

Board of Visitors

**Quarterly Meeting
September 27, 2019**

RADFORD UNIVERSITY

Board of Visitors

RADFORD UNIVERSITY

Board of Visitors

QUARTERLY MEETING

9 A.M. **

SEPTEMBER 27, 2019

MARY ANN JENNINGS HOVIS MEMORIAL BOARD ROOM
THIRD FLOOR, MARTIN HALL, RADFORD, VA

DRAFT **AGENDA**

- **CALL TO ORDER** Mr. Robert A. Archer, *Rector*
- **APPROVAL OF AGENDA** Mr. Robert A. Archer, *Rector*
- **APPROVAL OF MINUTES** Mr. Robert A. Archer, *Rector*
 - May 10, 2019 and July 15-16, 2019
- **RECOGNITION** Mr. Robert A. Archer, *Rector*
 - Baseball Coach
 - Facilities Staff
- **PRESIDENT'S REPORT** Dr. Brian O. Hemphill, *President*
- **ACADEMIC EXCELLENCE AND RESEARCH COMMITTEE** Dr. Susan Whealler Johnston, *Chair*
 - Report to the Board of Visitors
- **BUSINESS AFFAIRS AND AUDIT COMMITTEE** Mr. Gregory A. Burton, *Chair*
 - Report to the Board of Visitors
 - Recommendation to Approve the 2020-22 Six-Year Plan
 - Recommendation to Approve Radford University's 2019-20 Operating Budget
- **GOVERNANCE, ADMINISTRATION AND ATHLETICS COMMITTEE** Dr. Jay A. Brown, *Chair*
 - Report to the Board of Visitors
- **STUDENT SUCCESS COMMITTEE** Dr. Debra McMahan, *Chair*
 - Report to the Board of Visitors
- **UNIVERSITY ADVANCEMENT, UNIVERSITY RELATIONS AND ENROLLMENT MANAGEMENT COMMITTEE** Ms. Krisha Chachra, *Chair*

- Report to the Board of Visitors
- **REPORT TO THE BOARD OF VISITORS FROM THE STUDENT REPRESENTATIVE TO THE BOARD** Mr. Breon Case, *Student Representative to the Board of Visitors*
- **REPORT ON THE RADFORD UNIVERSITY FOUNDATION** Ms. Georgia Anne Snyder-Falkinham, *BOV Liaison to RU Foundation*
- **PRESENTATION** Mr. Chad A. Reed, *Vice President for Finance and Administration and Chief Financial Officer*
 - Master Plan 2020-2030 Update
- **CLOSED SESSION** Mr. Mike Biscotte, *Director of Facilities Planning and Construction*
Virginia Freedom of Information Act §2.2-3711 (A) (1), (4), (7) and (8)
- **OTHER BUSINESS** Mr. Robert A. Archer, *Rector*
 - Review of Process for Future Public Comment
- **ANNOUNCEMENTS** Mr. Robert A. Archer, *Rector*
 - **Meeting Dates**
December 5-6, 2019
February 13-14, 2020
April 30 – May 1, 2020
August 3-6, 2020 Retreat
- **ADJOURNMENT** Mr. Robert A. Archer, *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. Robert A. Archer, Rector
 Mr. James R. Kibler, Jr.
 Dr. Thomas Brewster
 Dr. Jay A. Brown
 Mr. Gregory A. Burton
 Ms. Krisha Chachra
 Dr. Rachel D. Fowlkes
 Dr. Susan Whealler Johnston
 Mr. Mark S. Lawrence
 Dr. Debra K. McMahon
 Ms. Karyn K. Moran
 Ms. Nancy Angland Rice
 Mr. David A. Smith

Ms. Georgia Anne Snyder-Falkinham
Ms. Lisa Throckmorton

September 2019 Meeting Materials

RADFORD UNIVERSITY

Board of Visitors

RADFORD UNIVERSITY BOARD OF VISITORS
September 27, 2019

Action Item
Approval of Radford University's 2019 Six-Year Plan

Item:

Board of Visitors approval of Radford University's 2019 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 2019 Six-Year Plan submitted to the State Council of Higher Education for Virginia (SCHEV) by the stated deadline of July 1, 2019.

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 2019 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 2019 Six Year Plan submission.

In preparation of the submission, the University reviewed the previous 2018 Six Year Plan update and determined which of the existing initiatives would remain and which new initiatives would be added. The 2019 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 a new section for Tuition Predictability Plans, Finance-Tuition & Other Nongeneral Fund Revenue, Academic-Financial Plan, General Fund Requests, Financial Aid Plan, and an 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 2019 Six-Year Plan were developed collaboratively with the leadership of each operating division, and incorporate multi-year budget initiatives

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 Tuition and Fee Predictability Plan presents multiple scenarios ranging from no new general fund support to a substantial investment from the state for both Radford University and Radford University Carilion. 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 2019 Six-Year Plan.

RADFORD UNIVERSITY BOARD OF VISITORS
Resolution

Approval of Radford University's 2019 Six-Year Plan
September 27, 2019

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, 2019 for the 2019 submission; and

WHEREAS, the 2019 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 2019 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 2019 Six-Year Plan as required by State officials for final submission by the stated deadline.

RADFORD UNIVERSITY BOARD OF VISITORS
September 27, 2019

Action Item
Approval of the Radford University 2019-20 Operating Budget

Item:

Board of Visitors approval of the Radford University 2019-20 operating budget.

Executive Summary:

Each year, the Vice President for Finance and Administration & Chief Financial Officer is responsible for presenting Radford University's (the University) projected annual operating budget to the Board of Visitors for the upcoming fiscal year. The 2019-20 operating budget was developed in consideration of projected enrollment levels, actions taken by the Governor and General Assembly during the 2019 session, Board-approved tuition and fee rates, the strategic goals of the University, and the economic outlook.

Since the rollout of the 2018-2023 Strategic Plan: *Embracing the Tradition and Envisioning the Future*, a conscious effort has been underway to align institutional resources in support of strategic plan objectives. The collaborative process of budget development has helped provide the framework for which all divisions review operating priorities and align their actions with strategic goals of the University. The information collected during this process was instrumental in development of the University's Six-Year Plan submission to the Commonwealth and further helps to frame the strategic direction of the institution.

The budget development process for 2019-20 focused heavily on the establishment of Radford University Carilion (RUC) through the merger with Jefferson College of Health Sciences. With this merger, the University took a bold step toward achieving its goal to garner recognition for signature academic programs in health sciences, healthcare, and human services across the lifespan, as stated in the University's Strategic Plan. Both entities entered the merger from positions of strength with sound financials, sustained enrollment demand, and highly ranked programs. This endeavor could not have been successful without the support of stakeholders from across the Commonwealth, and a drive to increase the number of healthcare graduates over the next five years. The results of the merger incorporated an additional 152 full-time equivalent positions and \$22,341,370 into the University's budget.

The 2019 General Assembly session was largely focused on providing all Virginians with the opportunity of an affordable education. The legislative session was highlighted by the passing of the 2019-20 amended budget which provided a pool of \$52.5 million to be used for Tuition Moderation Funding to each institution of higher education who elected to hold in-state undergraduate tuition rates flat to prior year rates. This initiative represents a substantial investment in Virginia's students. The University received \$1,659,000 of this funding. The General Assembly also included additional funding to increase the previously planned salary actions for 2019-20. This raised the increases to 3.0 percent for across-the-board actions for faculty, to 2.75 percent for across-the-board actions for staff, and to 2.25 percent for staff merit increase.

Giving full consideration to the aforementioned items, the 2019-20 operating budget demonstrates a judicious use of University resources. The proposed budget identifies key operating efficiencies that help to address mandatory and unavoidable cost increases while maximizing funding opportunities for strategic plan initiatives.

Six-Year Planning Processes and 2019-20 Budget Development:

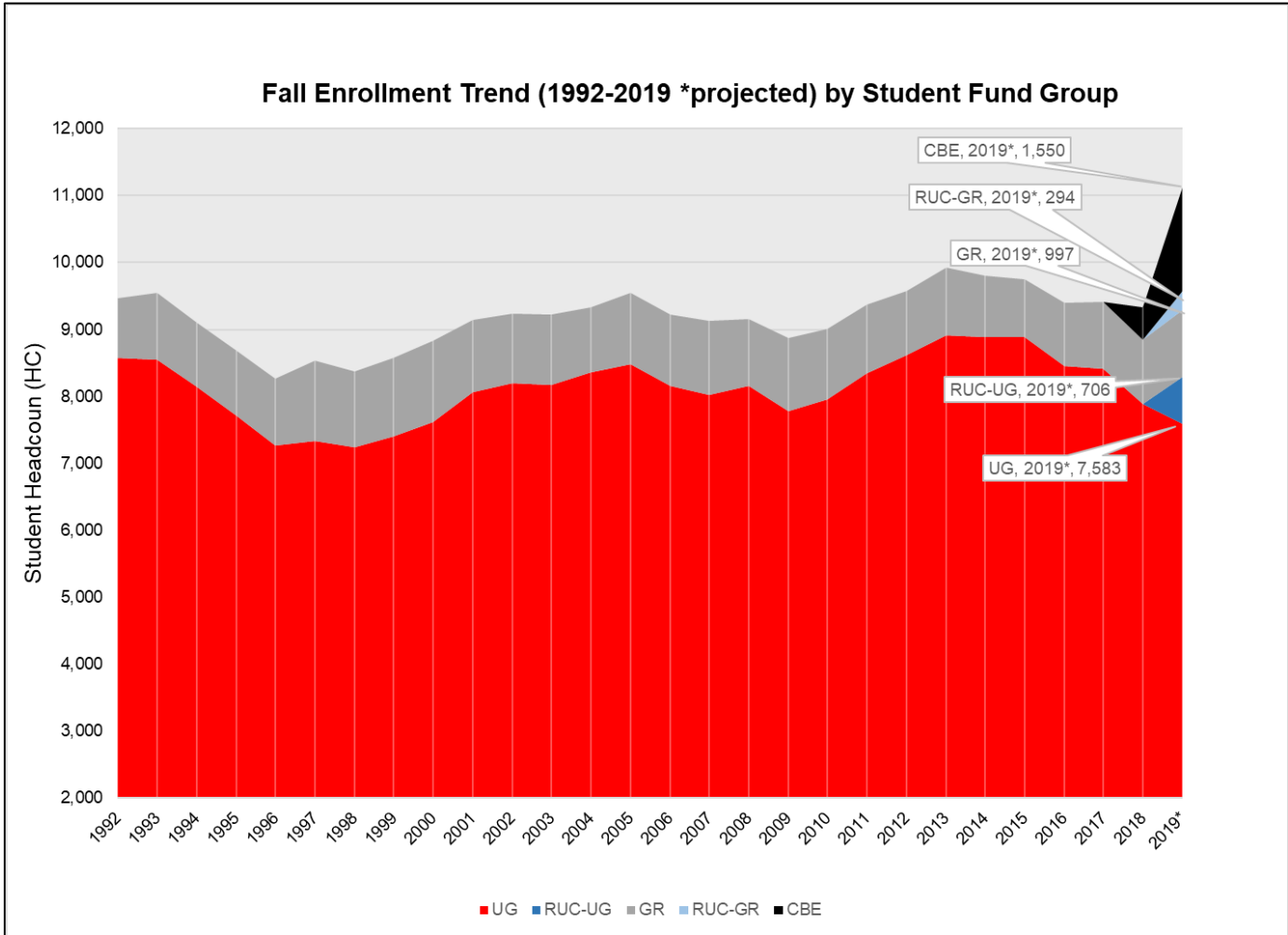
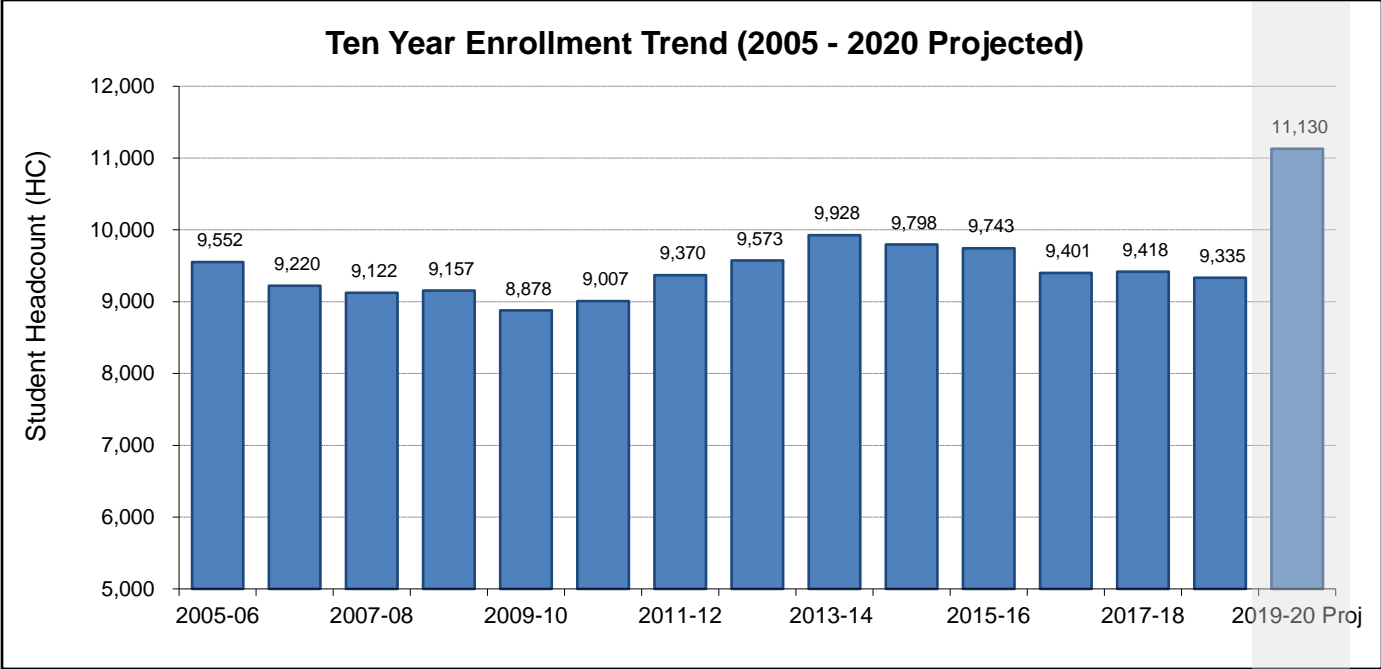
The Virginia Higher Education Opportunity Act of 2011 (TJ21) was passed by the 2011 General Assembly and is based on recommendations from the Governor's Commission on Higher Education Reform, Innovation and Investment formed through Executive Order No. 9 issued in March 2010. The TJ21 legislation requires institutions of higher education to prepare and submit a "Six-Year Plan" by July 1st each year in accordance with criteria outlined by the Higher Education Advisory Committee (HEAC).

As an integral part of the six-year planning process, the University's internal annual budget development cycle provides the opportunity to reevaluate the essential needs for the upcoming fiscal year and outline divisional priorities for the outlying years. The budget development review engages key personnel and provides a consistent mechanism to prioritize funding requests and strategically aligns the institution's long-range goals with projected resources.

The University submitted the preliminary 2020-22 Six-Year Plan to the State Council of Higher Education for Virginia (SCHEV) on July 1, 2019 and will submit the final plan after Board action on October 1, 2019. The University's Six-Year Plan identifies the targeted objectives and strategies to achieve both Virginia and institutional goals, and provides a foundation for preparing tuition and mandatory fee recommendations for consideration by the Board.

Enrollment Trend:

Between 2009-10 and 2013-14, the University's enrollment increased by 1,050 students. However, since 2014-15, enrollment in traditional undergraduate programs has begun to stabilize to prior levels and additional student classifications are diversifying the enrollment portfolio. While total enrollment for 2019-20 is projected to be the largest ever for the University, the increase is from populations outside of the traditional undergraduate base of the University. The enrollment growth in the coming year is driven, in part, by a projected 1,100 additional RUC students added as a result of the merger with Jefferson College of Health Sciences and an additional 1,062 students enrolled in the University's Competency Based Education (CBE) programs. Overall, undergraduate students are predicted to decrease by 307 from 2018-19 to 2019-20. This decrease, coupled with the dramatic increase in other student populations, represents a significant change in the enrollment classifications of the University population. The charts below show enrollment trends and identifies the fall enrollment since 1992 by student classification.



Mandatory Cost Increases:

2019 General Assembly Session Action

The 2019 General Assembly’s legislative session was largely focused on affordability of education for future generations of students. Governor Northam and the General Assembly made a substantial investment in students from the Commonwealth through their Tuition Moderation Plan, which provides base funding in lieu of tuition rate increases. This progressive approach to funding mandatory cost increases provides much needed relief to students in a time of rising student debt. The following schedule reflects the anticipated funding from the 2019 General Assembly Session, which provides additional general fund support for the University in 2019-20:

	Proposed 2019-20 Funding
E&G - Education & General	
2019-20 Degree Production Initiative	\$1,028,460
2019-20 Employee Faculty Increase (est.)	1,125,952
2019-20 Employee Staff Salary Increase (est.)	559,802
2019-20 Fringe Rate Changes	(81,211)
2019-20 Central Systems Changes	(25,752)
2019-20 Tuition Moderation	1,659,000
2019-20 RUC Operations	1,707,422
Total E&G General Fund Recommendations	\$5,973,673
SFA - Student Financial Assistance	
2019-20 In-State Undergraduate Financial Aid	994,206
Total E&G and SFA (combined) General Fund	\$6,967,879

Notes:

Central Appropriation amounts are not included in the University's line item appropriation. Instead they are held centrally by the Commonwealth and allocated after the start of the fiscal year. For this reason estimates have been provided.

Degree Production Initiative: General fund support of \$1,028,460 designated to address increased degree production in Data Science and Technology, Science and Engineering, Healthcare, and Education.

Tuition Moderation: Funding offered to hold In-State Undergraduate Tuition rates flat to 2018-19 rates. This is base funding provided to address affordability for Virginia students.

In-State Undergraduate Financial Aid: General fund support of \$994,206 for need-based Undergraduate Student Financial Assistance. The allocation of financial aid resources are important for the University and will assist in lowering the cost of higher education.

Other Mandatory Costs –

In addition to the legislatively mandated items, the University must also address teaching and research faculty promotion and tenure contractual commitments, operation and maintenance of new and existing facilities, contractual escalators for technology and maintenance contracts, and recovery rate changes. These initiatives, referred to as central cost commitments, combine to total \$348,310. For additional details, Attachment II provides a further breakdown of the mandatory cost requirements.

Funding Sources and Cost Drivers:

The Commonwealth’s policy for funding higher education is to fund 67 percent of the cost of education for in-state students. Figure 1 reflects the status of general fund support for the University’s educational and general (E&G) program from 2005 through 2020 (projected) in relation to this policy. Currently, general fund support for the E&G program is projected to be 43.7 percent for main campus in the 2019-20 fiscal year, and 38.3 percent including RUC.

As demonstrated in Figure 1, the 2019-20 projected E&G general fund split is significantly below the Commonwealth’s policy of 67 percent. The difference reflects funding of essential programmatic needs to support the University’s in-state student population.

Figure 1: E&G General Fund Appropriation Historical Trend

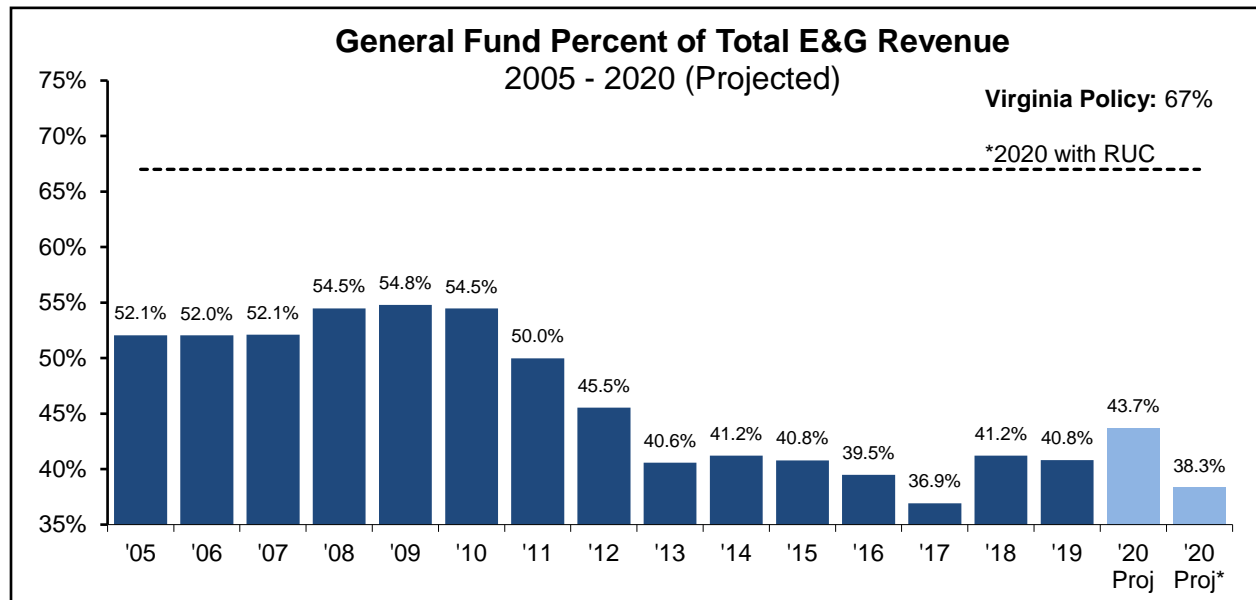
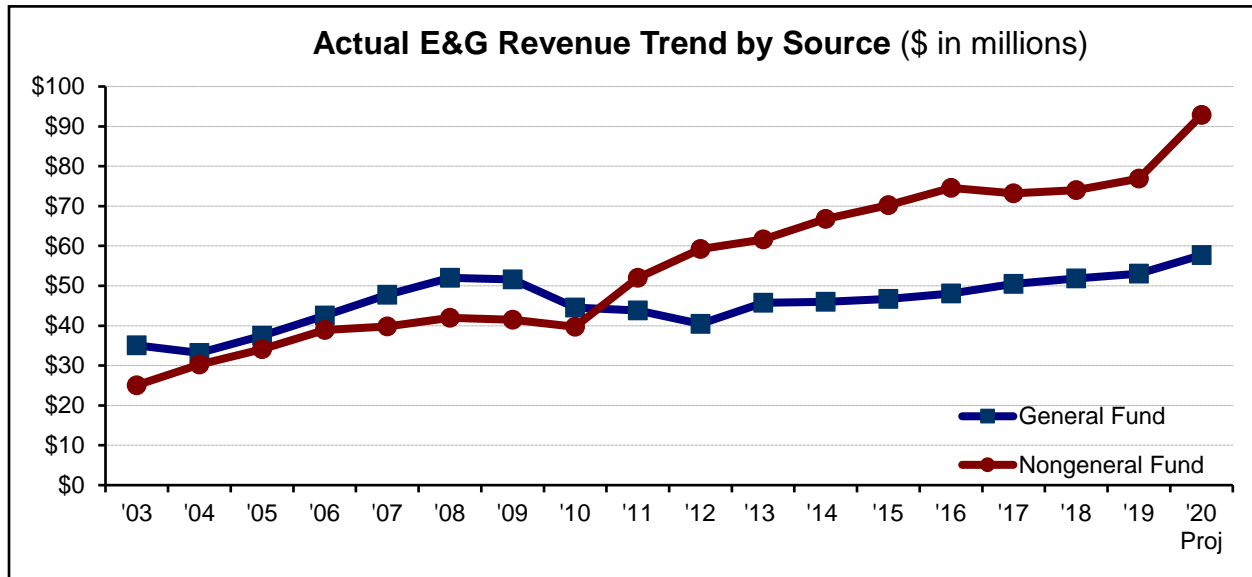


Figure 2 displays the E&G general fund and nongeneral fund trends between 2002 and 2020 (projected). In 2010, as a result of the economic downturn and the sustained loss of general fund support, students and their families began funding the majority of the cost of education. The increase in nongeneral funds for 2020 relates primarily to the merger with JCHS and the related \$20.6 million in Tuition and Fee revenue associated with the new RUC site. There is also an increase in general funds related to the \$1.7 million allocation to RUC, as well as, infusion of support for Tuition Moderation Funding, and other mandatory cost increases.

Figure 2: E&G General Fund/Nongeneral Fund Split Historical Trend (Nominal Dollars)



Proposed Budget

2019-20 Projected Total Revenue

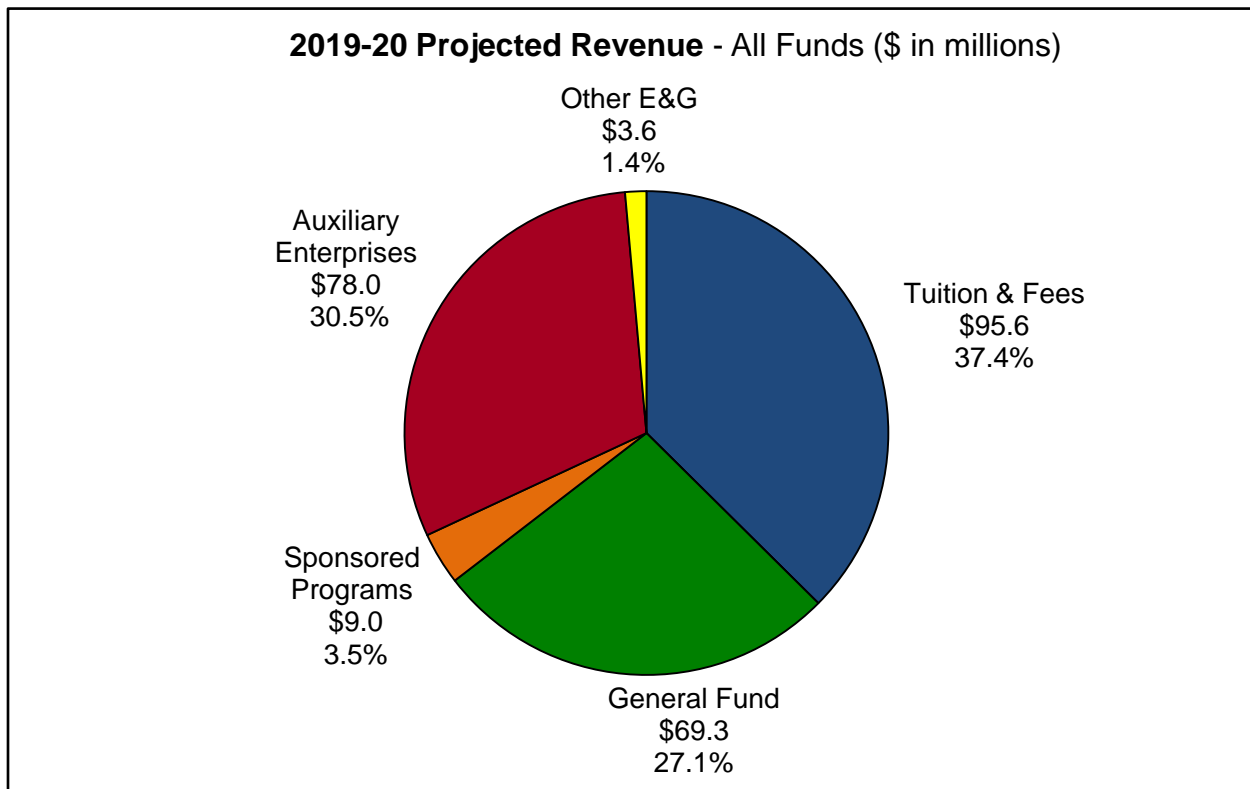
Radford University’s institutional budget is derived from two fund sources:

- **General Fund** (GF) – Virginia tax dollars (unrestricted), distributed through the Commonwealth’s budget process and documented through the Virginia Acts of Assembly (i.e. Appropriations Act).
- **Nongeneral Fund** (NGF) – tuition, mandatory (technology and comprehensive) fees, user (room and board) fees, other E&G and auxiliary enterprises fees, grants/contracts/research, federal student work study, and commissions (e.g. dining services, bookstore, laundry, etc.).

For fiscal year 2019-20 the University is projecting the largest total revenue budget in it’s history at \$255.5 million. This reflects an 11.3 percent increase above the 2018-19 Adjusted Total Budget. The increase is attributable to incremental operating support and increased student financial aid from the Commonwealth, Board-approved fee rates, as well as, the addition of Tuition and Fees for RUC.

The majority of the University’s total operating budget (72.9 percent) is supported through nongeneral fund sources. The remaining 27.1 percent is supported through the general fund. Figure 3 displays the breakdown of projected revenue by major funding sources.

Figure 3: 2019-20 Projected Total Revenue (All Sources and Programs)



2019-20 Projected Total Expenditures

Expenditures are expected to total \$247.2 million for 2019-20. Projected expenditures are set less than projected revenues due to required Auxiliary Enterprises reserve fund deposits that must be generated to meet the SCHEV guidelines for operating, equipment renewal and replacement, and capital projects.

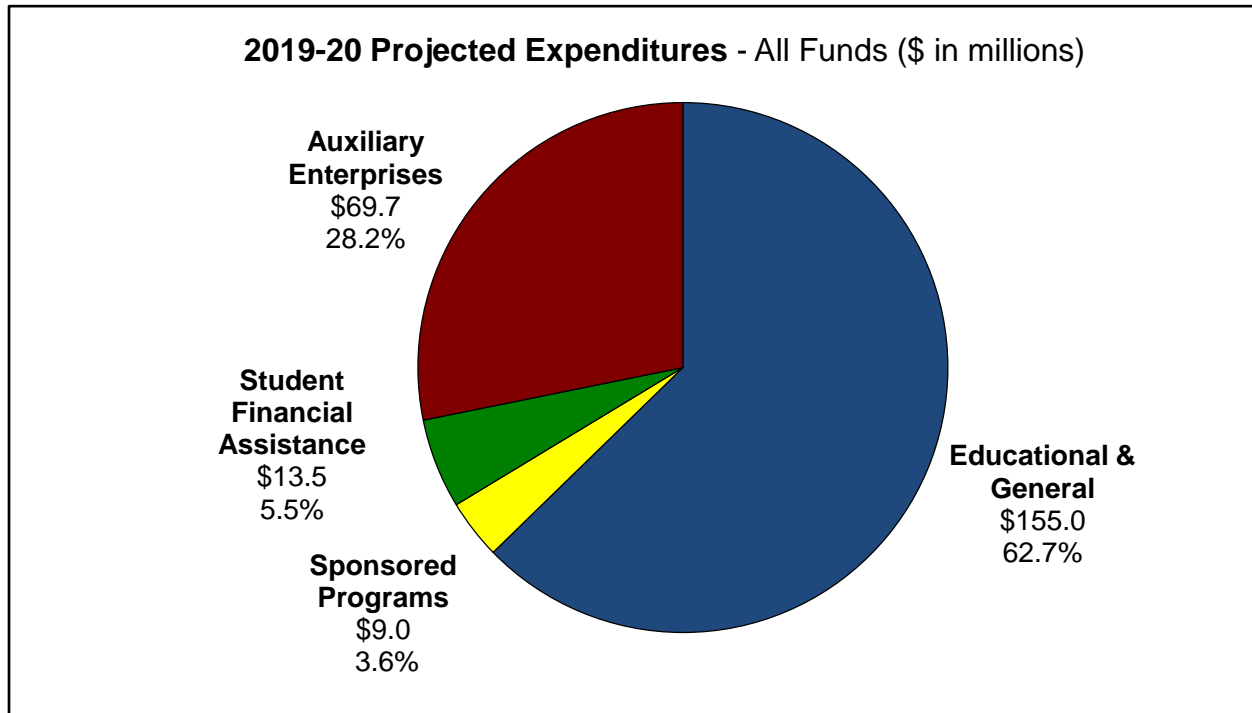
Figure 5 illustrates projected expenditures for each of the major programs which include:

- **Educational & General (E&G):** Activities to provide instruction, research, public service, academic support (e.g., library, deans), student support services (e.g., admissions, financial aid, registrar), and program support (e.g., administration, institutional support, physical plant) services.
- **Student Financial Assistance:** Activities to provide financial assistance to Virginia students.
- **Financial Assistance for Educational and General Services Program (Sponsored Programs, Grants and Contracts):** Activities to provide additional resources for educational and general services through third-party grants, contracts, and research.

- **Auxiliary Enterprises:** Self-supporting activities to provide goods or services to students, faculty, staff, and visitors (e.g. residence halls, dining services, bookstore, athletics, student activities, etc.).

The E&G program represents 62.7 percent of the expenditures budgeted while Auxiliary Enterprises accounts for 28.2 percent. The remaining 9.1 percent is split between Student Financial Assistance and Sponsored Programs.

Figure 4: 2019-20 Projected Expenditures by Major Program



Attachment I and Schedules A and B provide an overview of the University’s proposed 2019-20 operating budget by major program. Attachment I details the 2019-20 Funded E&G Initiatives by Division, Schedule A provides an overview of the 2019-20 Total University Operating Budget, and Schedule B reflects the 2019-20 Auxiliary Enterprise Budget by major program area.

The following is a narrative description by major program to complement the financial information presented in Attachment I and Schedules A and B.

Educational & General (E&G) Program

The Educational and General (E&G) program supports instruction, academic support, libraries, public service, student services, institutional support, and operation/maintenance of the physical plant. The proposed 2019-20 E&G operating budget (base and one-time) totals \$155.0 million. The projected increase in E&G revenue is primarily derived from incremental tuition revenue associated with RUC.

In 2019-20, the percentage of the E&G budget supported by general funds is projected to be 41.7 percent, or 37.2 percent if RUC is included in the calculation. The University is anticipated to receive \$5.9 million in new general funds over the previous year for central appropriation adjustments, legislative mandated salary and fringe benefit rate increases, tuition moderation, degree production, and operational investments in RUC bringing total general funds to \$57.7 million. Projected E&G nongeneral fund revenue is derived primarily from tuition and fees at \$95.6 million with all other E&G revenue totaling \$3.6 million.

Resource Allocations

During the May 2019 Board of Visitors meeting, programmatic priorities were outlined and incorporated into the proposed 2019-20 budget. Attachment I provides an overview of the E&G base budget initiatives funded in 2019-20. In addition, Attachment II illustrates the initial budget assumptions provided to the Board in May 2019, as well as, any changes that occurred prior to finalization of the actual 2019-20 operating budget.

Student Financial Assistance Program

Commonwealth support from the general fund is appropriated for scholarships and fellowships to undergraduate and graduate students. The authorized general fund appropriation for fiscal year 2019-20 is \$11.6 million, an increase of \$994,206 over fiscal year 2018-19. In addition to general fund support, the University continues to commit \$1.9 million from institutional nongeneral fund resources to support undergraduate need-based financial aid.

Financial Assistance for Educational and General Services Program (Grants/Contracts) –

The University receives external funding for grants and contracts from a variety of federal, state, private, and local sources. For fiscal year 2019-20, estimated annual activity for Sponsored Programs is projected at \$8.9 million.

Auxiliary Enterprises Program

The Auxiliary Enterprises program supports student service activities such as residential life, dining, athletics, recreation, student health, and transportation. Funding for this program is generated from contract commissions and fees assessed to students and/or users. The Commonwealth requires Auxiliary Enterprises to be financially self-supporting. For this reason, general fund support and tuition revenue cannot be allocated to these activities.

For fiscal year 2019-20, the revenue budget for Auxiliary Enterprises is projected to be \$77.9 million. It should be noted that all auxiliary budgets were adjusted to account for salary increases and fringe benefit rate changes, the alignment of indirect costs, and utility changes, as necessary.

It is projected that approximately \$8.3 million will be generated in 2019-20 for reserve fund contributions which can be used for future debt service, maintenance reserve projects, and construction and/or renovation costs associated with future capital projects. The following are future considerations for auxiliary reserve balances: residence hall improvements, athletic complex renovations, equipment renewal and replacement, and land acquisition.

Action:

Radford University Board of Visitors approval of the 2019-20 operating budget as presented in Schedule A for Total Operating Budget and Schedule B for Auxiliary Enterprises.

RADFORD UNIVERSITY BOARD OF VISITORS

Resolution

September 27, 2019

Approval of the Radford University 2019-20 Operating Budget

BE IT RESOLVED, the Radford University Board of Visitors approves the fiscal year 2019-20 operating budget as presented in Schedule A for Total Operating Budget and Schedule B for Auxiliary Enterprises.

Student Representative Report

RADFORD
UNIVERSITY

Who am I

Breon Case

Junior, Management Major

Suffolk, VA

- Black Leaders Attaining Careers, President & Founder
- Brother4Brother, Treasurer & Board of Director
- Diversity Ambassador, Office of Admissions
- Kappa Alpha Psi Fraternity, Inc., Brother
- Resident Assistant, Pocahontas Hall



Page 21 of 339

Goals

- Community Building
- Bridging the Gap
- Increasing Highlander Spirit

Community Building

- Encourage unity across the university
 - Discussions on Race
- Bridging the Gap



Highlander Spirit

- Boost student morale
- Athletic events
 - Increase student attendance
- School chant



Questions?

