

~~2. Policies regarding annual and sick leave are the same for library faculty as for other administrative and professional faculty.~~

- The Master's degree in Library Science, or equivalent degree, from a graduate school accredited by the American Library Association is recognized as the appropriate terminal degree for library faculty.

~~3. Library faculty are evaluated annually by their respective supervisors. The supervisors' evaluations are reviewed by the University Librarian or Vice President for Academic Affairs, as applicable.~~

~~4. Library faculty have full voting privileges in the Faculty Senate.~~

~~2~~

3.2 CRITERIA FOR AWARDING RANK TO NEW LIBRARY FACULTY

The following shall be the minimum qualifications for initial appointment to the four ranks indicated:

~~1.~~

Instructor

- Holds a Master of Library Science, or equivalent degree, from an American Library Association accredited program.

~~2.~~

Assistant Professor

- Holds a Master of Library Science, or equivalent degree, from an American Library Association accredited program and has at least three years of full-time employment as a librarian at accredited collegiate institutions, or,
- Holds a Master of Library Science, or equivalent degree, from an American Library Association accredited program and has at least six years of other specialized experience appropriate to the position to which appointed.

~~3.~~

Associate Professor

- Holds a Master of Library Science, or equivalent degree, from an American Library Association accredited program and has at least six years of full-time employment as a librarian at accredited collegiate institutions, or,
- Holds a Master of Library Science, or equivalent degree, from an American Library Association accredited program and has at least twelve years of other specialized experience appropriate to the position to which appointed.

4.

Professor

- a. ——— Holds a Master of Library Science, or equivalent degree, from an American Library Association accredited program and has at least ten years of full-time employment as a librarian at accredited collegiate institutions and holds an additional graduate degree, or,
- Holds a Master of Library Science, or equivalent degree, from an American Library Association accredited program, holds an additional graduate degree, and has at least ten years of full-time employment as a librarian at accredited collegiate institutions, or,
 - Holds a Master of Library Science, or equivalent degree, from an American Library Association accredited program, holds an additional graduate degree, has at least eight years of service at accredited collegiate institutions, at least six of which must be with the M.L.S., and has ten years of other specialized experience appropriate to the position to which appointed.

Exceptions to these criteria may be made in cases of exceptional merit upon positive recommendation by the Library Personnel Committee, the University Librarian/Dean of the Library, and the Provost/Vice President for Academic Affairs.

2.

3.3 MINIMUM CRITERIA FOR LIBRARY FACULTY EVALUATION (Revised September 1, 2000) **PROMOTION**

Purposes

~~The purposes of evaluation of library faculty include clarifying responsibilities and expectations, providing feedback, acknowledging and encouraging performance that will lead to the achievement of individual, library, and institutional goals, providing recommendations for improvement and professional development, and documenting the librarian's performance. The annual evaluation of performance is one of the considerations in decisions related to continuing appointment, reassignment, merit pay, and promotion.~~

Criteria for evaluation

~~Library Faculty shall be evaluated in three areas: job performance, professional contributions, and university contributions. The librarian, in consultation with the supervisor, decides on the percentages allocated to these areas for the evaluation period. At the beginning of each evaluation period, each librarian and his/her supervisor shall review library and departmental objectives for the upcoming year. In consultation with his/her supervisor, each librarian shall establish a set of Performance Objectives for the evaluation period. The Performance Objectives shall indicate three to five areas for accomplishment and shall include, at a minimum, objectives in the area of job performance that are related to the duties described in the librarian's position description. The Performance Objectives also cover the areas of professional contributions and university contributions. For each library faculty member, the Performance Objectives shall be reviewed by the evaluator's supervisor, and then signed by the Library Faculty member and his/her supervisor. In addition, each library faculty member shall be evaluated on a set of Job Performance Elements identified for all library faculty.~~

Evaluation

~~1. An annual written evaluation shall be completed by the librarian's supervisor. The evaluation shall include:~~

- a) ~~written assessments of each of the librarian's performance objectives~~
- b) ~~ratings for each of the Job Performance Elements~~
- c) ~~ratings and a numerical score for the areas of Job Performance, Professional Contributions, and University Contributions~~

- d) an overall rating of performance and overall numerical score, calculated using the designated percentages for evaluation of the areas of Job Performance, Professional Contributions, and University Contributions
 - e) recommendations for improvement and professional development, as appropriate.
- Written comments shall accompany the ratings for Job Performance, Professional Contributions, University Contributions, and overall performance.
2. The evaluation shall be based on multiple types of evidence including an annual report prepared by the librarian, self evaluations of performance objectives, supervisor observations, or other objective and reliable evidence of performance.
 3. The evaluation shall be reviewed by the evaluator's supervisor, and then with the librarian. It shall be signed by the librarian, the evaluator, and the reviewer (the evaluator's supervisor).
 4. The evaluation form shall include a comments section for the librarian's optional written response to the evaluation. The librarian may appeal the evaluation to the evaluator and reviewer as an informal grievance, or may file a formal grievance as described in section 1.11 of this Handbook.
 5. The completed original evaluation shall be retained by the Vice President for Academic Affairs, with copies distributed to the librarian, the supervisor, the reviewer, and the University Librarian's office.

The Library may develop specific procedures for the evaluation of library faculty in addition to those outlined in this policy, with the approval of the Vice President for Academic Affairs.

2.4 LIBRARY FACULTY EVALUATION OF THE UNIVERSITY LIBRARIAN

The Evaluation of the University Librarian shall be prepared annually by the Vice President for Academic Affairs according to the guidelines in the Administrative and Professional Faculty Handbook. Input from the library faculty represents an important component of this evaluation. Faculty evaluations of the University Librarian shall be conducted annually in the Spring semester by the Governance Committee of the Faculty Senate and shall be incorporated into the University Librarian's evaluation by the Vice President for Academic Affairs.

2.4.1 Criteria

Criteria for evaluation shall be based on the responsibilities of the University Librarian and the University Librarian's annual goals. At a minimum, the library faculty evaluation shall be based on:

- Overall management and development of library services, collections, systems, budgets, and staff;
- Leadership in assessing and addressing the information needs of the Radford University community;
- Representing the Library, its goals, and its needs to the university administration and to both internal and external constituencies
- Achievement of annual goals based on the University Librarian's summary.

2.4.2 Procedures

The faculty evaluation of the University Librarian shall be conducted as follows:

1. Prior to the evaluation of the University Librarian by library faculty, the University Librarian shall prepare and distribute to all library faculty an annual report summarizing his or her accomplishments related to responsibilities as University Librarian and annual goals.
2. The form used for library faculty evaluations of the University Librarian shall be developed by the Vice President for Academic Affairs and the Governance Committee based on the above mentioned criteria and shall be approved by the Committee. The scale for numeric ratings shall be based on the same scale as used for library faculty evaluations. The form shall include a category for overall evaluation and comments.
3. The Committee shall circulate the form to all library faculty.

4. ~~The Committee shall summarize the data and comments from the above sources and make appropriate recommendations based on the data. The Committee summary and recommendations, together with copies of the University Librarian evaluation form, shall be forwarded to the Vice President for Academic Affairs. Members of the Committee who disagree with the recommendations may file a minority report with the Vice President for Academic Affairs at the same time.~~
5. ~~The library faculty's evaluation of the University Librarian should be substantially incorporated and referenced in the University Librarian's overall evaluation.~~
6. ~~The Vice President for Academic Affairs shall meet with the Governance Committee on the overall evaluation of the University Librarian and how the library faculty data was used in arriving at the overall evaluation.~~

2.5 LIBRARY FACULTY PROMOTIONS

2.5.1 Minimum Criteria For Library Faculty Promotion

The following shall be the minimum criteria for consideration for promotion to the three ranks indicated:

~~1.~~

Assistant Professor

- Holds a Master of Library Science, or equivalent degree, from an American Library Association accredited program and has three years of post-M.L.S. professional library experience at least two of which must be at Radford University, or,
- Holds a Master's degree and has four years of specialized professional experience at least two of which must be at Radford University.
- Demonstrated ability and evidence of success at the rank of Instructor.

~~2.~~

Associate Professor

- Holds a Master of Library Science, or equivalent degree, from an American Library Association accredited program and has six years of post-M.L.S. professional library experience at least four of which must be at Radford University at the rank of Assistant Professor, or,
- Holds a Master's degree and has ten years of specialized professional experience at least six of which must be at Radford University at the rank of Assistant Professor.
- Evidence of outstanding success and accomplishment as an Assistant Professor.

~~3.~~

Professor

- Holds a Master of Library Science, or equivalent degree, from an American Library Association accredited program and has ten years of post-M.L.S. professional library experience at least six of which must be at Radford University at the rank of Associate Professor, or,
- Holds a Master of Library Science degree from an American Library Association accredited program for at least two years and has sixteen years of specialized professional experience at least eight of which must be at Radford University at the rank of Associate Professor.
- Evidence of superior success and accomplishment as an Associate Professor.

Promotions are not considered to be automatic upon achieving the above criteria, but must be earned by exemplary service. Job performance, professional contributions, and ~~u~~University contributions are all evaluated for promotion, with job performance given the most weight. The recommendation of the Library Promotion Committee, and the ~~University Librarian~~Dean of the Library will be considered in the awarding of any such promotion.

Exceptions to the above minimal criteria may be made in cases of exceptional merit upon positive recommendation by the Library Promotion Committee, ~~and the University Librarian~~Dean of the Library and the approval of the ~~Provost~~Vice President for Academic Affairs.

Upon positive recommendation of the ~~Library~~ Promotion Committee, ~~University Librarian~~Dean of the Library, and the ~~Provost~~Vice President for Academic Affairs, with the approval of the President, leaves of absence or other appropriate professional experience, with the exception of educational leave, may be considered as no more than one year of service in rank. Part-time service as a library faculty member can be counted toward post-M.L.S. or "specialized professional experience." Graduate assistantships may not be counted toward part-time service. The aggregate responsibilities for all part-time service as a library faculty member must be equivalent to or exceed the normal

responsibilities for 12 months of full-time library faculty service in order to qualify for one full year of credit.

2.5.2 Procedures for Recommending Library Faculty Promotions (Revised September 1, 2000)

1. All deadlines for promotion consideration will be established each year and communicated in writing to all library faculty at the beginning of the Fall Semester in the University's Time Schedule for Personnel Decisions.

2. The library faculty member shall initiate an application for promotion to the University Librarian and shall provide supporting documentation which must include a statement justifying promotion, evaluations of the library faculty member for the years of service at Radford University, up to six years, current curriculum vita, and any other items appropriate to support a recommendation for promotion. The University Librarian shall submit the library faculty member's request and documentation to the Chair of the appropriate Library Promotion Committee.