Master Plan 2020-2030 Update

RADFORD
UNIVERSITY

Master Plan 2020-2030

Basic Elements of any Master Plan:

- Identify existing Enterprise Assets
- Identify and analyze future Enterprise Needs
- Recommend Enterprise Additions/Improvements to meet needs

Master Plan 2020-2030

Goals:

- Support the 2018-2023 Strategic Plan *Embracing the Tradition and Envisioning the Future* with appropriate physical plant and infrastructure resources.
- Plan for key building footprint components, both new construction and renovation/renewal/repurpose, on-campus or off-campus, incorporating multiple delivery methods, as required to support identified academic and student programs.
- Provide long-range residential housing plan.
- Plan for enhanced transportation and parking systems.
- Plan for forward-looking campus infrastructure systems.
- Enable connectivity with the City of Radford and greater Southwest Virginia.

Master Plan 2020-2030

Themes:

- Consistent Aesthetic Campus Brand - materials, colors, style, density and open space
- Efficiency/Effectiveness/Collaboration of Building Spaces
- Anticipate and Enable Growth
- Accessibility
- Sustainability
- Safety

Master Plan Committee

EXECUTIVE STEERING COMMITTEE

- President's Office
- President's Cabinet

MASTER PLANNING COMMITTEE

- Mike Biscotte - Chair
- Ashley Schumaker - Administrative Liaison
- Academics - Kenna Colley
- Student Affairs - Jamie Penven
- Advancement - Tom Lillard
- Enrollment Management - Mildred Johnson
- DoIT - Danny Kemp
- University Relations - Nickola Dudley
- Finance and Administration - Michael Gawrys, Jorge Coartney, James Perkins, Scott Shaffer
- Athletics - Robert Lineburg
- RU Foundation - John Cox
- Faculty Senate - Jake Fox
- AP Staff Senate - Sandra Bond
- Classified Staff Senate - Karen Montgomery
- Student Senate - Julianna Stanley
- At-Large - Rick Roth, David Sallee

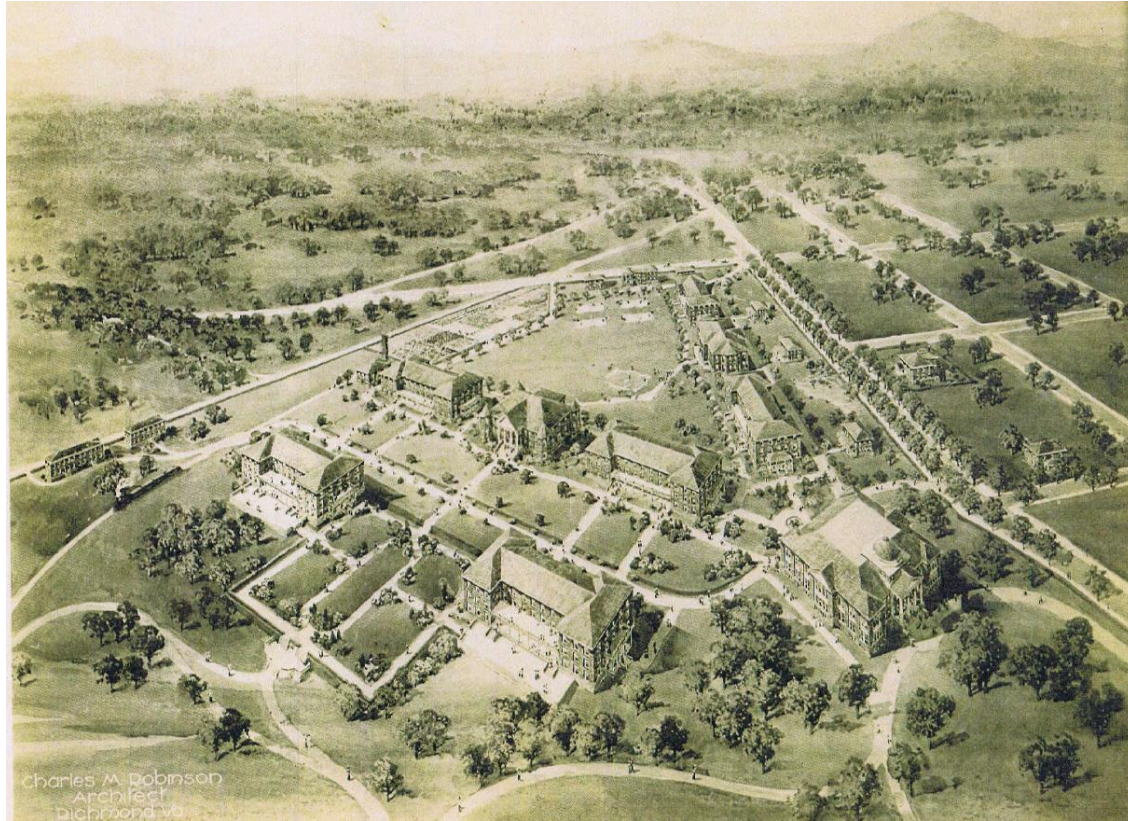
Timeline

- Kickoff Meeting - President's Charge to Committee April 2018
- Data Collection/Discovery - Planning Committee Nine months
 - Document Preparation Team - Assemble Baseline Information
 - Initial Planning Committee Meeting - Process and Deliverables
 - Breakout Sessions - Charrettes/One-On-Ones
 - Campus Open Forums - Gather Input
 - Review Meetings - Validation of Breakouts
 - Summary Planning Committee Meeting - Document Results
- Review Meeting with Executive Steering Committee February 2019
- Analysis and Options - Planning Committee Three months
- Review Meeting with Executive Steering Committee April 2019
- Prepare Draft Master Plan - Planning Committee Four months
- Review Meeting with Executive Steering Committee August 2019
- **Prepare Prefinal Master Plan- Planning Committee** **Three months**
- Prefinal approval by Executive Steering Committee November 2019
- Present Master Plan to BOV for Approval December 2019

Background Information and Existing University Assets

RADFORD
UNIVERSITY

Previous Master Plans



Charles A. Robinson
Architect
Richmond, Va.

1911

Page 33 of 339

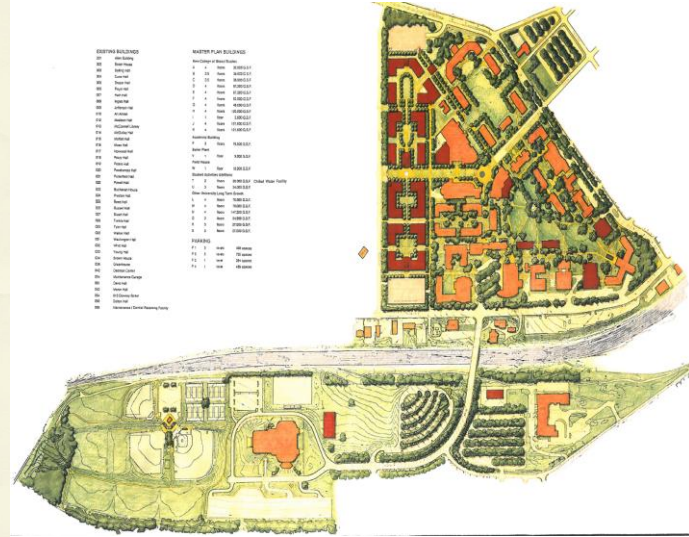
Previous Master Plans



1968



1979



1993

Page 34 of 339

Previous Master Plans



2001



2008

Page 35 of 339

New Campus Base Map



Buildings Use Map



Buildings Dates Map



2007 - 2018
1996 - 2006
1975 - 1995
1955 - 1974
Older than 1954

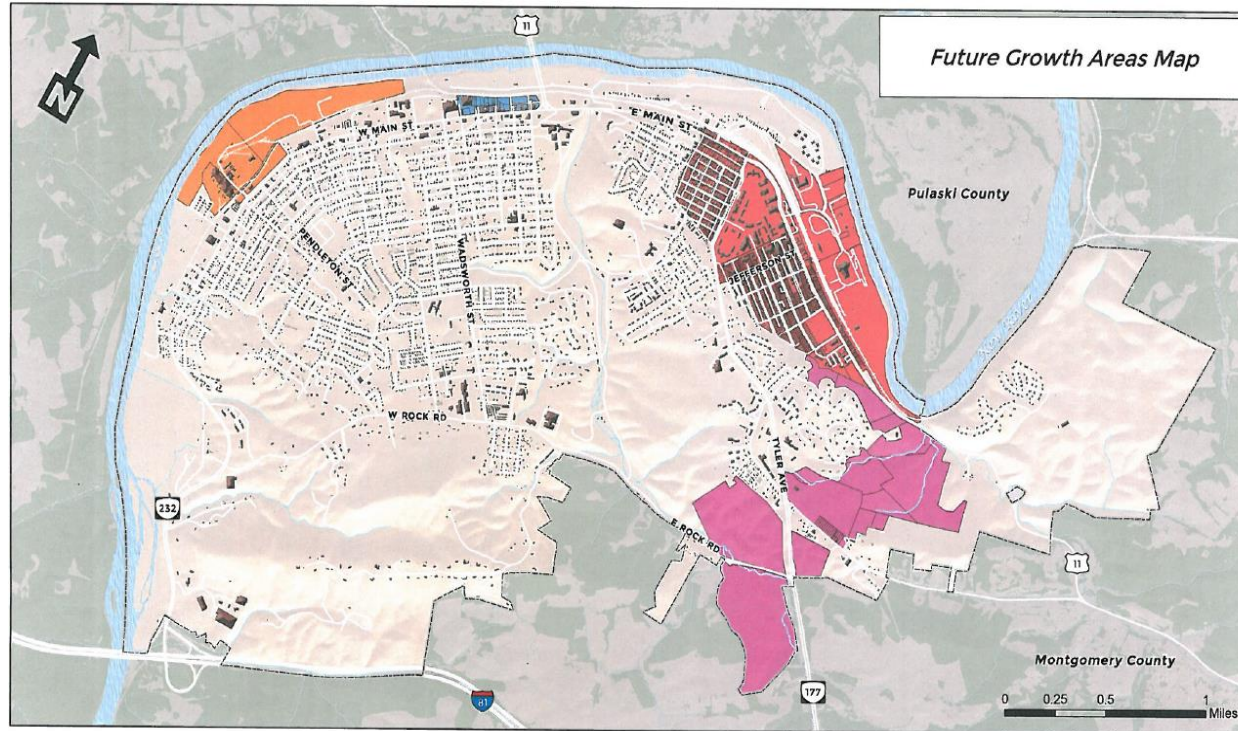
Campus LEED Map



Campus Transport Map



Radford City Comprehensive Plan Maps



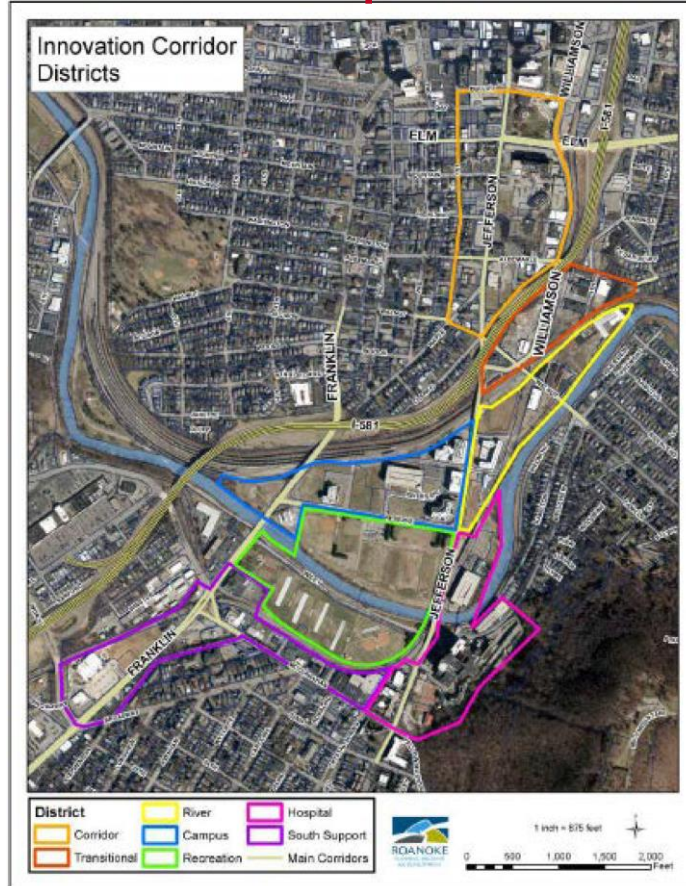
Legend

- Foundry Industrial Area
- Central District
- University Related District
- Tyler Gateway
- City Limits
- Parcels

Map created by the New River Valley Regional Commission in 2017. Sources Include: City of Radford, US Census Bureau, US Geological Survey, Virginia Geographic Information Network.

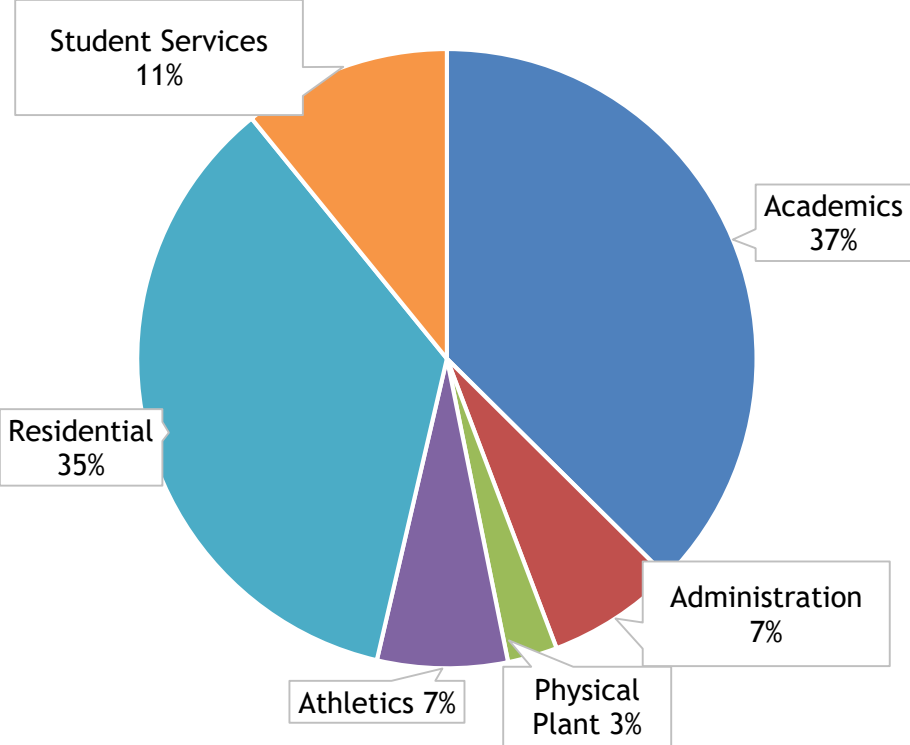


Roanoke City Innovation Corridor Map

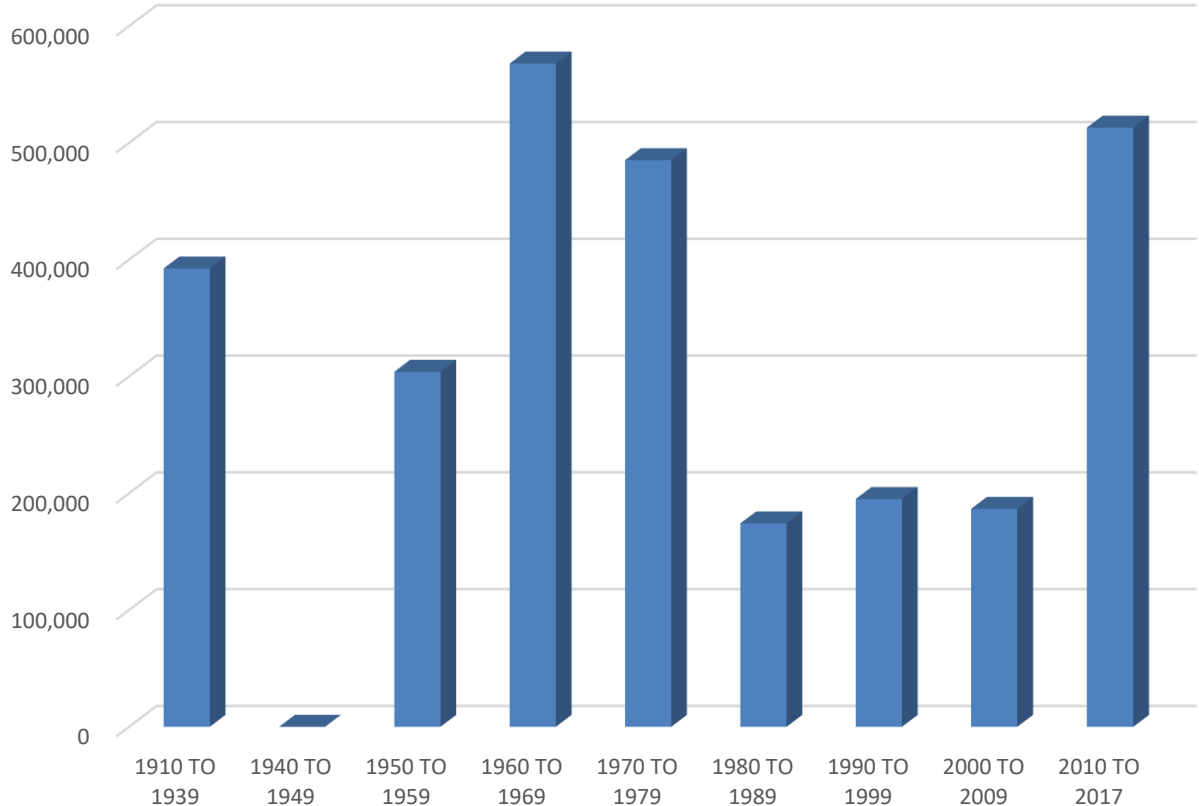


Campus Distribution of Space

	NASF	%Total NASF	Number of Buildings
Academics	652,000	37%	17
Administration	118,600	7%	11
Physical Plant	45,200	3%	5
Athletics	118,500	7%	7
Residential	618,400	35%	15
Student Services	189,250	11%	4
Total	1,741,950	100%	59



Campus SF by Decade



Initial Findings and Identified University Needs

RADFORD
UNIVERSITY

Master Plan 2020-2030

2018-2023 Strategic Plan Overall Impacts

- Specific goals incorporated into each sub-committee deliberation
- Overarching goal to grow student body 3% annually through 2023 generates traditional on-campus headcount of 10,500+/-
 - Based on current space utilization and programs, the **present campus building inventory can generally serve the needs** - limited requirements to grow basic campus academic footprint over the 10-year Master Plan window
 - Concentration on **renovations and repurposing**
 - Specific added footprint needs to be reviewed as identified
- Provide expanded and varied academic delivery methods and tools for classes

Page 46 of 339

Master Plan 2020-2030

Summary of Initial Discussions

- Include both on-campus and off-campus - RUC Roanoke campus, RHEC, SWVHEC, RU Corporate Park and Selu
- Investigate current space usage efficiency/utilization
- Review residences for multi-use (living-learning, non-traditional, new off-campus space, etc.)
- Better connect central campus to athletics/recreation campus
- Improve front door/campus perimeter and overall campus wayfinding
- Improve transportation and parking programs
- Incorporate/connect to City of Radford

Master Plan 2020-2030

Campus Forums Feedback Themes

- Campus descriptions - compact, home-like, red, green space, scenic, traditional, beautiful
- Improve parking/transportation - commuters, visitors, transit routes
- Improve front door and campus perimeter
- Provide/improve meeting/gathering/event spaces
- Connection to New River - rafting, adjacent trails, biking and recreation
- Work with City to improve retail/dining/etc. offerings

Space Planning Study Information

Summary

- **Classrooms** - Inventory is strained during peak hours. Adjusting classroom capacity mix and scheduling practices may help alleviate the strain.
- **Class Laboratories** - None of the disciplines meet the study's or SCHEV's average utilization targets. Consider analyzing lab space needs in more depth and verify that labs are classified correctly.
- **Office Space** - Existing inventory should be sufficient. Consider standardizing office size when programming new space or reconfiguring existing space.
- **Overall** - NASF per Student FTE (124) is lower than expected for an institution similar to Radford (135-145).

Main Campus

Scheduled Classroom Use by Day and Time - Fall 2017

(Darker colors indicate a large percentage of rooms are scheduled.)

8:00 AM	37% 34 Rooms	51% 46 Rooms	36% 33 Rooms	52% 47 Rooms	37% 34 Rooms	43% 39 Rooms	Total classrooms = 91
9:00 AM	87% 79 Rooms	92% 84 Rooms	85% 77 Rooms	91% 83 Rooms	69% 63 Rooms	85% 77 Rooms	
10:00 AM	89% 81 Rooms	91% 83 Rooms	86% 78 Rooms	89% 81 Rooms	69% 63 Rooms	85% 77 Rooms	
11:00 AM	91% 83 Rooms	92% 84 Rooms	90% 82 Rooms	89% 81 Rooms	70% 64 Rooms	87% 79 Rooms	
12:00 PM	73% 66 Rooms	93% 85 Rooms	69% 63 Rooms	95% 86 Rooms	52% 47 Rooms	76% 69 Rooms	
1:00 PM	86% 78 Rooms	89% 81 Rooms	86% 78 Rooms	89% 81 Rooms	69% 63 Rooms	84% 76 Rooms	
2:00 PM	80% 73 Rooms	93% 85 Rooms	84% 76 Rooms	96% 87 Rooms	49% 45 Rooms	80% 73 Rooms	
3:00 PM	60% 55 Rooms	95% 86 Rooms	71% 65 Rooms	93% 85 Rooms	25% 23 Rooms	69% 63 Rooms	
4:00 PM	42% 38 Rooms	82% 75 Rooms	44% 40 Rooms	82% 75 Rooms	7% 6 Rooms	52% 47 Rooms	
5:00 PM	47% 43 Rooms	51% 46 Rooms	52% 47 Rooms	47% 43 Rooms	0% 0 Rooms	40% 36 Rooms	
6:00 PM	51% 46 Rooms	59% 54 Rooms	52% 47 Rooms	56% 51 Rooms	0% 0 Rooms	44% 40 Rooms	
7:00 PM	27% 25 Rooms	34% 31 Rooms	35% 32 Rooms	26% 24 Rooms	0% 0 Rooms	24% 22 Rooms	
8:00 PM	15% 14 Rooms	15% 14 Rooms	22% 20 Rooms	10% 9 Rooms	0% 0 Rooms	12% 11 Rooms	
	Monday	Tuesday	Wednesday	Thursday	Friday	*Average	

* The average is calculated on Monday through Friday use.

Space Planning Study Information

Fall 2018 Class Schedule Approximately 1350 total classes

MWF	500	36%
MWF-night	90	7%
TR	430	32%
TR-night	110	8%
“Off-grid”	220	17%

150 of 220 “Off-grid” classes scheduled by five programs

Parking Study Information

Overall Observations

- Parking and transportation system is well organized and efficiently operated.
- Based on peer comparisons, parking count survey and total permits, there are adequate total parking spaces available (71% filled and 29% available at time of survey).
- Spaces are unevenly distributed, with respect to both location and type of permit.
- Condition and capacities of existing parking lots are in good condition overall.
- Transit buses run regularly to all campus and parking locations.

Items for Further Discussion and Analysis

- Create new lots at perimeter of main campus.
- Consider shorter circulator transit route that only serves campus perimeter, and one that only serves campus perimeter and remote lots.
- Consider redistribution of class times to spread out parking.
- Rework central campus lots to remove dead-ends.

Academics Sub-Committee

Strategic Plan Impacts

- Central Tutoring Space - completed with Harvey Knowledge Center in McConnell
- Create Center for Career and Talent Development - completed in Russell Hall
- Create on-campus space for Military Resource Center - completed in Russell Hall
- Create Student Venture Lab - completed in Kyle Hall
- Create Information Security Studies and Geohazards Research Centers - included in Reed-Curie renovated space in Spring 2020
- Create Center For Interprofessional Education and Practice - included in CAIC building program

Academics Sub-Committee

Sub-Committee Outcomes

- Execute current plan for **Center for Adaptive Innovation and Creativity** capital project
- Continue to develop capital project for renovations/repurposing for McConnell Library
- Continued growth for WCHHS - Regional partnerships in Health Sciences at RUC, RHEC, others
- Continued growth for ACSAT - Cyber/IT and “Tech Talent Pipeline”
- Continued support for growth of IMPACT
- Continuing changes to academic delivery methods, schedules and tools
- General education reform - REAL may introduce space changes/program revisions

Page 54 of 339

Student Activities and Services Sub-Committee

Sub-Committee Outcomes

- Based on the current residence hall inventory and proposed growth, **existing on-campus residence hall capacity appears adequate** over the 10-year Master Plan window
- Norwood and Tyler identified as highest priority residence halls for renovations
- Muse Hall identified as next priority - Banquet Room early project, rest in phases, new façade/aesthetic
- Seek ways to integrate academics in residence halls - living-learning spaces, advising offices, faculty offices and classrooms
- Renovate new off-campus housing to consistent standard

Student Activities and Services Sub-Committee

Sub-Committee Outcomes

- Provide plenty of study/collaborative spaces all over campus
- Explore opportunities for the New River - RU Outdoors, recreation and event spaces
- Explore opportunities to offer thematic/Greek housing
- Work with City to improve off-campus retail/dining/other options

Draft Recommendations



Master Plan 2020-2030

Target Areas of Emphasis

1. Construct
2. Renovate
3. Repurpose
4. Evaluate and Upfit
5. Enhance
6. Create

Target Areas of Emphasis

1. Construct

- CAIC - Highest Priority
- Hurlburt addition
- Administrative Services addition
- Welcome Center
- Public safety building
- Athletics ticketing/concessions building

Target Areas of Emphasis

2. Renovate

- McConnell Library
- Tyler/Norwood/Muse Halls
- Dedmon Center Arena

Target Areas of Emphasis

3. Repurpose

Programmatic expansion through selective repurposing of areas within Davis, Cook, Walker, Peters, Kyle and Young Halls to support:

- WCHHS growth
- CEHD programs
- Tech Talent Pipeline
- Student Venture Lab
- Tourism Lab

Target Areas of Emphasis

4. Evaluate and Upfit

- Classrooms and labs - scheduling, efficiency, delivery methods, REAL General Education
- Student study and collaboration spaces
- Event and meeting spaces

Target Areas of Emphasis

5. Enhance

- Sustainability
- Utilities
- Transit
- Campus perimeter
- Greenspaces
- Branding and identity

Target Areas of Emphasis

6. Create

- Greenway/riverway
- Roanoke campus - RUC/RHEC
- Public-private/retail
- Other opportunities as identified

Overall Land Use Map



CAIC



McConnell Library



Proposed view at third floor

Dedmon Center



Parking Map



Transport Map



Pathways Map

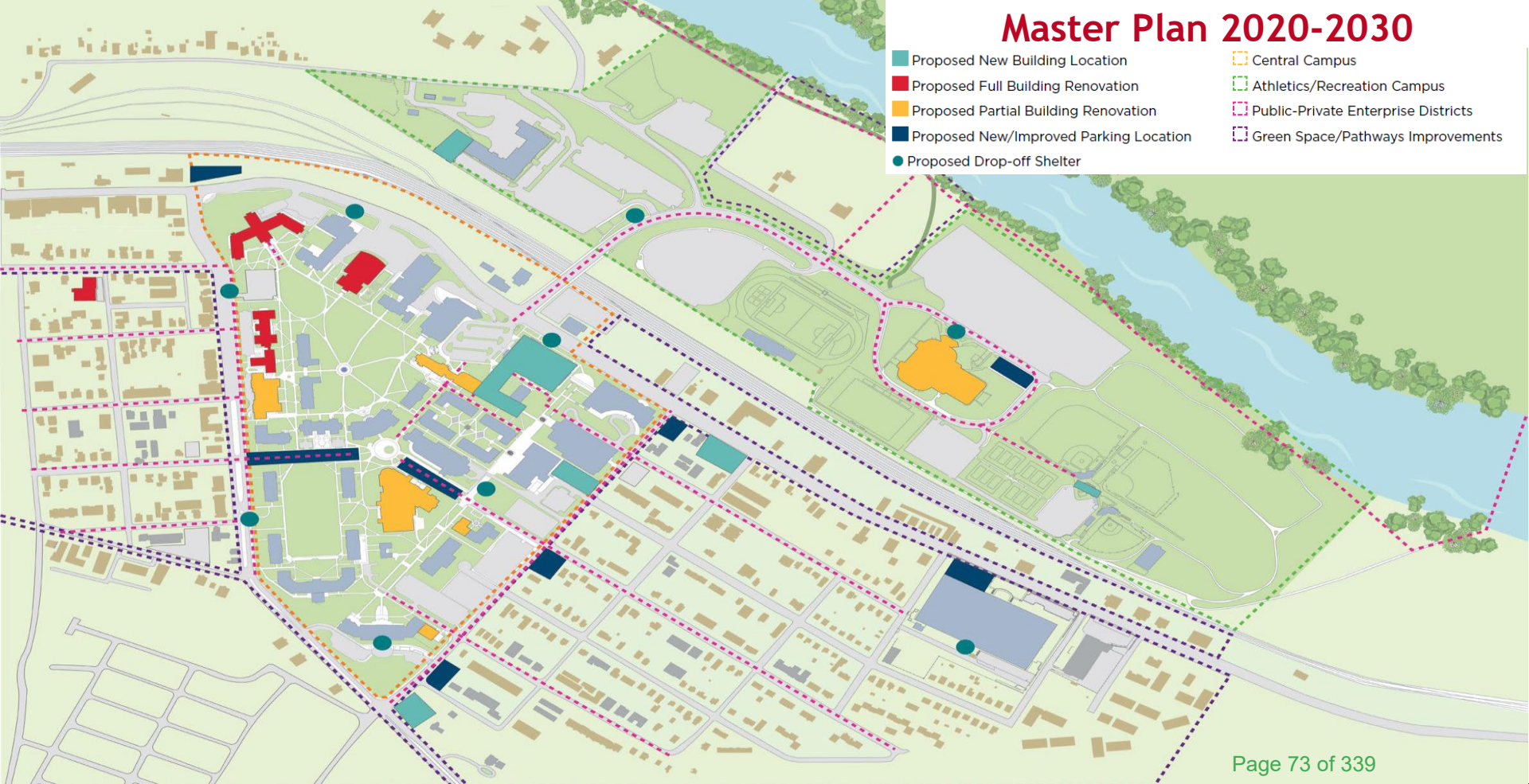


University Drive Bridge Upgrade



Master Plan 2020-2030

- Proposed New Building Location
- Proposed Full Building Renovation
- Proposed Partial Building Renovation
- Proposed New/Improved Parking Location
- Proposed Drop-off Shelter
- Central Campus
- Athletics/Recreation Campus
- Public-Private Enterprise Districts
- Green Space/Pathways Improvements



Master Plan 2020-2030

Detailed Timeline for Completion:

- BOV presentation - overall themes September 26-27
- Draft narrative to Committee - 10-day review October 1
- Committee narrative review meeting October 11
- Post draft narrative to campus - 30-day review October 14
- Info copy of draft narrative to BOV - 30-day review October 14
- Present to campus stakeholders October - November
- Final Committee review meeting November 1
- Final Executive Committee review meeting mid-November
- Final draft narrative to BOV November 25
- Present Final Master Plan to BOV for approval December 5-6

Master Plan 2020-2030

Questions/Comments

Minutes

RADFORD UNIVERSITY

Board of Visitors

RADFORD UNIVERSITY

Board of Visitors

QUARTERLY MEETING

9:00 A.M.

May 10, 2019

MARY ANN JENNINGS HOVIS MEMORIAL BOARD ROOM
THIRD FLOOR, MARTIN HALL, RADFORD, VA

DRAFT **MINUTES**

BOARD MEMBERS PRESENT

Mr. Mark S. Lawrence, Rector
Mr. Robert A. Archer, Vice Rector
Dr. Thomas Brewster
Dr. Jay A. Brown
Ms. Krisha Chachra
Dr. Rachel D. Fowlkes
Mr. James R. Kibler, Jr.
Mr. Randy J. Marcus
Dr. Debra K. McMahon
Ms. Nancy A. Rice
Ms. Georgia Anne Snyder-Falkinham
Ms. Lisa Throckmorton
Dr. Jason Fox, Faculty Representative (Non-voting Advisory Member)
Ms. Myriah Brooks, Student Representative (Non-voting Advisory Member)

BOARD MEMBERS ABSENT

Mr. Gregory A. Burton
Ms. Karyn K. Moran
Dr. Susan Whealler Johnston

OTHERS PRESENT

President Brian O. Hemphill
Ms. Karen Castele, Secretary to the Board of Visitors and Special Assistant to the President
Dr. Kenna M. Colley, Interim Provost and Vice President for Academic Affairs
Mr. Danny Kemp, Vice President for Information Technology and Chief Information Officer
Ms. Wendy Lowery, Vice President for University Advancement
Ms. Kitty McCarthy, Vice President for Enrollment Management
Mr. Chad A. Reed, Vice President for Finance and Administration and Chief Financial Officer
Ms. Ashley Schumaker, Chief of Staff and Vice President for University Relations
Dr. Susan Trageser, Vice President for Student Affairs
Mr. Allen T. Wilson, Assistant Attorney General, Commonwealth of Virginia
Other Radford University faculty and staff

CALL TO ORDER

Rector Mark S. Lawrence called the quarterly meeting of the Radford University Board of Visitors to order at 9:11 a.m. in the Mary Ann Jennings Hovis Memorial Board Room on Third Floor in Martin Hall.

APPROVAL OF AGENDA

Rector Lawrence asked for a motion to approve the Board of Visitors meeting agenda for May 10, 2019, as published. Mr. Randy Marcus so moved, Ms. Nancy A. Rice seconded, and the motion carried unanimously.

APPROVAL OF MINUTES

Rector Lawrence asked for a motion to approve the Board of Visitors minutes from the February 8, 2019 meeting. Vice Rector Robert A. Archer so moved, Ms. Georgia Ann Snyder-Falkinham seconded, and the motion carried unanimously.

SPECIAL RECOGNITION

Associate Athletics Director for External Operations Corey Durand first introduced the Women's Basketball team and coaches to the Board of Visitors and recognized the team for the Big South Championship and NCAA appearance. Mr. Durand then introduced the Men's Basketball team and coaches and recognized them for another successful season. The Men's Tennis team was then introduced and congratulated for their Big South Championship. Members of the three teams are examples of student-athletes exceling in the classroom and in their respective sports.

Vice Rector Robert A. Archer provided a special recognition to Rector Mark Lawrence, as he concludes his first term on the Board of Visitors and second year as Rector. Vice Rector Archer stated that Rector Lawrence was the right leader at the right time. He continued by stating that Rector Lawrence's commitment to students helped the Board focus on what was most important. In recognition of Rector Lawrence's exemplary leadership and dedicated efforts to serve as an unwavering champion for students, the Board of Visitors established the Rector Mark S. Lawrence Student Scholarship Fund to support the Student Representative to the Board of Visitors. A copy of the resolution is attached hereto as *Attachment A* and is made a part hereof.

PRESIDENT'S REPORT

President Brian O. Hemphill, Ph.D. provided the Board of Visitors with an update and his perspectives about Radford University as the 2018-2019 academic year concludes. He began his report by highlighting the Venture Lab, an innovative concept included in the Economic Development and Community Partnerships focal area of the strategic plan. The Venture Lab will serve as a business incubator to promote new start-up businesses and will be located in the lower level of Davis College of Business and Economics with a private entrance and around-the-clock access. President Hemphill summarized the successful inaugural Retention Summit held earlier this year which provided an opportunity for the campus to engage in broad and collaborative discussion resulting in specific observation and comprehensive recommendations related to student retention and success. He also shared that he was honored to join with New River Community College President Patricia Huber to sign a Guaranteed Transfer Partnership Agreement which will ensure New River Community College students a seamless transfer to Radford.

In other updates, President Hemphill told the Board that, as part of the final Spirit Day for Jefferson College of Health Sciences, he joined colleagues to formally announce the name of Radford University Carilion. He shared that the University has submitted a proposal to the Commonwealth of Virginia for

funding consideration as part of the Tech Talent Investment Program. If approved, funding will support an effort to double the number of students graduating with a Bachelor of Science in Computer Science and in Cybersecurity. President Hemphill shared the excitement felt on campus as 1,876 students are anticipated to graduate in the upcoming Commencement ceremonies. In closing, President Hemphill expressed his appreciation to Rector Lawrence for his leadership and love for the students, faculty and staff. A copy of the Retention Summit Final Report and the President's Report are attached hereto as *Attachment B and C respectively* and are made a part hereof.

REPORT FROM THE ACADEMIC EXCELLENCE AND RESEARCH COMMITTEE

Vice Chair Rachel D. Fowlkes reported that the Academic Excellence and Research Committee met on May 9, 2019 and brought forth the following action items for consideration.

ACTION ITEMS

Recommendation to Approve Teaching and Research Faculty Tenure for 2019-2020

Dr. Fowlkes presented the recommendation from the Committee for Approval of the Teaching and Research Faculty Tenure for the 2019-2020 academic year. Following discussion, Dr. Fowlkes asked for a motion to approve the resolution. Mr. Randy J. Marcus so moved, Ms. Nancy A. Rice seconded, and the motion carried unanimously. A copy of the resolution is attached hereto as *Attachment D* and is made a part hereof.

Recommendation to Approve Changes to the *Teaching and Research Faculty Handbook*, Section 1.8.4, Composition of Faculty Appeals Committee and Section 1.9.5, Composition of Faculty Grievance Committee

Dr. Fowlkes presented the recommendation from the Committee for Approval of Changes to the Teaching and Research Faculty Handbook. Following discussion, Dr. Fowlkes asked for a motion to approve the resolution. Mr. Marcus so moved, Ms. Rice seconded, and the motion carried unanimously. A copy of the resolution is attached hereto as *Attachment E* and is made a part hereof.

Dr. Fowlkes shared highlights from the Committee meeting, including 51 faculty members were promoted effective Fall 2019; seven faculty received emeritus status; Artis College of Science and Technology Department Information Technology hosted a successful Capture the Flag event; and for the first time this summer, the University will host cybersecurity and forensic science camps. Dr. Fowlkes also reported that 105 individuals have requested an application for the new Doctor of Education program and the applications will be accepted in two cohorts. Dr. Fowlkes shared information from Provost Colley's presentation on Open Education Resources, the guidelines of Open Educational Resources and no-cost or low-cost materials at Radford University and the University's actions related to no-cost and low-cost resources.

Dr. Fowlkes shared information from Faculty Senate President Jake Fox's report to the Committee, including the REAL Model of general education reform was passed in the Faculty Senate and the Senate has completed elections to the REAL Committees. Discussions with administration around the Family Leave Motion are ongoing, and they are continuing to look at needed updates to the Teaching and Research Handbook. Dr. Fowlkes congratulated Dr. Fox on his reelection as Faculty Senate President and expressed her appreciation for all he does for the faculty and students.

REPORT FROM BUSINESS AFFAIRS AND AUDIT COMMITTEE

Vice Chair Jay A. Brown reported that the Business Affairs and Audit Committee met on May 9, 2019 and shared information and action items from the Committee meeting.

Dr. Brown stated that Mr. Zachary Borgerding, Audit Director with the Auditor of Public Accounts, provided a summary of the audit of the University's Fiscal Year 2017-18 financial statements, noting that the University received an unmodified opinion with no material weaknesses. University Auditor Margaret McManus presented an oral report on the University Discretionary Fund review for the quarter ended March 31, 2019 and informed the Committee that 100 percent of University Discretionary Fund expenditures were reviewed and all were found in compliance with the Board of Visitors' guidelines. Ms. McManus also presented a follow-up audit status report which indicated all items are complete.

Dr. Brown continued by stating that Vice President for Finance and Administration and Chief Financial Officer Chad A. Reed introduced the Radford University Police Department to the Committee, including the newest addition, K9 Brix. Vice President Reed also presented an update of current capital projects, including the Reed and Curie Halls renovation project, which is on track for completion in Fall 2019, and the Center for Adaptive Innovation and Creativity, which is nearing completion of detailed planning. The University is also underway on the preparation of a new comprehensive ten-year Master Plan, which will be presented to the Board at the December 2019 meeting. Dr. Brown also reported that Vice President Reed provided an update regarding the University's succession planning efforts and the submission to the Department of Human Resource Management in Fall 2018.

Dr. Brown brought forth the following action items for consideration.

ACTION ITEMS

Resolution for Approval of Personal Property Transfer from Roanoke Higher Education Center

Dr. Brown presented the recommendation from the Committee for Approval of Personal Property Transfer from Roanoke Higher Education Center. Following discussion, Dr. Brown asked for a motion to approve the resolution. Mr. Marcus so moved, Ms. Rice seconded, and the motion carried unanimously. A copy of the resolution is attached hereto as *Attachment F* and is made a part hereof.

Resolution to Approve Tuition and Fees for 2019-2020

Dr. Brown presented the recommendation from the Committee for approval of Tuition and Fees for 2019-2020, as outlined in the Summary of Proposed Tuition and Fees. The recommendation reflects that for the first time in 19 years Radford University will not increase tuition due to actions by the General Assembly during the 2019 session. Mr. James R. Kibler noted an error on page 18 of 198 of the meeting materials where the dollar variance for the Doctor of Education was incorrectly identified as \$472 per credit hour rather than \$371. Dr. Brown asked for a motion to approve the resolution. Mr. Kibler so moved with the minutes to reflect the correction, Dr. Thomas Brewster seconded, and the motion carried unanimously. A copy of the resolution is attached hereto as *Attachment G* and is made a part hereof. Rector Lawrence stated that because Radford University takes affordability very seriously, he appreciates the General Assembly's investment in higher education, which allowed the Board to not increase tuition.

REPORT FROM THE GOVERNANCE, ADMINISTRATION AND ATHLETICS COMMITTEE

Dr. Rachel D. Fowlkes, Chair, reported that the Governance, Administration and Athletics Committee met on May 9, 2019 and shared information from the Committee meeting.

Dr. Fowlkes stated that Vice President for Information Technology and Chief Information Officer

Danny M. Kemp reviewed the Division's major strategic initiatives, including the Jefferson College of Health Sciences merger, IMPACT program support and enhancements, Reed and Curie Halls infrastructure planning, new cable TV contract, annual IT security awareness training and the [Division of Information Technology Strategic Plan for 2019-2024](#). Vice President Kemp presented a map of locations on- and off-campus indicating locations of network upgrades from mid-May through August.

Dr. Fowlkes also reported that Associate Athletics Director Cory Durand shared recent news and events of the Athletics Department, including a student-athlete career fair was held with over 200 student-athletes participating and that Radford is currently in first place in the Big South Sasser Cup Standings. In other updates, he stated that men's basketball tied for regular season conference champions. Women's basketball won the Big South Tournament Championship and had a NCAA appearance, and Men's tennis also won the Big South Tournament Championship. Mr. Durand reviewed the resource development efforts and upcoming special events.

REPORT FROM THE STUDENT SUCCESS COMMITTEE

Dr. Debra K. McMahan, Chair, reported that the Student Success Committee met on May 9, 2019 and shared information from the Committee meeting.

Dr. McMahan stated that the Committee heard from SCHEV Student Representative Cody Hartley who provided an update on the SCHEV Student Advisory Council's focus during the past year, which included four-year institutions providing more support, incentive programs and resources for transfer and under-represented students. The Student Advisory Council also made several recommendations to SCHEV regarding campus safety, including ensuring effective education across all universities and testing of campus alert systems.

Dr. McMahan continued by sharing that Julianna Stanley, after two years as Student Government Association (SGA) President, gave her final report in which she outlined the initiatives completed by SGA during the semester. These included legislation passed addressing sustainability and the creation of an international student donation program allowing students to leave items such as small appliances, electronics and bathroom supplies for new incoming international students. Additionally, the SGA dedicated a plaque in memory of State Trooper Lucas Dowell, the alumnus who was killed in the line of duty, and hosted a reception for his family and guests.

Vice President for Student Affairs Susan Trageser, Ed.D. provided the Committee with an update on the recent activities within the Division of Student Affairs. Dr. McMahan shared information about new group therapy sessions that the Student Counseling Center has begun offering and a Recovery Lounge was opened in continued support of a Collegiate Recovery Community. The first *INclusion Week* was held this spring which demonstrated the shift to abilities and accessibilities versus disabilities. Dr. McMahan continued by stating the Laptop Loaner Program will be offering 100 laptops beginning in the fall semester in comparison to 30 laptops offered this academic year with a 50-student waiting list. In closing, Dr. McMahan said several affinity-building and retention initiatives were also held this semester, including the Halfway There Celebration, the Junior Twilight: It's Your Time and Senior Signing Day.

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

Ms. Krisha Chachra, Chair, reported that the University Advancement, University Relations and Enrollment Management Committee met on May 9, 2019 and shared information from the Committee meeting.

Ms. Chachra began by sharing that Vice President for Enrollment Management Kitty McCarthy provided an update on new student recruitment for Fall 2019, and that over 15,000 freshman applications have been submitted which represents an increase of almost 12% over Fall 2018. Approximately 6,800, or 44%, of Fall 2019 freshman applications were received through our membership with the Common Application. Ms. Chachra added that just under 12,000 freshman applicants were admitted for Fall 2019, approximately 13% over Fall 2018. Also, high school GPA held steady with last year as Fall 2019 GPA is 3.30 compared to 3.27 for Fall 2018. Ms. Chachra shared that the University will launch a new initiative in Fall 2020 with New River Community College which allows select students declined admission at Radford University for Fall 2020 to be offered admission to New River Community College, along with the opportunity to live at Radford University. Also, there is increased interest in the ASSET initiative, competency-based education program to support professional development of teachers throughout Appalachia, with applications doubling from year one to year two.

Ms. Chachra shared the updates provided by Vice President for University Advancement Wendy Lowery, who reported on the success of the Celebration of Giving event and the Highlander Family Tour events. Ms. Chachra highlighted recent alumni engagement activities, including: the Volunteer Summit, Russell Hall Block Party, Athletic Watch Parties; collaborative activities with the Office of Admissions and the Center for Career and Talent Development; and Teacher Appreciation Week activities. Ms. Chachra discussed the success of the Spring Fever Week with a total of \$36,809 raised from 899 donors. Spring Fever Bash, an on-campus event held on April 17, 2019, resulted in over \$3,000 raised with just under 300 gifts and approximately 400 students and 60 faculty and staff participating. Ms. Chachra shared the total giving overview with \$12,085,152 raised to date.

Ms. Chachra also shared information provided by Vice President for University Relations and Chief of Staff Ashley Schumaker, who provided a summary of the current marketing approach and noted the final stage of the annual campaign is in process. The campaign has generated a total of 34.5 million impressions over 24.5 million reported as of the last Board meeting with streaming TV, digital video, paid social and paid search creating the greatest amount of activity. Ms. Chachra noted that the video completion rates are at 96 percent, compared to the industry benchmark of 76 percent. For partnership project highlights, Ms. Chachra discussed the One Card, the new ID card program that will be rolled out for new students this summer during Quest and for returning students, employees, and others in the fall, the name and logo announcement for Radford University Carilion, and the Spring 2019 edition of The Magazine of Radford University.

REPORT FROM THE FACULTY REPRESENTATIVE TO THE BOARD

President of Faculty Senate Jake Fox, Ph.D. and Interim Director of Core Curriculum Nicole Hendrix, Ph.D. presented to the Board of Visitors the approved REAL Model of General Education. Dr. Fox began the report by providing an overview of the general education reform process up to date. He stated that the process was initiated based on feedback from the 2017 General Education Task Force, which was charged with aligning the Core Curriculum assessment with new SCHEV guidelines, and from the Core Curriculum Advisory Committee, which oversees the current general education program. Both groups recommended a longer, more thorough review and revision of general education at Radford University. He continued by stating that since 2017, the general education reform effort has passed through several steps. All of these efforts have been completely faculty driven with the teams and committees created by the Faculty Senate and the representatives on the teams have been either appointed by the Faculty Senate or elected by the general faculty of the colleges.

Dr. Fox continued by providing a timeline of the general education reform process beginning with the Faculty Senate voting in September 2018 to formally adopt the Academic Values identified and developed by the Academic Values Exploration Team. In November 2018, the Faculty Senate voted to formally adopt the Guiding Principles identified and developed by the General Education Principles and Model Team. In April 2019, the Faculty Senate voted to formally approve the REAL Model for the future of general education at Radford University. In May 2019, the Faculty Senate voted to create the REAL Curriculum Planning Committee. This Committee's work includes developing specific learning outcomes associated with the "foundations" section and the subject areas of the REAL Model. In May 2019, the Faculty Senate voted to create the REAL Implementation Steering Committee. This Committee is made up of faculty from across campus, faculty leaders from the Faculty Senate and administrative representatives. The Committee's work is focused on articulating the many academic and administrative units on campus with the REAL Model, including developing timelines for implementation and launch of this innovative model of general education.

Dr. Hendrix continued the presentation by explaining how the predominant approach to general education in America is the distribution model, which traditionally includes a few components and characteristics: an array of knowledge areas, fulfilled by coursework; a focus on breadth with less concern for depth or connection; and in seeking breadth, most distribution models strictly limit what is called "cross-crediting" so that courses counted in general education cannot simultaneously fill requirements in degree programs. She continued by stating that Radford University's Core Curriculum is a fairly conventional distribution model. Dr. Hendrix explained that although Core Curriculum, or any general education program, sometimes helps students find areas they love that they did not know about, we also often hear that students view core curriculum as a rite of passage that they must get through in order to get to the "fun stuff," the degree programs that attracted them to Radford in the first place. Because of this and the swiftly changing landscape of higher education and our society, the Radford University faculty have raised a new question. Could general education do more?

Dr. Hendrix shared with the Board of Visitors members that, under the REAL Model, it allows for what is called free cross-crediting. This means that courses can count wherever they can. Courses can count in majors, minors and will simultaneously fulfill areas and competencies in general education. This will allow an increase for students in potential free credits and gives students opportunities to add majors and minors to broaden their credentials. She continued by stating that the new model includes two foundational courses to ensure that students have the competencies needed to succeed in their academic programs: one in writing and one in math.

Dr. Hendrix continued by explaining that REAL asks students to select majors and minors in four diverse and purposeful areas but to also go beyond a single course and push themselves deeper. Students will take three courses, with at least one at the 300 level, in all four areas. And, all students must complete two writing intensive courses:

R – Scientific and Quantitative Reasoning – Math and Science, but broader.

E – Humanistic or Artistic Expression – Humanities and Fine Arts, but broader.

A – Cultural or Behavioral Analysis – Social and Behavioral Analysis, but broader.

L – Applied Learning – Knowledge in action, application of learning and academic study to real world problems.

In conclusion, Dr. Hendrix stated this curriculum puts students at the center and academics at the forefront of the Radford University experience. She continued by stating that students' Highlander identity is strengthened, and they will find more clarity and meaning in their education. Instead of completing a general education check sheet, freshmen and sophomores are developing academic

affiliation with programs and faculty, REAL is a platform for engagement and more meaningful interactions with peers and faculty and attachment to Radford University. REAL is intentionally designed with the flexibility to serve the needs of all students including athletes, transfer students, those with dual enrollment credits, and those in very credit heavy major programs. It is also consistent with Radford's accreditation requirements, departments and campus-wide. Because the REAL Model empowers student choice, the model is flexible and responsive. This is a general education program that is self-correcting and designed to evolve, along with our student, campus and community. A copy of the report is attached hereto as *Attachment H* is made a part hereof.

REPORT FROM THE STUDENT REPRESENTATIVE TO THE BOARD

Student Representative to the Board of Visitors Myriah Brooks updated the Board on her recent activities, including the Unity Day of Service, held during Unity Fest Week, which helped fulfill one of her initial goals of strengthening the community between Radford University and the City of Radford. Ms. Brooks also reported that she implemented a survey to assess how much students know about the Board of Visitors and the Student Representative. With over 100 responses, the results help create a foundation for future Student Representatives to build upon. A copy of the presentation is attached hereto as *Attachment I* and is made a part hereof. Upon conclusion of her report, Rector Lawrence and President Hemphill presented Ms. Brooks with a plaque and expressed their gratitude for the contributions she made during her tenure as Student Representative.

REPORT ON THE RADFORD UNIVERSITY FOUNDATION

Ms. Georgia Anne Snyder-Falkinham, Representative to the Radford University Foundation Board of Directors, provided an update on recent Foundation news and activities. The Foundation Board elected officers for 2019-2020 to include: Nancy Artis '73 as Chair, Chris Huther '88 as Vice Chair, Marquett Smith '85 as Treasurer and Michele O'Connor '91 as Secretary. At the March meeting, the Foundation Board approved BNY Mellon as the new Investment Manager. Ms. Snyder-Falkinham distributed an asset summary report and it is attached hereto as *Attachment J* and is made a part hereof.

STATE GOVERNMENT RELATIONS UPDATE

Executive Director of Government Relations Lisa Ghidotti provided a summary of the 2019 General Assembly session and a preview for the 2020 session. She stated that the budget included language with several higher education directives, which may influence higher education funding in the next biennium. The budget directs the State Council of Higher Education for Virginia to lead a review of financial aid funding models and awarding practices, and they are also directed to develop a statewide higher education finance plan that incorporates the priorities of the Joint Subcommittee on the Future Competitiveness of Virginia Higher Education. She cited legislation that passed and was signed by the Governor, as well as an update of vacancies for the upcoming elections. A copy of the presentation is attached hereto as *Attachment K* and is made a part hereof.

CLOSED SESSION

Rector Lawrence requested a motion to move into closed session. Vice Rector Archer made the motion that the Radford University Board of Visitors convene a closed session pursuant to Section 2.2-3711 (A) Items 1, 7 and 11 under the Virginia Freedom of Information Act for the discussion of personnel matters; consultation with legal counsel and briefings by staff pertaining to a current Equal Employment Opportunity Commission (EEOC) complaint; consultation with legal counsel regarding specific legal matters; and discussion or consideration of honorary or special degrees.. Mr. Marcus seconded the motion. The Board of Visitors went into closed session at 11 a.m.

RECONVENED SESSION

Following closed session, the public was invited to return to the meeting. Rector Lawrence called the meeting to order at 2:10 p.m. On motion made by Vice Rector Archer and seconded by Ms. Lisa Throckmorton, the following resolution of certification was approved by a roll call vote.

Resolution of Certification

BE IT RESOLVED, that the Radford University Board of Visitors 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.

<u>Roll Call</u>	<u>Vote</u>
Mr. Mark S. Lawrence, Rector	Yes
Mr. Robert A. Archer, Vice Rector	Yes
Dr. Thomas Brewster	Yes
Dr. Jay A. Brown	Yes
Ms. Krisha Chachra	Yes
Dr. Rachel D. Fowlkes	Yes
Mr. James R. Kibler, Jr.	Yes
Mr. Randy Marcus	Yes
Dr. Debra McMahon	Yes
Ms. Nancy A. Rice	Yes
Ms. Georgia Anne Snyder-Falkinham	Yes
Ms. Lisa Throckmorton	Yes

The resolution of certification was unanimously adopted.

ACTION ITEMS

Election of Non-Voting Advisory Student Representative to the Board of Visitors for 2019-2020

Mr. Lawrence asked for a motion that the Board elect Mr. Breon Case to serve as the Non-voting Advisory Student Representative to the Board of Visitors for 2019-2020. Dr. Fowlkes so moved and Dr. Brewster seconded. Rector Lawrence requested a roll call vote.

<u>Roll Call</u>	<u>Vote</u>
Mr. Mark S. Lawrence, Rector	Yes
Mr. Robert A. Archer, Vice Rector	Yes
Dr. Thomas Brewster	Yes
Dr. Jay A. Brown	Yes
Ms. Krisha Chachra	Yes
Dr. Rachel D. Fowlkes	Yes
Mr. James R. Kibler, Jr.	Yes
Mr. Randy Marcus	Yes
Dr. Debra McMahon	Yes
Ms. Nancy A. Rice	Yes
Ms. Georgia Anne Snyder-Falkinham	Yes
Ms. Lisa Throckmorton	Yes

The motion passed unanimously.

Approval of Evaluation and Compensation

Rector Lawrence asked for a motion to approve the resolution for the Performance Plan Update for 2018-2019 for President Hemphill. Mr. Marcus so moved, Ms. Chachra seconded, and the motion carried unanimously. A copy of the resolution is attached hereto as *Attachment L* and is made a part hereof.

Rector Lawrence asked for a motion to approve the resolution for the Performance Plan for 2019-2020 for President Hemphill. Mr. Kibler so moved, Ms. Rice seconded, and the motion carried unanimously. A copy of the resolution is attached hereto as *Attachment M* and is made a part hereof.

Recommendation of Honorary Degrees

Rector Lawrence asked for a motion to approve the honorary degrees to be awarded at the 2019 Spring Commencement ceremony on May 11, 2019. Vice Rector Archer so moved, Mr. Marcus seconded, and the motion carried unanimously.

Election of Rector and Vice Rector for 2019-2020

Dr. Fowlkes reported to the Board of Visitors that the Governance, Administration and Athletics Committee, serving as the Nominations Committee, was bringing forward nominations for Rector and Vice Rector for 2019-2020 with Mr. Robert A. Archer as Rector and Mr. James R. Kibler as Vice Rector. Rector Mark Lawrence asked for any nominations from the floor. After hearing none, then asked for a motion to approve the nominations as a slate. Ms. Snyder-Falkinham so moved, Mr. Marcus seconded, and the motion carried unanimously.

OTHER BUSINESS

Recommendation to Approve Changes to the Discrimination, Harassment, Sexual Misconduct, and Retaliation Policy

Chief of Staff and Vice President for University Relations Ashley Schumaker updated the Board of Visitors that the Radford University Discrimination, Harassment, Sexual Misconduct and Retaliation Policy needed to be updated to reflect the anticipated merger with Jefferson College of Health Sciences. Rector Lawrence asked for a motion to approve the changes. Dr. Brewster so moved, Ms. Chachra seconded, and the motion carried unanimously. A copy of the resolution is attached hereto as *Attachment N* and is made a part hereof.

Introduction of Non-Voting Advisory Faculty Representative to the Board of Visitors for 2019-2020

Rector Lawrence congratulated Dr. Fox on his reelection as Faculty Senate President and wished him well on another successful year.

Approval of Resolutions

The Board of Visitors presented a resolution of appreciation to Mr. Randy J. Marcus, as his current term expires June 30, 2019. A copy of the resolution is attached hereto as *Attachment O* and is made a part hereof. Additionally, the Board of Visitors presented a resolution of appreciation to Ms. Lisa Throckmorton, as her current term expires June 30, 2019. A copy of the resolution is attached hereto as *Attachment P* and is made a part hereof. Vice Rector Archer asked for a motion to approve the resolutions for Mark S. Lawrence, Randy J. Marcus

and Lisa Throckmorton. Mr. Kibler so moved, Ms. Snyder-Falkinham seconded, and the motion carried unanimously.

ANNOUNCEMENTS

Rector Lawrence shared with the Board members important upcoming meeting dates:
July 14-16, 2019 Board Retreat, The Cavalier in Virginia Beach
September 26-27, 2019
December 5-6, 2019

ADJOURNMENT

With no further business to come before the Board, Rector Lawrence thanked everyone for attending and asked for a motion to adjourn. Vice Rector Archer so moved, Mr. Marcus seconded, and the motion carried unanimously. The meeting adjourned at 2:40 p.m.

Respectfully submitted,

Karen Castele
Secretary to the Board of Visitors and Special Assistant to the President



**RESOLUTION RECOGNIZING
MARK S. LAWRENCE**

WHEREAS, Mr. Mark S. Lawrence served the Commonwealth of Virginia with distinction as a member of the Radford University Board of Visitors from 2015 to 2019; and

WHEREAS, throughout his tenure, Rector Lawrence demonstrated heartfelt compassion for students, faculty and staff, exemplary leadership for fellow Board members and insightful guidance for University leadership; and

WHEREAS, Rector Lawrence served as Rector of the Radford University Board of Visitors from 2017 to 2019; chair of the Student Affairs Committee from 2016 to 2017; member of the Executive Committee from 2016 to 2019; member of the Business Affairs and Audit Committee from 2015 to 2017; and member of the Advancement/Alumni Relations and Communications/Marketing Committee from 2015 to 2016; and

WHEREAS, Rector Lawrence daily demonstrates his consideration for others, determination to make a difference in his community and a comprehensive knowledge of education, healthcare and government relations; and

WHEREAS, Rector Lawrence serves as Vice President of Governmental and External Affairs for Carilion Clinic where he is the principal liaison with local, state and federal officials and leads the organization's public policy advocacy efforts in the Commonwealth of Virginia and Washington, D.C.; and

WHEREAS, Rector Lawrence serves on the boards of numerous business, charitable and higher education organizations throughout the community and the state, including Virginia Western Community College, Virginia Chamber of Commerce Board of Directors, Virginia Business Council and Center for Rural Virginia Board of Trustees; and

WHEREAS, Rector Lawrence and his wife, Cynthia, are known as a dynamic duo who together, are appreciated for their work to positively influence their community and were recently honored by the National Multiple Sclerosis Society with the Frank N. Cowan Silver Cup of Hope Award; and

WHEREAS, Rector Lawrence led the Board and the University during periods of excitement and growth, such as the creation and implementation of an innovative and progressive road map to the future, as outlined in the 2018-2023 Strategic Plan: *Embracing the Tradition and Envisioning the Future*; the launch of the IMPACT Program; and the naming of the Davis College of Business and Economics, as well as periods of grief and sorrow in losing beloved members of the Radford family; and

WHEREAS, the Board of Visitors hereby establishes the Rector Mark S. Lawrence Student Scholarship to acknowledge Rector Lawrence's exemplary leadership and dedicated efforts to serve as an unwavering champion for students by providing scholarship support to the Student Representative to the Board of Visitors, now and well into the future;

NOW, THEREFORE BE IT RESOLVED, that on this tenth day of the month of May in the year two thousand nineteen, the Radford University Board of Visitors does hereby consider and pass this resolution of commendation and appreciation for service and contribution to the Radford University Board of Visitors, the Radford University students, faculty and staff and the many contributions to national and regional communities, and furthermore that this resolution be preserved in perpetuity in permanent business records of the Radford University Board of Visitors and a copy be presented to Rector Mark S. Lawrence.

A handwritten signature in black ink that reads "Robert A. Archer".

Robert A. Archer
Vice Rector

A handwritten signature in black ink that reads "Brian O. Hemphill".

Brian O. Hemphill, Ph.D.
President

RETENTION SUMMIT

2019 FINAL REPORT





Retention Summit 2019 Final Report

About the Retention Summit

Nearly 300 members of the Radford University family participated in the inaugural Retention Summit on January 17, 2019 by attending the opening session and related remarks, as well as the keynote address by Timothy P. Culver, Ph.D., from Ruffalo Noel Levitz, which were open to the entire campus community.

The event was held in the Davis College of Business and Economics, where students, faculty, staff and administrators gathered to thoughtfully and intentionally discuss retention data and related trends and identify areas of opportunity related to retention on Radford's campus by brainstorming solutions and offering recommendations.

The diverse mix of 125 participants was selected by various institutional administrators and shared governance leaders to attend the day-long Summit, which was organized to support retention goals as outlined in the Fall 2017 Student Success and Retention Action Plan and the 2018-2023 Strategic Plan, *Embracing the Tradition and Envisioning the Future*.

Following the morning presentations, participants were divided into smaller groups for two-hour breakout sessions.

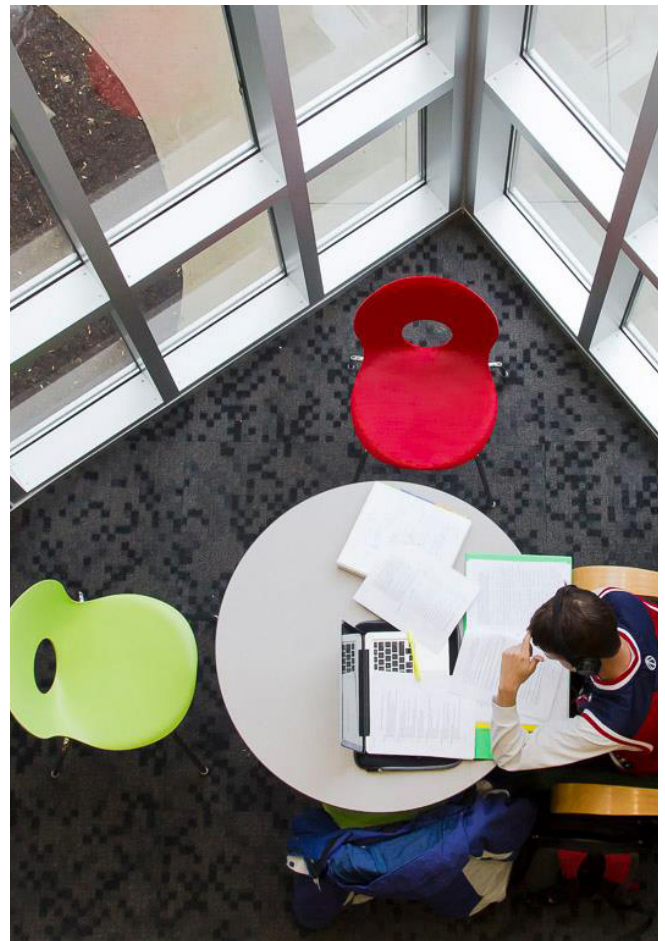
During that time, each group was asked to develop a presentation based on a certain topic, including: challenges related to first-generation, first-year and second-year students; early indicators that might demonstrate a student is struggling personally and academically; institutional processes and programs that have become barriers to student success; and collaboration among the Radford family to improve students' academic and social connections to the campus and the community.

The day-long participants reconvened in the afternoon, and a representative from each group presented their findings and offered specific recommendations.

Observations about the current state of retention and recommendations about the future state of retention are outlined in this final report.

"I say that we can do better, and we must do better. And, with your help and with the people that we have in this room, I am confident that we will do better. Retention is one of the most critical issues facing our University today."

— President Brian O. Hemphill, Ph.D.



Observations: The Current State of Retention at Radford University

Retention Summit attendees were asked to provide their observations and feedback regarding a number of areas, including: specific student groups, such as first-generation, first-year and sophomore; and other factors impacting student success and retention generally and at Radford University specifically.

Overcoming Challenges for First-Generation and First-Year Students

For first-generation students and their families, it is often difficult to navigate the interworkings of the academy from application to admission and beyond. The culture and vocabulary of postsecondary education are vastly different than that of secondary education. The transition to college is overwhelming for many first-generation and first-year students. Once enrolled in classes, these students experience a variety of competing demands, such as financial, familial, personal, health, etc. All of these demands compete with their focus on their studies and engagement in and out of the classroom.

Academically, students want to be challenged. Students must see the value and relevance of the curriculum. Challenge and relevance need to remain at the forefront of all student outreach and scholarly work. Students need to feel connected. Therefore, students must engage widely with the campus and in the community. As such, faculty and staff must connect students to our University and the New River Valley early and often. There must be continued visibility of administrators, faculty and other forms of support for students. Radford University must meet students whereby they are truly understanding, acknowledging and celebrating their differences.

Overcoming Challenges for Sophomore Students

There is not an intentional effort to engage sophomore students. As such, this is a student population that experiences less engagement and interaction with the institution and its constituents. These students often need assistance in order to find their passion and connect with their majors. Their networks are continuously changing in that they lose some peers, while gaining others. They need to engage with partners for success, such as faculty and staff. At Radford University, these partners are critical to encouraging and facilitating success.



“To be successful in our retention efforts, we cannot work in silos. We must continue our collaborations and partnerships and continue to think broadly to expand collaborative opportunities. Our interactions with students are important. A single interaction can change a student’s trajectory.”

— Vice President for Student Affairs
Susan P. Trageser, Ed.D.

Addressing Early Indicators of Struggling Students

A lack of involvement and engagement can be a sign of family issues and/or financial insecurities. Issues with class attendance and midterm grades can be a sign of homesickness or an overall lack of connection to the campus and the community. Students may struggle due to a lack of clear expectations from faculty and staff. Students may also struggle due to their own limited knowledge of expectations and requirements for success — both big and small. Certain class behaviors, such as not attending class, arriving to class late, not doing homework, not participating in class discussions or group assignments and not having books, are clear — and often early — signs of trouble for students. At Radford University, like many other institutions, these behaviors are even more troubling if they are reoccurring in a single course or across multiple courses.

Removing Barriers of Processes, Policies and Procedures

There are a number of processes, policies and procedures that impede student engagement and related success. Faculty and staff are known to work collaboratively with students to assist them in navigating the required tasks of persisting through their academic careers. At Radford University, retention is everyone's business, and individuals from across the campus make a daily effort to enable and encourage student success.

Collaborating to Improve Students' Academic and Social Connection

Faculty and staff are known for building bridges instead of barriers in order to assist and engage with students. Students must experience an overlap in their academic and social resilience in order to lay the groundwork for current and future success. In recent years at Radford University, student engagement and success have been enhanced due to affinity- and major-based living-learning communities.

“Radford University has a rich heritage of providing world-class academic programs. As we continue to expand programs and embrace a diverse student population, we have to evolve our approach to how we serve at every touchpoint. We must create a service-oriented culture where students, faculty and staff are empathetic and helpful.”

— Executive Director of the Center for Career and Talent Development Angela Joyner, Ph.D.



“Faculty engagement with students in and out of the classroom is the foundation of what we do well at Radford University. In my experience, students who connect with faculty on research and scholarship projects are more likely to find their passion and build the skills needed to make it a reality. From a faculty perspective, student engagement and achievement is the currency of my career. Every young mind that I turn on is a point of pride because I have helped them overcome barriers and become successful scholars and citizens.”

*— Associate Professor of Geospatial Science
Stockton Maxwell, Ph.D.*

“It is important for Radford University to follow evidence-based assessment practices to identify the current retention strategies that have been shown to be most successful. Once identified, these best strategies can then be implemented utilizing a broad-based approach that will benefit all student populations. The Office of Institutional Effectiveness and Quality Improvement looks forward to being a critical partner in this important work.”

— Director of the Office of Institutional Effectiveness and Quality Improvement Sandra Baker, Ph.D.



“The Retention Summit is a statement to current students that Radford University is making efforts to improve their experience. I felt honored as a student to have a seat at the table and share my ideas.”

— John Register '19

“In partnership with Enrollment Management, Student Affairs and University Advancement, Radford University has made great strides during the 2018-2019 academic year toward parent and family engagement. Communication with our parents and families has been a priority and will continue to be a priority moving forward. The Retention Summit is a great reminder that, in order for our students to be successful, we must engage with them on-campus, off-campus and at home. This continues to be a critical part of fulfilling the University’s mission on this campus and serving our students.”

*— Vice President for University Advancement
Wendy Lowery*



Recommendations: The Future State of Retention at Radford University

From the inaugural Retention Summit, four overarching themes containing a multitude of recommendations emerged. The themes are: expanding the first-year experience; creating the sophomore experience; embracing case management through the advising experience; and capturing the student timeline.

Expanding the First-Year Experience

Radford University should expand the first-year experience to expose students to the breadth and quality of academic programming, including general education. The introduction of bridge programs and/or courses will assist in easing the transition of first-generation and first-year students. UNIV 100 should become mandatory for all freshman students in an effort to ease their transition to campus life and provide support for their success in the first year and beyond. There should be an email distribution list and a series of email announcements specifically geared toward the adjustments of first-year students and in alignment with UNIV 100 assignments and experiences. The success of UNIV 100 is dependent upon faculty instructors or peer instructors and their commitment to and engagement with their students.

Creating the Sophomore Experience

Radford University should create a comprehensive sophomore experience that includes both academic and personal connections. This experience should involve increasing interaction with major-specific faculty and maintaining communication during breaks and over the summer. This experience should also address the importance and value of prerequisites and 200-level courses. This experience should provide seamless academic advising experiences and academic and career pathways, with a deep dive into academics, internships and other engaging, real-world and valuable experiences. A UNIV 200 course approach is recommended as a customized major-focused introductory experience in the sophomore year. The sophomore year is also the ideal time to establish academic discipline groups and expand peer education initiatives.



“It was wonderful to hear faculty, staff and students from all areas of campus have an open conversation about how we can improve our efforts to work together in supporting our students in ways that would increase retention and persistence. The day was energizing, and I am excited about the possibilities and our work to come.”

— Vice President for Student Affairs
Susan P. Trageser, Ed.D.

Embracing Case Management Through the Advising Experience

In an effort to provide a customized and high-touch environment, Radford University should establish and implement a case management model for all students. Case management approaches are currently being utilized at Radford University in the College of Education and Human Development and the Department of Athletics. Additionally, midterm grades should be reported and available to all students in an effort to continually provide students with real-time information regarding their academic experience and overall success. Radford University should expand the utilization of Starfish in order to identify and monitor all students, especially those who may be exhibiting behaviors and patterns that are barriers to achieving their academic and personal goals. As part of Quest, Starfish should be utilized in order to flag potential issues for follow-up once students arrive on campus.

Furthermore, Radford University has the responsibility of providing all students with continuous and comprehensive advising throughout their academic careers. Therefore, Radford University must make increased investments in advising. The University's advising approach should have a personal touch with the appropriate level of resources and a centralized channel of communication. Advising should be available during times in which students would utilize those services, including evening and weekend hours. Through a help desk approach, advising would be available on-demand, thereby making it more accessible and convenient for students. Radford University should identify structural challenges and implement sound practices that result in intuitive exploration for students and the faculty and staff assisting them. This could include collaborative exploration centers for both majors and minors that can serve a broad range of students simultaneously.

Capturing the Student Timeline

Radford University should create a student timeline that serves as a roadmap from the first day of class to graduation. In order for students to be successful in pursuing their educational goals, they must have access to clear expectations. Therefore, the student timeline will serve as a personalized, detailed academic calendar, outlining key requirements and milestones. Awareness, knowledge and planning are keys to success. And, at Radford University, we must provide students with information and resources for success!



“We are truly committed to all of our students. One thing we need to think about and talk about is our belief that if we admit a student, they have the ability to graduate from this institution. It requires us to increase our efforts and for students to increase their efforts in terms of working toward that degree and that success. We all know that their success is our success. We are fully committed to giving all students the opportunity to develop and grow on this campus.”