3. After an evaluation of the candidate's documentation, the Library Promotion Committee shall make its written recommendation, including justification, to the University Librarian. The Library Promotion Committee shall provide a copy of its recommendation and justification to the candidate.

A minority report may be written if the Library Promotion Committee's recommendation concerning promotion is unacceptable to a minority of the committee members. A minority report is seen as an exception rather than the standard procedure and shall include a justification for its creation. The minority report shall be signed and submitted as a separate document, and shall be included with the Library Promotion Committee's recommendation. A copy shall be sent to the candidate.

The candidate for promotion may respond to their decision and/or justification, and submit this response to the Committee and to the University Librarian.

4. The University Librarian shall review the recommendations of the Library Promotion Committee and forward these recommendations to the Vice President for Academic Affairs along with his or her own written recommendation, including justification. The University Librarian shall provide a copy of his or her recommendation and justification to the candidate and the Library Promotion Committee.

The candidate for promotion may respond to his or her decision and/or justification, and submit this response to the University Librarian and to the Vice President for Academic Affairs.

5. The Vice President for Academic Affairs shall make his or her recommendation to the President. The Vice President for Academic Affairs shall provide a copy of his or her recommendation to the candidate, the University Librarian, and the Library Promotion Committee.

6. The candidate for promotion may request a conference as an informal grievance, if the recommendation of the Vice President for Academic Affairs is negative, or may file a formal grievance as described in section 4.10 of this Handbook.

7. The President shall make his or her recommendation and shall submit the names of all faculty recommended for promotion to the Board of Visitors.

8. The final decision regarding promotion rests with the Board of Visitors.

The composition and responsibilities of Promotion Committees are given in section 2.6 of this Handbook.

2.6 LIBRARY PERSONNEL AND PROMOTION COMMITTEES

2.6.1 Library Personnel Committee (Revised September 1, 2000)

The composition and responsibilities of the Library Personnel Committee are as follows:

1. The Library Personnel Committee shall consist of four members elected from and by the library faculty. The Library Personnel Committee members serve for two year terms, beginning July 1 and ending June 30, with two positions elected each year. Because of the role of the University Librarian as chief library administrator, the University Librarian shall not be eligible to vote for members or serve on the Library Personnel Committee.

2. — The Library Personnel Committee, in consultation with the library faculty and the University Librarian, shall make recommendations to the Administrative Senate regarding revisions of policies and procedures for library faculty evaluation and promotion.

3. — The Library Personnel Committee screens all applicants for library faculty vacancies and recommends the bestqualified candidates to the University Librarian, who will, with the prior approval of the Vice President for Academic Affairs, invite two or more candidates to the campus for an interview with the Library Personnel Committee and other library faculty, the University Librarian, and the Vice President for Academic Affairs.

4. — When the Library Personnel Committee is involved in the recruitment of a library faculty member, the supervisor of the position, if not a member and with the exception of the University Librarian, shall serve as an ad hoc member for the duration of the recruitment for that position.

5. — Following interviews, the Library Personnel Committee consults with the library faculty and recommends to the University Librarian one or more candidates to be offered the position, including a justification for its recommendation. The Library Personnel Committee also recommends the rank to which a new library faculty member is appointed.

~~2.6.2 Library Promotion Committees (Revised September 1, 2000)~~

There shall be three Library Promotion Committees:

1. Promotion to Assistant Professor: All library faculty, except the University Librarian, who hold the rank of Assistant Professor, Associate Professor, or Professor.
2. Promotion to Associate Professor: All library faculty, except the University Librarian, who hold the rank of Associate Professor or Professor.
3. Promotion to Professor: All library faculty, except the University Librarian, who hold the rank of Professor.

In the event that a promotion committee would have fewer than three members, then the Library Personnel Committee, plus any library faculty holding that rank or higher shall serve as the Promotion Committee. Neither the University Librarian nor the candidate for promotion shall serve on the Promotion Committee.

~~3.0 EMPLOYMENT RELATED POLICIES~~

~~3.1 OTHER RADFORD UNIVERSITY EMPLOYMENT~~

Any employment or assignment through the university which results in additional compensation for an administrative or professional faculty member must be approved in advance by the person's supervisor.

~~3.2 EXTRA EMPLOYMENT~~

~~3.2.1 Purpose and Scope~~

It is the University policy that no administrative or professional faculty member may engage in other employment, not in any private business or profession during their employment by the University, in a manner or to an extent that affects or is deemed likely to affect their usefulness as an employee of the University. This policy defines extra employment and establishes the reporting and application procedures to be followed by individuals seeking approval for extra employment. It identifies the criteria by which applications are to be judged.

The policy applies to all full-time administrative and professional faculty while they are employed by Radford University. For individuals on 9-, 10-, and 11-month appointments, the policy applies only during those months they are employed by the University.

~~3.2.2 Definition~~

~~The primary obligation of full-time~~ administrative and professional faculty is to fulfill the duties of their positions with the University. Extra employment should in no way interfere with this responsibility. For the purpose of reporting under this policy, extra employment is defined as work with total compensation over \$1,500 annually from all sources performed outside of any relationship with Radford University. Work of this nature includes all selfemployment and self-initiated professional services such as consulting, workshops, seminars, conferences, institutes, or short courses accomplished for any agency other than Radford University.

Participation in paid military reserve drills and other military activities is not considered extra employment under this policy.

3.2.3 Reporting Requirements

At the beginning of each academic year all full-time administrative and professional faculty must complete an "Extra Employment Statement." The statement will allow the individual 1) to indicate that no extra employment is anticipated during the year, or 2) to describe the extra employment anticipated and to seek approval as described below. Any changes to the information provided in this statement during the year for which it was prepared must be reported and approved in advance of the employment.

3.2.4 Approval Process

Administrative and professional faculty wishing to engage in extra employment must provide the information requested on the "Extra Employment Statement" and submit it to their supervisor for approval by the supervisor and the employee's Vice President. Individuals engaging in extra employment without securing prior approval jeopardize their continued status as employees of Radford University.

~~The decision to approve~~ extra employment will be based upon a judgement of whether the proposed extra employment is consistent with the individual's professional expertise, will complement professional responsibilities and professional development, will require excessive time, will adversely affect the individual's performance at Radford University, will have negative public relations value, or will constitute a conflict of interest under State or local laws. While there is no rigid standard for "excessive time," only in extraordinary cases will time exceeding an average of one day per week be approved. Persons whose proposed employment meets all other criteria, but would require excessive time, may discuss with the supervisor the possibility of a reduced time appointment at Radford University for a negotiated time period. All extra employment statements for administrative and professional faculty will be kept in personnel files in the office of the employee's Vice President.

3.3 CONFLICT OF INTEREST AND ETHICS IN CONTRACTING LAW

The State and Local Government Conflict of Interest Act (Code of Virginia, Sections 2-1-639.2 through 639.23) and Article 4 of the Virginia Public Procurement Act, Ethics in Contracting (Sections 11-72 through 11-80) provide the body of law applicable to all University employees. The cited code sections should be consulted by any administrative or professional faculty member when there is a potential conflict of interest or personal involvement in any contract. The Code may be accessed through the Internet at <http://leg1.state.va.us/>. Employees who have questions should consult with the Vice President of their area.

3.4 INTELLECTUAL PROPERTY

The Commonwealth, by and through the University, owns intellectual property invented or created by faculty in certain cases. The following policy provides guidance as to when the University will assert its interest in intellectual property.

3.4.1 Definitions

Throughout this policy, where appropriate, the singular form of a noun also includes the plural, the masculine gender also includes the female gender, and the term "participants" means inventors, creators or authors.

Assigned Duty

"Assigned duty" is narrower than "scope of employment," and is an undertaking of a task or project as a result of a specific request or direction. A general obligation to do research, even if it results in a specific end product such as a vaccine, a published article, or a computer program, or to produce scholarly publications, is not a specific request or direction and hence is not an assigned duty. In contrast, an obligation to develop a particular vaccine or write a particular article or produce a particular computer program is a specific request or direction and is therefore an assigned duty.

Significant Use of General Funds

The phrase "significant use of general funds" and the phrase "developed wholly or significantly through the use of state general funds" mean that state general funds provided \$10,000 or more of the identifiable resources used to develop a particular intellectual property. A reasonable cost should be assigned to those resources for which a cost figure is not readily available, such as salary, support staff, and other equipment and resources dedicated to the creator's efforts. Resources such as libraries that are available to employees generally should not be counted in the assessment of the use of general funds.

For purposes of this policy, funds and facilities provided by governmental, commercial, industrial, or other private organizations which are administered and controlled by the university shall be considered to be funds and facilities provided by or through the university and, accordingly, constitute state general funds.

Employee

~~This~~ includes full time and adjunct faculty; classified employees; administrative staff; and students who are paid for specific work by the university. Students may be employees for some purposes and not for others. If they are paid as student assistants, for example, or given grants to do specific research, they will be employees for purposes of this policy. Students receiving general scholarship or stipend funds would not normally be considered employees for purposes of this policy.

Intellectual Property

~~This~~ refers to anything or any portion of anything developed by anyone covered by this policy that fits one or more of the following categories:

- ~~— a potentially patentable machine, article of manufacture, composition of matter, process, or improvement in any of these;~~
- ~~— an issued patent;~~
- ~~— a legal right that inheres in a patent;~~
- ~~— anything that is copyrightable~~

Net Royalties or Other Income

This refers to the total value of any property received, including cash payments, in consideration for the sale, transfer, lease, licensing or other disposition of intellectual property in which the university has an interest, after subtracting the direct and identifiable expenses of the university in developing intellectual property, securing a copyright or patent, and the direct expenses of marketing the same (excluding any indirect costs, such as overhead, from such calculation), and payment of any taxes on the same.

3.4.2 Ownership of Intellectual Property

The university has an interest in intellectual property if and only if:

- ~~_____ the property results from or is developed by faculty or employees acting within the scope of assigned duties; or~~
- ~~_____ the property results from or is developed wholly or significantly through the use of state general funds.~~

Absent a prior contractual agreement, the university will not claim an interest in intellectual property invented or created in connection with course work by students who are not university employees. When significant use by students of university facilities, personnel, or other resources is contemplated, the university may require, as a condition precedent to such use by students, that ownership of the student developed invention or creation be reserved to the university, in whole or in part. In such cases, a written understanding regarding ownership and use of student creations or inventions should be signed by the student and the University prior to such significant use by the student of university facilities, personnel, or other resources.