— President Brian O. Hemphill, Ph.D.



RADFORD UNIVERSITY




RADFORD
UNIVERSITY

Brian O. Hemphill, Ph.D.

President

TO: Members of the Board of Visitors

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

DATE: May 10, 2019

RE: President's Report

Thank you for the opportunity to provide an update and share my perspectives about Radford University as we are completing the 2018-2019 academic year. The campus community is in the final stages of concluding the Spring 2019 semester strong as evidenced by the many accomplishments and progress of our students, as well as our world-class faculty and dedicated staff.

Strategic Planning Implementation and Student Venture Lab

Since the December 2017 adoption of our strategic plan, *Embracing the Tradition and Envisioning the Future*, much progress has been made. The first in a series of progress reports, representing the Fall 2018 semester, was posted on the University's website in January. The next progress report, highlighting the Spring 2019 semester, will be shared in early June.

In a recent campus announcement, I shared an exciting development regarding the Student Venture Lab, an innovative concept included in the Economic Development and Community Partnerships focal area of the strategic plan. As outlined in the plan, the University is to establish and operate a business incubator, referred to as the Student Venture Lab, to promote new start-ups.

Due to the diligent efforts of many, including the Radford University Venture Lab Steering Committee, a space for the Venture Lab has been identified, and construction has begun. A variety of spaces across campus were considered for the Venture Lab's physical site and permanent home. Ultimately, the lower level of the Davis College of Business and Economics was selected due to its private entrance, around-the-clock access and already completed primary structure work. The Radford University Venture Lab will be completed and opened during the Fall 2019 semester.

I would like to acknowledge members of the Venture Lab Steering Committee for their work and Professor of Management Steve Childers for his leadership. Please join me in acknowledging this group for their outstanding efforts.

Retention Summit Final Report

As a Radford family, we joined together earlier this year for the inaugural Retention Summit, which provided a unique opportunity for our campus to engage in broad and collaborative discussion as we continue to serve current and future students in an outstanding academic and fully supportive environment. As part of the Summit, 125 students, faculty and staff participated in breakout groups, resulting in specific observations and comprehensive recommendations related to student retention and success. From these discussions, the Retention Summit Final Report was developed, distributed to the campus community, and is being shared with each of you today.

I would like to take this opportunity to express my sincerest appreciation to those who attended the Retention Summit and provided the observations and recommendations outlined in the Final Report. Additionally, I would like to acknowledge the many offices and departments across campus that have contributed greatly to providing an engaging and positive student experience at Radford University. The early results of our recent efforts include a significant increase in our fall to spring retention rate. This indicator of success has increased from 85.7% in 2017 to 90.7% in 2018. Our fall to spring retention rate has not been at this level since 2010. This is a strong foundation upon which we will continue to build.

Recently, Timothy P. Culver, Ph.D., the Retention Summit's keynote speaker, returned to campus as we partner with Ruffalo Noel Levitz to reimagine retention programming, outreach and service. Last month's visit by Dr. Culver represented the first in a series of visits. Dr. Culver will return to campus in just a few short weeks to continue this important work. As we move forward together, the Retention Summit Final Report, as well as the strong partnership with Ruffalo Noel Levitz and the direct engagement with Dr. Culver, will guide the University's retention efforts and ensure the success of current and future generations of Highlanders.

New River Community College Partnership

On April 4, 2019, I was honored to join with New River Community College (NRCC) President Patricia B. Huber, Ph.D. to sign a Guaranteed Transfer Partnership Agreement and participate in a ribbon cutting for the Highlander Hub, which is located in Godbey Hall on the Dublin campus. The expanded partnership, which is the result of more than a year of collaboration and planning, is aimed at strengthening the existing partnership between NRCC and Radford University to assist students and their families with college affordability.

The newly-expanded partnership will ensure credits earned by NRCC students transfer to Radford University, thereby saving students time and money. Students taking advantage of the Guaranteed Transfer Partnership Agreement will seamlessly transfer from NRCC to Radford University. The agreement stipulates that NRCC graduates will have guaranteed admission to Radford University. The agreement also allows students to fully transfer all NRCC courses that meet degree requirements in a baccalaureate program at Radford University without losing any prior credits earned at NRCC. At Radford University, select

academic programs are participating in the initial phase of the guaranteed transfer partnership, with additional programs joining over time.

This partnership is incredibly important to our institutions as we have a long-standing history of working together as educational and service partners to enhance our local communities and the Commonwealth of Virginia through the lives of our students and their families. This agreement will establish a truly seamless transfer for NRCC students to Radford University and aligns with our shared commitment to accessibility and affordability.

Radford University Carilion



**RADFORD
UNIVERSITY
CARILION**

On April 22, 2019, as part of the final Spirit Day for Jefferson College of Health Sciences, I was honored to join with colleagues from Carilion Clinic and Jefferson College of Health Sciences to formally announce the

naming of Radford University Carilion. The name and logo were announced as we continue working together to advance the merger of Jefferson College of Health Sciences into Radford University in the Summer of 2019.

For Radford University, the announcement signified yet another step forward in making our bold vision a reality. To mark our growing partnership and enhanced opportunities for current and future students, we chose a strong name that showcases our critical focus and allows important work to grow in the future. The Radford family looks forward to officially welcoming Jefferson College of Health Sciences students, faculty, staff, alumni and friends as Highlanders in preparing to open Radford University Carilion for the upcoming academic year.

In January 2018, Carilion Clinic, Jefferson College of Health Sciences and Radford University jointly announced the intention to merge Jefferson College of Health Sciences into the Radford University family of colleges and departments over the course of the following 18 to 24 months. Both institutions came from positions of strength and believed that by joining forces, we could build something even stronger. Since then, our organizations have accomplished key milestones on the way to merging the two schools, including passage of legislation in the Virginia General Assembly authorizing the merger and the submission of our merger plans to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) for approval at their June meeting.

Tech Talent Investment Program

Last week, Radford University submitted a proposal to the Commonwealth of Virginia for funding consideration as part of the Tech Talent Investment Program. The proposal, which was created by the Artis College of Science and Technology in collaboration with the Division of Finance and Administration, will double the number of students graduating from Radford University with a Bachelor of Science in Computer Science and Technology, as well as a Bachelor of Science in Cybersecurity, if approved by the Commonwealth.

The core of Radford University's proposal is focused around working with the Virginia Community College System (VCCS) to develop a distance completion program moving students from VCCS institutions to Radford University's four-year degree program. A collaborative and comprehensive plan has been developed to work with community college partners. The program will require Radford University to not only accept students from VCCS, but to create a long-term partnership, which will include program curriculum development, program promotion, and academic integrity collaboration. In order to ensure a pipeline of students from VCCS institutions, a Radford University faculty member will be assigned to each campus interested in creating pathways from their programs into the new distance completion program. Faculty liaisons will be assigned from the Department of Information Technology to each community college partner with the intention of developing this new distance completion program. The proposal also provides for the hiring of five full-time faculty members at Radford University, as well as community college representatives to provide direct work related to Radford University curriculum development, advising activities, and academic integrity support.

As articulated in the proposal, Radford University is poised to make an increased impact on the workforce needs of the Commonwealth of Virginia, especially when considering the emerging tech talent pipeline. Designated as a National Center of Academic Excellence in Cyber Defense Education by both the National Security Agency and the U.S. Department of Homeland Security, Radford University has a proven record of educating talented students, who become skilled professionals when they enter their chosen fields. With recent investments from the Commonwealth in state-of-the-art facilities for the Artis College of Science and Technology, housed in the recently constructed Center for the Sciences and the on-going renovation of Reed and Curie Halls, Radford University is well equipped to attract, retain and graduate capable students, as well as attract and retain top faculty.

Radford University's proposal for the Tech Talent Investment Program was submitted to the Commonwealth by the May 3, 2019 deadline in response to the first in a series of calls for proposals. It is anticipated that funding decisions on the first round will be formally announced during the Fall of 2019.

Spring 2019 Commencement: Celebrating the Class of 2019

Excitement is building for Commencement. Later today, the Graduate Hooding and Commencement Ceremony will be held followed by tomorrow's Commencement Ceremony. The Radford family is looking forward to the second year of a revised format in which each graduate will receive direct acknowledgement for their achievement.

Highlights from the Class of 2019 include:

- 1,579 undergraduate students;
- 297 graduate students;
- 1,876 total graduates;
- Youngest graduate at 19 years old;

- Oldest graduate at 61 years old;
- Six students celebrating birthdays on May 11, 2019;
- Four sets of twins graduating;
- 620 students graduating in STEM-H fields, representing 33 percent of all graduates; and
- 612 first-generation students, representing 33 percent of graduates.

Radford University alumnus and Intrexon CEO Randal J. "RJ" Kirk will provide the keynote address to our graduates, their families and special guests. As such, we look forward to joining together as one Radford family for this very special occasion and celebration of our accomplished graduates and newest group of Highlander alumni.

Conclusion

We are concluding the 2018-2019 academic year strong. Looking back, a great deal was accomplished this year with our faculty and staff singularly focused on the overall student experience and the continued forward momentum of our institution. This concludes my report.

**RADFORD UNIVERSITY
ACADEMIC EXCELLENCE AND RESEARCH COMMITTEE
RESOLUTION OF TENURE RECOMMENDATIONS**

MAY 10, 2019

WHEREAS, tenure-track faculty are appointed initially on one-year contracts and throughout the probationary period, which is normally six years, are subject to reappointment annually upon the recommendation of the Department Personnel Committee, the Department Chair, the College Dean, the Provost and the President; and

WHEREAS, no later than the beginning of the fall semester of the sixth year of full-time appointment, tenure-track faculty are notified by their Department Chair of their eligibility for consideration for the award of tenure. Candidates for tenure must submit to their Department Personnel Committees pertinent information regarding their qualification for tenure, including: a statement justifying the granting of tenure; all past performance evaluations, including a summary of student evaluations and any peer evaluations; a current curriculum vita; and any other relevant documentation; and

WHEREAS, criteria for the award of tenure include: the continuing need for the individual's expertise; the individual's teaching effectiveness; effectiveness as an advisor; professional development; participation in University co-curricular activities; committee work; cooperation with colleagues; and contributions toward the objectives of the department, college, and University; and

WHEREAS, upon consideration of the candidate's achievement of the above criteria, the Department Personnel Committee submits its recommendation to the Department Chair, who in turn submits his or her recommendation to the College Dean. The Dean submits his or her recommendation to the Provost, and the Provost submits his or her recommendation in each case to the President. At each stage, the recommendation is added to the previous recommendation, and all are transmitted to the next level. Copies of each recommendation, together with justification, are sent to the faculty member, who has the right to appeal a negative recommendation to the Faculty Grievance Committee; and

WHEREAS, the final authority for awarding or denying tenure lies with the Board of Visitors and all of the faculty members listed below have met the criteria for award of tenure:

ARTIS COLLEGE OF SCIENCE AND TECHNOLOGY

<u>Name</u>	<u>Department</u>
Joyce E. Caughron	Department of Biology
Matthew T. Close	Department of Biology
Laura T. Gruss	Department of Biology
Eric Phillip Choate	Department of Mathematics and Statistics
Shawn M. Huston	Department of Physics

DAVIS COLLEGE OF BUSINESS AND ECONOMICS

<u>Name</u>	<u>Department</u>
Feifei Zhu	Department of Accounting, Finance and Business Law
Thomas K. Duncan	Department of Economics
Jane Emma Machin	Department of Marketing

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

<u>Name</u>	<u>Department</u>
Keith M. Davis	Department of Counselor Education
Laurie Marie Bianchi	Department of Health and Human Performance
Joshua Carroll	Department of Recreation, Parks and Tourism
Carol Mason Bland	School of Teacher Education and Leadership
Theresa L. Burriss	School of Teacher Education and Leadership

COLLEGE OF HUMANITIES AND BEHAVIORAL SCIENCES

<u>Name</u>	<u>Department</u>
Laura Vernon	Department of English
Tay Keong Tan	Department of Political Science
Dayna M. Hayes	Department of Psychology

COLLEGE OF VISUAL AND PERFORMING ARTS

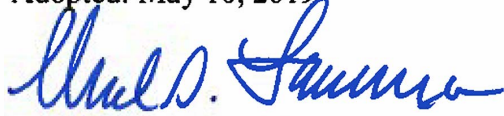
<u>Name</u>	<u>Department</u>
Amy Lane VanKirk	Department of Dance
Jimmy R. Ward	Department of Theatre and Cinema

WALDRON COLLEGE OF HEALTH AND HUMAN SERVICES

<u>Name</u>	<u>Department</u>
Judith A. Ismail	Department of Occupational Therapy
Sheila R. Krajnik	Department of Occupational Therapy
Sarah M. Gilbert	School of Nursing
Philip Christopher Mongan	School of Social Work
Matthias J. Naleppa	School of Social Work

THEREFORE, BE IT RESOLVED, the Radford University Board of Visitors approves the faculty tenure recommendations listed above to become effective at the beginning of the 2019-2020 academic year.

Adopted: May 10, 2019



Mark S. Lawrence
Rector
Radford University Board of Visitors



Karen Castele
Secretary to the Board of Visitors
Radford University

**RADFORD UNIVERSITY BOARD OF VISITORS
RESOLUTION TO AMEND THE
TEACHING AND RESEARCH FACULTY HANDBOOK**

May 10, 2019

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

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

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

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

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

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

NOW, THEREFORE, BE IT RESOLVED, that the Radford University Board of Visitors hereby approves in accordance with §5.0 of the *Teaching and Research Faculty Handbook*, **Section 1.8.4, Composition of Faculty Appeals Committees and Section 1.9.5, Composition of Faculty Grievance Committee** of the *Teaching and Research Faculty Handbook* to hereby amend to revise the language regarding the composition of the two committees. Said sections are to now read as follows (deletions are strikethrough and additions are in **red**):

1.8.4 Composition of Faculty Appeals Committees

The Faculty Appeals Committee shall consist of ten elected tenured faculty members. ~~Representation is as follows: three representatives elected from the College of Humanities and Behavioral Sciences, one from the College of Business and Economics, one from the College of Education and Human Development, one from the College of Visual and Performing Arts, two from the College of Science and Technology, and one from the Waldron College of Health and Human Services. One faculty member will be elected at-large by the University faculty.~~

When colleges have multiple representatives, the representatives must come from different

departments. Elections must take place prior to the end of the spring semester for the following academic year according to the Academic Governance document terms of service on committees. Ten representatives will be divided among the undergraduate colleges proportionate to the number of full-time faculty within each college, to be calculated every four years by the University Internal Governance Review Committee. Colleges must establish procedures to address allocation changes in representation.

~~One alternate member shall be elected to the committee from each college. Colleges should establish procedures to ensure that the alternate is not from the same department as the elected member who may temporarily be replaced. Alternates should be those faculty who received the second highest number of votes and are members of a Department other than that in which the committee member elected serves. One alternate member shall be elected for the at-large faculty representative. This shall be the faculty who received the second highest number of votes in the at-large election and who is a member of a department other than that in which the elected at-large member serves.~~

No member may be elected to serve concurrently as principal or alternative on both the Faculty Appeals Committee and the Faculty Grievance Committee. Elected ~~members~~ **representatives** and alternates will serve three-year terms. **Transfer in membership will occur at the first meeting of the fall semester.** The terms should be staggered so that each year one-third of the members are elected. ~~Committee m~~Members may serve more than one term. At the beginning of the fall term of each academic year, the President of the Faculty Senate shall designate the convener of the Faculty Appeals Committee from among the elected members of that committee. The Faculty Appeals Committee shall elect its own chair.

No committee member shall participate in any deliberations when the appellant is a member of her or his department. Nor may a committee member serve as an appellant's advocate in any matter brought before the committee. In addition, a committee member may excuse himself or herself or may be excused by the Chair of the committee from participation in proceedings any time there is a conflict of interest, a potential conflict of interest or even the appearance of a conflict of interest. In such cases, the member will be temporarily replaced by the alternate from her or his college. In the event there is disagreement between a committee member and the committee Chair as to whether or not the committee member should be so excused, the matter will be resolved by vote of the committee.

One alternate committee member shall be elected to the committee from each college. Colleges must establish procedures to ensure that the alternate is not from the same department as the elected member who is temporarily replaced. Additionally, alternates should be those faculty who received the next highest number of votes.

1.9.5 Composition of Faculty Grievance Committee

The Faculty Grievance Committee shall consist of ten elected tenured faculty members. ~~Representation is as follows: three representatives elected from the College of Humanities and Behavioral Sciences, one from the College of Business and Economics, one from the College of Education and Human Development, one from the College of Visual and Performing Arts, two from the College of Science and Technology, and one from the Waldron College of Health and Human Services. One faculty member will be elected at-large by the University faculty.~~

When colleges have multiple representatives, the representatives must come from different departments. Elections must take place prior to the end of the spring semester for the

following academic year according to the Academic Governance document terms of service on committees. Ten representatives will be divided among the undergraduate colleges proportionate to the number of full-time faculty within each college, to be calculated every four years by the University Internal Governance Review Committee. Colleges must establish procedures to address allocation changes in representation.

No member may be elected to serve concurrently on both the Faculty Appeals Committee and the Faculty Grievance Committee.

No member may be elected to serve concurrently as principal or alternative on both the Faculty Appeals Committee and the Faculty Grievance Committee. Committee members and alternates will serve three year terms. Transfer in membership will occur at the first meeting of the fall semester. The committee may meet at any time during the calendar year, not just the academic year. The terms should be staggered so that each year one-third of the representatives are elected. Committee members may serve more than one term. The President of Faculty Senate shall convene the first meeting of the committee no later than the fourth week of the fall semester. The Grievance Committee shall elect its own chair.

No committee member shall participate in any deliberations when the grievant is a member of her or his department. Nor may a committee member serve as an ~~appellants grievant's~~ advocate in any matter brought before the committee ~~on which that member is actively serving~~. In addition, a committee member may excuse himself or herself or may be excused by the Chair of the committee from participation in proceedings any time there is a conflict of interest, a potential conflict of interest or even the appearance of a conflict of interest. In such cases, the **committee** member will be temporarily replaced by the alternate from **his or** her ~~or his~~ college. In the event there is disagreement between a committee member and the committee Chair as to whether or not the committee member should be so excused, the matter will be resolved by vote of the committee.

Elected members and alternates will serve three-year terms. The terms should be staggered so that each year one-third of the members are elected. Members may serve more than one term. One alternate ~~member~~ **representative** shall be elected to the committee from each college. Colleges should establish procedures to ensure that the alternate is not from the same department as the elected member who may temporarily be replaced. Alternates should be those faculty who received the second highest number of votes and are members of a ~~d~~ Department other than that in which the committee member elected serves. One alternate member shall be elected for the at-large faculty representative. This shall be the faculty who received the second highest number of votes in the at-large election and who is a member of a department other than that in which the elected at-large member serves.

~~At the beginning of the Fall term of each academic year, the President of the Faculty Senate shall designate the convener of the Faculty Grievance Committee from among the elected members of that committee. The Faculty Grievance Committee shall elect its own chair.~~

Adopted: May 10, 2019



Mark S. Lawrence
Rector
Radford University Board of Visitors



Karen Castele
Secretary to the Board of Visitors
Radford University

RADFORD UNIVERSITY BOARD OF VISITORS
Resolution
May 10, 2019

Approval of Personal Property Transfer from Roanoke Higher Education Center

WHEREAS, Radford University (the “Transferee/Buyer”) is a charter member of the Roanoke Higher Education Center (“RHEC”). Radford University currently offers undergraduate degree completion programs at the RHEC, as well as administers the Clinical Simulation Center. The School of Nursing in Radford University’s Waldron College of Health and Human Services operates the Clinical Simulation Center. The Clinical Simulation Center allows students to participate in simulated experiences from a hospital setting, outpatient clinic, and/or home health environment. A bond-funded package secured by the RHEC from the General Assembly underwrote a project, which included a 1,800-square-foot expansion and renovation of 2,800-square feet of the existing Clinical Simulation Center that was completed in 2017.

WHEREAS, the Roanoke Higher Education Authority (the “Transferor/Seller”) has acquired certain personal property (the “Property”) with funds provided to the Transferor/Seller by Virginia College Building Authority (“VCBA”) pursuant to a Facilities Agreement (21st Century College Project) dated as of August 1, 2011 (as amended by amendments dated as of December 1, 2012, April 1, 2015 and June 1, 2016, the “Facilities Agreement”) between the Transferor/Seller and VCBA;

WHEREAS, the Transferor/Seller anticipates that portions of the Property will be transferred/sold to entities that lease space in the Transferor/Seller’s facilities (each, a “Transferee/Buyer”), including without limitation Radford University, in order that the Transferor/Seller might avoid the cost of maintaining such portion or for other reasons; and

WHEREAS, the Board of Visitors of the Transferee/Buyer desires to accept such transfers/sales of the Property;

NOW, THEREFORE, BE IT RESOLVED,

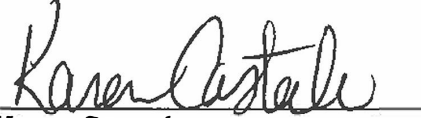
1. The officers of the Transferee/Buyer (the “Officers”), including its President and its Vice President for Finance and Administration and Chief Financial Officer, are hereby authorized to effect transfers/sales to Transferee/Buyer of such portions of the Property, and upon such terms and conditions, as any of the Officers shall deem appropriate. Any of the Officers may execute such documents (which may include agreements of transfer/sale, bills of transfer/sale and other documents), and take such further action, as he may deem necessary or desirable in order to effect any such transfer/sale.

2. The Officers are hereby authorized and directed to take such actions as may be necessary to cause such transfers/sales of Property to comply with the terms of the Facilities Agreement.

3. This resolution shall be effective upon its adoption. The foregoing resolution was duly adopted by the Board of Visitors of Radford University at a meeting duly called and held on May 10, 2019.



Mark S. Lawrence
Rector
Radford University Board of Visitors



Karen Castele
Secretary to the Board of Visitors
Radford University

RADFORD UNIVERSITY BOARD OF VISITORS
Resolution
May 10, 2019

Approval of 2019-20 Tuition and Fees

NOW, THEREFORE, BE IT RESOLVED that the Radford University Board of Visitors approves tuition and fees for the 2019-20 academic year as reflected in the Summary of Proposed 2019-20 Tuition and Fees beginning with the Fall 2019 semester and thereafter until otherwise adjusted by the Board of Visitors.

Adopted: May 10, 2019



Mark S. Lawrence
Rector
Radford University Board of Visitors



Karen Castele
Secretary to the Board of Visitors
Radford University

Summary of Proposed 2019-20 Tuition and Fees

	<u>Approved 2018-19</u>	<u>Proposed 2019-20</u>	<u>Dollar Increase</u>	<u>Percent Increase</u>
Radford University				
Undergraduate ¹				
<u>In-state Undergraduate (full-time) –</u>				
Tuition	\$7,922	\$7,922	\$0	0.00%
Mandatory Technology Fee	58	58	0	0.00%
Mandatory Comprehensive Fee	3,230	3,370	140	4.33%
Total In-state Undergraduate	\$11,210	\$11,350	\$140	1.25%
Room - Standard Double	5,281	5,387	106	2.01%
Board - 19 Meal Plan	4,229	4,356	127	3.00%
Total In-state Undergraduate Living in University Housing	\$20,720	\$21,093	\$373	1.80%
<u>Out-of-state Undergraduate (full-time) –</u>				
Tuition	\$19,557	\$19,557	\$0	0.00%
Mandatory Capital Fee	447	447	0	0.00%
Mandatory Technology Fee	58	58	0	0.00%
Mandatory Comprehensive Fee	3,230	3,370	140	4.33%
Total Out-of-state Undergraduate	\$23,292	\$23,432	\$140	0.60%
Room - Standard Double	5,281	\$5,387	106	2.01%
Board - 19 Meal Plan	4,229	\$4,356	127	3.00%
Total Out-of-state Undergraduate Living in University Housing	\$32,802	\$33,175	\$373	1.14%

¹ Full-time tuition and fee rates are based on 12-16 credit hours.

	<u>Approved 2018-19</u>	<u>Proposed 2019-20</u>	<u>Dollar Increase</u>	<u>Percent Increase</u>
Graduate ¹				
<u>In-state Graduate (full-time) –</u>				
Tuition	\$8,915	\$8,915	\$0	0.00%
Mandatory Technology Fee	58	58	0	0.00%
Mandatory Comprehensive Fee	3,230	3,370	140	4.33%
Total In-state Graduate	\$12,203	\$12,343	\$140	1.15%

Out-of-State Graduate (full-time) –

Tuition	\$17,441	\$17,441	\$0	0.00%
Mandatory Capital Fee	447	447	0	0.00%
Mandatory Technology Fee	58	58	0	0.00%
Mandatory Comprehensive Fee	3,230	3,370	140	4.33%
Total Out-of-state Graduate	\$21,176	\$21,316	\$140	0.66%

Differential Tuition & Fees

Master of Occupational Therapy (MOT) In-State (per credit hour)

Tuition	\$376	\$376	\$0	0.00%
Mandatory Technology Fee ²	3	3	0	0.00%
Mandatory Comprehensive Fee ²	135	140	5	3.71%
Total In-state Graduate MOT	\$514	\$519	\$5	0.97%

Master of Occupational Therapy (MOT) Out-of-State (per credit hour)

Tuition	\$967	\$967	\$0	0.00%
Mandatory Capital Fee ²	19	19	0	0.00%
Mandatory Technology Fee ²	3	3	0	0.00%
Mandatory Comprehensive Fee ²	135	140	5	3.71%
Total Out-of-state Graduate	\$1,124	\$1,129	\$5	0.45%

¹ Full-time tuition and fee rates are based on 12-16 credit hours.

² For applicable differential tuition programs, students enrolled in 12 to 16 credit hours will be assessed up to the annualized rate of \$1,685 per semester for the mandatory comprehensive fee, \$27 per semester for the technology fee, and \$223.50 per semester for the Out-of-State Capital Fee.

	<u>Approved</u> <u>2018-19</u>	<u>Proposed</u> <u>2019-20</u>	<u>Dollar</u> <u>Increase</u>	<u>Percent</u> <u>Increase</u>
<u>Master of Fine Arts in Design Thinking In-State (per credit hour)</u>				
Tuition	\$744	\$744	\$0	0.00%
Mandatory Technology Fee ²	3	3	0	0.00%
Mandatory Online Program Fee ³	25	25	0	0.00%
Total In-state Graduate DNP	\$772	\$772	\$0	0.00%

Master of Fine Arts in Design Thinking Out-of-State (per credit hour)

Tuition	\$744	\$744	\$0	0.00%
Mandatory Capital Fee ²	19	19	0	0.00%
Mandatory Technology Fee ²	3	3	0	0.00%
Mandatory Online Program Fee ³	25	25	0	0.00%
Total Out-of-state Graduate DNP	\$791	\$791	\$0	0.00%

Doctor of Nursing Practice (DNP) In-State (per credit hour)

Tuition	\$504	\$504	\$0	0.00%
Mandatory Technology Fee ²	3	3	0	0.00%
Mandatory Online Program Fee ³	25	25	0	0.00%
Total In-state Graduate DNP	\$532	\$532	\$0	0.00%

Doctor of Nursing Practice (DNP) Out-of-State (per credit hour)

Tuition	\$997	\$997	\$0	0.00%
Mandatory Capital Fee ²	19	19	0	0.00%
Mandatory Technology Fee ²	3	3	0	0.00%
Mandatory Online Program Fee ³	25	25	0	0.00%
Total Out-of-state Graduate DNP	\$1,044	\$1,044	\$0	0.00%

² For applicable differential tuition programs, students enrolled in 12 to 16 credit hours will be assessed up to the annualized rate of \$1,685 per semester for the mandatory comprehensive fee, \$27 per semester for the technology fee, and \$223.50 per semester for the Out-of-State Capital Fee.

³ The online program fee applies to select differential tuition programs that are offered fully online. This fee is assessed on a per credit hour basis in lieu of the comprehensive fee.

	<u>Approved 2018-19</u>	<u>Proposed 2019-20</u>	<u>Dollar Increase</u>	<u>Percent Increase</u>
<u>Doctor of Physical Therapy (DPT) In-State (per credit hour)</u>				
Tuition	\$480	\$480	\$0	0.00%
Mandatory Technology Fee ²	3	3	0	0.00%
Mandatory Comprehensive Fee ²	135	140	5	3.70%
Total In-state Graduate DPT	\$618	\$623	\$5	0.81%

<u>Doctor of Physical Therapy (DPT) Out-of-State (per credit hour)</u>				
Tuition	\$966	\$966	\$0	0.00%
Mandatory Capital Fee ²	19	19	0	0.00%
Mandatory Technology Fee ²	3	3	0	0.00%
Mandatory Comprehensive Fee ²	135	140	5	3.70%
Total Out-of-state Graduate DPT	\$1,123	\$1,128	\$5	0.45%

<u>Doctor of Education (Ed.D) In-State (per credit hour)</u>				
Tuition	\$0	\$371	\$371	N/A
Program Fee	0	101	101	N/A
Mandatory Technology Fee ²	0	3	3	N/A
Mandatory Online Program Fee ³	0	25	25	N/A
Total In-state Graduate Ed.D	\$0	\$500	\$500	N/A

<u>Doctor of Education (Ed.D) Out-of-State (per credit hour)</u>				
Tuition	\$0	\$371	\$371	N/A
Program Fee	0	101	101	N/A
Mandatory Capital Fee ²	0	19	19	N/A
Mandatory Technology Fee ²	0	3	3	N/A
Mandatory Online Program Fee ³	0	25	25	N/A
Total Out-of-state Graduate Ed.D	\$0	\$519	\$519	N/A

² For applicable differential tuition programs, students enrolled in 12 to 16 credit hours will be assessed up to the annualized rate of \$1,685 per semester for the mandatory comprehensive fee, \$27 per semester for the technology fee, and \$223.50 per semester for the Out-of-State Capital Fee.

³ The online program fee applies to select differential tuition programs that are offered fully online. This fee is assessed on a per credit hour basis in lieu of the comprehensive fee.

	<u>Approved 2018-19</u>	<u>Proposed 2019-20</u>	<u>Dollar Increase</u>	<u>Percent Increase</u>
<u>Competency Based Education (CBE)</u>				
Tuition	\$6,000	\$6,000	\$0	0.00%
Total CBE Certificate	\$6,000	\$6,000	\$0	0.00%

Part-time and Intersession⁴ Rates

Tuition

Undergraduate

In-state	\$329	\$329	\$0	0.00%
Out-of-state	814	814	0	0.00%

Graduate

In-state	\$371	\$371	\$0	0.00%
Out-of-state	726	726	0	0.00%
In-state MOT	376	376	0	0.00%
Out-of-state MOT	967	967	0	0.00%
In-state MFA	744	744	0	0.00%
Out-of-state MFA	744	744	0	0.00%
In-state DNP	504	504	0	0.00%
Out-of-state DNP	997	997	0	0.00%
In-state DPT	480	480	0	0.00%
Out-of-state DPT	966	966	0	0.00%
In-state Ed.D	0	371	371	N/A
Out-of-state Ed.D	0	371	371	N/A
Virginia Educator	284	284	0	0.00%

Other Mandatory Fees

Technology Fee	\$3	\$3	\$0	0.00%
Out-of-state Capital Fee	19	19	0	0.00%
Online Program Fee	25	25	0	0.00%
Comprehensive Fee	135	140	5	3.71%

⁴ Summer III only - full-time students taking 12 to 16 credit hours are charged the annualized rate schedule.

	Approved 2018-19	Proposed 2019-20	Dollar Increase	Percent Increase
Comprehensive Fee				
Mandatory Comprehensive Fee				
Athletics	\$1,180	\$1,213	\$33	2.80%
Auxiliary Building/Facilities	263	265	2	0.76%
Auxiliary Support	216	232	16	7.41%
Debt Service	299	306	7	2.34%
Recreation	287	309	22	7.67%
Student Activities	127	148	21	16.54%
Student Health	342	353	11	3.22%
Student Services	90	97	7	7.78%
Student Union	296	305	9	3.04%
Transit	130	142	12	9.23%
Total Comprehensive Fee	\$3,230	\$3,370	\$140	4.33%

Fall & Spring Annual Room Rates⁵

Room				
Traditional Double	\$4,676	\$4,770	\$94	2.01%
Standard Double - Phase I	5,281	5,387	106	2.01%
Standard Double - Phase II	5,439	5,548	109	2.00%
Traditional Single	6,826	6,963	137	2.01%
Standard Single - Phase I	7,513	7,663	150	2.00%
Standard Single - Phase II	7,738	7,893	155	2.00%
Standard - Super Suite	5,711	5,825	114	2.00%
Deluxe - Super Suite	6,086	6,208	122	2.00%
University Apartment – 1 bed	0	N/A	0	N/A
University Apartment – 2 bed	0	7,140	7,140	N/A
University Apartment – 3 bed	0	6,780	6,780	N/A
University Apartment – 4 bed	0	6,420	6,420	N/A
University Apartment – 5 bed	0	6,060	6,060	N/A

	Approved 2018-19	Proposed 2019-20	Dollar Increase	Percent Increase
University Apartment – 1 bed (incl. laundry)	0	7,860	7,860	N/A
University Apartment – 2 bed (incl. laundry)	0	7,500	7,500	N/A
University Apartment – 3 bed (incl. laundry)	0	7,140	7,140	N/A
University Apartment – 4 bed (incl. laundry)	0	6,780	6,780	N/A
University Apartment – 5 bed (incl. laundry)	0	6,420	6,420	N/A

⁵ Notes:

- a) Double occupancy rooms which remain tripled after the census date will receive a weekly 25 percent prorated credit on their respective room rate.
- b) Summer rates are prorated based on the approved annualized rate for a standard room.
- c) University Apartment rates are charged on a per student/per bed basis.

Fall & Spring Annual Board & Meal Plan Rates⁶

Residential Board Plan

Flex Plan	\$4,102	\$4,225	\$123	3.00%
19 Meal Plan	4,229	4,356	127	3.00%
15 Meal Plan	4,114	4,237	123	2.99%
Apt Block	2,160	2,225	65	3.01%

Non-Residential Meal Plan (*optional*)

Flex Jr. Plan	\$2,074	\$2,136	\$62	2.99%
65 Meal Plan	1,034	1,065	31	3.00%
90 Meal Plan	1,431	1,474	43	3.00%
5 Meal Plan	1,523	1,569	46	3.02%

⁶ Notes:

- a) Summer rates are prorated on the approved annualized rate.
- b) Select board and meal plans may not be available each term.

	<u>JCHS</u> <u>2018-19</u>	<u>Proposed</u> <u>2019-20</u>	<u>Dollar</u> <u>Increase</u>	<u>Percent</u> <u>Increase</u>
--	-------------------------------	-----------------------------------	----------------------------------	-----------------------------------

Radford University Carilion

Undergraduate ⁷

In-state Undergraduate (full-time)

Tuition	\$26,416	\$7,922	(\$18,494)	-70.01%
Clinical Site Fee	0	6,000	6,000	N/A
Program Fee	0	9,795	9,795	N/A
Mandatory Technology Fee	470	470	0	0.00%
Total In-state Undergraduate	\$26,886	\$24,187	(\$2,699)	-10.04%

Out-of-state Undergraduate (full-time)

Tuition	\$26,416	\$7,922	(\$18,494)	-70.01%
Clinical Site Fee	0	6,000	6,000	N/A
Program Fee	0	9,795	9,795	N/A
Mandatory Technology Fee	470	470	0	0.00%
Total Out-of-state Undergraduate	\$26,886	\$24,187	(\$2,699)	-10.04%

⁷ Full-time tuition and fee rates are based on 12 – 18 credit hours.

Part-Time (Per Credit Hour) Rates ⁸

In-state Undergraduate (per credit hour)

Tuition	\$765	\$330	(\$435)	-56.86%
Clinical Site Fee	0	250	250	N/A
Program Fee	0	185	185	N/A
Total In-state Undergraduate	\$765	\$765	\$0	0.00%

Out-of-state Undergraduate (per credit hour)

Tuition	\$765	\$330	(\$435)	-56.86%
Clinical Site Fee	0	250	250	N/A
Program Fee	0	185	185	N/A
Total Out-of-state Undergraduate	\$765	\$765	\$0	0.00%

⁸ The Technology Fee is assessed at a flat rate of \$235 per semester and no per credit hour equivalent is assigned.

	<u>JCHS 2018-19</u>	<u>Proposed 2019-20</u>	<u>Dollar Increase</u>	<u>Percent Increase</u>
In-state Graduate (per credit hour)				
Tuition	\$795	\$371	(\$424)	-53.33%
Clinical Site Fee	0	250	250	N/A
Program Fee	0	174	174	N/A
Total In-state Graduate	\$795	\$795	\$0	0.00%
Out-of-state Graduate (per credit hour)				
Tuition	\$795	\$371	(\$424)	-53.33%
Clinical Site Fee	0	250	250	N/A
Program Fee	0	174	174	N/A
Total Out-of-state Graduate	\$795	\$795	\$0	0.00%

⁸ The Technology Fee is assessed at a flat rate of \$235 per semester and no per credit hour equivalent is assigned.

Differential (Per Credit Hour) Rates ⁸

Emergency Services, BS

In-state Undergraduate (per credit hour)

Tuition	\$425	\$330	(\$95)	-22.35%
Clinical Site Fee	0	0	0	0.00%
Program Fee	0	95	95	N/A
Total In-state Emergency Service	\$425	\$425	\$0	0.00%

Out-of-state Undergraduate (per credit hour)

Tuition	\$425	\$330	(\$95)	-22.35%
Clinical Site Fee	0	0	0	0.00%
Program Fee	0	95	95	N/A
Total Out-of-state Emergency Service	\$425	\$425	\$0	0.00%

⁸ The Technology Fee is assessed at a flat rate of \$235 per semester and no per credit hour equivalent is assigned.

	JCHS 2018-19	Proposed 2019-20	Dollar Increase	Percent Increase
<u>Medical Laboratory Science, BS</u>				
In-state Undergraduate (per credit hour)				
Tuition	\$425	\$330	(\$95)	-22.35%
Clinical Site Fee	0	0	0	0.00%
Program Fee	0	95	95	N/A
Total In-state Medical Laboratory Science	\$425	\$425	\$0	0.00%
Out-of-state Undergraduate (per credit hour)				
Tuition	\$425	\$330	(\$95)	-22.35%
Clinical Site Fee	0	0	0	0.00%
Program Fee	0	95	95	N/A
Total Out-of-state Medical Laboratory Science	\$425	\$425	\$0	0.00%
<u>Nursing, RN-to-BSN</u>				
In-state Undergraduate (per credit hour)				
Tuition	\$350	\$330	(\$20)	-5.71%
Clinical Site Fee	0	0	0	0.00%
Program Fee	0	20	20	N/A
Total In-state Nursing, RN-BSN	\$350	\$350	\$0	0.00%
Out-of-state Undergraduate (per credit hour)				
Tuition	\$350	\$330	(\$20)	-5.71%
Clinical Site Fee	0	0	0	0.00%
Program Fee	0	20	20	N/A
Total Out-of-state Nursing, RN-BSN	\$350	\$350	\$0	0.00%

⁹The Technology Fee is assessed at a flat rate of \$235 per semester and no per credit hour equivalent is assigned.

Residential Room Rates

Standard Room – Fall & Spring	\$5,870	\$5,870	0	0.00%
Standard Room – Summer	1,500	1,500	0	0.00%

General Education Reform

Dr. Jake Fox, President, Faculty Senate
Dr. Nicole Hendrix, Interim Director, Core Curriculum

Guiding Principles

- 1) The general education program is **student centered**.
- 2) The general education program promotes strong foundations for **student learning and success** on campus and beyond.
- 3) The general education program reflects the identity and responsibilities of **Radford University**.

Thank you to our colleagues!

Dr. Roann Barris, CVPA

Dr. Anna Devito, CEHD

Dr. Can Dogan, Davis

Dr. Tricia Easterling, CEHD

Dr. Dan Farhat, Davis

Ms. Melanie Fox, OIEQI

Dr. Sandy French, CHBS

Dr. Tim Fuhrer, Artis

Dr. Kurt Gingrich, CHBS

Ms. Rachel Hall, Advising

Dr. Katie Hilden, CEHD

Dr. Paige Horst, CHBS

Dr. Angela Joyner, CCTD

Dr. Katie Katz, Waldron

Ms. Laura Kimball, CVPA

Mr. Chris Nietzold, Alumni

Ms. Alison Pack, CVPA

Dr. Paula Prince, JCHS

Ms. Julianna Stanley, SGA

Mr. David Stuart, Student Affairs

Dr. Jon Tso, Artis

Dr. Cassady Urista, Artis

Dr. Kerry Vandergrift, Waldron

Dr. Courtney Watson, JCHS

Ms. Jennifer Whicker, Library

Process moving forward

REAL Curriculum Planning Committee

April 2019 – September 2019

**REAL Implementation
Steering Committee**

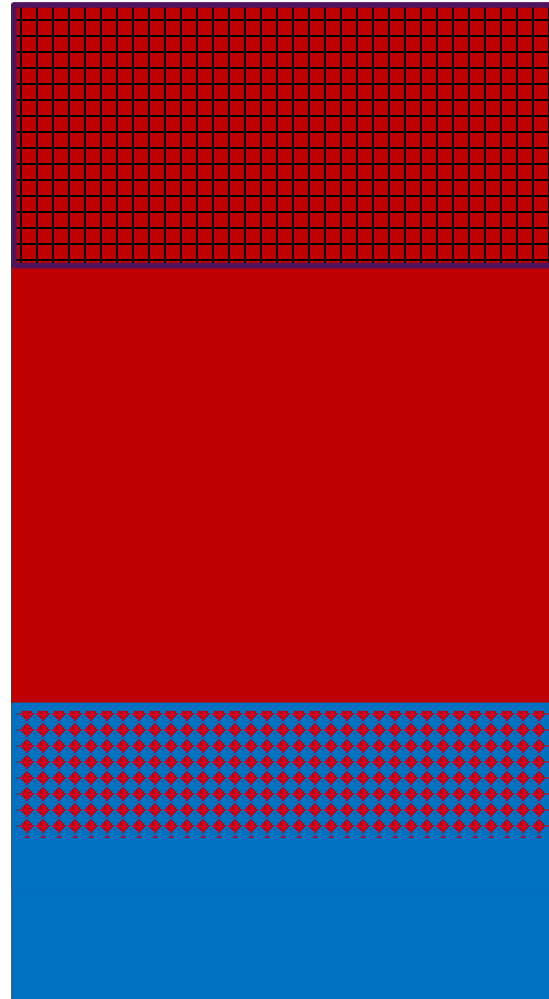
April 2019 – Launch

**REAL Curriculum
Launch**



General education at Radford University: Could we do more?

Traditional
programs



General Education Requirements

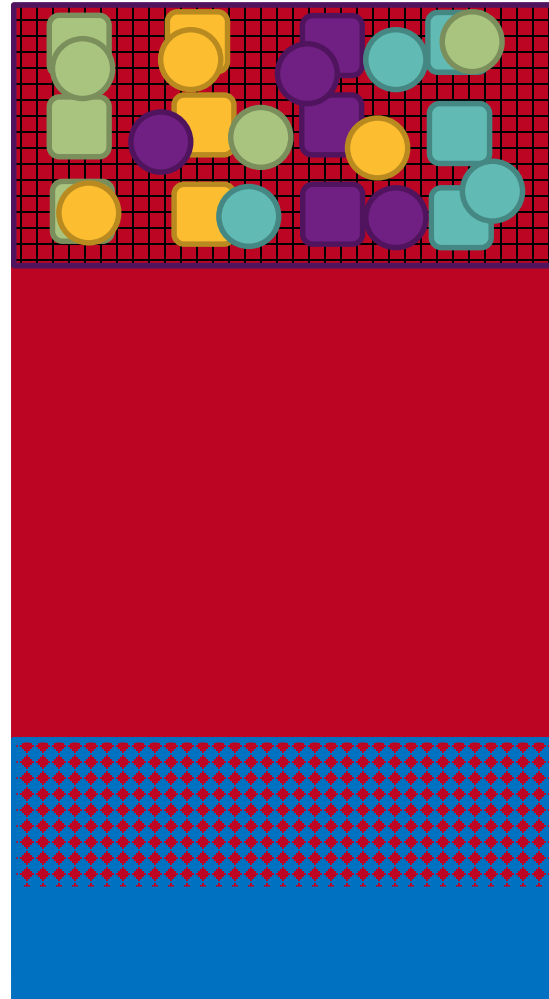
Degree Program Requirements



Students can add
majors/minors.

Free Credits

Traditional:
program balances
focus on diversity
depth with
diversity in new
ways.

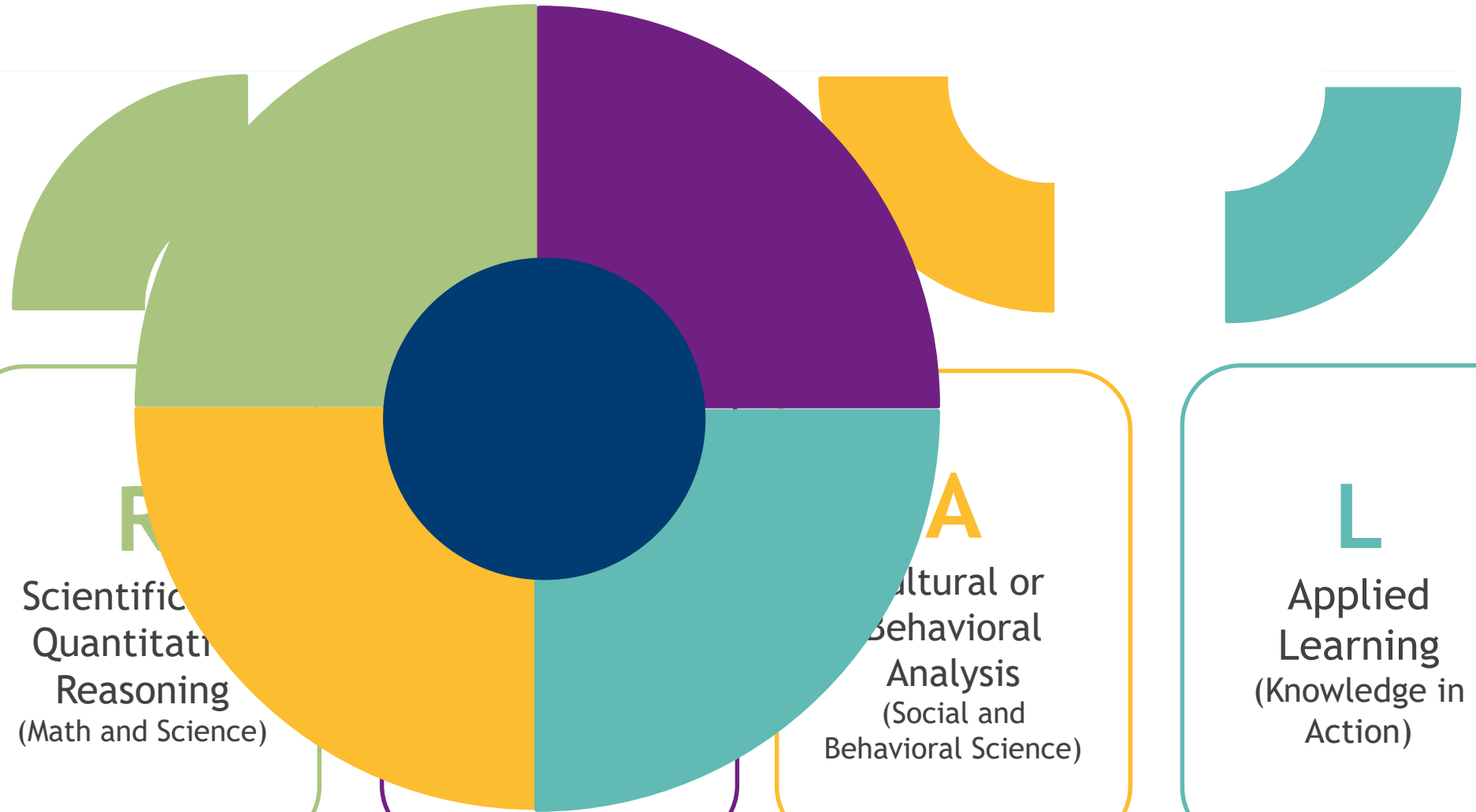
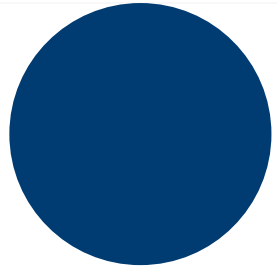


General Education Requirements

Degree Program Requirements

Free Credits

The REAL Education Curriculum



Foundations

Writing
Mathematics




Additional Requirements:
Writing Intensive (2)
Personal/Professional Development

R
Scientific
Quantitative
Reasoning
(Math and Science)




A
Cultural or
Behavioral
Analysis
(Social and
Behavioral Science)

L
Applied
Learning
(Knowledge in
Action)

Sample **REAL** Majors designations:

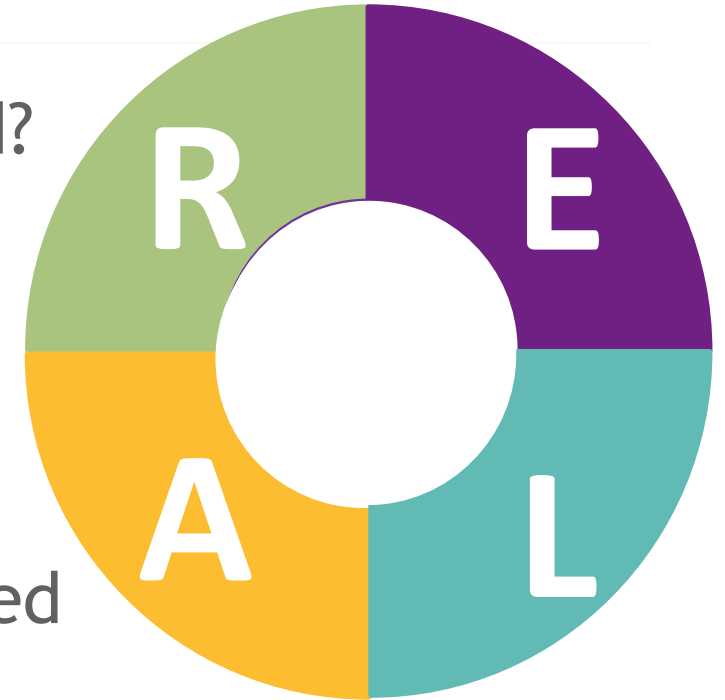
BSW in Social Work	
BS in Computer Science	
BFA in Design	

Major plus minor track(s) to fulfill **REAL**:

BS in Economics	
Minor in Crime Analysis	
Minor in English	

A different experience for students

- Where do you want to be when you leave Radford?
- Here are the degree programs we offer....
- Courses have a purpose for students beyond the progress sheet.
- Courses and academic pathways are selected based on their goals and interests.





Meet Kirstin

- Grew up in NOVA and is interested in a career in healthcare working with children.
- Major in Biomedical Science (R and L)
- Minor in Music Therapy (E)
- Minor in Psychology (A)





Meet Ivan

- Grew up in Mexico and loves art.
- He's not sure what he wants to do.
- Brings 12 credit hours in dual enrollment science.

- Major in Studio Art (E)
- Minor in General Studies Reasoning (R)
- Minor in Anthropological Science (A)
- Minor in Graphic Design (L)



Meet Ernest

- Grew up in Southwest Virginia and came to Radford as a veteran.
- Transfer student with 63 credits but no approved associate's degree.
- Major: Geospatial Intelligence
- Transfer credits map to minors or additional major degree programs.





Benefits of REAL

- Signature general education program exclusive to Radford University.
- Increases retention by promoting a culture of **belonging**.
- Encourages **interdepartmental** cooperation and **rewards innovation**.
- Allows us to take a “**discovery to diploma**” approach.
- Incentivizes involvement of our **most engaging faculty** in first year courses.
- Places no limits on **solving its own problems**.
- More **nimble and responsive** for the future and more flexible for now.



Next steps...underway

- REAL Curriculum Planning Committee: Faculty begin the work of aligning with the new curriculum
- Launch the REAL Implementation Steering Committee



Questions?

To: Dr. Jake Fox, President, Faculty Senate

From: Dr. Nicole Hendrix, Interim Director, Core Curriculum

Date: Monday, September 10, 2018

Re: Recommendation for Academic Values Underlying General Education

During Summer 2018, fourteen Teaching and Research faculty from across campus and Roanoke locations and eight non-voting advisory members of the academic and student community came together to identify the academic values underlying general education. In the beginning, the team defined academic values.

“Academic values inspire and guide Radford University student experiences in general education.”

The next stage of the team’s work focused on reviewing potential academic values from many sources. In addition to examining academic institutions, these individuals sought information from many other arenas and now seek input from the campus and broader Radford community.

To that end, the Radford University Academic Values Exploration Team recommends the following academic values for general education:

Exploration: Going beyond one’s limits to experience diverse subjects and disciplines for innovative learning and opportunities for self-discovery.

Tagline: “Forge your own path.”

Evaluation: The ability to discern and use reasoning, critical thinking, and evidence-based research to make informed decisions.

Tagline: “Transform information into insight.”

Engagement: Integrating knowledge, methods, and experiences to establish connections across concepts, disciplines, and communities.

Tagline: “Become more than the sum of our parts.”

To: Dr. Jake Fox, Faculty Senate President
From: Dr. Nicole Hendrix, Interim Director, Core Curriculum
Date: November 9, 2018
Re: Recommendation of Guiding Principles for General Education

Over the past month, a team of twelve faculty representing each academic college have worked to identify guiding principles that will help develop a new model of general education at Radford University. These principles were circulated and input was received from the campus community. The team recommends the following principles:

1. The general education program is student centered. Therefore, the general education program:
 - a. is easy to understand, explain, and navigate;
 - b. allows student choice;
 - c. encourages timely graduation;
 - d. accommodates the needs of students (freshman, transfer, non-traditional, first-generation, veterans, international, etc.).

2. The general education program promotes strong foundations for student learning and success on campus and beyond. Therefore, the general education program:
 - a. provides opportunities to develop abilities and gain knowledge useful within and across disciplines;
 - b. exposes students to diversity of perspective and depth of knowledge through coursework outside their discipline;
 - c. encourages engagement with and guidance by full-time faculty;
 - d. ensures reliable and valid assessment of learning goals and outcomes.

3. The general education program reflects the identity and responsibilities of Radford University. Therefore, the general education program:
 - a. embodies the Academic Values, Vision, Mission, and Core Values of Radford University;
 - b. aligns with regional, state, University, college, and department accreditation requirements;
 - c. invites all Radford University colleges to contribute to General Education;
 - d. adapts to internal and external factors (transfer issues, legislative changes, accreditation-University, department, SACSCOC, and SCHEV, etc.).

The REAL Education Model

SUMMARY

Two areas of foundational competency are required for success in degree programs:

- Foundational writing focused on composition and mechanics (can cross credit with degree program but not E area fulfillment)
- Foundational math focused on numerical literacy (can cross credit with degree program but not R area fulfillment)

Students choose degree programs (majors and minors) to fulfill four areas of knowledge and complete general education:

The REAL Areas

Scientific and Quantitative REASONING: Major or minor includes courses in math, natural science, and/or other related areas. Degree programs fulfilling this area incorporate the tools of mathematics and quantitative reasoning and the methodologies of scientific inquiry.

Humanistic or Artistic EXPRESSION: Major or minor includes courses in humanities, fine arts, and other related areas. Degree programs fulfilling this area integrate methods/techniques and areas of inquiry that explore and describe the human experience.

Cultural or Behavioral ANALYSIS: Major or minor includes courses in social science, behavioral science, and other related areas. Degree programs fulfilling this area examine individual, social, or cultural factors that influence human behavior and shape reciprocal relationships between people and society.

Applied LEARNING: Major or minor includes courses incorporating skills immediately applicable to the workplace; a focus on how academic subjects apply to real world problems and opportunities; and applied courses focus on practice (doing—knowledge in action) within a profession.

Students must complete two writing intensive courses, at least one at the 300 level or higher. These may be completed within or outside of student degree programs.

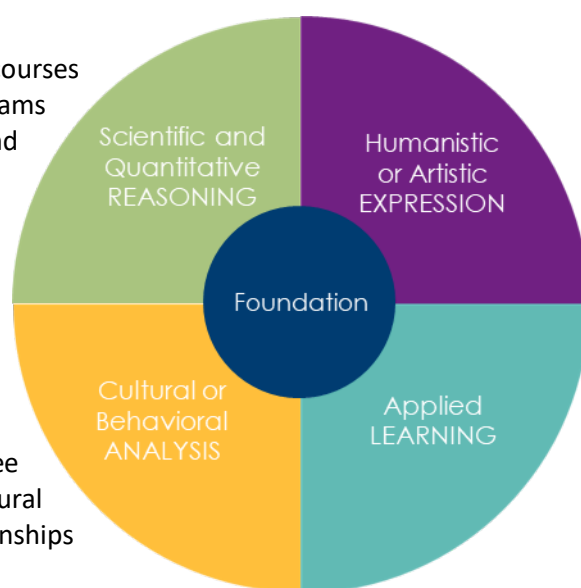
Students must fulfill a personal and professional development area with activities, engagements, and/or coursework.

Program requirements:

Any degree program that fulfills a REAL area must include at least 9 unique credit hours, with at least 3 credit hours at the 300 level or above for the area covered.

All minors that fulfill REAL areas must be a minimum of 15 credit hours.

REAL area general studies minors allow students to fulfill areas with more diverse collections of courses or to change their minds about minors or majors.



INTRODUCTION

The proposed general education builds on the idea that students can pursue their goals and engage in exploration and learning in many ways and in all departments. This proposal acknowledges the academic strengths of disciplines and privileges no discipline in the pursuit of knowledge. The program proposed in this document recognizes that degree programs build competencies in the areas students need for lifelong learning and success and allows students to cross credit those competencies with general education areas. With this in mind, the team has proposed a model that incorporates general education seamlessly into the entirety of their career at Radford University: The REAL Model. In this model, students meet area requirements through majors and minors. Additional foundational requirements are added to promote academic success.

Traditionally, students take individual courses from isolated course groups that reflect the fundamental learning areas at the beginning of their academic experience. It is the belief of the General Education Principles and Models Team that a more enriching and engaging experience can be achieved when general education requirements are incorporated into and fulfilled by programs of study (plans of majors and minors), not segregated into single courses. Degree programs allow for more significant depth of study and greater contact with departments and faculty. Existing degree programs at Radford University thoroughly cover one or more of the fundamental learning areas, and therefore we can capitalize on the knowledge gained in the student's major(s) and minor(s) to demonstrate their understanding of foundational principles.

LEARNING AREAS AND COMPETENCIES

We have identified four fundamental learning areas that all students should engage prior to graduation from Radford University: scientific and quantitative **REASONING**, humanistic or artistic **EXPRESSION**, cultural or behavioral **ANALYSIS**, and applied **LEARNING**. Within the proposed model, students pursue a *program of study* (combinations of majors/minors) which simultaneously cover these **REAL** areas to complete general education. All degree programs that claim to cover a **REAL** area must agree to fulfill the assessment plan for that area. Students also complete additional foundational requirements to help ensure academic success within majors and minors.

Proposed Competencies

The General Education Principles and Models Team proposes the following competencies in accordance with the State Council of Higher Education (SCHEV) requirements:

- Written communication (required of all degree programs under the Strategic Plan)
- Critical thinking (required of all degree programs under the Strategic Plan)
- Quantitative reasoning (required of all degree programs counting in the **Reasoning** area)
- Scientific reasoning (required of all degree programs counting in the **Reasoning** area)
- Oral communication (required of all degree programs under the Strategic Plan)

Civic engagement is a required SCHEV competency but is not included as part of general education for Radford University. A task force is developing an assessment plan for civic engagement that includes a broad definition with curricular and co-curricular fulfillment options.

THE REAL MODEL REQUIREMENTS

The requirements for this model are as follows:

1. Students demonstrate competency in foundational writing and mathematics. Students complete:
 - **ONE** foundational writing course taught by the Department of English that includes development of composition and mechanics. Students may use competency assessment, transfer, dual enrollment, or advance placement to complete this requirement (equivalent to ENGL 111 or others deemed appropriate by the Department of English). This course cannot count towards fulfilling the REAL areas.
 - **ONE** foundational mathematics course taught by the Department of Mathematics and Statistics that includes basic numeracy and quantitative literacy. Students may use competency assessment, transfer, dual enrollment, advance placement, or a standardized test score determined by Department of Mathematics and Statistics to complete this requirement (equivalent to MATH 114, 116, 119, or other courses deemed appropriate by the Department of Mathematics and Statistics). This course cannot count towards fulfilling the REAL areas.
2. Students select a *program of study* (combinations of majors/minors) in which all four **REAL** areas are covered. Breadth and depth are important for academic success. As such, students meet the general education requirements by cross-crediting courses with their major/minor programs. Students can complete the areas with traditional/existing majors and minors to develop depth of knowledge in the four **REAL** areas. To allow students to prioritize breadth over depth and make the model more flexible for students and departments, we introduce four new general minors (described below) supported by the Office of **REAL** Education, which is responsible for assessment of these.
3. To expand the effect of the program's focus on depth and increase the success of students generally, the team has proposed two additional required areas. These areas can cross-credit with programs of studies (minors and majors).
 - **TWO** courses designated as writing intensive within their programs of study. At least one of these must be at the 300 level or higher. Writing style and formats will vary greatly. Requirements for the designation should reflect, and not limit, the variety of writing applications. Writing instruction must be integral to the course, as part of the course content and as a significant, recurring activity. Through instruction and disciplinary reading, students learn about writing, including structures and functions. The course description, goals, and outcomes must reflect the significant role that writing plays in the course. Departments/schools can review and propose which courses are writing intensive consistent with definitions, learning goals, and outcomes to be determined in the next phase. No departments are required to offer writing intensive courses, but any department can develop or use an existing course or courses to fulfill this requirement for degree-seeking students or others across campus. Courses must be designated with a (W) in the schedule of classes. Any courses taken for this requirement can cross-credit with majors and minors.
 - **A** personal and professional development and wellness requirement, encompassing multiple areas of competency. Students arrive to campus with existing diverse skills and competencies. This area is designed to be flexible, allowing students to build competencies that will best meet their needs and help prepare them for academic, professional, and personal success on campus and beyond. This requirement may be fulfilled through a range of activities, engagements, and/or three credits of coursework. This requirement may be fulfilled through major or minor requirements. Any courses taken for this requirement can cross-credit with majors and minors.

4. To ensure breadth of knowledge, each student must complete a program of study that includes 30 credit hours of 100-200 level courses approved for inclusion in the REAL education program. Upper- division courses will be reviewed on a case-by-case basis for inclusion in the REAL areas. Courses transferred in from the Virginia Community College System (VCCS) may be applied to the 30 credit hour minimum.
5. The number of REAL areas required for those with approved transfer credits may be reduced as long as at least one course for each of the four REAL areas is present in the degree program of study. Students with 60 or more approved transfer credits would need to cover at least one REAL area. Students must have at least one course in any area covered or reduced by approved transfer credit. Coverage of the REAL areas will be determined in consultation with departments and college advising centers.

SUPPORTING THE REAL MODEL

The following conditions support the implementation of the **REAL** Model at Radford University.

REAL Area Coverage Requirements

To cover a **REAL** area, a major or minor must agree to:

- Require at least 9 credit hours of coursework, of which 3 or more credits must be at the 300 level or above, within the area(s) fulfilled.
- Adhere to and assess learning goals and outcomes for the **REAL** area(s) covered.

The following conditions must also be met:

- Minors must include a minimum of 15 total credit hours, containing at least 9 credit hours, with 3 credit hours at the 300 level or higher, of coursework that document each **REAL** area intended to fulfill.
- A single major degree program may fulfill no more than three REAL areas for any one student, unless all four REAL areas are fulfilled by accreditation or licensure requirements. A single minor degree program may fulfill no more than two REAL areas.
- No degree program can cover more than two REAL areas using a single prefix.
- Each major and minor must agree to provide clear communication to their degree-seeking students about which areas still require degree programs to satisfy.
- In a student's program of study, courses from degree programs cannot count simultaneously in multiple REAL areas.

The REAL Studies Minors

To accommodate transfer students, students who change majors, students who are uncertain about their program of study, and students who wish for less depth and more breadth in their program of study, the General Education Principles and Models team recommends the development of four new general studies minors. Each of these general studies minors covers one of the **REAL** areas:

Minor in Scientific and Quantitative Reasoning. Any 15 or more credits in math, natural science, and/or other related areas, with at least 3 credits at the 300-400 level. This minor requires at least one course that includes the tools of mathematics and quantitative reasoning and another course that includes the use of methodologies of scientific inquiry. Coursework must include classes with at least two different prefixes.

Minor in Humanistic and Artistic Expression. Any 15 or more credits in humanities, fine arts, and/or other related areas, with at least 3 credits at the 300-400 level. Coursework must include classes with at least two different prefixes.

Minor in Cultural and Behavioral Analysis. Any 15 or more credits in social science, behavioral science, and/or other related areas; with at least 3 credits at the 300-400 level. Coursework must include classes with at least two different prefixes.

Minor in Applied Learning. Any 15 or more credits in courses incorporating skills immediately applicable to the workplace; a focus on how academic subjects apply to real world problems and opportunities; and applied courses focus on practice (doing—knowledge in action) within a profession. At least 3 credit hours must be completed at the 300-400 level. Coursework must include classes with at least two different prefixes.

Note the following about the general studies minors:

- Students cannot double count courses to simultaneously complete both traditional minors and one of the general studies minors. (e.g.: a student cannot automatically receive the Minor in Scientific and Quantitative Reasoning by completing the Minor in Chemistry; the student will need to apply different courses if they wish to receive the Minor in Scientific and Quantitative Reasoning.)
- Students will need to select courses for these minors. Departments will be invited to review and identify appropriate courses and code each with a “R”, “E”, “A”, and/or “L” for inclusion in the course catalog for this purpose.
- Assessment for the general minors will be done by the administrator of the REAL Education program.

PROGRAM NOTES

Degree Program Review for REAL Area Coverage

Departments will be asked to review their major/minor degree programs and identify which **REAL** area or areas they intend to cover (according to REAL Area Coverage Requirements above and based on the to-be-determined learning goals and outcomes), so that each degree program can be coded with a “R”, “E”, “A”, and/or “L”. Departments will also be asked to review individual courses and code them similarly for students interested in degree areas and/or those who might seek the general studies minors.

No department or school is required to submit degree programs or courses for **REAL** area fulfillment.

All courses fulfilling a **REAL** area within a degree program of study are **NOT** required to be taught by the department/school. However, departments/schools are expected to communicate with other departments about reliance on and inclusion of courses in their degree program plans of study.

Alignment

To claim coverage over one or more **REAL** area, the department/school completes an alignment proposal. In this proposal, the department/school agrees to document the courses they use for that area, meet the **REAL Area Coverage Requirements** noted above. Programs must also work with the Office of Institutional Effectiveness and Quality Improvement to describe particulars on how program level assessment of the learning goals and outcomes for degree seeking students is fulfilled. Departments or schools who rely on courses from other departments/school will include formal agreements with these in the proposal for alignment with the REAL program.

This alignment proposal will be reviewed by department and college curriculum committees, and it will move through any other IG processes determined to be required by Faculty Senate.

POSSIBLE EXAMPLES:

Sample **REAL** Majors designations:

BS in Economics	
BS in Computer Science	
BA in History	
BFA in Design	

Major plus minor track(s) to fulfill **REAL**:

BS in Economics	
Minor in English	
Minor in Information Systems	

Assessment

Assessment occurs at the program level. Each department/school will assess the learning goals and outcomes for the **REAL** areas covered for degree-seeking students (majors and minors). This data can be useful for department/school program review and annual reports, as well as for institutional general education assessment.

**UNIVERSITY CORE CURRICULUM PROGRAM
REQUIREMENTS FOR THE COLLEGE OF HUMANITIES AND
BEHAVIORAL SCIENCES 2017-2018**

NAME: _____
RU ID: _____ DATE: _____

University Core

College Core

**A. Foundations
(12 semester hours)**

CORE 101 _____ 3
CORE 102 _____ 3
CORE 201 _____ 3
CORE 202 _____ 3

NOTE:

Students can only use two courses with their major prefix to fulfill core requirements.

Courses may be listed in both University Core B and College Core A, but can only be used to fulfill a single area requirement.

Core Curriculum: 43-45 SH

Honors Academy Students Only:

HNRS 103 _____ 3
HNRS 201 _____ 3
HNRS 202 _____ 3

**B. Skills & Knowledge
(16 semester hours)**

Mathematical Sciences (3SH)

MATH 114 or 116 are recommended.

MATH _____ 3
MATH 114, 116, 119, 121, 122, 125, 126, 132, 137, 138, 151: 152

Natural Sciences (4 SH)

_____ 4
ASTR 111, 112, BIOL 103, 104, 105, CHEM 101: 102, 120, GEOL 100, 105: 106, PHYS 111: 112, 221: 222

Humanities (3 SH)

_____ 3
CLSS 110, CCST 110, ENGL 200, HIST 101, 102, PHIL 111, 112, 200, POSC 110, RELN 111, 112, 203, 206

Visual & Performing Arts (3 SH)

_____ 3
ART 100, 215, 216, CVPA 266, DNCE 111, MUSC 100, 121, 123, THEA 100, 180

Social/Behavioral Sciences (3 SH)

_____ 3
ANSC 101, APST 200, ECON 205, 206, GEOG 101, 102, 103, HIST 111, 112, POSC 120, PSYC 121, RELN 205, SOCY 110, 121

A. National & International Perspectives (6 semester hours)

Courses must be from different disciplines:

Global Perspectives (3SH)

_____ 3
CCST 103, CVPA 226, ENGL 201, 202, GEOG 101, 102, 140, 280, HIST 101, 102, INST 101, ITEC 112, PEAC 200, RELN 112, 205, SOCY 121, THEA 180, WGST 101

U.S. Perspectives (3 SH)

_____ 3
APST 200, ECON 205, 206, ENGL 203, GEOG 201, 202, 203, HIST 111, 112, POSC 120, SOCY 110

B. Supporting Skills & Knowledge (9-11 Semester Hours)

Natural Sciences or Mathematical Sciences

_____ 3-4
ASTR 111, 112, BIOL 103, 104, 105, CHEM 101: 102, 120, PHYS 111: 112, 221: 222, MATH 114, 116, 119, 121, 122, 125, 126, 132, 137, 138, 151: 152, STAT 130, 200, 219

Humanities, Visual & Performing Arts, or Foreign Languages (3-4 SH)

_____ 3-4
CLSS 110, CCST 110, ENGL 200, HIST 101, 102, PHIL 111, 112, 200, POSC 110, RELN 111, 112, 203, 206, ART 100, 215, 216, CVPA 226, DNCE 111, MUSC 100, 121, 123, THEA 100, 180, ARAB 101, 102, 201, 202, 300, CHNS 101: 102, 201: 202, FORL 100, 109, 200, 209, 210, 309, 409, FREN 100, 200, 210, 300, 320, GRMN 100, 200: 210, 300, LATN 101: 102, 201, 350, RUSS 101, 102, 201, 202, 300, SPAN 101: 102, 201: 202

Social/Behavioral Sciences (3SH)

_____ 3
ANSC 101, APST 200, ECON 205, 206, GEOG 101, 102, 103, HIST 111, 112, POSC 120, PSYC 121, RELN 205, SOCY 110, 121

18-19.15—Motion for the creation of the REAL Curriculum Planning Committee (RCPC)

Referred by: Faculty Senate Executive Council

MOTION:

In light of the proposed model of general education, the Faculty Senate recommends the establishment of the Radford University REAL Curriculum Planning Committee (RCPC). This committee is charged with the responsibilities of developing a curriculum plan for the new general education model for Radford University.

To ensure diversity and equity of representation of many faculty perspectives and that all faculty have access to provide input into that process while still remaining small enough to make nimble and effective progress, voting members of the team will be 2 full time Teaching and Research faculty representatives nominated and elected from different departments within each college (CHBS, Artis, Davis, CVPA, CEHD, and Waldron). Although voting members are elected at the college level, their mission will be to represent views from across the Radford University community. One additional non-voting member, the Interim Director of the Core Curriculum, will be appointed as facilitator of the team. It is expected that this team will need to meet weekly to ensure adequate progress towards completion of the charges within the timeline specified.

The team charges are to:

- 1) Review the accreditation expectations related to general education from SACSCOC and SCHEV in consultation with the Office of Institutional Effectiveness and Quality Improvement.
- 2) Define learning goals and outcomes for the four REAL areas for the proposed REAL model. These learning goals and outcomes should remain consistent with the academic values and guiding principles voted on by Faculty Senate in the Fall 2018.
- 3) Develop **learning outcomes** ~~competencies and an assessment plan~~ for the personal and professional development requirement outlined in the REAL model proposal.
- 4) Identify a definition of ‘writing intensive’ ~~and an implementation plan~~ for writing intensive coursework under the REAL model.
- 5) Communicate with the REAL Model Implementation Steering Committee.
- 6) Drafts of all team recommendations will be circulated monthly to ensure the campus community is informed as this work evolves.
- 7) ~~Final~~ Draft recommendations will be circulated via public forums for input and discussion.
- 8) **Initial** recommendations for the curriculum plan will be submitted for review and approval by the Faculty Senate ~~no later than~~ **with a target date of** September 12, 2019.

RATIONALE:

With approval of the REAL model by Faculty Senate, Radford University faculty must now move to develop a curriculum plan for this innovative approach to general education. In doing so, the faculty

charged with this important work must keep in mind the academic values and guiding principles approved by Faculty Senate and which supported the development of the REAL model.

18-19.16—Motion for the Creation of REAL Model Implementation Steering Committee

Referred by: Faculty Senate Executive Council

MOTION:

In light of the proposed model of general education, the Faculty Senate recommends the establishment of the Radford University REAL Model Implementation Steering Committee. This committee is entrusted with the responsibilities of developing and fulfilling an implementation plan for the new general education model for Radford University.