All faculty, employees, students, and visitors at the university who participate, as inventors or creators, in the development of intellectual property in which the university may have an interest (as specified under section 3.4.1 of this policy), shall be responsible for prompt written notification to the administrator (see section 3.4.3 of this policy) of such participation and development. The written notification shall be a full disclosure of the type of intellectual property being developed, the identity of all persons participating in such development, and the percentage of interest, if any, claimed by each of the participants. The notification shall be signed by each participant unless separate signed notifications are submitted addressing the same project. The participants shall furnish additional information as reasonably requested by the administrator.

The University shall claim its interest in intellectual property by written notice from the administrator to the inventors or creators. This written notice shall be made within ninety (90) days from the time written notification is received by the administrator, as specified in section 3.4.2 above. Failure of the administrator to so notify the inventors or creators that the university is claiming an interest in such intellectual property shall constitute a waiver by the university of any interest which the University might otherwise claim.

Where the University properly claims its interest in intellectual property, the inventor or creator shall be entitled to receive fifty percent (50%) of net royalties or other income accrued to the university by its sale, lease, licensing, exchange or other disposition of such intellectual property.

3.4.3 Administration of Policy

3.4.3.1 Administrator

The Vice President of Business Affairs is hereby designated as the administrator of this policy. The administrator shall:

- Develop standards and procedures appropriate for the implementation of this policy.
- Advise the inventors and creators as to ownership of intellectual property in which the university claims an interest.
- Promptly consider all written notifications required by 3.4.2 of the policy and determine the circumstances of creation to establish whether the intellectual property is that in which the university will assert its an interest. Such determinations shall be made within ninety (90) days by written notice to the participants.
- Determine whether to copyright a work or patent an invention in the university's name, or to waive some or all of those rights in favor of the creator or inventor.
- Determine whether the intellectual property in which the university holds an interest is marketable and, if so, take appropriate steps on behalf of the university for marketing the property, including transferring the university's rights to a Radford University foundation.
- Establish guidelines for distribution of royalties when the university and the inventors or creators share in ownership of the intellectual property.
- In consultation with the Vice President for Academic Affairs, compile and submit to the State Council of Higher Education, annually, such information on its intellectual property as said Council may require.

In addition, the administrator may:

- Distribute royalties accruing to the university as a result of the implementation of this policy.
- Transfer, where appropriate, any interest which the university may possess in patents, copyrights or other intellectual property addressed in this policy while ensuring compliance with Section 234.4 of the Code of Virginia requiring the Governor's prior written approval for certain transfers.

3.4.3.2 Advisory Committee

A University Committee on Intellectual Property shall be established consisting of five faculty members and an administrator. The five faculty members shall be appointed by the Faculty Senate and the administrator shall be appointed by the Vice President for Business Affairs. Terms of appointment shall be consistent with the university's internal governance provisions. The committee shall:

- Assist the administrator in developing standards and procedures for implementing this policy.
- Recommend amendments in this policy as needed.

3.4.3.3 Confidentiality

The contents of written notifications to the administrator by inventors and creators shall be confidential and shall not be disclosed to others within or without the university, except as may be reasonably necessary in the following situations:

- Disclosure by participants, in confidence, to legal counsel, accountants or other professionals assisting in the development or protection of intellectual property of the participants.
- Disclosure by the administrator, in confidence, to the university's legal counsel, accountants or other professionals assisting in the development or protection of intellectual property in which the university may claim an interest.

- ~~—Disclosure by the participants or the administrator, in confidence, to the University Committee on Intellectual Property or Vice President for Academic Affairs as part of the dispute resolution procedures of this policy.~~
- ~~—Disclosure as required by judicial process, including proper pretrial discovery.~~
- ~~—Reporting as required by statutory reporting requirements established by the General Assembly and implemented by the State Council of Higher Education, in cooperation with the Innovative Technology Authority.~~

3.4.4 Dispute Resolution

~~In any case in which any creator or inventor of intellectual property disagrees with a decision of the administrator in respect to the ownership of intellectual property in which such persons claim an interest, or in respect to the sharing of royalties or other income accruing to the university through the sale, lease, licensing or other disposition of such property, such persons shall be entitled and obligated to pursue an administrative appeal within the university before pursuing any other legal or equitable remedy. The administrative appeal shall be conducted as follows:~~

~~————The aggrieved persons shall file with the Vice President for Academic Affairs a written statement of appeal specifically identifying the nature of the dispute and specifically stating the relief requested. This statement must be filed within thirty (30) days after receipt by the aggrieved persons of written notice of the Administrator's decision which is being appealed.~~

~~—Upon receipt of such a statement of appeal, the Vice President for Academic Affairs shall refer the matter to the University Committee on Intellectual Property, which shall, within thirty (30) days of the filing of the statement of appeal with the Vice President for Academic Affairs, make written findings of fact and recommendations regarding resolution of the dispute, unless within such time the Administrator and the aggrieved persons acknowledge in writing that they have resolved their dispute. The committee may require, upon reasonable notice, that the aggrieved parties or the Administrator or both appear before it and provide the committee with additional information relevant to the dispute.~~

~~————Upon receipt of the written findings and recommendations of the committee, the Vice President for Academic Affairs shall have fifteen (15) days to state his or her decision, in writing, to the aggrieved parties and to the Administrator. He may affirm, modify or reject any determination of the committee.~~

~~————If the Vice President for Academic Affairs and the Administrator disagree, the matter shall then be referred to the President of the University who shall have fifteen (15) days to state his or her decision, in writing, to the aggrieved parties, the Administrator, and the Vice President for Academic Affairs.~~

~~————The decision of the President shall be final within the University and no further administrative appeal shall be available to the aggrieved parties or to the Administrator.~~

3.5 FACULTY AUTHORED WORKS

~~Faculty authored works may make a significant contribution to the quality of instruction, to the professional development of the faculty member, and to the prestige of the university. However, it is the university's responsibility to monitor the selection of such works used as required or optional material in a course so that potential abuses are avoided. In the following, the term "faculty authored work" includes any published work, in printed or electronic format, which is authored or coauthored by a member of the Radford University faculty and which generates royalties or other compensation for the faculty member.~~

~~If a work is being considered for a multiple-section course in which the faculty have agreed to use a common text or materials, and one of the faculty members is the author of one of the competing works, the selection shall be determined by secret ballot.~~

~~If a work is being considered for a single section course (or for a section of a multiple-section course in which the faculty have agreed not to use a common text), and the instructor is the author of that work, then the work must be approved by the department chair or by a committee appointed by the chair. If the author is the~~

department chair, then the work must be approved by the Department Personnel Committee. Faculty members may submit evidence supporting the quality of the work including documentation of its use at other institutions and reviews or testimonials from other experts in that field. Documentation of such approvals shall be filed with the College Dean.

All faculty authored works selected for use shall be reviewed at least every four years by the department chair or by a committee appointed by the chair. If the author is the department chair, then the work must be reviewed by the Department Personnel Committee. Documentation of such reviews shall be filed with the College Dean. Subject to state law and the University's Intellectual Property Policy, royalties from the sale of published works rightfully belong to the author. However, faculty members shall not earn profits from the sale of unpublished notes, lab exercises, photocopied manuscripts, and other materials in printed or electronic format which they require for classroom use. These include bound photocopied materials provided through a commercial copying service. In cases where the meaning of "published work" is ambiguous, the Department Personnel Committee will be responsible for determining if a particular work is a "published work" for the purposes of this policy.

~~3.6 FINANCIAL DEALINGS WITH STUDENTS~~

~~Administrative and professional faculty shall not have University related financial dealings with students. Faculty shall not sell required books, materials, and supplies for class use. Financial arrangements for faculty student travel shall be handled by a member of the University support staff.~~

4.0 CHANGES TO THE ADMINISTRATIVE AND PROFESSIONAL FACULTY HANDBOOK

~~The authority to amend or revise the Administrative and Professional Faculty Handbook lies with the Board of Visitors. However, proposals~~Proposals for revising the Handbook may be ~~initiated~~recommended by ~~administrative and professional faculty~~AP members, 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 ~~federal/state/local~~ policies and mandates, and (2) those within the purview of the decision-making processes within the University.

Revisions required to ensure that the University is in compliance with ~~federal, state, and local~~ policies and mandates, and that do not require a decision by University personnel, will be ~~effected~~affected impacted through an administrative update, with ~~administrative~~the Board of Visitors and ~~professional faculty~~AP members being informed of the change and the reasons for it.

Revisions within the purview of the decision-making processes ~~in~~within the University ~~Internal Governance system~~ will be ~~considered by appropriate committees as defined by the Internal Governance system~~affected impacted through the following steps. Proposals for changes will be made in the form of text intended to replace a portion of the ~~Administrative and Professional Faculty~~AP Handbook, noting new language and striking out the old language. The proposed change will be accompanied by a brief explanation detailing why the revision is being proposed and what the revision is intended to accomplish. ~~Final presentation of the proposal will be sent to the Administrative Senate~~Final presentation of the proposal will be sent to the AP Senate. It will be the AP Senate's responsibility to ensure that AP members are provided time and opportunity to review the proposed change so they can communicate with their respective division senator(s) prior to any action by the AP Senate. The AP Senate's recommendations on proposed revisions to the Handbook will be forwarded to the office of the ~~President for coordination of executive and legal review as necessary. Once executive approval is obtained, the revised document will be submitted to the Board of Visitors for consideration and final approval. The authority to revise the Administrative and Professional Faculty Handbook lies with the Board of Visitors.~~

~~It will be the Administrative Senate's responsibility to ensure that administrative and professional faculty are provided time and opportunity to review the proposed change so they can communicate with their senators prior to any action by the Administrative~~

~~The AP Senate. The Administrative Senate's recommendations on proposed revisions to the Administrative and Professional Faculty Handbook will be forwarded to the President.~~

~~The Council for Review of University Policies~~ has the responsibility for ~~annually~~updating the ~~handbook~~Handbook to incorporate approved changes.



Administrative and Professional Faculty Handbook

Approved by the Board of Visitors

August 27, 1998

Last Revised: November 10, 2000

Current Revision: December 2017

Pending approval of the Board of Visitors

Radford University does not discriminate with regard to race, color, sex, sexual orientation, disability, age, veteran status, national origin, religion, or political affiliation in the administration of its educational programs, activities, admission or employment practices. Inquiries may be directed to the Chief Human Resource Officer at <http://www.radford.edu/content/human-resources/home.html>.