Due to the substantial innovation in the proposed model of general education, this team will be populated with individuals from across campus, as well as, six Teaching and Research faculty, one representative from each college. Each faculty representative will be nominated and elected by faculty within their college (CHBS, Artis, Davis, CVPA, CEHD, and Waldron). Additional members of the team will include:

- A. President of the Faculty Senate (co-chair)
- B. Vice President for Academic Affairs, Provost or designee (co-chair)
- C. **Vice President for Finance and Administration**
- D. Vice President of Enrollment Management
- E. Vice President of Student Affairs
- F. A dean from an undergraduate academic college
- G. **Dean of the McConnell Library**
- H. Chair of Faculty Senate Curriculum Committee
- I. Chair of Faculty Senate Governance Committee
- J. A representative elected from the Council of Chairs
- K. Two Faculty Senators elected by the Faculty Senate
- L. Executive Director for the Center for Career and Talent Development
- M. Interim Director of Core Curriculum
- N. A representative from the Office of Institutional Effectiveness and Quality Improvement
- O. A representative from Academic Advising

It is anticipated that this team will need to meet weekly over the summer and throughout the academic year to ensure adequate progress towards completion of the charges within the timeline specified.

The committee charges are to:

- 1) Identify the necessary tasks and challenges for implementation of the REAL model of general education.
- 2) Gather input from campus constituencies by developing subcommittees in areas to be determined by the committee. These subcommittees will identify recommendations for implementation to bring forward to the Steering Committee.
- 3) Create an implementation plan for overcoming challenges of the REAL model. Upon approval by the Steering Committee, recommendations will be submitted for consideration by Faculty Senate.

- 4) Submit an initial report, including proposed timeline for implementation of the REAL model, no later than September 12, 2019. The timeline for implementation will be subject to approval by Faculty Senate.
- 5) Maintain ongoing communication with the campus community via distribution of monthly reports related to REAL implementation planning.
- 6) The team will facilitate the full implementation of the REAL model and remain in place through the first year of implementation.

RATIONALE:

The proposed REAL model of general education requires a campus wide effort to ensure successful support and implementation. The proposed steering committee will communicate with Faculty Senate to ensure faculty involvement in general education curriculum implementation.

Student Representative Report

RADFORD
UNIVERSITY

Unity Day of Service



Planning Committee



Unity Day of Service



Bobcat Backpack Program



Painting Signs



Unity Day of Service



Appreciation for Local
Emergency Personnel



Unity Day of Service

Mountain View Cemetery



Bisset Park,
Wildwood Park and
Riverway Clean-up



Board of Visitors at Radford University

- **Details/Questions asked**
- **Stats**

Board of Visitors at Radford University

- **What year are you at Radford University?**
- **Do you know who the Board of Visitors are here at Radford University?**
 - The Board of Visitors at Radford University is 15 members appointed by Virginia's Governor to serve for 4 years on the Board. They meet quarterly each academic year, and their work consists of approving the University's budget and strategic plan and promoting the purpose and mission of the University. The Board of Visitors is responsible for appointing the President of the University. Each year, they select a faculty representative and student representative, who serve as non-voting members to the Board, and work to improve the connection between the faculty and students and the Board of Visitors.

Board of Visitors at Radford University

- **Did you know any student could be the Student Representative to the Board of Visitors?**

- In order to be considered for the Student Representative position, you have to be nominated for the role. The selection process includes providing a written statement, providing a resume and interviews with President Brian O. Hemphill and the members of the Board. The Board selects a new Student Representative each May. The student representative is there to share the needs, concerns and successes of the student body to the Board.

- **Do you know who the current Student Board Representative is?**

- Her name is Myriah Brooks. She created this survey to help you gain awareness of the Board of Visitors and open up opportunities to you to voice your opinion to the Student Board Representative both now and in the future.

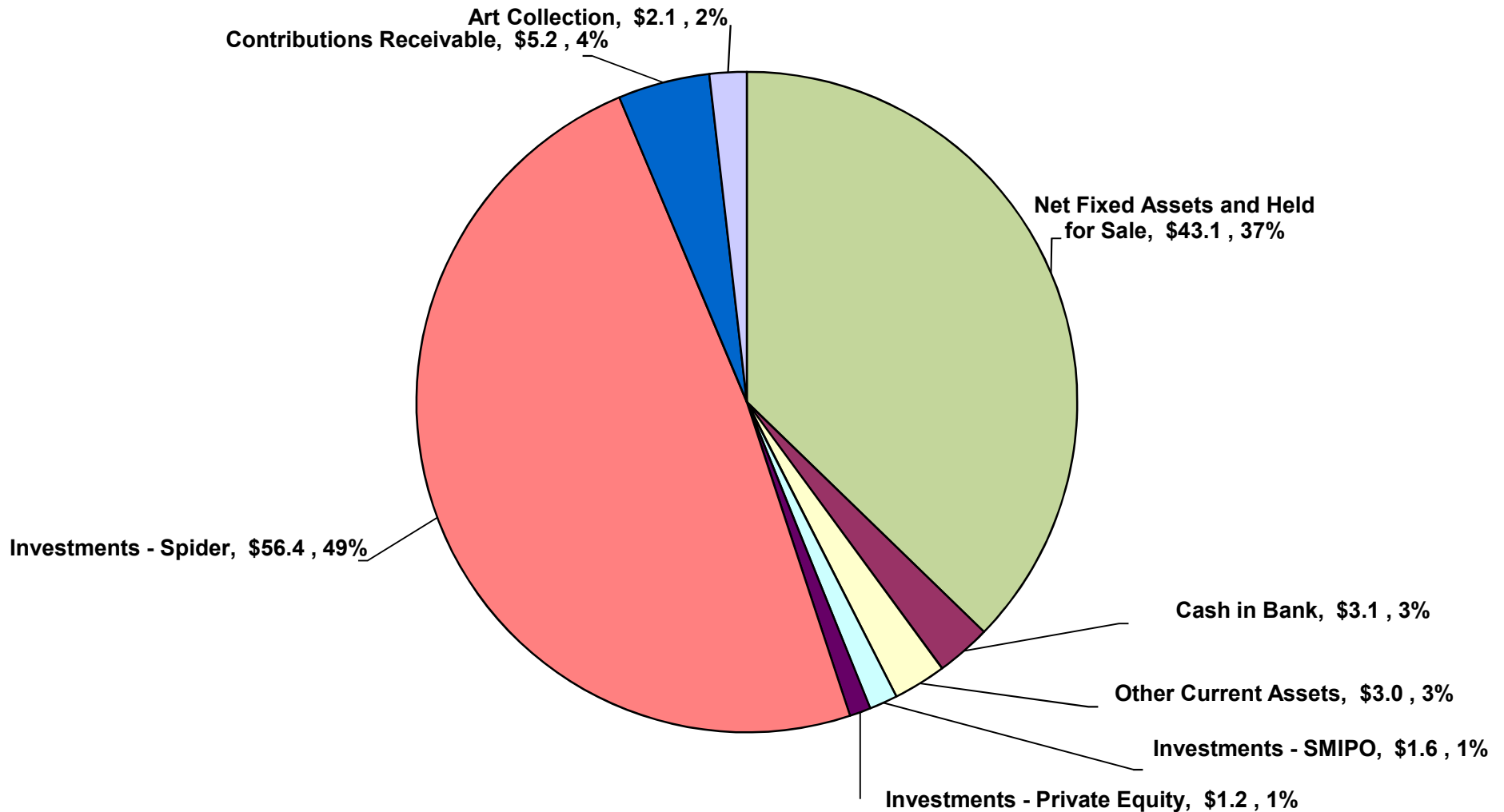
Page 158 of 339

Board of Visitors at Radford University

- **Do you have any questions or ideas for the Student Representative?**

Discussion

Radford University Foundation Asset Composition as of 03/31/19



(in millions)
Total Assets: \$115.7M

State Relations Update May 10, 2019

The 2019 General Assembly convened on Wednesday, January 9 and adjourned on Sunday, February 24.

From a legislative perspective, the vast majority of problematic legislation for higher education was defeated or favorably amended. We continue to see a large number of higher education legislation in the areas of college access, affordability, and accountability.

Legislation that was introduced, but defeated, included bills relating to campus sexual violence policies and student disciplinary hearings, criminal history questions on admissions applications, and institutional donations. It is likely that we will see legislation on these topics during the 2020 session.

In addition, the budget included language with several higher education directives which may influence higher education funding in the next biennium.

- **Financial Aid Review.** The budget directs SCHEV to lead a review of financial aid funding models and awarding practices. The scope of the review will center on the VSFAP funding model and use of tuition and fee revenue used for aid, but will expand as needed.
- **Statewide Higher Education Funding Plan.** The budget directs SCHEV to develop a statewide higher education finance plan that incorporates the priorities of the Joint Subcommittee on the Future Competitiveness of Virginia Higher Education.

Key legislation that passed the General Assembly and was signed by the Governor includes the following topics.

- **BOV.** Legislation passed which mandates a two year waiting period for former BOV members to be employed at the institution. In addition, legislation passed which requires education programs for BOVs to include presentations relating to student debt trends.
- **Tuition and Fee Increases.** Institutions will now be required to permit public comment on proposed increases in undergraduate tuition and mandatory fees at a BOV meeting. The bill requires the BOV to establish policies for public comment, which may include reasonable time limitations, and to provide an explanation of any deviation from

the projected range of the planned increase previously provided to students and the public.

- **Release of Student Information.** As a follow-up to last year's student directory information legislation, a clean-up bill passed which allows for institutions to disclose certain directory information of students to internal university stakeholders for educational purposes or internal business, if the student has not opted out of the disclosure. This may require updating existing policies and procedures that were developed last year as a result of HB 1.
- **Financial Aid Award Letters.** Any comprehensive financial aid award notification provided to a student by an institution must meet the requirements and best practices established by SCHEV in its Financial Aid Award Letters Policies and Guidance.
- **Institution Innovation.** Legislation passed which permits public institutions to participate in a limited performance pilot program. The legislation also establishes the Innovative Internship Fund to be used to fund the Innovative Internship Program, which currently exists and is administered by SCHEV. The budget includes \$700,000 and the funding is to expand internship or other work-based learning opportunities to facilitate the readiness of students, employers, and institutions.
- **Rural Information Technology Apprenticeship Grant Fund and Program.** The Rural Information Technology Apprenticeship Grant Fund and Program will be administered by the Southwest Virginia Higher Education Center, in collaboration with regional two and four year institutions, including Radford. The purpose is to award grants to small, rural information technology businesses in Southwest and Southside Virginia to establish apprenticeship programs that combine mentorship and on-the-job training.

2020 General Assembly

Looking ahead, President Hemphill and the administration are in the process of developing the University's 2020 State Priorities. As in previous years, President Hemphill and I will be traveling to each region over the summer and fall meeting with members of the General Assembly and other state officials to update them on University initiatives and key priorities.

All 100 House seats and 40 Senate seats are up for reelection this year and the landscape for the 2020 General Assembly will be dramatically different. Currently, Republicans control the House (51-49) and the Senate (21-19). With a razor thin margin, there is a strong possibility that control of the House and/or the Senate could flip parties – about half of the House and Senate seats are contested, and redistricting could also determine the balance of power. The

most profound impact of the House and/or Senate flipping parties will be new committee leadership and widespread changes to committee membership.

Regardless of which party controls the House and Senate, there will be many new faces in the General Assembly due to retirements, election losses, or House members choosing to forego their House seat to run for the Senate. Currently, we know that there will be at least six new members of the House Appropriations Committee, six new members of the House Education Committee, two new members of the Senate Finance Committee, and two new members of the Senate Education & Health Committee.

The following General Assembly members have announced their retirements:

- Delegate Steve Landes
- Delegate Dickie Bell
- Delegate Gordon Helsel
- Delegate David Toscano
- Delegate Brenda Pogge
- Delegate Riley Ingram
- Delegate Scott Garrett
- Delegate Matthew James
- Senator Bill Carrico
- Senator Dick Black
- Senator Frank Wagner

The following General Assembly members chose to forego their House seat and run for the Senate:

- Delegate Debra Rodman (against Senator Dunnavant)
- Delegate Cheryl Turpin (Senator Wagner's open seat)
- Delegate Todd Pillion (Senator Carrico's open seat)
- Delegate John Bell (Senator Black's open seat)

**Performance Plan Update for 2018-2019
President Brian O. Hemphill**

Radford University Board of Visitors Resolution

Now Therefore Be it Resolved, that the Board of Visitors hereby approves payment for President Brian O. Hemphill's Performance Plan for 2018-2019, as discussed in closed session on May 10, 2019, and that said performance plan pursuant to Section E of the Employment Agreement of Brian O. Hemphill, Ph.D., dated December 7, 2018, is considered a personnel record.

Adopted: May 10, 2019



Mark S. Lawrence
Rector
Radford University Board of Visitors



Karen Castele
Secretary to the Board of Visitors
Radford University

**Performance Plan Approval for 2019-2020
President Brian O. Hemphill**

Radford University Board of Visitors Resolution

Now Therefore Be it Resolved, that the Board of Visitors hereby approves President Brian O. Hemphill's Performance Plan for 2019-2020, as discussed in closed session on May 10, 2019, and that said performance plan pursuant to Section E of the Employment Agreement of Brian O. Hemphill, Ph.D., dated December 7, 2018, is considered a personnel record.

Adopted: May 10, 2019



Mark S. Lawrence
Rector
Radford University Board of Visitors



Karen Castele
Secretary to the Board of Visitors
Radford University

**Radford University Board of Visitors
Resolution**

*Board of Visitors Approval of the Amendments to the Radford University Discrimination,
Harassment, Sexual Misconduct and Retaliation Policy*

May 10, 2019

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 September 15, 2017; and

WHEREAS, the 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 modifications due to the name change of the Office of Diversity and Equity to the Office of Institutional Equity, as well as the addition of the soon-to-be Radford University educational site located in Roanoke, Virginia, to be known as Radford University Carilion.

NOW, THEREFORE, BE IT RESOLVED that, as part of this commitment, in response to the office name change and in anticipation of the formal establishment of Radford University Carilion, the Radford University Board of Visitors hereby adopts the revised Radford University Discrimination, Harassment, Sexual Misconduct and Retaliation Policy, dated July 10, 2019 contingent upon approval by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to operate the educational site in Roanoke, Virginia.

Adopted: May 10, 2019



Mark S. Lawrence
Rector
Radford University Board of Visitors



Karen Castele
Secretary to the Board of Visitors
Radford University



RESOLUTION RECOGNIZING
RANDOLPH J. MARCUS

WHEREAS, Mr. Randolph J. Marcus earned an Bachelor of Arts in Political Science from Hampden-Sydney College; and

WHEREAS, Mr. Marcus has devoted his career to serving citizens through political and government affairs, including management, legislative and executive relations and strategic communication; and

WHEREAS, Mr. Marcus has extensive knowledge of Virginia's state and local government, business community and infrastructure; and

WHEREAS, Mr. Marcus currently serves as Resident Vice President - Virginia at CSX Transportation, Inc. and previously held positions in the offices of Governor Terry McAuliffe, Governor Bob McDonnell and Lieutenant Governor Bill Bolling; and

WHEREAS, Mr. Marcus has faithfully served the Commonwealth of Virginia with distinction as a member of the Radford University Board of Visitors from 2014 to 2019; and

WHEREAS, throughout his tenure, Mr. Marcus has provided exemplary service and demonstrated support for the students, faculty, staff and mission of Radford University; and

WHEREAS, Mr. Marcus served as Vice Rector of the Board of Visitors from 2017 to 2018; Chair of the Academic Affairs Committee from 2014 to 2017; Chair of the University Advancement, University Relations and Enrollment Management Committee from 2016 to 2017; member of the Executive Committee from 2014 to 2017; and member of the Business Affairs and Audit Committee from 2015 to 2016 and from 2018 to 2019; and

WHEREAS, through the guidance and leadership of Mr. Marcus, Radford University successfully navigated an uncertain time of a presidential search and transition, while preserving the historical mission and charting a new course;

NOW, THEREFORE BE IT RESOLVED, that on this tenth day of the month of May in the year two thousand nineteen, the Radford University Board of Visitors does hereby consider and pass this resolution of commendation and appreciation for service and contribution to the Radford University Board of Visitors, the Radford University students, faculty and staff and the many contributions to national and regional communities, and furthermore that this resolution be preserved in perpetuity in permanent business records of the Radford University Board of Visitors and a copy be presented to Mr. Randolph J. Marcus.

A handwritten signature in black ink, appearing to read "Mark S. Lawrence", written over a horizontal line.

Mark S. Lawrence
Rector

A handwritten signature in black ink, appearing to read "Brian O. Hemphill", written over a horizontal line.

Brian O. Hemphill, Ph.D.
President



**RESOLUTION RECOGNIZING
LISA THROCKMORTON**

WHEREAS, Ms. Lisa Throckmorton is a loyal and dedicated alumna of Radford University, a member of the class of 1994, having earned a Bachelor of Arts in English; and

WHEREAS, Ms. Throckmorton is Executive Vice President of REQ where she helps lead the charge on day-to-day operations, marketing and business development efforts for the public relations team, while coupling her big picture and creative thinking with vast industry experience providing strategic oversight on client accounts and enabling her teams to deliver against aggressive communications goals; and

WHEREAS, Ms. Throckmorton has received numerous recognitions for her professional proficiency, including being named in *Washingtonian Magazine's* "Top 100 Tech Titans" in 2017, as well as the *Techweek 100* for D.C., listed among the "Power Women in Tech" by *Tech Bisnow* and awarded a Brava Award by *SmartCEO*; and

WHEREAS, Ms. Throckmorton shares her expertise and supports her alma mater in numerous ways, including serving as a member of the College of Humanities and Behavioral Sciences Advisory Council, speaking at various admissions and alumni events and traveling, both near and far, to cheer on Radford Highlander Athletics; and

WHEREAS, Ms. Throckmorton has served the Commonwealth of Virginia with distinction as a member of the Radford University Board of Visitors since December 2017 and has contributed significantly to the Governance, Administration and Athletics Committee and the University Advancement, University Relations and Enrollment Management Committee; and

WHEREAS, while Ms. Throckmorton's appointment to an unfulfilled term at the passing of Mary Ann Jennings Hovis was during an emotional time for the Radford family, it also demonstrated the rewards of having faith and providing opportunities for others as Ms. Hovis who was the benefactor of Ms. Throckmorton's scholarship while a student at Radford;

NOW, THEREFORE BE IT RESOLVED, that on this tenth day of the month of May in the year two thousand nineteen, the Radford University Board of Visitors does hereby consider and pass this resolution of commendation and appreciation for service and contribution to the Radford University Board of Visitors, the Radford University students, faculty and staff and the many contributions to national and regional communities, and furthermore that this resolution be preserved in perpetuity in permanent business records of the Radford University Board of Visitors and a copy be presented to Ms. Lisa Throckmorton.

A handwritten signature in black ink, appearing to read "Mark S. Lawrence", written over a horizontal line.

Mark S. Lawrence
Rector

A handwritten signature in black ink, appearing to read "Brian O. Hemphill", written over a horizontal line.

Brian O. Hemphill, Ph.D.
President

End of Board of Visitors Materials



RADFORD UNIVERSITY

Board of Visitors

**ANNUAL RETREAT
JULY 14-16, 2019
THE CAVALIER
4200 ATLANTIC AVENUE, VIRGINIA BEACH, VIRGINIA**

**DRAFT
MINUTES**

JULY 15, 2019

BOARD MEMBERS PRESENT

Mr. Robert A. Archer, Rector
Mr. James R. Kibler, Vice Rector
Dr. Thomas Brewster
Dr. Jay A. Brown
Mr. Gregory A. Burton
Ms. Krisha Chachra
Dr. Rachel D. Fowlkes
Mr. Mark S. Lawrence
Dr. Debra K. McMahan
Ms. Karyn K. Moran
Ms. Nancy Angland Rice
Mr. David A. Smith
Ms. Georgia Anne Snyder-Falkinham
Ms. Lisa Throckmorton

BOARD MEMBER ABSENT

Dr. Susan Whealler Johnston

OTHERS PRESENT

President Brian O. Hemphill
Ms. Audrey Burges, Assistant Attorney General, Commonwealth of Virginia
Ms. Karen Castele, Secretary to the Board of Visitors and Special Assistant to the President
Ms. Ashley Schumaker, Chief of Staff and Vice President for University Relations
Mr. Jeffrey J. Selingo, Author (Morning Session)
Ms. Kitty McCarthy, Vice President for Enrollment Management (Afternoon Presentation)

CALL TO ORDER

Mr. Robert A. Archer, Rector, called the meeting to order at 9:15 a.m. in the Crown Salon of The Cavalier in Virginia Beach, Virginia. Rector Archer welcomed everyone to the Retreat and specifically acknowledged newly appointed Board of Visitors member David Smith. Rector Archer expressed his appreciation to all members for their participation in the Retreat.

APPROVAL OF AGENDA

Rector Archer provided an overview of the two-day Retreat and requested approval of the agenda, as published. Mr. James R. Kibler, Vice Rector, so moved, Mr. Gregory Burton seconded, and the agenda was unanimously approved. Rector Archer asked the Board of Visitors members to please see the Annual Self-Evaluation survey in their notebooks and to take time during the day to review the questions and complete the form. Rector Archer added that the completed Self-Evaluations forms would be collected at the end of the day, compiled and discussed the following day. A copy of the Self-Evaluation survey is attached hereto as *Attachment A* and is made a part hereof.

2018-2019 REVIEW AND 2019-2020 PREVIEW

President Brian O. Hemphill reviewed with the Board of Visitors members the many significant accomplishments and events from 2018-2019, including the largest gift in the University's history from William C. Davis and Sandra C. Davis; highlights from Homecoming and Family Weekend; new partnerships; the approval of the Doctor of Education; the inaugural Retention Summit; the remembrance of Alexa Cannon; the third annual Highlander Pride Weekend; and an overview of the Highlander Family Tour. President Hemphill also provided updates on philanthropic giving; enrollment trends; and the University's financial health. President Hemphill updated the Board of Visitors on many exciting events to look forward to in the future, including the opening of the Venture Lab; the implementation of the REAL Model of general education; the reimagined first-year experience; and further expanding partnerships. President Hemphill also discussed Radford University Carilion and the importance of the University embracing one culture with two campuses. The presentation is attached hereto as *Attachment B* and is made a part hereof.

FIRESIDE CHAT FOR College (Un)Bound: *The Future of Higher Education and What It Means for Students*

Author Jeff Selingo joined President Hemphill and the Board of Visitors members for a Fireside Chat about his book, "College (Un)bound: *The Future of Higher Education and What It Means for Students*." President Hemphill asked Mr. Selingo a series of questions related to the author's research into higher education and insights in making higher education more successful and rewarding in the future. The session concluded with the opportunity for the Board of Visitors members to dialogue with the author.

PROTOCOL AND COMMUNICATION

Rector Archer and Chief of Staff and Vice President for University Relations Ashley Schumaker provided a briefing on protocol, flow and Radford University staff commitments in responding to Board member information requests. The presentation is attached hereto as *Attachment C* and is made a part hereof.

RADFORD UNIVERSITY CARILION

Chief of Staff and Vice President for University Relations Ashley Schumaker provided the Board of Visitors with an update on Radford University Carilion and the efforts in place to make the transition the most efficient and effective. Chief of Staff and Vice President Schumaker reviewed the new employee orientation; information technology rollout; departmental budgets; the updated website;

campus culture and events; as well as new and ongoing branding and marketing initiatives. The presentation is attached hereto as **Attachment D** and is made a part hereof.

THE STUDENT DEBT CHALLENGE

Vice President for Enrollment Management Kitty McCarthy presented to the Board of Visitors an overview of the student debt challenge facing students and families. Vice President McCarthy provided basic facts of national student debt to help understand the complexity of the issue and the impact on families and the economy. She continued by discussing the details of loans specific to Virginia and Radford. In closing, she discussed efforts being made to educate students about college costs, reducing debt and better preparing for the workforce following graduation. The presentation is attached hereto as **Attachment E** and is made a part hereof.

MEETING

Rector Archer reported to the Board of Visitors members that the Executive Committee met earlier in the day and discussed the value of a former Rector's experience, and specifically to the Executive Committee. In order to benefit from the past Rector's knowledge and experience, Rector Archer stated that the Executive Committee recommends to the Board of Visitors that the Bylaws be amended to include the immediate past Rector as an ex-officio member of the Executive Committee. Ms. Georgia Anne Snyder-Falkinham made the motion, Ms. Nancy A. Rice seconded and the motion passed unanimously. The resolution is attached hereto as **Attachment F** and is made a part hereof.

The meeting recessed at 4:00 p.m. The Board of Visitors members reconvened for a reception and dinner in the South Lawn Loggia at The Cavalier.

TUESDAY, JULY 16, 2019

BOARD MEMBERS PRESENT

Mr. Robert A. Archer, Rector
Mr. James R. Kibler, Vice Rector
Dr. Thomas Brewster
Dr. Jay A. Brown
Mr. Gregory A. Burton
Ms. Krisha Chachra
Dr. Rachel D. Fowlkes
Mr. Mark S. Lawrence
Dr. Debra K. McMahan
Ms. Karyn K. Moran
Ms. Nancy Angland Rice
Mr. David A. Smith
Ms. Georgia Anne Snyder-Falkinham
Ms. Lisa Throckmorton

BOARD MEMBER ABSENT

Dr. Susan Whealler Johnston

OTHERS PRESENT

President Brian O. Hemphill

Ms. Audrey Burges, Assistant Attorney General, Commonwealth of Virginia

Ms. Karen Castele, Secretary to the Board of Visitors and Special Assistant to the President

Ms. Ashley Schumaker, Chief of Staff and Vice President for University Relations

Dr. Susan Trageser, Vice President for Student Affairs (Morning Presentation)

CALL TO ORDER

Rector Robert A. Archer reconvened the Retreat at 8:30 a.m. in the Crown Salon of The Cavalier in Virginia Beach, Virginia

2018-2023 STRATEGIC PLAN PROGRESS: Spring 2019 Update

Chief of Staff and Vice President for University Relations Ashley Schumaker provided a progress report summary of the 69 goals and objectives, of which two have been successfully completed and the progress of 63 goals and objectives is on track. Chief of Staff and Vice President Schumaker spotlighted five initiatives in the plan including: Student Celebrations; the Honors College; Undergraduate Research and Scholarship; Sustainability; and the Harvey Knowledge Center. The presentation is attached hereto as ***Attachment G*** and is made a part hereof.

A NEW RETENTION MODEL: CASE MANAGEMENT

Vice President for Student Affairs Susan Trageser provided information on the University's continued efforts to enhance and improve student success and retention. Vice President Trageser discussed the task force created, including Academic Advising, New Student and Family Programs and Student Success and Retention, which is researching best practices and will be making final recommendations in October. Vice President Trageser also reviewed the partnership with Ruffalo Noel Levitz, the College Student Inventory, the Student Retention Predictor Model and Case Management. Vice President Trageser summarized the new and continued retention efforts for the upcoming year, including the You Matter Campaign, Highlander Chats, student employment, focus on commuter students and an emphasis on the sophomore experience. The presentation is attached hereto as ***Attachment H*** and is made a part hereof.

SACSCOC ANNUAL BOARD SELF-EVALUATION

Chief of Staff and Vice President for University Relations Ashley Schumaker reviewed with the Board of Visitors the importance of the self-evaluation process in order to remain effective in their roles in overseeing the University fulfilling its mission. Chief of Staff and Vice President Schumaker asked to Board of Visitors members to review the SACSCOC Principles of Accreditation handout in their notebooks which further describes the required annual review. Chief of Staff and Vice President Schumaker thanked the Board of Visitors members for thoughtfully completing the self-evaluation survey provided to them the day before. She described that the responses were given points, one through five, with five being excellent. She added that all Board of Visitors members answered two questions as "five" or excellent – 1) Adheres to a comprehensive conflict-of-interest policy and addresses conflicts appropriately and 2) Focuses its time on issues of greatest consequence to the University. Additionally, Chief of Staff and Vice President Schumaker reported that four questions each received a 4.9, which were

1) Ensures the administration involves the Board on high-profile issues that present significant risk to the University, 2) Has the right committees and uses them well, 3) Promotes trust among Board members through a culture based on openness and respect, and 4) Ensures that decisions are made without undue influence from individual board members. Chief of Staff and Vice President Schumaker added that the other responses were: 4.8, 4.6, 4.4 and 4.1, all above “Very Good.” She stated that several comments were added by Board of Visitors members including:

- Talented, focused and passionate Board that prioritizes student success and preparation for future. Numerous strengths that provide vision and direction for the university. It’s my honor to serve.
- Terrific functioning Board.
- RU Board works collaboratively with the President and faculty/staff to enhance student success and innovation! It’s rewarding to be a member of this effective and progressive team.
- Outstanding group and great effective leaders.
- The relationship with the President and his team is the most professional and trusting. Well-defined roles fosters good communications and transparency. Hopefully the students benefit from this approach.
- This Board is very functional. The lines of communications are clear and clearly defined. The second question is an area that I hope to improve but I don’t feel confident yet.
- A very highly functioning cohort.

The presentation and handout are attached hereto as *Attachment I* and *Attachment J*, respectively, and are made a part hereof.

WRAP UP AND ADJOURNMENT

Before adjourning, Rector Archer asked members for their reflections of the Retreat and thoughts for the upcoming year. The members concurred that there is a great deal of excitement among the Board members and look forward to working together to better serve the students, faculty and staff. Rector Archer distributed a copy of the 2019-2020 committee assignments attached hereto as *Attachment K* and is made a part hereof.

ADJOURNMENT

With no further business to come before the Board, Rector Archer asked for a motion to adjourn. Vice Rector Kibler made the motion, Ms. Georgia Anne Snyder-Falkinham seconded and the motion passed unanimously. The meeting adjourned at 12:15 p.m.

Respectfully submitted,

Karen Castele
Secretary to the Board of Visitors/Special Assistant to the President



Annual Self-Evaluation

Please assess the Board’s performance in the following areas:

	Poor	Fair	Satisfactory	Very Good	Excellent	Don't Know
Serves as a sounding board and thought partner to the President	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Understands the University’s business model and ensures its adequacy for the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensures the administration involves the Board on high-profile issues that present significant risk to the University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitors auxiliary operations and organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has the right committees and uses them well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adheres to a comprehensive conflict-of-interest policy and addresses conflicts appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Promotes trust among Board members through a culture based on openness and respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Charges the executive committee to operate with transparency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ensures that decisions are made without undue influence from individual board members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Focuses its time on issues of greatest consequence to the University	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please provide comments or suggestions related to the board’s performance.

A Year in Review and A Look Forward

RADFORD
UNIVERSITY

A Year in Review

A Momentous Occasion



Page 179 of 180

Homecoming and Family Weekend



Emory & Henry College Partnership



Page 181 of 339

Doctor of Education



SEVEN-WEEK COURSES

Students can focus on one course at a time and still complete two courses per semester.



ONLINE PROGRAM

The Ed. D. program is convenient and flexible for working professionals. Our latest collaboration software allows for "face-to-face" engagement with faculty and cohort members.



PRACTITIONER-FOCUSED

Ed. D. program courses, field experience and research are directly connected to solving complex problems of practice in schools.

Inaugural Retention Summit



Remembering Alexa Cannon



Third Annual Highlander Pride Weekend



EC PACE
COMPANY, INC.
General Contractors Since 1926
Utilities, Grading, Horizontal Boring, Pipe Bursting

HIGHLANDER PRIDE WEEKEND

APRIL 25 - 27, 2019

Page 185 of 339

Student to Graduate to Alumni: Class of 2019



Page 16 of 339

Highlander Family Tour



Philanthropic Giving

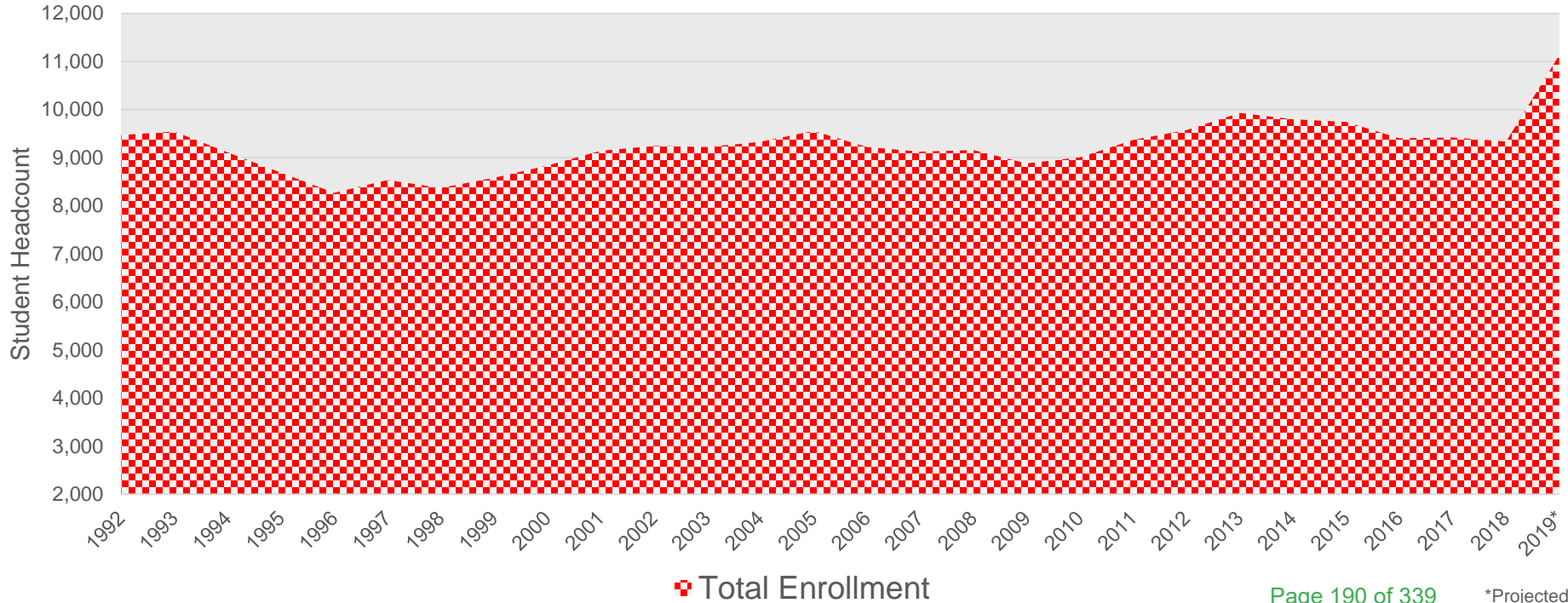
Radford University - University Advancement

Comparative Giving Report by Fiscal Year

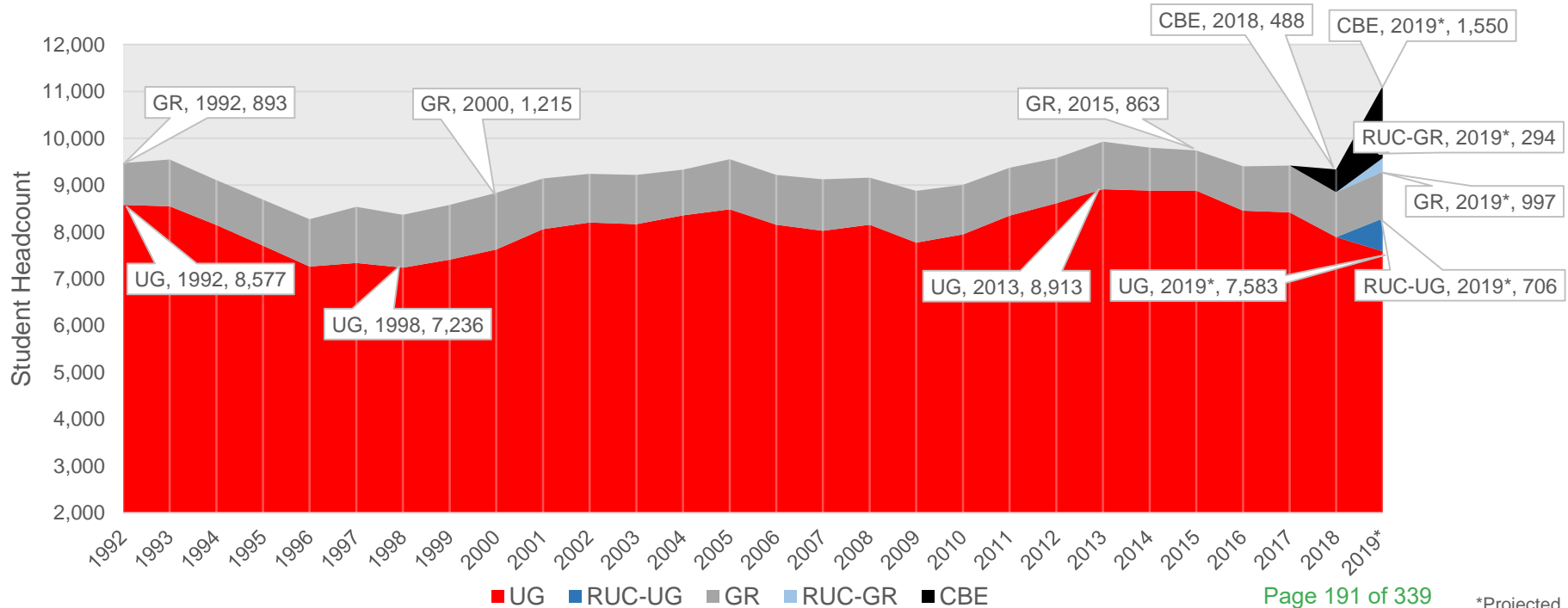
FISCAL YEAR-END GIVING:	FY 2018-2019 Final	FY 2017-2018 Final	FY 2016-2017 Final	FY 2015-2016 Final	FY 2014-2015 Final
New Pledge Balances	\$ 9,610,923	\$ 10,635,610	\$ 7,311,589	\$ 1,160,325	\$ 505,474
Current-Year Pledge Payments	\$ 429,078	\$ 404,067	\$ 544,121	\$ 344,401	\$ 793,813
New Planned Gifts	\$ 539,964	\$ 1,565,555	\$ 1,192,050	\$ 5,090,000	\$ 1,282,000
Outright Cash Gifts	\$ 1,856,843	\$ 1,751,071	\$ 1,563,936	\$ 1,178,318	\$ 1,336,277
Gifts-in-kind	\$ 31,902	\$ 336,320	\$ 128,299	\$ 223,955	\$ 200,775
Gifts of Real Estate	\$ -	\$ 590,000	\$ -	\$ -	\$ -
Sponsored Programs	\$ 42,130	\$ 57,490	\$ 52,485	\$ 10,000	n/a
Total Giving	\$ 12,510,840	\$ 15,340,113	\$ 10,792,480	\$ 8,006,999	\$ 4,118,339
Total Number of Donors	4,758	5,262	5,253	4,435	4,731
Total Number of New Donors	1,978	2,018	2,090	1,350	1,076