Administrative and Professional Faculty Handbook

Table of Contents

1.0 EMPLOYMENT.....	3
1.1 DEFINITIONS	3
1.2 TERMS AND CONDITIONS OF APPOINTMENT AND CONTINUING EMPLOYMENT	4
1.3 SANCTIONS AND TERMINATION FOR CAUSE	4
1.4 ABOLITION OF POSITION OR FISCAL EXIGENCY	5
1.5 REASSIGNMENT.....	5
1.6 RANK AND PROMOTION.....	6
1.7 TENURE ELIGIBILITY	6
1.8 ADMINISTRATIVE AND PROFESSIONAL FACULTY TEACHING POLICY.....	6
1.9 PERFORMANCE EXPECTATIONS AND EVALUATIONS.....	6
1.10 GRIEVANCE PROCEDURE.....	9
1.11 ADMINISTRATIVE AND PROFESSIONAL FACULTY LEAVE	11
1.12 RESIGNATION AND RETIREMENT	17
2.0 EMPLOYMENT RELATED POLICIES	17
2.1 OTHER RADFORD UNIVERSITY EMPLOYMENT.....	17
2.2 OUTSIDE EMPLOYMENT.....	18
2.3 CONFLICT OF INTEREST AND ETHICS IN CONTRACTING LAW	18
2.4 INTELLECTUAL PROPERTY	18
2.5 FACULTY-AUTHORED WORKS	18
2.6 FINANCIAL DEALINGS WITH STUDENTS	18
2.7 EDUCATIONAL AID AND EMPLOYEE TUITION WAIVER POLICIES.....	18
3.0 POLICIES SPECIFIC TO ADMINISTRATIVE AND PROFESSIONAL LIBRARY FACULTY	19
3.1 LIBRARY FACULTY	19
3.2 CRITERIA FOR AWARDED RANK TO NEW LIBRARY FACULTY	19
3.3 MINIMUM CRITERIA FOR LIBRARY FACULTY PROMOTION	19
4.0 CHANGES TO THE ADMINISTRATIVE AND PROFESSIONAL FACULTY HANDBOOK	20

Administrative and Professional Faculty (AP) appointments are covered by the policies set out by this Handbook unless specifically noted otherwise in the appointment and/or contract letter (hereafter referred to as the appointment letter). To the extent that specific terms and conditions set out by any appointment letter are in addition to, contrary to, or inconsistent with the provisions of this Handbook, the terms and conditions of the appointment letter shall supersede this Handbook (refer to Section 1.2 for required approvals).

1.0 EMPLOYMENT

1.1 DEFINITIONS

1.1.1 General Terms

Division Head – Provost, Vice President or head of respective division

Supervisory Administrative Officer – The employee’s immediate supervisor or someone in management hierarchy of the employee.

Business Days – Days that Radford University administrative offices are open.

1.1.2 Administrative Faculty

Administrative faculty normally report no lower than two levels below the President. Administrative faculty typically serve in executive level leadership roles such as vice president, vice provost, dean, and assistant or associate vice president or dean. Administrative faculty positions require the performance of work directly related to the management of activities of the institution, department, or subdivision thereof. Incumbents in these positions exercise discretion and independent judgment and generally direct the work of others.

Qualification criteria include that the employee (1) must have an advanced degree, typically a master’s degree, or training and work experience at a level which equates to an advanced degree; (2) must perform the duties and responsibilities associated with this category 50 percent or more of the contractual time; and (3) must regularly exercise discretionary actions.

1.1.3 Professional Faculty

Professional faculty normally report three or more levels below the President. Professional faculty may direct or provide support for vital university functions such as academic, administrative, outreach, athletic or other programs. Professional faculty positions require advanced learning and experience acquired by prolonged formal instruction and/or specialized work experience.

Qualification criteria include that the employee (1) must have an advanced degree, typically a master’s degree, or training and work experience at a level which equates to an advanced degree; (2) must perform the duties and responsibilities associated with this category 50 percent or more of the contractual time; (3) must regularly exercise professional discretion and judgment and are expected to take professional initiative in carrying out their primary roles and assignments; and (4) must produce work that is intellectual and varied in character and not standardized.

1.1.4 Non-Exempt Professional Faculty

On November 25, 2016, a one-time transition was made for a select group of existing Professional Faculty positions into non-exempt designations as defined by the Fair Labor Standards Act (FLSA). Generally, these non-exempt professional faculty positions follow the provisions of this Handbook unless otherwise noted.

1.1.5 Restricted Administrative and Professional Faculty

Restricted AP positions receive at least 10% of their funding from non-continuous or non-recurring funding sources such as grants, donations, contracts or capital outlay projects. Generally, these restricted AP positions follow the provisions of this Handbook if funding is available from the respective revenue source used to fund the position. Continuation of employment is subject to the availability of funds, the need of the service, and satisfactory performance. These employees have defined contract end dates and do not receive automatic renewals, leave payouts or severance benefits.

Restricted AP positions may be terminated in the case where there are insufficient funds or no further need for services. If the date of termination is different from the defined contract end date for a restricted AP member, they will be given at least 30 calendar days notice prior to the date of termination. A proposed notice of termination because of insufficient funds or lack of need for services requires the approval of the division head.

1.2 TERMS AND CONDITIONS OF APPOINTMENT AND CONTINUING EMPLOYMENT

Appointments to AP positions are term contracts of 9, 10, 11 or 12 months depending on programmatic needs. To the extent that specific terms and conditions set out by any appointment letter are in addition to, contrary to, or inconsistent with the provisions of this Handbook, the terms and conditions of the appointment letter shall supersede this Handbook. If the appointment letter deviates from the standard template letter in the AP Recruitment Guide, the hiring supervisor must provide the Chief Human Resource Officer with a copy of the letter for review prior to making an offer or renewing a contract that has special terms and conditions.

Contract renewals are not considered automatic. Job performance at a high level of productivity, effectiveness and continued need by the University will be some of the determinants of any reappointment decision.

The 12-month contract period is from June 25 to June 24. All AP members are paid over 24 pay periods regardless of the length of their contracts. Starting and ending dates for the 9-, 10-, and 11-month contracts are dependent on the programmatic need. Typically, the initial contract will cover the period from the date of the appointment to the beginning of the normal contract period (e.g. June 25 is the beginning of the normal contract period for 12-month contracts).

AP members whose contracts are not being renewed will receive written notice of the non-renewal. The length of the notice is determined by the length of the AP member's Radford University years of service as follows:

Length of Notice:

Less than 1 year of service	1 month notice
1 to 5 years of service	3 months notice
More than 5 years of service	the full term of one contract period

(NOTE: Restricted AP positions are covered under section 1.1.4 and are not subject to provisions of this section.)

If the contract of an AP member is not being renewed, he or she will be presented with a notification of non-renewal of the contract from the office offering the contract through their supervisor. The notice of non-renewal will specify the notice period required for the AP member based on his or her length of service. If the notice period extends beyond the current contract period, the AP member will receive a terminal appointment letter for the period between the ending date of the current contract and the ending date of the required notice. For example, if an individual on a 12-month contract with four years of service is notified on May 25 that his or her contract is not being renewed, he or she will receive a terminal appointment letter for the period of June 25 to August 24 to meet the notice requirement of three months. However, if the same AP member is notified on March 25 that his or her contract is not being renewed, he or she will have been given the required notice of three months by the end of the current contract and a terminal appointment letter for a period beyond the current contract will not be necessary. The non-renewal of a contract with the appropriate notice is not grievable as defined in Section 1.10 of this Handbook and does not fall under the AP grievance procedure.

1.3 SANCTIONS AND TERMINATION FOR CAUSE

Distinguished from the non-renewal of a contract or continuation of employment beyond a specified date which is governed by Section 1.2 of this Handbook, termination means the dismissal of any AP member during the term of the individual's contract of employment. Cause for termination includes, but is not limited to, unethical conduct, unsatisfactory attendance, falsifying credentials or records, unauthorized removal or damage to

University property or another employee's property, acts of violence, violation of the University's policies, criminal convictions relating to job responsibilities or of such a nature that continuing the employee in his or her position may constitute negligence on the part of the University.

Termination of an AP member for cause does not require the advance notice for the non-renewal of a contract as described in Section 1.2 of this Handbook. However, if a supervisory administrative officer has determined that the termination of an AP member is warranted, the AP member shall be informed in writing of the charges on which the decision to terminate is based. In turn, the AP member will be afforded the opportunity to respond to the charges within a defined period of time of not less than two business days after the day of receipt of the notice of termination.

If the AP member elects to respond to the notice of intended termination, and the response is deemed unsatisfactory by the supervisory administrative officer, the AP member will be notified in writing of the termination action and the effective date thereof within ten (10) business days. The written notification will state specifically the reasons for the termination and shall inform the individual of his or her right to access the grievance procedure for AP members to appeal the termination decision.

1.3.1 Suspension

In cases where the severity of the offense does not meet the standard for termination, or when mitigating factors are present, a lesser disciplinary action may be taken (e.g., counseling, oral or written notices, or suspension). Suspension may be partial, total, short-term or long-term, and may be with or without pay in accordance with FLSA guidelines.

An AP member may be placed on administrative leave for any portion or the remainder of his or her appointment during an internal and/or external investigation or pending court action when the charges are job-related or of such a nature that to continue the employee in his or her assigned duties could constitute negligence on the part of the University. Upon completion of the investigation or court action, the AP member may be reinstated or terminated.

If a supervisory administrative officer decides to suspend an AP member without pay in lieu of termination, he or she must ensure that the AP member has been notified of the charges which are resulting in the suspension and has been afforded the opportunity to respond to those charges within a period of not less than two business days. The AP member will be informed in writing of the period of the suspension and his or her right to access the grievance procedure for AP to appeal the suspension decision.

1.4 ABOLITION OF POSITION OR FISCAL EXIGENCY

1.4.1 Abolition of Position

AP positions may be removed in the event of financial hardship with a department that cannot be alleviated by ordinary budgeting practices, or upon reduction of the specific services for which they were employed. A minimum of 90 calendar days' notice is given in such circumstances. If an AP member is separated involuntarily due to budget reduction, reorganization, or workforce downsizing, the employee may be eligible for severance benefits under the Code of Virginia, Workforce Transition Act of 1995, 2.2-3202.

This section does not apply to restricted AP appointments.

1.4.2 Fiscal Exigency

AP members may be removed in the event of financial hardship which cannot be alleviated by ordinary budgeting practices if a state of fiscal exigency is declared by the Board of Visitors.

1.5 REASSIGNMENT

AP members may be reassigned at any time. Reassignment may involve change in administrative title or supervisory responsibilities, reassignment to another position or department, or salary adjustment commensurate with responsibilities. Neither notice of non-reappointment nor removal for cause is required to effect a reassignment.

Tenured and tenure-track administrators holding rank may be assigned full-time teaching duties with appropriate adjustments in salary should their administrative assignments be terminated.

1.6 RANK AND PROMOTION

AP positions carry functional titles which are descriptive of their duties and responsibilities. AP normally do not have academic faculty rank. However, tenured and tenure-track faculty who transfer from instructional faculty positions to AP positions retain their academic faculty rank. Those hired with academic departmental appointments and library faculty also have academic faculty rank. AP without academic faculty rank are assigned a nominal faculty-equivalent rank of lecturer.

AP who have rank because of their appointments in academic departments can apply through their academic department for promotion. The normal procedures for Teaching and Research faculty promotions shall apply.

Criteria and procedures for promotion of library faculty are given in the Library Faculty Personnel Procedures manual.

1.7 TENURE ELIGIBILITY

The granting of tenure on initial appointment for persons in AP positions typically is limited to those serving as Provost/Vice President for Academic Affairs and College Deans. Tenure-track faculty who transfer from Teaching and Research Faculty positions to AP positions may continue to work towards tenure according to the conditions outlined in the Teaching and Research Faculty Handbook.

Other administrators may be given rank, but these administrators cannot acquire tenure without relinquishing their administrative assignments and assuming full-time professorial duties providing that an appropriate position is available and that the appointment is approved in the same manner as are all other initial appointments. Years of service as a full-time administrator shall not be counted as part of the probationary period.

1.8 ADMINISTRATIVE AND PROFESSIONAL FACULTY TEACHING POLICY

To be eligible to teach, an AP member must hold at least a master's degree, preferably a doctorate. AP members with tenure are expected to teach, if at all feasible, at least one course a year without compensation. The teaching responsibility can be either a formal course, individually or team taught or other direct student instruction such as thesis advisor, internship or practicum supervisor.

AP members without tenure who hold full-time administrative positions may teach formal academic courses. AP members may be compensated as an overload if the teaching is not a part of their normal duties and responsibilities, or if there is no adjustment in their regular administrative responsibilities. Such teaching must not interfere with the normal performance of assigned duties and must be approved in advance by the person's supervisor and the Provost or their designee.

For some AP members, teaching an academic course is a normal responsibility for which they do not receive additional compensation. The approved job description for these AP members will reflect this responsibility and no other approvals will be required for these individuals to teach. Non-exempt AP are ineligible to teach.

1.9 PERFORMANCE EXPECTATIONS AND EVALUATIONS

1.9.1 Purposes

The purposes of evaluation of AP include clarifying responsibilities and expectations, monitoring performance according to these expectations, providing regular feedback and motivation, encouraging performance which will lead to the achievement of unit and institutional goals, providing recommendations for improvement and professional development, and documenting the employee's level of performance based on systematic reviews. The evaluation of performance is one of the considerations in decisions related to continuing appointment, reassignment, merit pay, and where applicable, promotion.

1.9.2 Scope

These policies shall apply to all AP below the level of Vice President.

1.9.3 Timelines for evaluations and revised Performance Expectations

- The performance cycle is October 25 to October 24 of each year.
- Performance Expectations shall be developed for new employees within 30 business days of the beginning of employment.
- Annual evaluations for the preceding year shall be completed no later than November 1.
- Revised Performance Expectations for the current year shall be developed no later than November 30.

1.9.4 Criteria for evaluation

Evaluation criteria , at a minimum, consists of the following Performance Goals, Performance Objectives and Performance Factors:

- The Performance Goals shall specify applicable annual goals for the position.
- The Performance Objectives shall specify (a) five to eight major responsibilities of the employee based on the duties outlined in the employee's Position Description and (b) any Performance Objectives identified for the evaluation of all AP members within a given unit, division, or the entire university. If teaching is a part of the position description, it must be included among the performance objectives for evaluation.
- The Performance Factors shall specify (a) the broad skills and behaviors specific to the position and (b) any general Performance Factors identified for the evaluation of all AP members within a given unit, division, or the entire university.
- Deans should also reference Section 1.4.3 of the Teaching and Research Faculty Handbook.

Departments may choose to add additional information or criteria to be included in the official evaluation.

1.9.5 Performance Expectations Procedure

At the beginning of each evaluation cycle, the evaluating supervisor shall develop the current evaluation cycle's performance expectations in the University's online central performance management system (ex. PeopleAdmin). The Performance Goals, Performance Objectives and Performance Factors shall be reviewed by the evaluating reviewer (supervisor of the evaluating supervisor), then discussed and acknowledged by the employee and by the evaluating supervisor. If the evaluating supervisor is a Vice President or the President, no further review is necessary.

1.9.6 Evaluation Procedure

An annual evaluation is required and shall be completed by the evaluating supervisor. The evaluation shall include:

- Written feedback for each of the employee's Performance Goals, Performance Objectives and Performance Factors based on multiple types of evidence of performance such as an annual report prepared by the employee, self-evaluations, supervisor observations, peer ratings, ratings by others who are knowledgeable of the employee's work, or other objective and reliable evidence of performance.
- An overall rating of performance:
 - Performance is consistently above standards
 - Performance is generally above standards
 - Performance meets standards
 - Performance is slightly below standards
 - Performance is below standards
- Recommendations for improvement and professional development.

Upon completion of the annual evaluation by the evaluating supervisor, the evaluation shall be reviewed by the evaluating reviewer prior to discussing with the employee. After review by the evaluating reviewer, it is preferable that the supervisor and employee discuss the evaluation together. If the evaluating supervisor is a Vice President or the President, no further review is needed.

Afterwards, the employee will acknowledge the evaluation in the system. The evaluation shall include a comments section for the employee's written response to the evaluation.

1.9.7 Appeal Process

If an employee disagrees with the evaluation and cannot resolve the disagreement with the evaluating supervisor, the employee may appeal to the evaluating reviewer. An employee may appeal, in writing, within 10 business days of receiving the evaluation to the evaluating reviewer consideration of reopening the evaluation. The evaluating reviewer has five business days to respond and may not change the original evaluation, but may append written comments addressing the points of appeal. If the evaluating supervisor is a Vice President, the President or designee may append the written comments addressing the points of appeal.

1.10 GRIEVANCE PROCEDURE

1.10.1 Definitions

Grievance - a complaint made by an AP member concerning a decision, action, activity, or the professional well-being of the individual and which can be corrected by the University.

Complainant – the party who is bringing forth the complaint.

Respondent – the party against whom the complaint is brought.

Non-grievable Issues: While most disputes may be dealt with by this grievance process, the following issues are not the subject of a grievance under this Handbook:

- Those items falling within the jurisdiction of other University grievance policies and procedures (for example, discriminatory acts)
- The contents of personnel policies, contracts, procedures, rules, regulations, ordinances, or statutes
- The routine assignment of University resources (for example, space, parking, operating funds)
- Lack of funding for a position as determined by the appropriate University Vice President
- Reassignment
- Termination of contract with appropriate notice

1.10.2 Informal Grievance Procedure

Timeline

An informal grievance must be addressed within 30 business days of a complainant's knowledge of an action or event which is the cause of a complaint.

Notification Process

The first step to resolving a grievance informally is for the complainant to meet with the respondent. Each party may be accompanied by an individual if both parties agree to allow others to be present.

If the complainant feels he or she is unable to address the respondent, the complainant may address the grievance in writing to the immediate supervisor of the respondent. The immediate supervisor should, if possible, attempt resolution. If the immediate supervisor feels the grievance is frivolous or otherwise unwarranted, he or she must notify the complainant in writing within 10 business days of hearing the complaint. Any records of the outcome should be kept by the parties involved.

If the immediate supervisor is unable to achieve a resolution, the complainant may proceed to the Formal Grievance Procedure.

1.10.3 Formal Grievance Procedure

Timeline

Whether an AP member has or has not attempted to resolve a grievance through the informal grievance procedure, he or she may choose to file a formal grievance with the Chief Human Resource Officer. The formal grievance must be filed in writing within 30 business days of the action or event which is the cause of the complaint. The attempt to resolve the complaint informally does not extend the 30-day time period. The complainant can withdraw the grievance at any time during the formal procedure.

Grievability Ruling

On receipt of the written grievance, the Chief Human Resource Officer will determine if the issue is a justified grievance in accordance with the definition of a grievance under this policy. If the Chief Human Resource Officer determines that the issue is not a justified grievance, he or she will notify the complainant in writing within five business days of the receipt of the grievance.

To appeal the Chief Human Resource Officer's decision, the complainant must submit the appeal to the Vice President for Finance and Administration within five business days of his or her receipt of the decision. The Vice President for Finance and Administration must respond to the appeal within five business days of his or her receipt of the appeal. If the Vice President for Finance and Administration is the subject of the grievance, the written appeal of the Chief Human Resource Officer's grievance ruling may be made to the President. In either case, the decision on appeal of the grievance ruling is final.

Grievance Panel Hearing Board

The President shall, on or before the beginning of each academic year, select individuals from among the AP to serve as members of a 12-person grievance panel board. The members of the board will serve a two-year term. A list of current members will be maintained by the Department of Human Resources.

Panel Hearing

If the complaint is deemed to be grievable, the Chief Human Resource Officer shall be responsible for coordinating the selection and convening of a panel for hearing the grievance.

The panel for hearing a grievance shall consist of three members selected from the grievance panel board: one selected by the complainant, one selected by the respondent, and a chairperson selected by the other two members. In the event that the two selected panel members cannot agree on a third member, the selection of the third member will be made by the Chief Human Resource Officer. The following shall not be allowed to serve on the panel: members of the complainant or respondent's division or relatives of any persons having direct involvement in the matters which form the substance of the grievance.

Within 10 business days of its selection, the grievance panel will set a date (within 30 business days), time, and location of the hearing; and the chairperson shall notify the parties. The panel hearing is intended to provide an impartial review of the grievance. Members of the panel do not have an advocacy role. The hearing shall be conducted as a closed administrative hearing, not as a formal court proceeding. Panel hearings are conducted in accordance with guidelines approved by the University. The Chief Human Resource Officer will distribute these guidelines to the members of the panel. The panel shall consider all relevant evidence produced at the hearing or requested of the parties prior to the hearing. The panel's decision will be based on a preponderance of evidence. At the conclusion of the panel hearing, the panel will deliberate in private and reach a decision.