Enrollment Trends

Fall Enrollment Trend 1992-2019

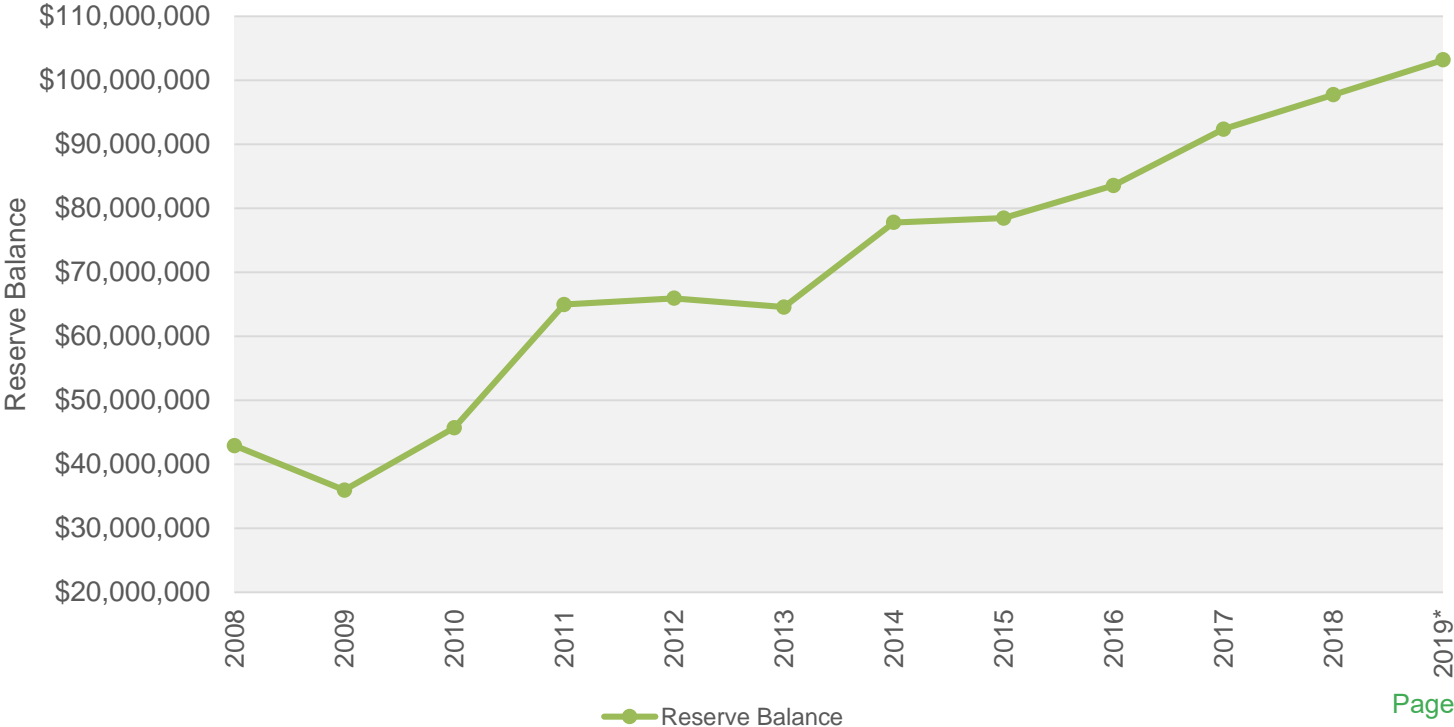


Fall Enrollment Trend 1992-2019 by Student Fund Group



Financial Health

Auxiliary Reserve Balances 2009-2019

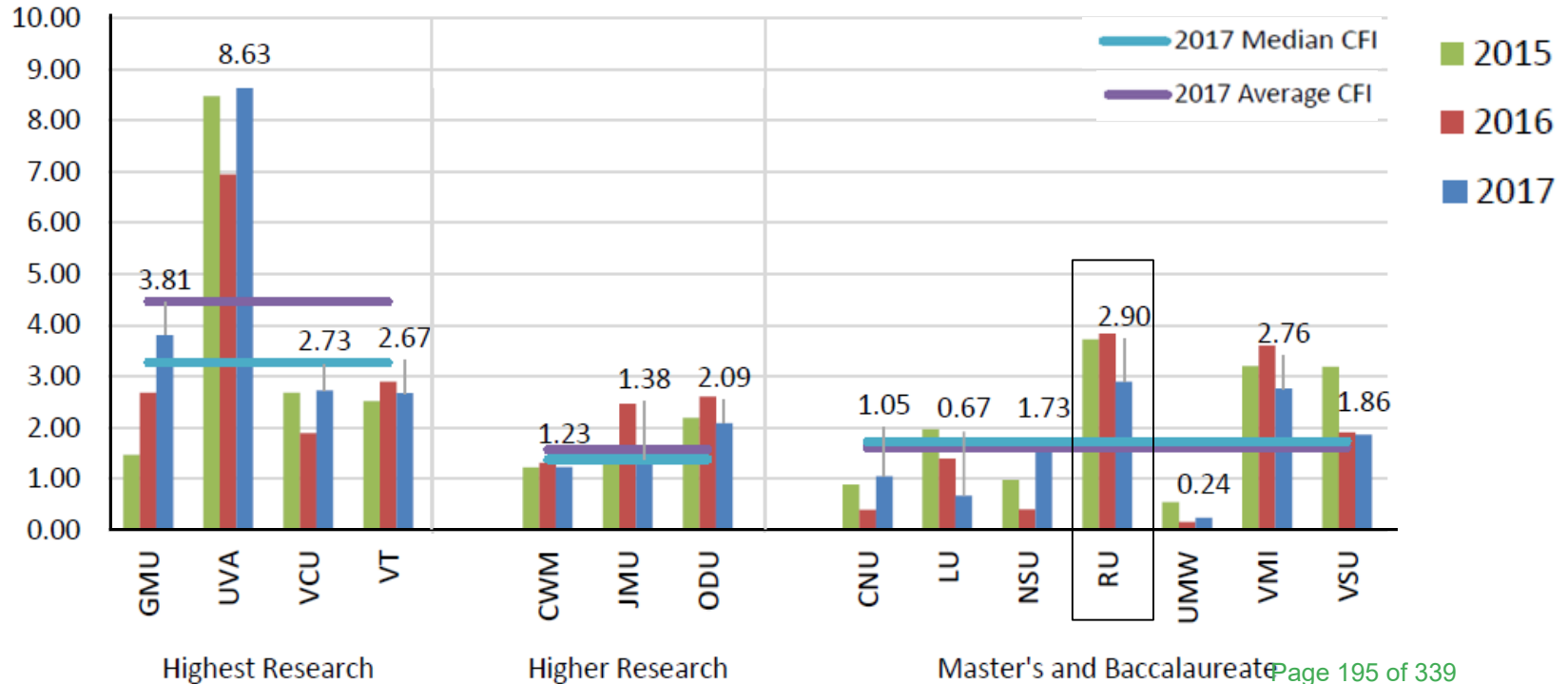


Composite Financial Index (CFI)

Measurement of the overall financial well-being

- CFI is a combination of four core ratios including:
 1. Primary Reserve Ratio;
 2. Viability Ratio;
 3. Return on Net Position; and
 4. Net Operating Revenues Ratio.
- The potential range of CFI scores are -4 to 10, with 3 representing a baseline value of financial health.

Composite Financial Index (CFI)



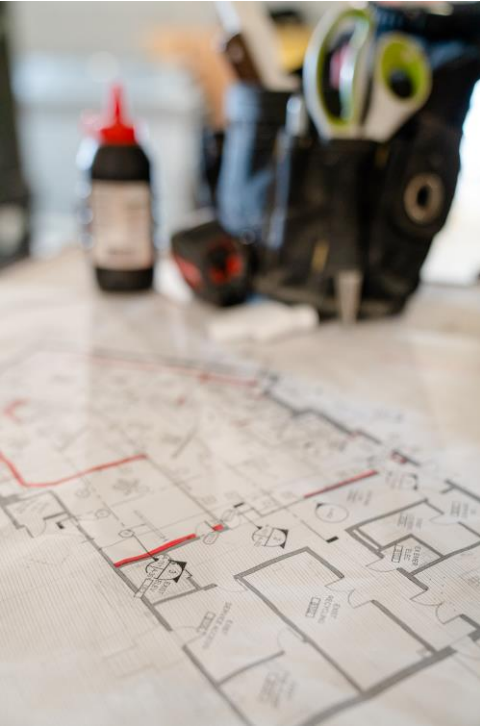
The Richmond Times Dispatch (Nov. 29, 2018)

“Virginia’s public colleges pose some risks for state taxpayers”

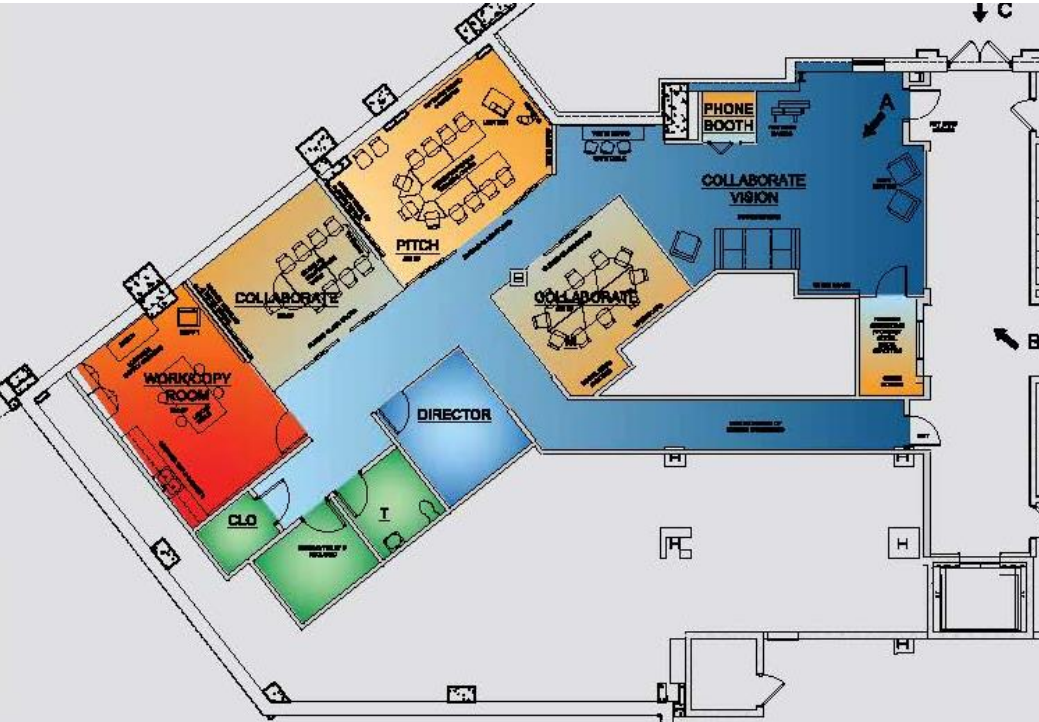
...the Viability Ratio is an indicator of an institution’s capacity to service its long-term debt. Three institutions have ironclad viability ratios: the University of Virginia, **Radford University**, and Virginia Military Institute.

A Look Forward

Opening the Venture Lab



Opening the Venture Lab



RADFORD UNIVERSITY

Davis College of Business and Economics

Page 109 of 139

Launching the Together Campaign



CAMPAIGN PILLARS

LEAVE A LASTING LEGACY.

\$100 MILLION



OUR GOAL



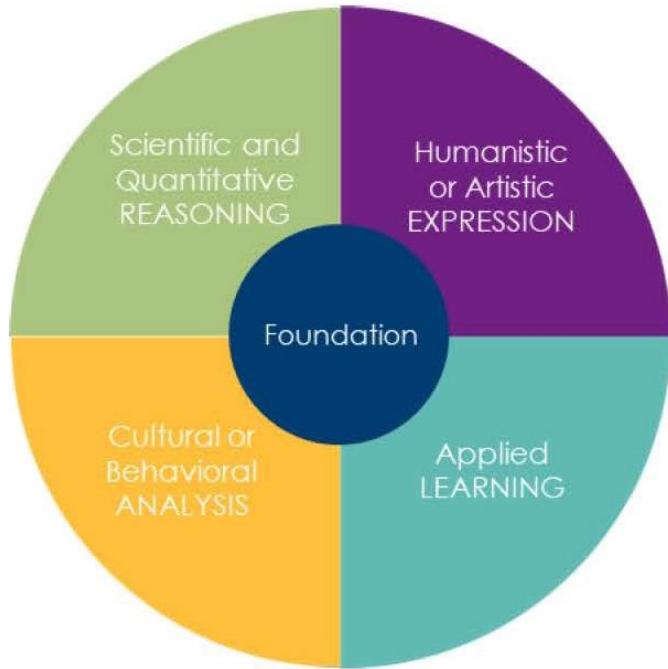
This campaign touches many aspects of our University with

FIVE PILLARS

Radford believes that these five areas of focus will have the greatest impact on students, faculty, staff, the community, the Commonwealth of Virginia and the nation. These five pillars will provide the foundation from which Radford can grow and produce well-educated leaders of tomorrow in the fields of education, healthcare, science and business.

Page 200 of 339

Bringing the REAL Model to Life



The REAL Education Model

Reimagining the First-Year Experience



Reimagining the First-Year Experience

Retention: Fall 2017 New Freshmen Returning Fall 2018			
Institution	Cohort	Retained	Retention Rate
University of Virginia	3,764	3,653	97.1%
College of William and Mary	1,529	1,451	94.9%
Virginia Tech	6,832	6,334	92.7%
James Madison University	4,665	4,216	90.4%
Virginia Military Institute	424	377	88.9%
Christopher Newport University	1,293	1,126	87.1%
George Mason University	3,482	3,012	86.5%
Public Four-Year Institution Average	35,228	30,392	86.3%
Virginia Commonwealth University	4,178	3,537	84.7%
University of Mary Washington	932	760	81.5%
Old Dominion University	2,916	2,252	77.2%
Longwood University	1,016	762	75.0%
University of Virginia's College at Wise	257	184	71.6%
Radford University	1,845	1,308	70.9%
Norfolk State University	1,012	707	69.9%
Virginia State University	1,083	713	65.8%

Reimagining the First-Year Experience

INSTITUTION	RETENTI ON RATE	TOTAL ENROLLMENT	% PELL
Stockton University	87%	9,216	40
State University of New York at New Paltz	86%	7,565	33
CUNY Lehman College	83%	14,130	53
Slippery Rock University of Pennsylvania	81%	8,866	31
University of Michigan-Dearborn	81%	9,330	42
California State University-Stanislaus	80%	10,327	60
Sonoma State University	79%	9,481	33
Western Carolina University	79%	11,034	38
CUNY John Jay College of Criminal Justice	78%	14,834	53
Fitchburg State University	78%	7,075	36
Southern Connecticut State University	78%	10,202	38
SUNY College of Brockport	78%	8,313	41
SUNY College at Oswego	78%	8,026	42
University of Illinois at Springfield	78%	4,956	35
Murray State University	77%	10,012	31
Radford University	76%	9,418	33

Reimagining the First-Year Experience

RADFORD
UNIVERSITY

Academic Advising



RADFORD
UNIVERSITY

New Student
and Family Programs

RADFORD UNIVERSITY

Student Success and Retention

Page 205 of 339

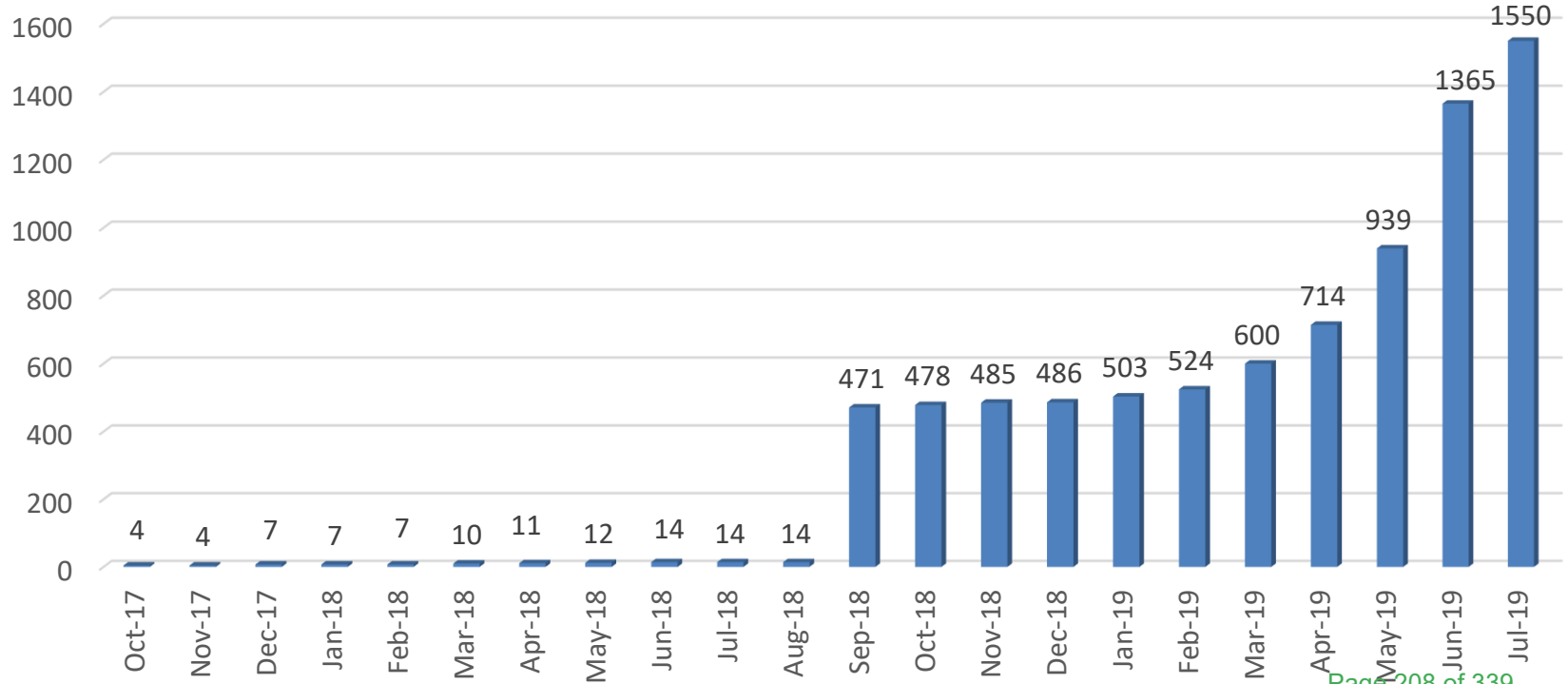
Creating a New Partnership Model



Taking IMPACT to the Next Level



Taking IMPACT to the Next Level



Embracing Two Campuses and One Culture



Learn more at:
www.radford.edu/ruc



Page 209 of 339

Embracing Two Campuses and One Culture



RADFORD
UNIVERSITY



RUC

RADFORD
UNIVERSITY
CARILION

Page 210 of 339

Envisioning the Future



A Year in Review and A Look Forward

RADFORD
UNIVERSITY

Protocol and Communication

RADFORD
UNIVERSITY

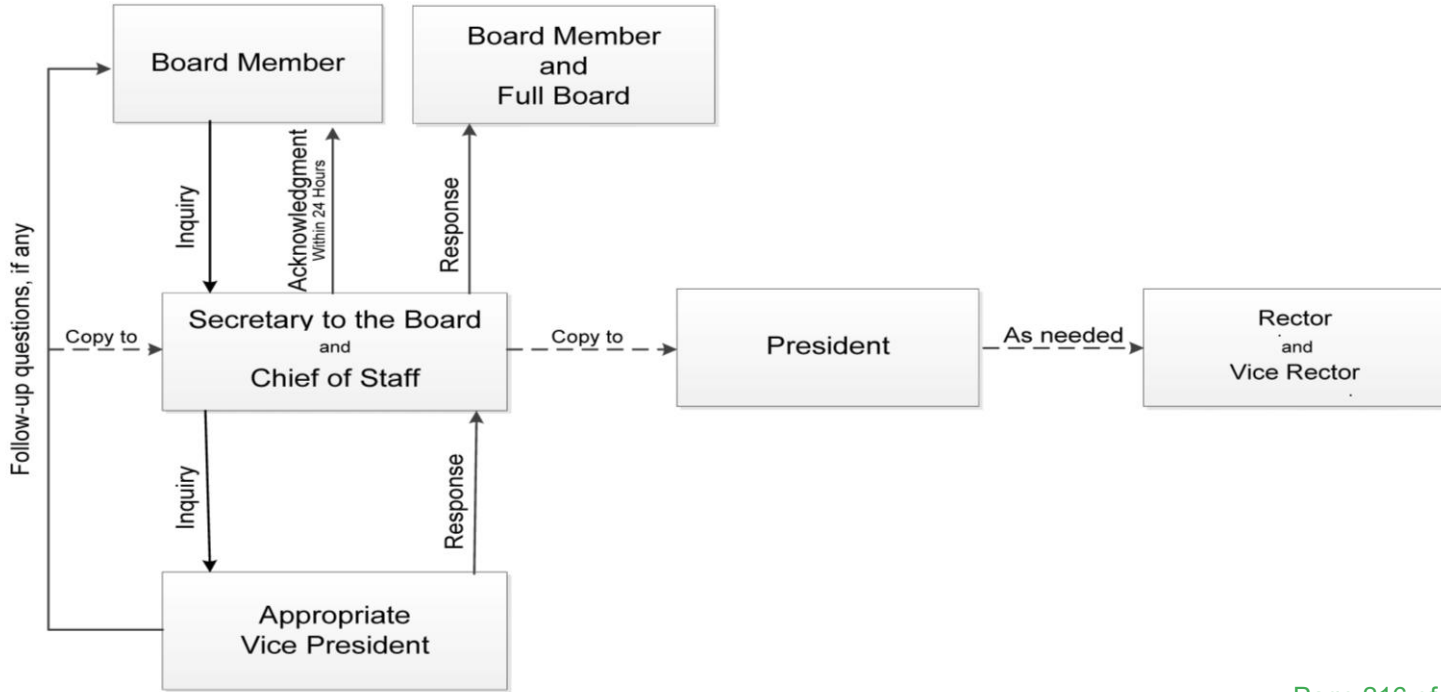
Roles and Responsibilities

- **Board Bylaws**
- **Board Officers (Rector Bob Archer and Vice Rector Jim Kibler)**
- **Board Committees (Committee Chairs and Vice Chairs)**
 - Executive Committee
 - Academic Excellence and Research Committee
 - Business Affairs and Audit Committee
 - Governance, Administration, and Athletics Committee
 - Student Success Committee
 - University Advancement, University Relations, and Enrollment Management Committee

Requests for Information

- **Contact Board Secretary (*If E-mail, Copy Rector, President and Chief of Staff*) for Data/Information Requests**
 - Acknowledgement/Response within 24 Hours
 - Follow-Up (If Needed) within 72 Hours
 - Additional Research and/or Discussion (If Needed) with Vice President and Other University Officials
- **Collected Data/Information to be Shared with Full Board of Visitors (*Exceptions May Apply*)**

Flow of Communication



Types of Communication

- **Regular Communication**
 - Meetings, Retreats, New Member Orientations, Etc.
- **Three Levels of Additional Communication with Board Members**
 - High-Level/Advance Notice
 - Exploratory/Anticipation
 - Regular Campus Updates

Protocol and Communication

RADFORD
UNIVERSITY

RUC

**RADFORD
UNIVERSITY
CARILION**



**RADFORD
UNIVERSITY**



CARILION CLINIC

Organizational Topics

- **New Employee Orientation**
- **Information Technology Rollout**
- **Departmental Budgets**
- **RUC Webpage**
- **Campus Culture**
- **Campus Events**
- **Branding and Marketing**

New Employee Orientation

New Employee Orientation (Schedule)

- **Group 1 – Classified Staff**
 - *July 10, 2019 (All Day) and July 11, 2019 (Half Day)*
- **Group 2 – 12-Month Teaching and Research Faculty**
 - *July 11, 2019 (All Day) and July 12, 2019 (Half Day)*
- **Group 3 – Administrative and Professional Faculty**
 - *July 12, 2019 (All Day) and July 15, 2019 (Half Day)*
- **Group 4 – Make-Up for Groups 1, 2, and 3**
 - *July 18, 2019 (All Day) and July 19, 2019 (Half Day)*
- **Group 5 – 9-Month Teaching and Research Faculty**
 - *August 12, 2019 (All Day) and August 13, 2019 (Half Day)*

New Employee Orientation (Day 1)

Topic	Duration	Responsible Party	Materials	Notes	Start Time	End Time
Welcome & Introductions	15	Human Resources			8:30 AM	8:45 AM
Mission/Vision/Core Values/Code of Ethics	15	University Relations	Printed		8:45 AM	9:00 AM
University Oversight/Internal Governance/Organizational Structure	10	University Relations			9:00 AM	9:10 AM
RUID & Parking Services	10	University Services		Current Orientation	9:10 AM	9:20 AM
University Calendar (Academic, Holidays)	10	Human Resources	Printed		9:20 AM	9:30 AM
Employment Handbook Overview	10	Human Resources	Printed		9:30 AM	9:40 AM
Benefits (Health, Life Insurance, Fact Sheets, Retirement)	60	Human Resources	Printed	Current Orientation	9:40 AM	10:40 AM
Break	15				10:40 AM	10:55 AM
Leave Policies/Procedures/Reporting	30	Human Resources		Current Orientation	10:55 AM	11:25 AM
Payline/Pay Stubs/Pay Calendar	15	Controller's Office	Printed	Current Orientation	11:25 AM	11:40 AM
Required Trainings/Virginia Learning Center	20	Human Resources	Printed	Current Orientation	11:40 AM	12:00 PM
Lunch	60				12:00 PM	1:00 PM
University Advancement Overview	15	VPUA or Designee		Current Orientation	1:00 PM	1:15 PM
Student Affairs Overview	15	VPSA or Designee			1:15 PM	1:30 PM
Information Technology Overview	30	VPIT or Designee		Current Orientation	1:30 PM	2:00 PM
Enrollment Management Overview	15	VPEM or Designee			2:00 PM	2:15 PM
Academic Affairs Overview	15	VPAA or Designee			2:15 PM	2:30 PM
Wrap Up (Q&A)	20	Human Resources			2:30 PM	2:50 PM
	380					

New Employee Orientation (Day 2)

Day Two: 8:15 AM - 12:15 PM

July 9, 10, 12 - Alternate July 19

Topic	Duration	Responsible Party	Materials	Notes	Start Time	End Time
Audit & Advisory Services/Fraud, Waste & Abuse	20	Audit & Advisory Services		Current Orientation	8:15 AM	8:35 AM
University Wide Policies	15	Controller's Office			8:35 AM	8:50 AM
FOIA	20	Legal			8:50 AM	9:10 AM
Record Retention	15	Controller's Office			9:10 AM	9:25 AM
Title IX Training	30	Institutional Equity		Current Orientation	9:25 AM	9:55 AM
Break	15				9:55 AM	10:10 AM
Finance and Administration Overview	15	VPFA or Designee			10:10 AM	10:25 AM
Emergency Management	20	Police		Current Orientation	10:25 AM	10:45 AM
Environmental Health & Safety	15	Facilities		Current Orientation	10:45 AM	11:00 AM
Work Order Process	15	Facilities			11:00 AM	11:15 AM
Budget Overview	20	OBFP			11:15 AM	11:35 AM
Procurement/Payment Overview	20	Controller's Office			11:35 AM	11:55 AM
Travel Overview	10	Controller's Office			11:55 AM	12:05 PM
Wrap Up	10	Controller's Office			12:05 PM	12:15 PM
	240					

New Employee Orientation (Others)

- **Systems-Based Training**
 - *Ongoing*
 - *Finance and Administration*
- **Computer Deployment**
 - *Week of July 29, 2019*
 - *Information Technology*
- **Faculty Institute**
 - *August 14, 2019*
 - *Academic Affairs*

Information Technology Rollout

Information Technology Rollout

Milestone Description	Start Date
Move Network Switch, Firewall and Servers to RUC Network Closet	06-24-2019
RU Email Accounts made available for JCHS Staff and 12-Month Faculty (identity management pre-hire role)	06-27-2019
PowerCampus Self-Service changed to read-only mode for Students	07-01-2019
Establish Internet Connectivity	07-09-2019
Official Start Date for JCHS Full-time Employees and 12-Month Faculty	07-10-2019
JCHS Website Redirected to new RUC landing page on RU Website	07-10-2019
JCHS Students allowed to Access Registration in Banner	07-13-2019
RU Email Accounts made available for JCHS 9-Month Faculty (identity management pre-hire role)	07-15-2019
Blackboard Course Shells for Fall 2019 Created from Banner Data File	07-22-2019
eBills for Fall of 2019 will be Sent to all Students	07-24-2019
JCHS Summer School Grades Due	07-29-2019
Desktop and Laptop Cutover (Re-imaging of Windows Computers)	07-29-2019
R: and S: Drive Migration and Review for Sensitive Data	07-29-2019
Copiers: Xerox Multifunction Device Installs and Removal of HP Printer/Copiers	07-31-2019
Digital Signage Updated to Reflect RUC Branding	08-02-2019
Complete Maintenance Review of JCHS Classrooms	08-05-2019
Complete R: and S: Drive Migration	08-05-2019
Official Start Date for JCHS 9-Month Faculty	08-10-2019
@jchs.edu Email Access Stops for JCHS Students	09-01-2019
@jchs.edu Email Access Stops for JCHS Faculty/Staff	10-01-2019



Departmental Budgets

E&G Expenses
2019-20 Draft Authorized E&G Budget
Radford University Carilion by Senior Management Level

2019-20 Authorized Budget

RUC EXPENSES

10- Academic Affairs	\$9,335,259
20- Finance & Administration	\$462,509
30- Information Technology	\$427,035
40- Central Administration	\$59,278
50- Student Affairs	\$289,434
60- University Relations	\$80,273
70- University Advancement	\$8,500
80- Enrollment Management	\$868,803
90 Central Resources	<u>\$10,810,279</u>
RUC E&G Expense Total	\$22,341,370

RUC Webpage

RUC Webpage (Process Overview)

- **Migration of JCHS Website and RUC Updates**
 - *February - July*
- **Launch of RUC Webpage and Redirect of JCHS Website**
 - *12:01 A.M. on July 10, 2019*
- **Implementation of Other Updates to www.radford.edu**
 - *12:01 A.M. on July 10, 2019*
- **Final Review and Detailed Updates to RUC Webpage**
 - *July 10, 2019 through July 31, 2019*

RUC Webpage (Left Navigation)

- **Prospective Students**

- Visit Us
- Request More Information
- Apply Now
- Tuition and Fees
- Student Life
- Residence Life
- Library
- Academic Catalogs

- **Admitted Students**

- **Current Students**

- **Faculty and Staff**

- **Alumni**

- **RUC History**

- History of Jefferson College of Health Sciences

- **Professional and Continuing Education**

RUC Webpage (Top Level Content)

The screenshot shows the top level content of the Radford University Carilion website. At the top is a navigation bar with links for ABOUT, ADMISSIONS, ACADEMICS, ATHLETICS, STUDENT LIFE, and CONTACT / VISIT, along with a MyRU button. Below this is a large banner for RADFORD UNIVERSITY CARILION. The banner features a large image of a smiling woman in the foreground and a blurred image of medical staff in the background. To the right of the image is a text box with the RUC logo and a description of the university's location and offerings. Below the banner are four main content areas: PROSPECTIVE STUDENTS, CURRENT STUDENTS, FACULTY & STAFF, and ALUMNI. Each area has a representative image and a caption. The ALUMNI area features the Jefferson Circle Alumni logo. At the bottom of the page is a dark navigation bar with links for PROSPECTIVE STUDENTS, CURRENT STUDENTS, PARENTS, FACULTY/STAFF RESOURCES, COMMUNITY, and ALUMNI & FRIENDS, along with an APPLY NOW button.

ABOUT | ADMISSIONS | ACADEMICS | ATHLETICS | STUDENT LIFE | CONTACT / VISIT | MyRU

RADFORD UNIVERSITY CARILION

Divisions

RUC | RADFORD UNIVERSITY CARILION

Located in downtown Roanoke, Virginia, in the city's Innovation Corridor, Radford University Carilion (RUC) provides a rigorous real-world learning experience to students pursuing undergraduate and graduate degrees in the health sciences. RUC boasts a faculty of practicing clinicians who, in a clinical setting on the campus of Carilion Medical Center, teach students to care for patients, conduct research, and explore how to manage organizations. [Learn more.](#)

1 / 1

PROSPECTIVE STUDENTS

CURRENT STUDENTS

FACULTY & STAFF

ALUMNI

JEFFERSON CIRCLE ALUMNI

PROSPECTIVE STUDENTS | CURRENT STUDENTS | PARENTS | FACULTY/STAFF RESOURCES | COMMUNITY | ALUMNI & FRIENDS | [APPLY NOW](#)

RUC Webpage (Middle Level Content)

The screenshot displays the 'EXPLORE RADFORD UNIVERSITY CARILION DEGREE PROGRAMS' section. At the top, there are four navigation buttons: 'PROSPECTIVE STUDENTS', 'CURRENT STUDENTS', 'FACULTY & STAFF', and 'ALUMNI'. The main content area is divided into three columns of degree programs, each with a list of specific fields of study. A dark grey footer contains a navigation menu with links for 'PROSPECTIVE STUDENTS', 'CURRENT STUDENTS', 'PARENTS', 'FACULTY/STAFF RESOURCES', 'COMMUNITY', and 'ALUMNI & FRIENDS', along with an 'APPLY NOW' button. A page number 'Page 234 of 339' is visible in the bottom right corner of the screenshot.

PROSPECTIVE STUDENTS **CURRENT STUDENTS** **FACULTY & STAFF** **ALUMNI**

EXPLORE RADFORD UNIVERSITY CARILION DEGREE PROGRAMS

- ASSOCIATE'S DEGREES**
 - Occupational Therapy Assistant
 - Physical Therapist Assistant
 - Surgical Technology
- BACHELOR'S DEGREES**
 - Biology
 - Biomedical Sciences
 - Emergency Services
 - Health Sciences
 - Healthcare Management
 - Medical Laboratory Science
 - Nursing, Pre-Licensure
 - Nursing, Accelerated Pre-Licensure
 - Nursing, Post-Licensure - RN to BSN
 - Public Health
 - Respiratory Therapy
- MASTER'S DEGREES**
 - Healthcare Administration
 - Health Sciences
 - Nursing Administration
 - Family Nurse Practitioner
 - Occupational Therapy
 - Physician Assistant
- DOCTORAL DEGREES**
 - Health Sciences
 - Occupational Therapy, Post-Licensure
 - Physical Therapy
- MINORS**
 - Biology
 - Forensic Science
 - Psychology
- CERTIFICATE**
 - Bioethics
 - Medical Laboratory Science

VISIT RADFORD UNIVERSITY CARILION IN ROANOKE

PROSPECTIVE STUDENTS **CURRENT STUDENTS** **PARENTS** **FACULTY/STAFF RESOURCES** **COMMUNITY** **ALUMNI & FRIENDS** **APPLY NOW**

Page 234 of 339

RUC Webpage (Bottom Level Content)

VISIT RADFORD UNIVERSITY CARILION IN ROANOKE



Want to take a look around? The best way to experience Radford University Carilion is to visit the campus in downtown Roanoke, Virginia. During your visit, you will be able to tour our innovative clinical, classroom and laboratory learning spaces on campus at Carilion Roanoke Community Hospital, and our residence halls at The Patrick Henry.