Panel Recommendation

The majority vote of the panel shall constitute the panel's recommendation. No later than 5 business days from the conclusion of the hearing, the chairperson of the panel will notify the Vice President for Finance and Administration of the panel's recommendation with notification to the Chief Human Resource Officer. The Vice President for Finance and Administration will review and respond to the grievance and the panel's recommendation within 10 business days of his or her receipt of the grievance and recommendation. If the Vice President for Finance and Administration concurs with the recommendation, the grievance will be considered concluded and he or she will notify all parties and the Chief Human Resource Officer. If the Vice President for Finance and Administration does not concur with the recommendation, he or she will forward the panel's recommendation to the President for his or her review. Within 10 business days of his or her receipt of the panel's recommendation, the President will notify the parties and the Chief Human Resource Officer as to whether he or she supports the recommendation of the panel. The President's decision is final.

If the grievance is filed as a result of an alleged action taken by the Vice President for Finance and Administration, the panel's recommendation will be forwarded directly to the President. The President's decision is final.

If the grievance is filed as a result of an alleged action taken by the President, the panel's recommendation will be forwarded to the Rector of the Board of Visitors. The decision of the Rector or any committee of the Board of Visitors to which he or she refers the complaint is final.

Implementation of Recommendation

If the result of the panel hearing and subsequent decisions by the Vice President for Finance and Administration, President, Rector, or any committee of the Board of Visitors requires some action, the Chief Human Resources Officer will have the responsibility to ensure that the action is taken.

Record Keeping

All panel hearings will be recorded. Official records of the grievance will be maintained by the Department of Human Resources in accordance with the Library of Virginia's Public Records Management Program.

1.11 ADMINISTRATIVE AND PROFESSIONAL FACULTY LEAVE

All leave activity should be reported on the appropriate leave report each pay period. Absences on days other than holidays or authorized closings must be charged as leave as approved by the supervisor. The University may limit the paid or unpaid leave if the AP member's absence creates an undue hardship for the University. AP members are eligible for the following types of leave:

1.11.1 Holidays and Compensatory Leave

The holiday and alternate holiday schedules are listed on the Human Resources website.

AP members receive any holiday if that holiday occurs within the pay period in which they work. If an employee is required to work on a holiday, he or she will be given hour-for-hour compensatory leave which must be used within a year of the date earned or it is lost. Upon separation, a payment will be issued for any unexpired compensatory leave balance.

1.11.2 Annual Leave

Personnel on 12-month appointments earn 192 hours of annual leave per year. Newly hired AP members are granted 48 hours of annual leave at the time they are hired and for their first 12 months of employment earn 6 hours of annual leave per pay period. At the beginning of the second year of employment, AP members earn 8 hours of annual leave per pay period.

Personnel on 9-, 10-, and 11-month appointments earn leave for the pay periods actually worked and at the same rate as 12-month appointments. The number of days of annual leave granted at the time of hire to new AP members on 9-, 10-, and 11-month appointments is prorated based on the number of months for which they are appointed.

AP members should record annual leave as approved by their supervisor.

AP members with less than five years of service at Radford University may accrue annual leave and carry over up to a maximum of 240 hours of leave from one calendar year to the next. AP members with five or more years of service at Radford University may accrue annual leave and carry over up to a maximum of 280 hours of leave from one calendar year to the next.

Upon voluntary separation of employment AP members are eligible for payment of unused annual leave following the below scale based on their total Radford University service.

Annual Leave Payout upon voluntary separation:

Less than 5 years	Zero payout of unused Annual Leave
5 – 9 years	240 hours maximum payout of unused Annual Leave
10 years or more	280 hours maximum payout of unused Annual Leave

Annual leave is administered on a leave year which begins January 10 and ends on January 9.

The last day an employee actually works is considered the separation date unless leave has been approved by the Division Head.

1.11.3 Family Medical Leave

Under qualifying circumstances, federal law provides full-time AP members with unpaid and job protected leave. Further information on this type of leave may be obtained from the Department of Human Resources.

1.11.4 Leave Sharing

AP members who exhaust all leave balances due to an accident or illness qualify for annual leave donations from the leave sharing program if they are not enrolled in the Virginia Sickness and Disability Program (VSDP). To be eligible to receive leave sharing, the employee must complete an application from Human Resources and submit a doctor's statement showing the dates she/he is not able to work. The application is normally signed by the employee but may be signed on his/her behalf by a member of his/her family if circumstances warrant. All AP members, including those covered by VSDP, may request donated annual leave if the employee experiences leave without pay due to a family member's illness or injury for which the employee is using Family and Medical Leave.

AP members may donate annual leave to other AP members who qualify for the additional leave.

1.11.5 Community Service Leave

AP members are granted up to 16 hours of paid leave in any leave year to provide volunteer services to non-profit organizations. Such service may be provided as a member of a service organization or through authorized school assistance.

AP members are granted an additional 8 hours of community service leave to serve with a volunteer fire department and rescue squad or auxiliary unit thereof.

Employees must receive prior approval from their supervisor before using community service leave.

1.11.6 Donate Bone Marrow or Organs Leave

AP members are allowed up to 30 workdays of paid leave in any calendar year, in addition to other paid leave, to donate bone marrow or organs.

This leave applies to AP members who present medical certification to donate bone marrow or organs except for the following:

- Employees who are on disciplinary suspension are not eligible to participate in this program.
- Restricted employees whose positions are contingent upon project grants as defined in the Catalog of Federal Domestic Assistance may receive paid leave for bone marrow or organ donation only if the funding source has agreed to assume all financial responsibility for this benefit in its written contract with the Commonwealth of Virginia (Commonwealth).

1.11.7 Leave Without Pay

AP members wishing to take personal leave without pay should request such leave from their supervisor. The request must be made with sufficient notice to allow time to secure a qualified replacement and must include the reason for the leave. If approved, a date will be specified by which any request for extension of the leave or notification of intent not to return to the University must be received. The University will not provide fringe benefits during a leave without pay, but the employee should consult with the Department of Human Resources to determine those benefits that may be purchased.

Annual and sick leave will not accrue in any semi-monthly pay period in which an AP member takes unpaid leave.

1.11.8 Military Leave

Military leave is available to AP members holding full-time, salaried appointments. Qualifying AP members are eligible for leave with pay for up to 15 work days in a federal fiscal year (October 1 through September 30) for military duty, including training, if they are members of any reserve component of the Armed Forces or the National Guard. Paid leave for more than 15 work days in a single tour of duty is prohibited even when that tour encompasses more than one federal fiscal year. To qualify for military leave, AP members must furnish copies of their orders or other documentation with their leave report. Employees granted military leave are also credited for their usual sick leave accrued during that time and may receive up to 24 months of group life insurance coverage.

1.11.9 Civil and Work-Related Leave

AP members may be granted paid and/or unpaid leave to fulfill certain civic duties and functions and to participate in certain work-related activities. Such leave will be granted only for the time that is actually required for the purpose for which it is taken. AP members should request leave from their supervisors, as far in advance as possible, before it is taken. Appropriate supporting documentation must be submitted with the leave sheet on which the leave is taken.

1.11.9.1 Civil Leave

Such leave is allowed for an AP member

- As required by a summons to jury duty.
- To appear as a crime victim or as a witness in a court proceeding or deposition as compelled by a subpoena or summons.
- To accompany the AP member's minor child when the child is legally required to appear in court.
- To serve as an officer of election, as defined by [Code of Virginia § 24.2-101](#).
- To serve as a member of a state council or board.
- To attend his or her own naturalization ceremony.

Such leave is not allowed for an AP member

- Who is a defendant in a criminal matter (either an alleged misdemeanor or felony),
- Who has received a summons to appear in traffic court (except as a witness), or
- Who is a party to a civil case, either as plaintiff or defendant, or who has any personal or familial interest in the proceedings.

Provision for Crime Victims

The University will allow an AP member who is a victim of a crime to be present at all criminal proceedings relating to a crime against the AP member, as long as the AP member has provided the University with a copy of the form listing the rights of crime victims provided to the AP member pursuant to [Code of Virginia § 19.2-11.01](#) and, if applicable, provided the University with a copy of the notice of each scheduled criminal proceeding that is provided to the AP member as victim.

Although paid civil leave shall apply when the AP member's presence at legal proceedings is compelled by subpoena or summons, AP members may use existing annual, personal, or compensatory leave balances for court proceedings that do not qualify for paid civil leave. The AP member may also request to use unpaid leave for the absences.

Compensation/Reimbursement for Civil Service

An AP member under subpoena or summons or serving as an officer of election may receive compensation for services or reimbursement for expenses. NOTE: Fees given to Virginia's circuit court jurors are considered reimbursement for expenses.

AP members using civil leave may retain amounts received as reimbursement for expenses. A copy of the subpoena or other supporting document must accompany the leave report. However, AP members may not retain payments for services. Payments for services must be submitted to the Payroll department. Those who choose to retain the payments for services must charge the absence to annual, personal, or compensatory leave balances.

1.11.9.2 Work-Related Leave

AP members may be granted work-related leave to participate in resolution of work-related conflicts or of complaints of employment discrimination and to attend work-related administrative hearings as a party or witness.

1.11.10 Administrative Leave

The University may place an AP member on administrative leave with or without pay during a suspension, internal and/or external investigation, or pending court action.

1.11.11 Extended Professional Leave

Extended Professional Leave may be granted to allow AP members to undertake activities such as seeking nationally recognized fellowships (for example, Fulbright, Guggenheim, Woodrow Wilson and ACLS Fellowships), serving as Visiting Professors at other institutions, providing public service, chairing national committees, assuming an elected office of a professional organization, and other similar professional activities. Such leave may be granted with partial pay or without pay. All Extended Professional Leave must be approved by the President.

For all Extended Professional Leave granted with partial pay, the total of the fellowship award or external remuneration (excluding remuneration for specific expenses incurred, such as moving expenses) and the partial pay provided may not exceed the employee's salary. In addition to being approved by the President, such leave must be approved by the employee's appropriate Division Head, based on the recommendation of the employee's supervisor and on the purpose of the leave, the proposed activity, and departmental needs. The period of the leave shall not normally exceed one academic year; however, the leave may be extended for a second year with the recommendation of the supervisor and approval from the appropriate Division Head. Extension of such leave beyond two academic years is possible only in extraordinary circumstances.

For each and every Extended Professional Leave granted with partial pay, a written report describing the accomplishments while on leave must be submitted by the AP member to their supervisor and appropriate Division Head within three months of return from the leave.

1.11.12 Authorized Closings

AP members will observe authorized closings unless otherwise directed by their supervisor. If an employee is required to work during an authorized closing, he or she will be given hour for hour compensatory leave which must be used within a year of the date earned or it is lost.

1.11.13 Sick Leave

AP members may use sick leave for absences related to conditions that prevent them from performing their duties; including illness, injury, and pregnancy-related conditions. An AP member may be asked to provide his or her supervisor with a physician's statement. When the circumstances for use of sick leave are known in advance, such as, scheduled surgery or childbirth, AP members should give their supervisors advance notice.

Sick leave is administered on a leave year which begins January 10 and ends on January 9.

Traditional and University Sick Leave Programs

The traditional sick leave program is for employees hired prior to January 1, 1999, who participate in the Virginia Retirement System (VRS) and elected not to participate in the Virginia Sickness and Disability Program.

The University sick leave program is available to AP hired after January 1, 1999, who elect VRS and disability coverage under an "employer-sponsored plan." The Radford University "employer-sponsored plan" is an employee-paid, long-term disability policy provided by an independent insurance carrier through a contractual agreement with the University.

Under the traditional and University sick leave programs, AP on 12-month appointments earn five hours of sick leave per pay period (15 days per year). Employees on 9-, 10-, and 11-month appointments earn five hours of sick leave per pay period for the pay periods actually worked.

There is no maximum limit for accrual of sick leave, however, AP cease to earn sick leave after they have been absent from work with pay for a period that exceeds 60 consecutive work days.

Six sick days (48 hours) per calendar year may be used for family illness or death, with a maximum of three consecutive days (24 hours) per incident. When approved for Family and Medical Leave, AP may also use up to one-third of their sick leave held at the beginning of the Family and Medical Leave period for the illness of a family member or the birth or adoption of a child.

Upon separation, 12-month AP members who have five or more years of continuous service and were employed prior to January 1, 1999, will receive payment of one-fourth of their unused sick leave balance up to a maximum of \$5,000, to the extent permitted by state personnel law.

Upon separation, 9-, 10-, and 11-month AP members who have five or more years of continuous service and were employed prior to January 1, 1999, will receive payment of one-fourth of their unused sick leave balance up to a maximum amount that is pro-rated based on the number of months employed per year, to the extent permitted by state personnel law.

Employees hired at Radford University after January 1, 1999 are not eligible for a sick leave payout.

Contact the Department of Human Resources for additional information.

Virginia Sickness and Disability Program (VSDP)

VSDP is available to 1) AP hired prior to January 1, 1999, who participate in the Virginia Retirement System and elected to participate in VSDP, and 2) AP hired after January 1, 1999, who participate in the Virginia Retirement System. AP participating in the Optional Retirement Plan cannot participate in VSDP.

Under the VSDP, AP on 12-month appointments will be credited with 8 to 10 workdays of sick leave on January 10 each year. Sick leave credits for AP with appointments of less than 12 months will be prorated according to the number of months worked. Sick leave is granted based on the length of employment as shown below for AP on 12-month appointments. Sick leave balances are not carried forward from year to year.

<u>Current Employees</u>		<u>New Employees</u>	
Months of State	Service Sick Leave Hours/Days	Employment Begin Date	Sick Leave Hours/Days
Less than 60	64 (8 workdays)	1/1 - 6/30	64 (8 workdays)
60 to 119	72 (9 workdays)	7/1 - 12/31	40 (5 workdays)
120 or more	80 (10 workdays)		

Note: When approved for Family and Medical Leave, AP may also use up to one-third of their sick leave hours held at the beginning of the Family and Medical Leave period for the illness of a family member or the birth or adoption of a child.

In addition to sick leave, AP on 12-month appointments will receive up to five days of family and personal leave on January 10 each year. Personal and family leave credits for AP with appointments of less than 12 months will be prorated according to the number of months worked. AP may use family and personal leaves of absence for personal and family reasons as well as for personal illnesses or injuries. Family and personal days are granted based on the length of employment as shown below for AP on 12-month appointments. Family and personal leave balances are not carried forward from year to year.

<u>Current Employees</u>		<u>New Employees</u>	
Months of State Service	Sick Leave Hours/Days	Employment Begin Date	Sick Leave Hours/Days
Less than 60	32 (4 workdays)	1/1 - 6/30	32 (4 workdays)
60 to 119	32 (4 workdays)	7/1 - 12/31	16 (2 workdays)
120 or more	40 (5 workdays)		

Under qualifying circumstances, AP are provided with income protection when they cannot work due to an accident or illness. Short-term disability benefits begin after a 7-calendar-day waiting period. AP are eligible for income replacement depending on their length of employment as follows:

Months of State Service	Workdays of Income Replacement at 100%	Workdays of Income Replacement at 80%	Workdays of Income Replacement at 60%
Fewer than 60	5	20	100
60 - 119	25	25	75
120 - 179	25	50	50
180 or more	25	75	25

AP faculty who are unable to return to work after a 180-calendar-day (26-week) waiting period may qualify for long-term disability benefits at 60% of their compensation.

Contact the Department of Human Resources for additional information or visit <http://www.varetire.org/pdf/publications/vsdp-handbook.pdf>.

1.12 RESIGNATION AND RETIREMENT

1.12.1 Resignation

AP members who wish to resign should submit a letter of resignation to their supervisor, giving as much notice as possible and in consideration of their area of responsibility and the academic calendar, if they are teaching. Normally one month is the minimum acceptable notice. The supervisor will give written acknowledgement of acceptance of the resignation.

1.12.2 Retirement

AP members must contact the Department of Human Resources to file for retirement. To allow adequate time for processing the necessary paperwork, notification is needed at least four months, but no later than two months, in advance of the planned retirement date. AP members planning to retire should submit a letter regarding their intention to retire to their supervisor as early as possible, but no later than one month prior to their anticipated separation date. The supervisor will give written acknowledgement of the acceptance of the retirement.

2.0 EMPLOYMENT RELATED POLICIES

2.1 OTHER RADFORD UNIVERSITY EMPLOYMENT

For any employment or assignment through the University which results in additional compensation, the AP member must complete and submit the Administrative and Professional Faculty Extra Employment Statement, in advance, to his or her supervisor for approval. If approved, the original will be returned to the employee and a copy will be sent to the Department of Human Resources and maintained in the employee's personnel file.

The obligation of full-time AP members is to fulfill the duties of their primary positions with the University. Other Radford University employment should in no way interfere with this responsibility. If an employee misses time during regular working hours, the employee must use leave or make up the time (hour for hour) during the same work week. The employee's immediate supervisor must verify that time missed has been made up or documented on the employee's time sheet.

2.2 OUTSIDE EMPLOYMENT

2.2.1 Purpose and Scope

AP members may not engage in outside employment during their employment by the University in a manner or to an extent that adversely affects their usefulness as an employee of the University.

This restriction applies to all full-time AP members while they are employed by Radford University. For individuals on 9-, 10-, and 11-month appointments, this restriction applies only during those months they are under contract by the University.

The primary obligation of full-time AP members is to fulfill the duties of their positions with the University. Outside employment should in no way interfere with this responsibility. If an employee misses time during regular working hours, the employee must use leave or make up the time (hour for hour) during the same work week. The employee's immediate supervisor must verify that time missed has been made up or documented on the employee's time sheet.

2.2.2 Definition

Outside employment is defined as work outside the University with total compensation over \$1,500 annually from all sources performed outside of any relationship with Radford University. Work of this nature includes, but is not limited to, all self-employment and self-initiated professional services such as consulting, workshops, seminars, conferences, institutes, or short courses. However, participation in paid military reserve drills and other military activities is not considered outside employment.

2.2.3 Approval Process

AP members wishing to engage in outside employment must complete and submit the Administrative and Professional Faculty Extra Employment Statement, in advance, for approval by the supervisor and other appropriate University officials. Individuals engaging in outside employment without securing prior approval may be subject to disciplinary action up to and including termination.

The decision to approve outside employment will be based upon a number of factors including judgment of whether the proposed employment will adversely affect the individual's performance at Radford University, will have negative public relations value, or will constitute a conflict of interest under State or local laws.

If approved, the original will be returned to the employee and a copy will be sent to the Department of Human Resources and maintained in the employee's personnel file.

2.3 CONFLICT OF INTEREST AND ETHICS IN CONTRACTING LAW

The State and Local Government Conflict of Interests Act (Code of Virginia, Title 2.2, Chapter 31) and the Virginia Public Procurement Act (Code of Virginia, Title 2.2, Chapter 43) provide the body of law applicable to all University employees. The cited code sections should be consulted by any AP member when there is a potential conflict of interest or personal involvement in any contract. Employees who have questions should consult with the Office of Procurement and Contracts.

2.4 INTELLECTUAL PROPERTY

AP will follow the University's Intellectual Property Policy.

2.5 FACULTY-AUTHORED WORKS

AP will follow the faculty-authored works section outlined in the Teaching and Research Faculty Handbook.

2.6 FINANCIAL DEALINGS WITH STUDENTS

AP members shall not have University-related financial dealings with students where they accept funds directly from the students unless it is defined in their position description.

Examples may include the selling of books, materials, supplies for class use, student travel, etc.

2.7 EDUCATIONAL AID AND EMPLOYEE TUITION WAIVER POLICIES

Educational aid is available to qualified AP of Radford University through the Educational Aid Policy when the

education is job-related and of benefit to the University. Employees taking courses at Radford University may be eligible for tuition waiver. AP will follow the Employee Tuition Waiver Policy/Procedures.

Full details on both are available at the Department of Human Resources.

3.0 POLICIES SPECIFIC TO ADMINISTRATIVE AND PROFESSIONAL LIBRARY FACULTY

3.1 LIBRARY FACULTY

Professional librarians are designated as library faculty and are awarded academic rank appropriate to their credentials and experience in a similar manner as Teaching and Research faculty. Library faculty are governed by the personnel policies outlined in this Handbook; policies specific to library faculty are outlined in this section. Procedures for library faculty are established internally by the Dean of the Library and covered in the Library Faculty Personnel Procedures Manual.

- Library faculty are non-tenured and are not eligible for tenure.
- The Master's degree in Library Science, or equivalent degree, from a graduate school accredited by the American Library Association is recognized as the appropriate terminal degree for library faculty.

3.2 CRITERIA FOR AWARDING RANK TO NEW LIBRARY FACULTY

The following shall be the minimum qualifications for initial appointment to the four ranks indicated:

Instructor

- Holds a Master of Library Science, or equivalent degree, from an American Library Association accredited program.

Assistant Professor

- Holds a Master of Library Science, or equivalent degree, from an American Library Association accredited program and has at least three years of full-time employment as a librarian at accredited collegiate institutions, or,
- Holds a Master of Library Science, or equivalent degree, from an American Library Association accredited program and has at least six years of other specialized experience appropriate to the position to which appointed.

Associate Professor

- Holds a Master of Library Science, or equivalent degree, from an American Library Association accredited program and has at least six years of full-time employment as a librarian at accredited collegiate institutions, or,
- Holds a Master of Library Science, or equivalent degree, from an American Library Association accredited program and has at least twelve years of other specialized experience appropriate to the position to which appointed.

Professor

- Holds a Master of Library Science, or equivalent degree, from an American Library Association accredited program, holds an additional graduate degree, and has at least ten years of full-time employment as a librarian at accredited collegiate institutions, or,
- Holds a Master of Library Science, or equivalent degree, from an American Library Association accredited program, holds an additional graduate degree, has at least eight years of service at accredited collegiate institutions, at least six of which must be with the M.L.S., and has ten years of other specialized experience appropriate to the position to which appointed.

Exceptions to these criteria may be made in cases of exceptional merit upon positive recommendation by the Library Personnel Committee, the Dean of the Library, and the Provost/Vice President for Academic Affairs.

3.3 MINIMUM CRITERIA FOR LIBRARY FACULTY PROMOTION

The following shall be the minimum criteria for consideration for promotion to the three ranks indicated:

Assistant Professor

- Holds a Master of Library Science, or equivalent degree, from an American Library Association accredited program and has three years of post-M.L.S. professional library experience at least two of which must be at Radford University, or,

- Holds a Master's degree and has four years of specialized professional experience at least two of which must be at Radford University.
- Demonstrated ability and evidence of success at the rank of Instructor.

Associate Professor

- Holds a Master of Library Science, or equivalent degree, from an American Library Association accredited program and has six years of post-M.L.S. professional library experience at least four of which must be at Radford University at the rank of Assistant Professor, or,
- Holds a Master's degree and has ten years of specialized professional experience at least six of which must be at Radford University at the rank of Assistant Professor.
- Evidence of outstanding success and accomplishment as an Assistant Professor.

Professor

- Holds a Master of Library Science, or equivalent degree, from an American Library Association accredited program and has ten years of post-M.L.S. professional library experience at least six of which must be at Radford University at the rank of Associate Professor, or,
- Holds a Master of Library Science degree from an American Library Association accredited program for at least two years and has sixteen years of specialized professional experience at least eight of which must be at Radford University at the rank of Associate Professor.
- Evidence of superior success and accomplishment as an Associate Professor.

Promotions are not considered to be automatic upon achieving the above criteria, but must be earned by exemplary service. Job performance, professional contributions, and University contributions are all evaluated for promotion, with job performance given the most weight. The recommendation of the Library Promotion Committee and the Dean of the Library will be considered in the awarding of any such promotion.

Exceptions to the above minimal criteria may be made in cases of exceptional merit upon positive recommendation by the Library Promotion Committee, the Dean of the Library and the approval of the Provost/Vice President for Academic Affairs.

Upon positive recommendation of the Library Promotion Committee, Dean of the Library, and the Provost/Vice President for Academic Affairs, with the approval of the President, leaves of absence or other appropriate professional experience, with the exception of educational leave, may be considered as no more than one year of service in rank. Part-time service as a library faculty member can be counted toward post-M.L.S. or "specialized professional experience." Graduate assistantships may not be counted toward part-time service. The aggregate responsibilities for all part-time service as a library faculty member must be equivalent to or exceed the normal responsibilities for 12 months of full-time library faculty service in order to qualify for one full year of credit.

4.0 CHANGES TO THE ADMINISTRATIVE AND PROFESSIONAL FACULTY HANDBOOK

Proposals for revising the Handbook may be recommended by AP members, 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 federal/state/local policies and mandates, and (2) those within the purview of the decision-making processes within the University.

Revisions required to ensure that the University is in compliance with federal, state, and local policies and mandates, and that do not require a decision by University personnel, will be impacted through an administrative update, with the Board of Visitors and AP members being informed of the change and the reasons for it.

Revisions within the purview of the decision-making processes within the University will be impacted through the following steps. Proposals for changes will be made in the form of text intended to replace a portion of the AP Handbook, noting new language and striking out the old language. The proposed change will be accompanied by a brief explanation detailing why the revision is being proposed and what the revision is intended to accomplish. Final presentation of the proposal will be sent to the AP Senate. It will be the AP Senate's responsibility to ensure that AP members are provided time and opportunity to review the proposed change so they can communicate with their respective division senator(s) prior to any action by the AP Senate. The AP Senate's

recommendations on proposed revisions to the Handbook will be forwarded to the office of the President for coordination of executive and legal review as necessary. Once executive approval is obtained, the revised document will be submitted to the Board of Visitors for consideration and final approval. The authority to revise the Administrative and Professional Faculty Handbook lies with the Board of Visitors.

The AP Senate President has the responsibility for updating the Handbook to incorporate approved changes.

RADFORD UNIVERSITY BOARD OF VISITORS

Resolution

December 8, 2017

Approval of the Radford University AP Faculty Handbook Revisions

BE IT RESOLVED, the Radford University Board of Visitors approves the Administrative and Professional (AP) Faculty Handbook revisions as presented within the proposed action item.

THIS PAGE INTENTIONALLY LEFT BLANK

RADFORD UNIVERSITY STUDENT AFFAIRS COMMITTEE

**RESOLUTION FOR REQUIRED IMMUNIZATION RECORDS
FOR STUDENT ADMISSION**

DECEMBER 7, 2017

WHEREAS, Code of Virginia § 23.1-800 establishes the immunization record requirements for first time enrollees in public institutions of higher education, and

WHEREAS, unless exempt from the immunization requirements, each student shall be immunized by vaccine against diphtheria, tetanus, poliomyelitis, measles (rubeola), German measles (rubella), and mumps according to the guidelines of the American College of Health Associations, and

WHEREAS, the Code of Virginia also requires vaccination against meningococcal disease and hepatitis B unless the student signs stating that he has received and reviewed detailed information on the risks associated with meningococcal disease and hepatitis B and the availability and effectiveness of any vaccine and has chosen not to be vaccinated, and

WHEREAS, the Radford University Admissions policy needs amendment to ensure enrolled student compliance with Code of Virginia § 23.1-800.

NOW, THEREFORE, BE IT RESOLVED, the Board of Visitors approves the amendment of the Radford University Admissions policy to conform with requirements in the Code of Virginia.

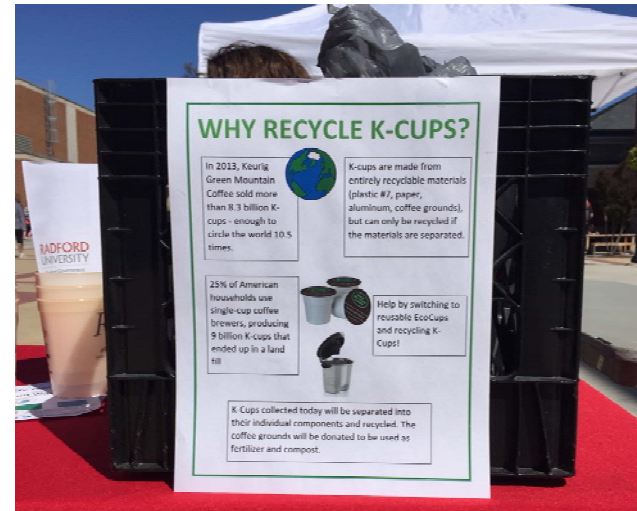
THIS PAGE INTENTIONALLY LEFT BLANK

Student Representative Report Board of Visitors

RADFORD
UNIVERSITY

Environmental Awareness

- K-Cup Recycling Drive during Sustainability Week
- Signs and stickers to be placed Residence Halls
- Radford University was recognized in Princeton Review Guide to 375 Green Colleges.



Building Highlander Spirit

- #TheReasonisRadford Fridays on Instagram
 - Will begin in Spring Semester
- Radford University Photo Collage



2nd Unity Fest

- Planning Committee established
- Date and location set
- Student Finance Committee Proposal submitted



Student Activities

- SGA Tailgate at Men's Soccer Game (September 20th)
- Fear 2 Freedom (September 27th)
 - Over 500 students packaged 460 After Care Kits
- Homecoming/Family Weekend (October 6-8th)
- Radford Gives Back Food Drive (October 24-25th)
 - Campus community collected over 15,000 food items for Bobcat Backpack Program.

Questions?

RADFORD
UNIVERSITY

THIS PAGE INTENTIONALLY LEFT BLANK

RADFORD UNIVERSITY BOARD OF VISITORS
Resolution December 8, 2017

Approval of the Radford University's Mission Statement

WHEREAS, Radford University, beginning in Fall 2016, embarked on a yearlong comprehensive and inclusionary process to determine the future of the University, and

WHEREAS, multiple constituents, including students, faculty, staff, alumni and community members participated in forums, discussions, committees and surveys, and

WHEREAS, input of all participating groups contributed to the development of the Radford University Mission Statement, and

WHEREAS, the following Mission Statement for Radford University be submitted to the Board of Visitors for consideration and adoption,

“ As a mid-sized, comprehensive public institution dedicated to the creation and dissemination of knowledge, Radford University empowers students from diverse backgrounds by providing transformative educational experiences, from the baccalaureate to the doctoral level, within and beyond the classroom. As an inclusive university community, we specialize in cultivating relationships among students, faculty, staff, alumni and other partners, and in providing a culture of service, support and engagement. We embrace innovation and tradition and instill students with purpose and the ability to think creatively and critically. We provide an educational environment and the tools to address the social, economic and environmental issues confronting our region, nation and the world.”

THEREFORE, BE IT RESOLVED, the Radford University Board of Visitors approves the Mission Statement on December 8, 2017.

**RADFORD UNIVERSITY BOARD OF VISITORS
Resolution December 8, 2017**

**Approval of the Radford University's
2018-2023 Strategic Plan**

BE IT RESOLVED, the Radford University Board of Visitors approves the 2018-2023 Strategic Plan, *Embracing the Tradition, Envisioning the Future*.

THIS PAGE INTENTIONALLY LEFT BLANK

Radford University



FREEDOM OF INFORMATION ACT

“THE PUBLIC’S BUSINESS DONE IN PUBLIC”

**MR. ALLEN WILSON
SENIOR ASSISTANT ATTORNEY GENERAL
COMMONWEALTH OF VIRGINIA**

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.



THIS PAGE INTENTIONALLY LEFT BLANK