JOIN US FOR OUR SUMMER VISIT DAY ON JULY 26.
REGISTER ONLINE NOW.

CONTACT RADFORD UNIVERSITY CARILION

Carilion Roanoke Community Hospital (CRCH)
30 Elm Avenue SE
Roanoke, VA 24003
Admissions Office: 540-985-8483

DISCOVER MORE

- [Admitted Students](#)
- [Bookfair](#)
- [Financial Aid](#)
- [Tuition and Fees](#)
- [Scholarships and Grants](#)
- [New Student Orientation](#)
- [Veteran and Active Military Resources](#)
- [Professional and Continuing Education](#)
- [Honors Program](#)
- [Academic Calendar](#)
- [Academic Catalog](#)
- [M&S Portal](#)
- [Accreditation](#)
- [History of Radford University Carilion](#)
- [History of Jefferson College of Health Sciences](#)

RADFORD UNIVERSITY CARILION NEWS

Public-Private Partnership Enhances Healthcare Education as Radford University Carilion »

6/17/2019



The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) has approved the merger of Jefferson College of Health Sciences into Radford University, thereby formally establishing Radford University Carilion (RUC), an educational site located in Roanoke, Virginia focused on the delivery of health sciences programming.

Radford University Carilion introduced at festive JCHS Spirit Day »

5/3/2019



The Jefferson College of Health Sciences (JCHS) and Radford University communities united as one during a time of celebration and unveiled the newly named organization, Radford University Carilion (RUC), at a picnic on April 22.

Carilion Clinic, Jefferson College of Health Sciences and Radford University Announce New Name and Logo for Roanoke Campus »

4/22/2019



Carilion Clinic, Jefferson College of Health Sciences and Radford University today announced that moving forward their partnership will be known as Radford University Carilion.

MORE NEWS & EVENTS



[PROSPECTIVE STUDENTS](#) [CURRENT STUDENTS](#) [PARENTS](#) [FACULTY/STAFF RESOURCES](#) [COMMUNITY](#) [ALUMNI & FRIENDS](#)

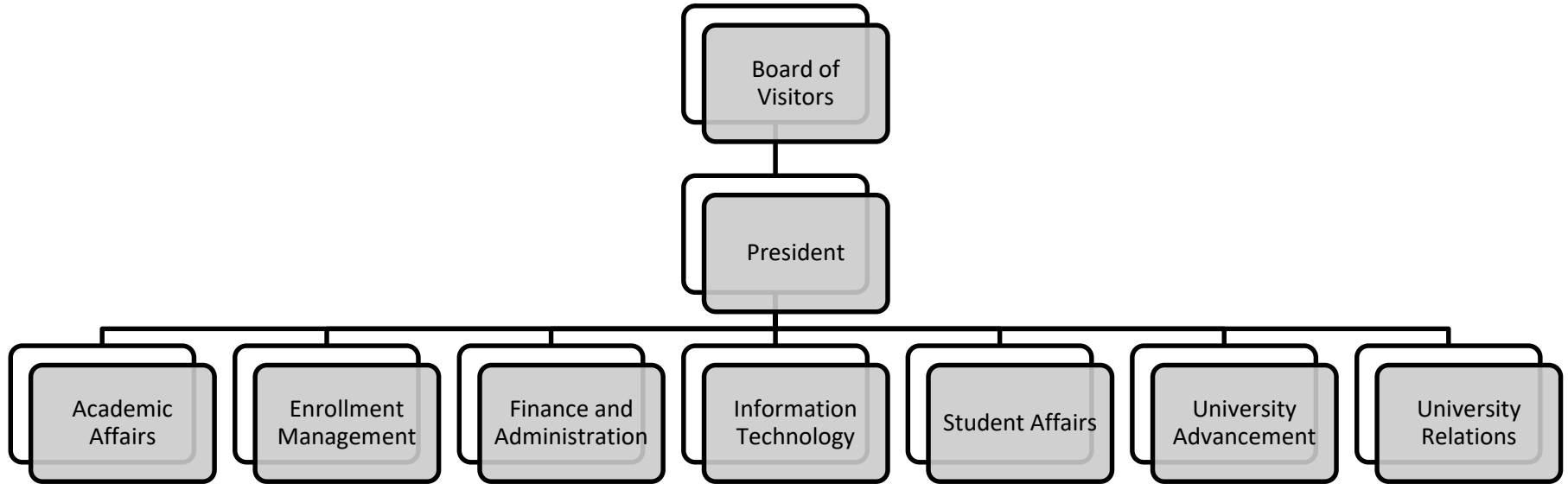
[APPLY NOW](#)

Campus Culture

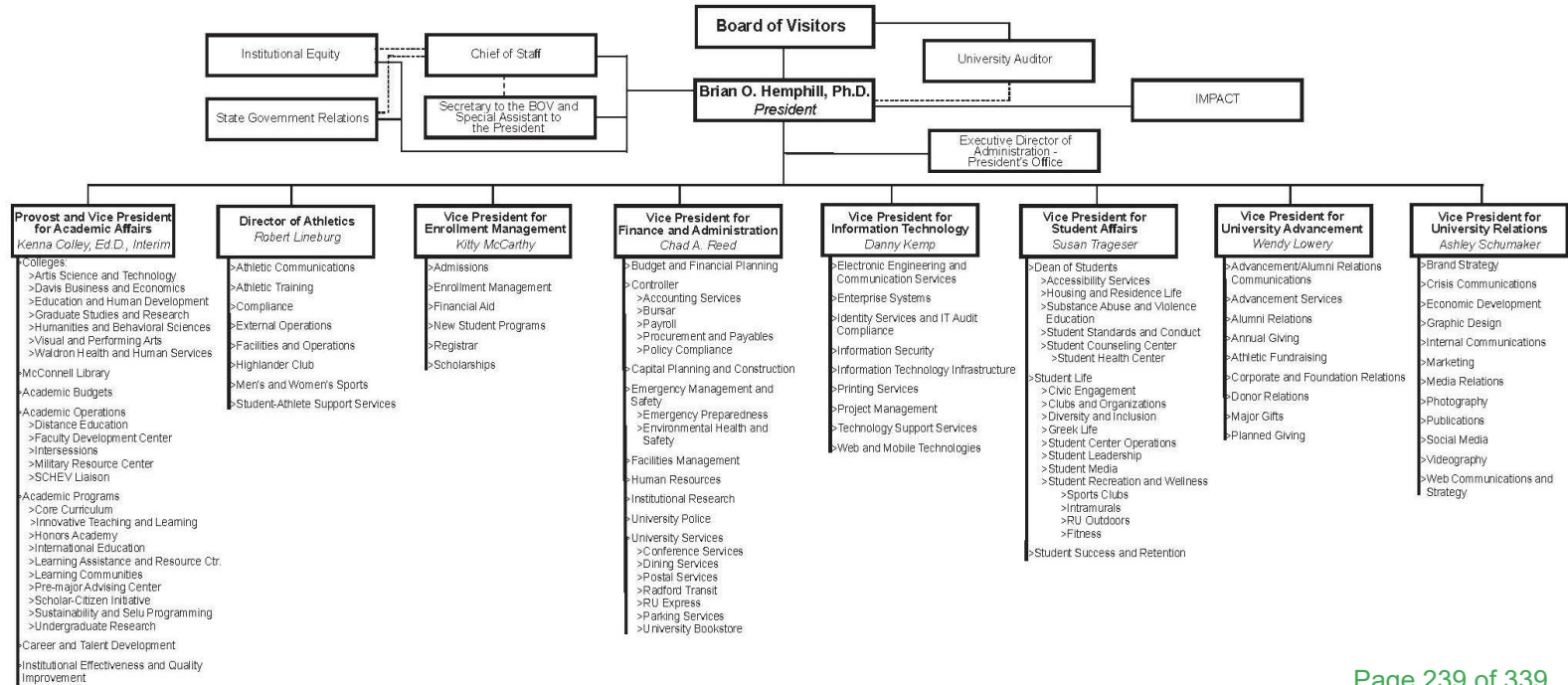
Campus Culture

- **A Balancing Act**
 - *RUC Experience vs. Radford Family*
- **A New Way of Doing Business**
 - *University Oversight and Organizational Structure*
- **A New Means of Campus Representation**
 - *Internal Governance*
- **An Alumni Legacy to Honor**
 - *Jefferson Circle*

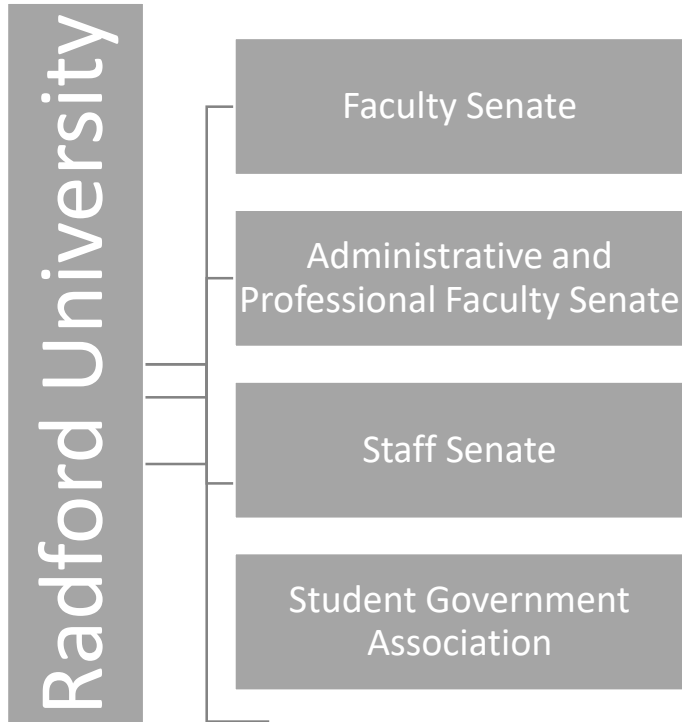
Campus Culture (University Oversight)



Campus Culture (Organizational Structure)



Campus Culture (Internal Governance)



Main Campus

- Radford, VA

Educational Sites

- Abingdon, VA
 - Southwest Virginia Higher Education Center
- Martinsville, VA
 - New College Institute
- Roanoke, VA
 - Radford University Carilion
 - Roanoke Higher Education Center

Campus Culture (Jefferson Circle)



On May 23, 2019, Radford University President Brian O. Hemphill, Ph.D., announced the establishment of the Jefferson Circle as part of the Radford University Alumni Association. The Jefferson Circle functions as an alumni chapter of Radford University and honors the experience of those who graduated from and/or attended Jefferson College of Health Sciences (JCHS). It also celebrates the legacy of JCHS and the uniqueness of the Radford University Carilion (RUC) experience, while simultaneously recognizing these individuals as part of the Radford University family and acknowledging the important work occurring at RUC. The Jefferson Circle is a symbol of the strength of the historical foundation of JCHS from which RUC has been built, while also looking to an innovative future driven by meeting healthcare workforce needs across the Commonwealth of Virginia and beyond.

Page 241 of 339

Campus Events

Campus Events

- **August New Student Convocation**
 - *Roanoke and Radford*
- **August College Meetings**
 - *Radford*
- **August Fall Convocation**
 - *Radford*
- **December and May Commencement Ceremonies**
 - *Roanoke and Radford*

Branding and Marketing

Branding and Marketing

- **Logos**
- **Audiences**
- **Message Map**
- **Personality**
- **Welcome Ad**
- **Photography**
- **Exterior Signage**
- **Interior Signage**

Branding and Marketing (Boilerplate)



RUC | **RADFORD
UNIVERSITY
CARILION**

Located in downtown Roanoke, Virginia, in the city's Innovation Corridor, Radford University Carilion (RUC) provides a rigorous real-world learning experience to students pursuing undergraduate and graduate degrees in the health sciences. RUC boasts a faculty of practicing clinicians who, in a clinical setting on the campus of Carilion Medical Center, teach students to care for patients, conduct research, and explore how to manage organizations. [Learn more. »](#)

Branding and Marketing (Logos)

The logo consists of the letters 'RUC' in a stylized font. The 'R' and 'U' are red, and the 'C' is blue. The 'R' has a distinctive shape with a curved bottom.

Horizontal (Primary)

The logo consists of the words 'RADFORD UNIVERSITY CARILION' stacked vertically in a bold, sans-serif font. 'RADFORD' and 'CARILION' are in blue, while 'UNIVERSITY' is in red.The logo consists of the words 'RADFORD UNIVERSITY CARILION' stacked vertically in a bold, sans-serif font. 'RADFORD' and 'CARILION' are in blue, while 'UNIVERSITY' is in red. A horizontal line is positioned below the text.The logo consists of the letters 'RUC' in a stylized font. The 'R' and 'U' are red, and the 'C' is blue. The 'R' has a distinctive shape with a curved bottom.

Vertical


The logo consists of the 'RUC' logo above the words 'RADFORD UNIVERSITY CARILION' in a bold, sans-serif font. 'RADFORD' and 'CARILION' are in blue, while 'UNIVERSITY' is in red.

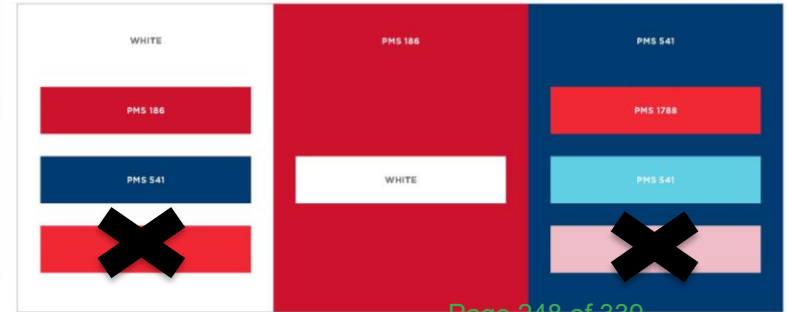
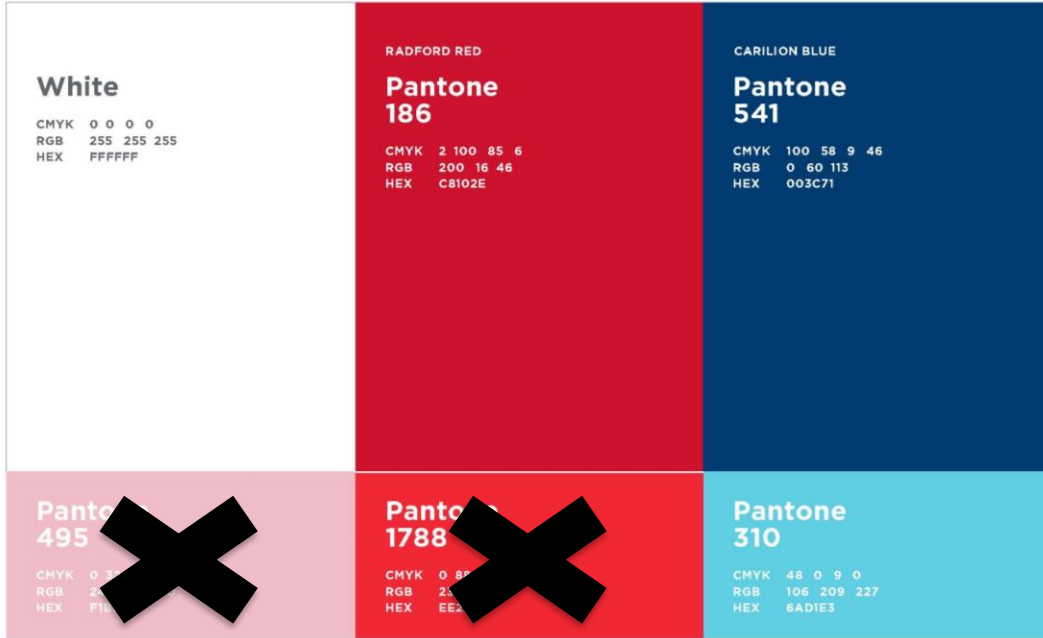
Horizontal Stack


The logo consists of the 'RUC' logo above the words 'RADFORD UNIVERSITY CARILION' in a bold, sans-serif font. 'RADFORD' and 'CARILION' are in blue, while 'UNIVERSITY' is in red.

Horizontal Line

Page 247 of 339

Branding and Marketing (Colors)



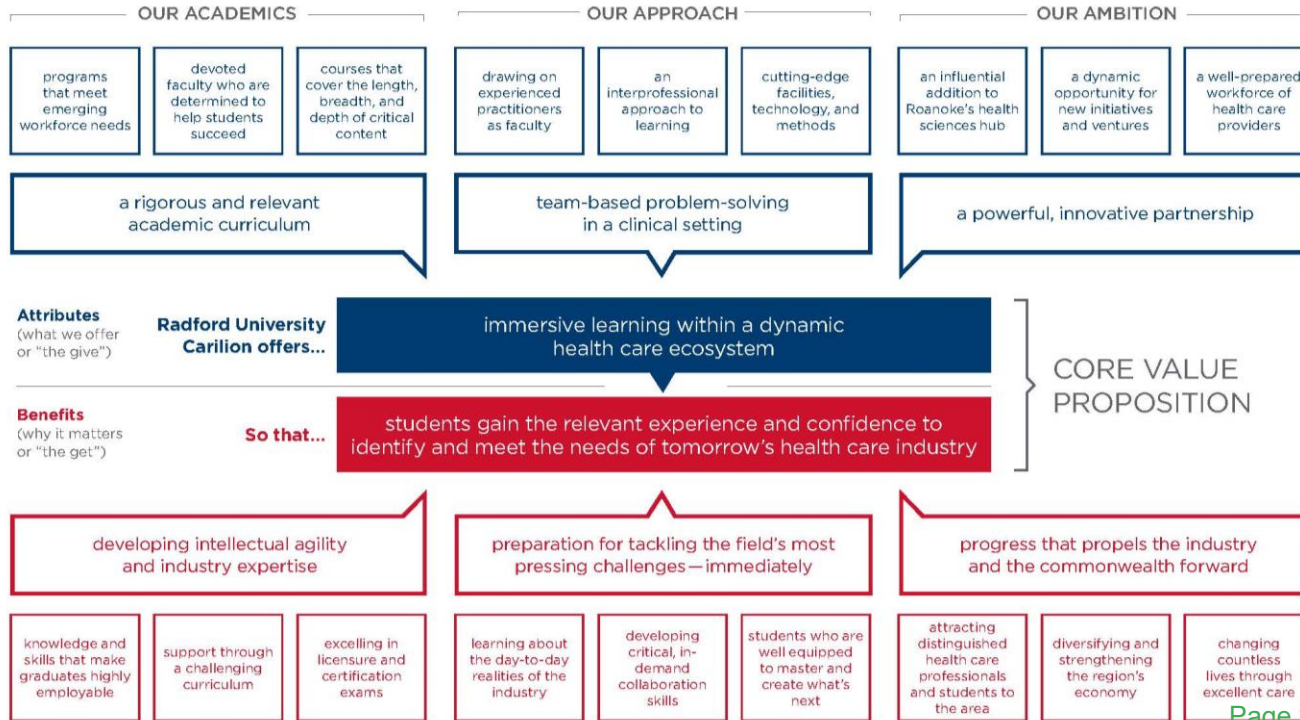
Branding and Marketing (Audiences)

	Primary Prospective Students and Influencers	Secondary Internal Community	Tertiary External Community
Who	<ul style="list-style-type: none">• Undergraduate students• Parents and family• Counselors and other influencers	<p>The Unsure</p> <ul style="list-style-type: none">• Current Jefferson students• Jefferson alumni• Some faculty and staff <p>The Optimistic</p> <ul style="list-style-type: none">• Most faculty and staff• Current Radford students	<ul style="list-style-type: none">• Thought leaders• Media• Business owners• Politicians• Community members
Goals	<p>Recruit and enroll more best-fit students by building awareness of the advantages of the Radford-Carilion partnership.</p>	<p>Address their concerns and communicate advantages, moving them from unsure to optimistic.</p>	<p>Build the school's reputation and visibility, ultimately influencing recognition and building partnerships.</p>

Branding and Marketing (Audiences)

	Primary Prospective Students and Influencers	Secondary Internal Community	Tertiary External Community
Goals	Recruit and enroll	Address concerns and communicate advantages Inspire advocacy	Build reputation and visibility
What do they need to know?	<ul style="list-style-type: none"> • That a high-quality education can be received at Radford University Carilion • The current value of the program, and how that value will continue to grow over time • That they will have an advantage pursuing a career in the industry, due to their connections to the Radford-Carilion network • That they will have access to an immersive experience with top-of-the-line facilities and technology for students • How they can get in on the ground floor of an innovative initiative within a health care ecosystem 	<p>The Unsure</p> <ul style="list-style-type: none"> • That the advantages of the Jefferson College experience they currently enjoy will not only continue, but also strengthen • That the day-to-day experience will not change profoundly, and will improve • That costs will continue to go down <p>The Optimistic</p> <ul style="list-style-type: none"> • Continual updates about exciting developments and opportunities (including the new building) • Information about access to more funding, research, and technology • How they can share ideas and get involved 	<ul style="list-style-type: none"> • The vision for Radford University Carilion, and the opportunities that abound • How the Radford-Carilion partnership contributes to the economic stability of the region • The impact the partnership has on the health care industry as a whole • How the partnership will help position Roanoke as a health care hub (and update some outdated perceptions of the area) • That only the highest quality of care is offered, relieving any potential concerns about students delivering care

Branding and Marketing (Message Map)



Branding and Marketing (Personality)

RATIONAL

How we want people to
think about the brand

Responsive

Aware and accountable

Resourceful

Creative and prepared

Forward-focused

Driven and active

EMOTIONAL

How we want people to
feel about the brand

Caring

Passionate and earnest

Invested

Dedicated and engaged

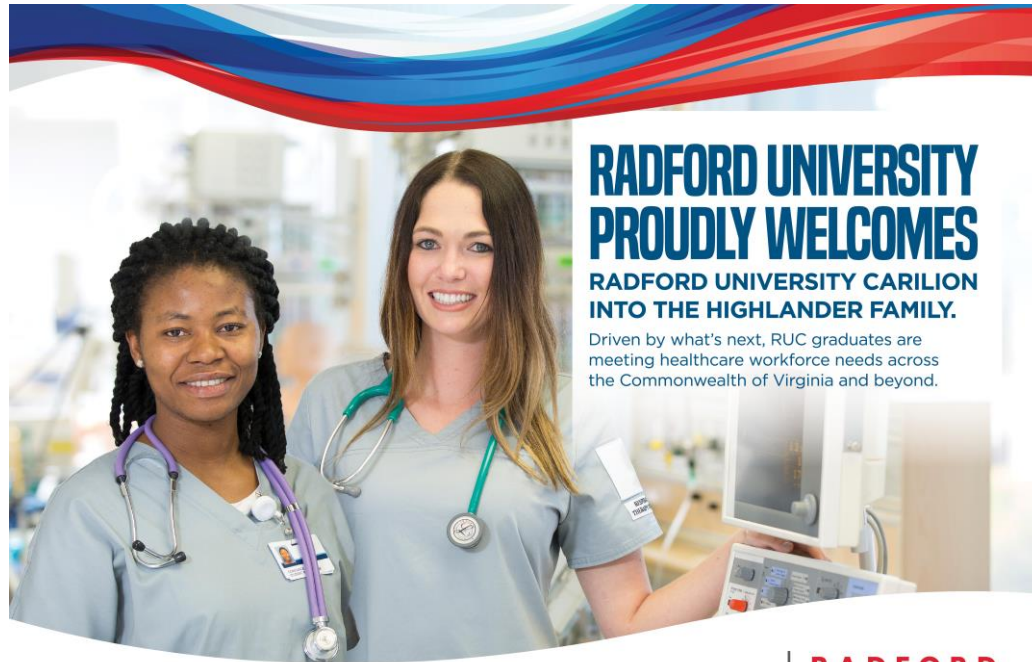
Intentional

Purposeful and confident

Branding and Marketing (Photography)



Branding and Marketing (Welcome Ad)



Learn more at:
www.radford.edu/ruc

RUC | **RADFORD
UNIVERSITY
CARILION**

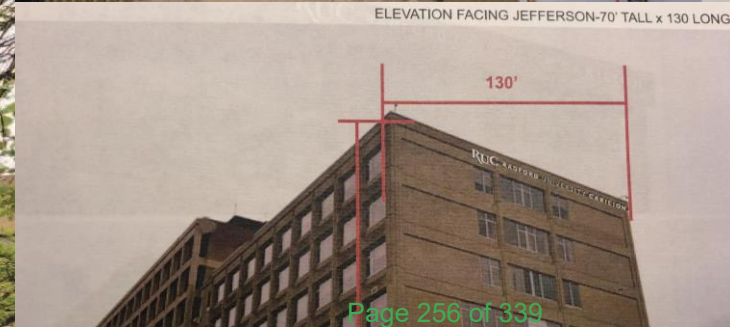
Page 254 of 339

Branding and Marketing (Exterior Signage)

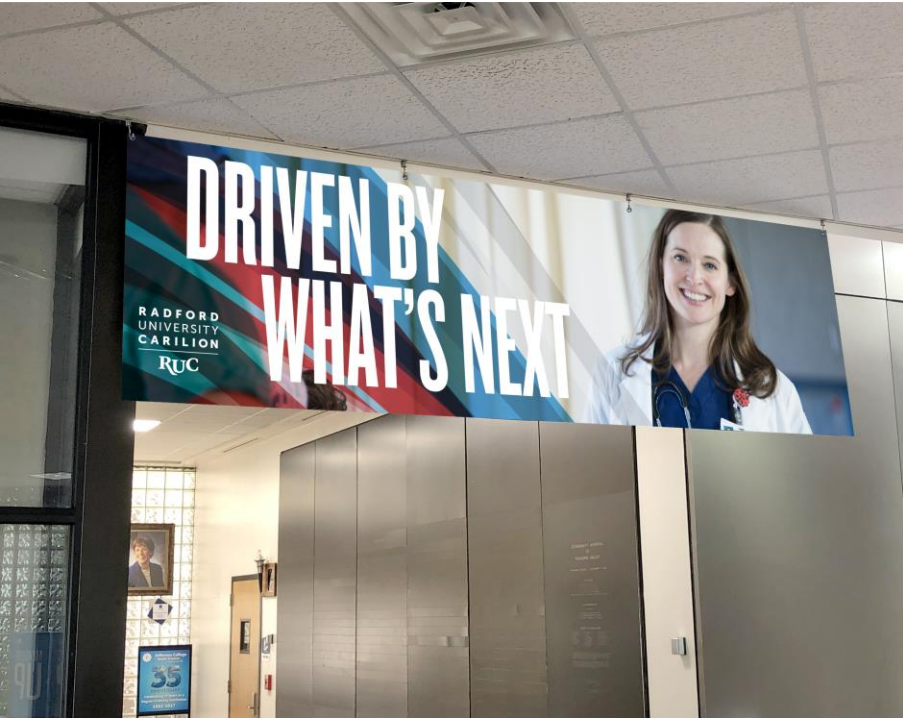


Page 255 of 339

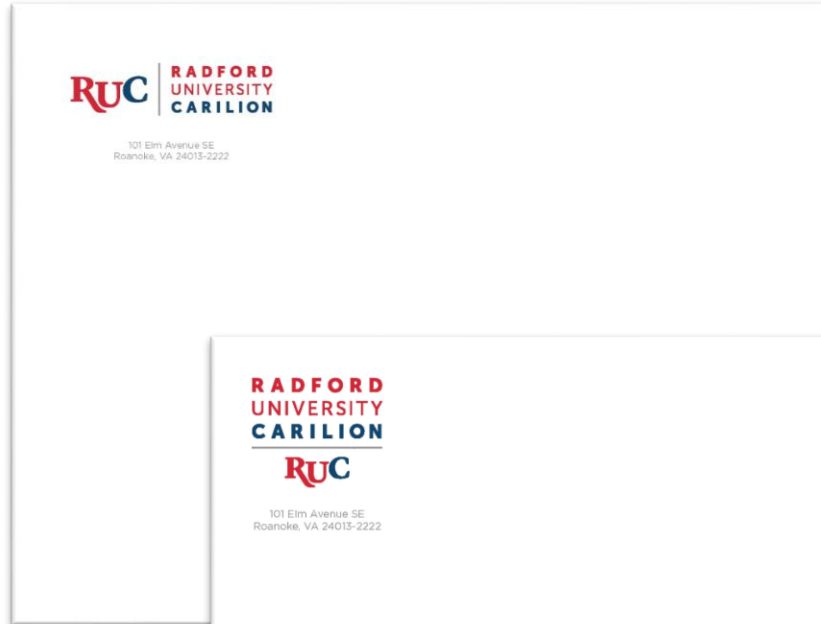
Branding and Marketing (Exterior Signage)



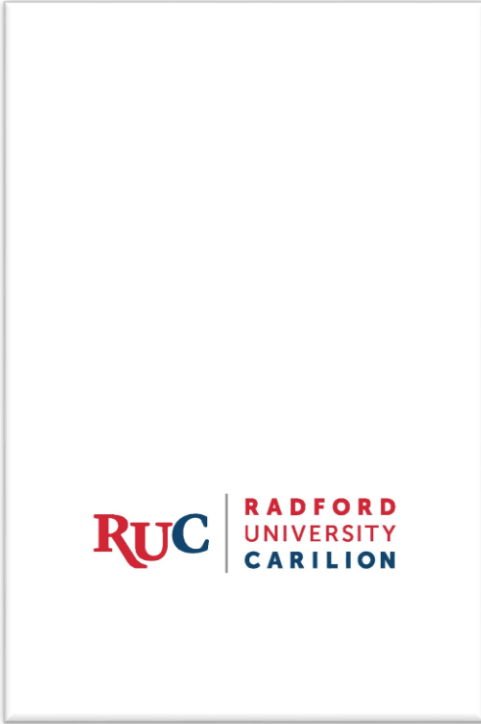
Branding and Marketing (Interior Signage)



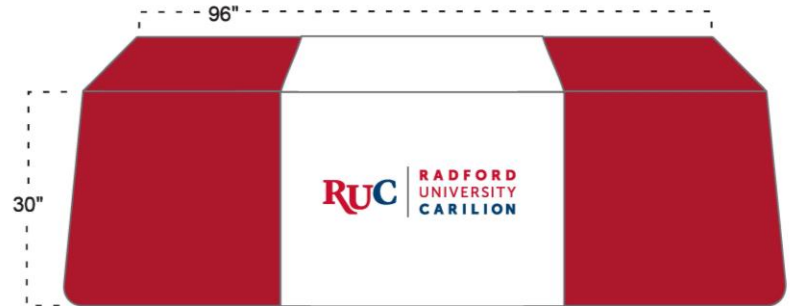
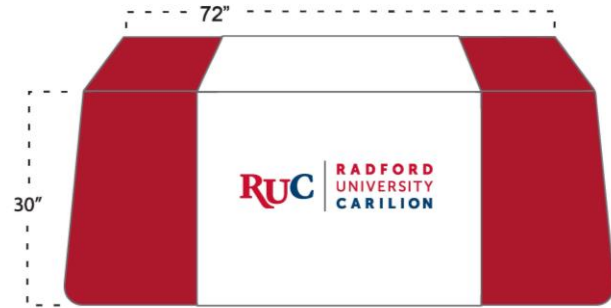
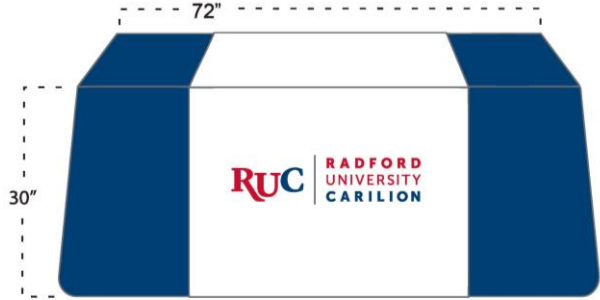
Branding and Marketing (Other Materials)



Branding and Marketing (Other Materials)



Branding and Marketing (Other Materials)



RUC

RADFORD
UNIVERSITY
CARILION



RADFORD
UNIVERSITY



CARILION CLINIC

The Student Debt Challenge

RADFORD
UNIVERSITY

Student loan debt is now an intergenerational problem; with ripple effects throughout the economy and social policy.

Jeffrey J. Selingo
College (Un)Bound

Lots of Attention

Recent Headlines

- ***The Long Road to the Student Debt Crisis***
Wall Street Journal/June 7, 2019
- ***Democrats Push for Tougher Oversight on the Student Loan Market***
The Hill/June 11, 2019
- ***With \$30K in Student Loans and No Job, Pennsylvania Man Joins Other Graduates By Leaving U.S. to Avoid Debt***
Newsweek.com/June 11, 2019
- ***Colleges Shouldn't Escape Blame for the Student-Debt Crisis***
National Review/June 28, 2019

Basic Facts

Class of 2018

- \$1.56 trillion in student loan debt (exceeds total credit card debt by \$521 billion)
- 44.7 million Americans with student loan debt
- 69% of all graduating students with some loan debt
- Average graduating student debt varies by institutional classification
 - \$25,550 - Public college
 - \$32,300 - Private, not for profit
 - \$39,950 - Private for profit
- \$393 average monthly payment for borrowers 20-30 years old

Source <https://studentloanhero.com/student-loan-debt-statistics/>

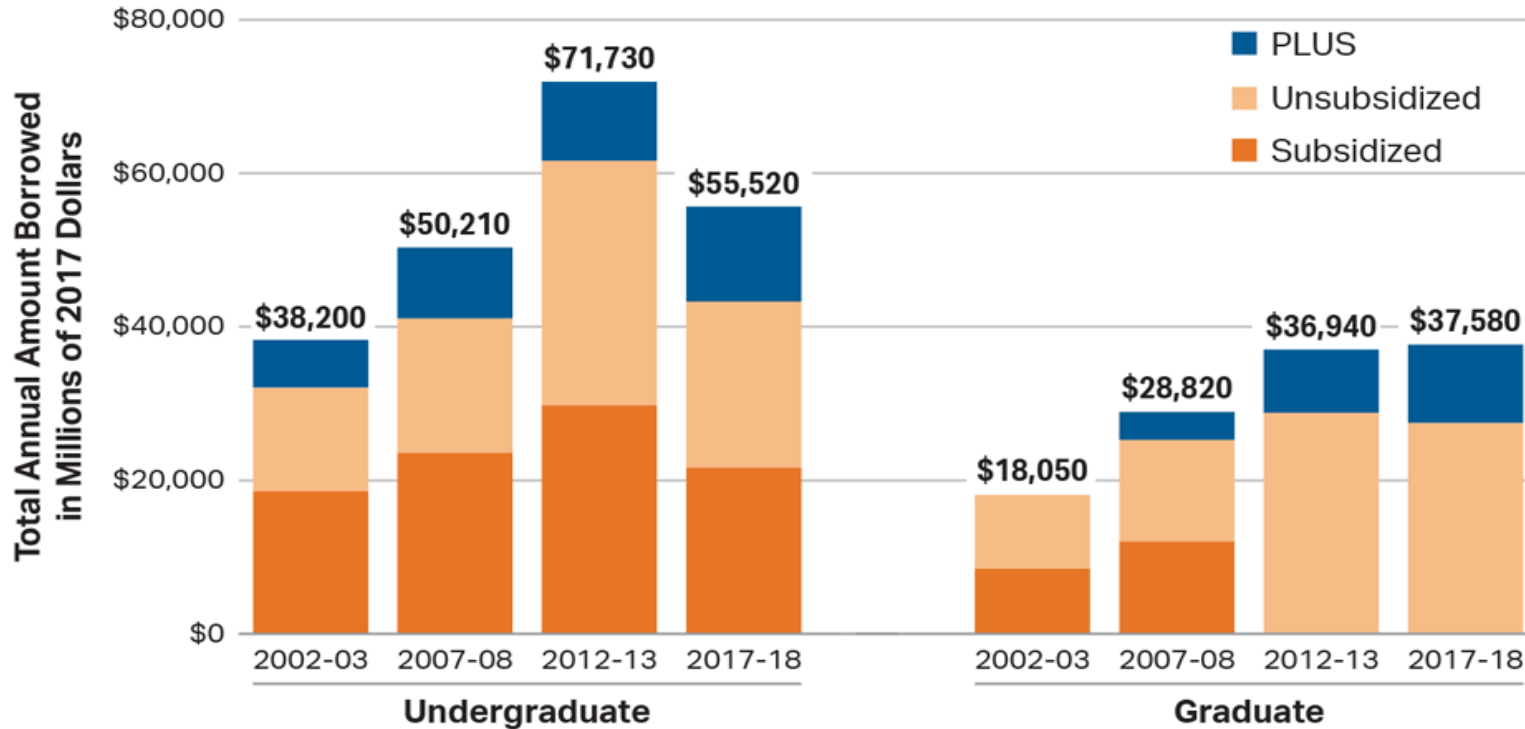
Page 205 of 309

Federal Direct Loan Borrowing Limits

Year	Annual Limit
First Year	\$5,500
Second Year	\$6,500
Third Year	\$7,500
Fourth Year	\$7,500
Total Stafford Loan for 4 Years	\$27,000
Origination Fee (approx. 1%)*	~\$270
Total Amount to Student	~\$26,730

*Origination Fees vary by year. Current fee is 1.062%.

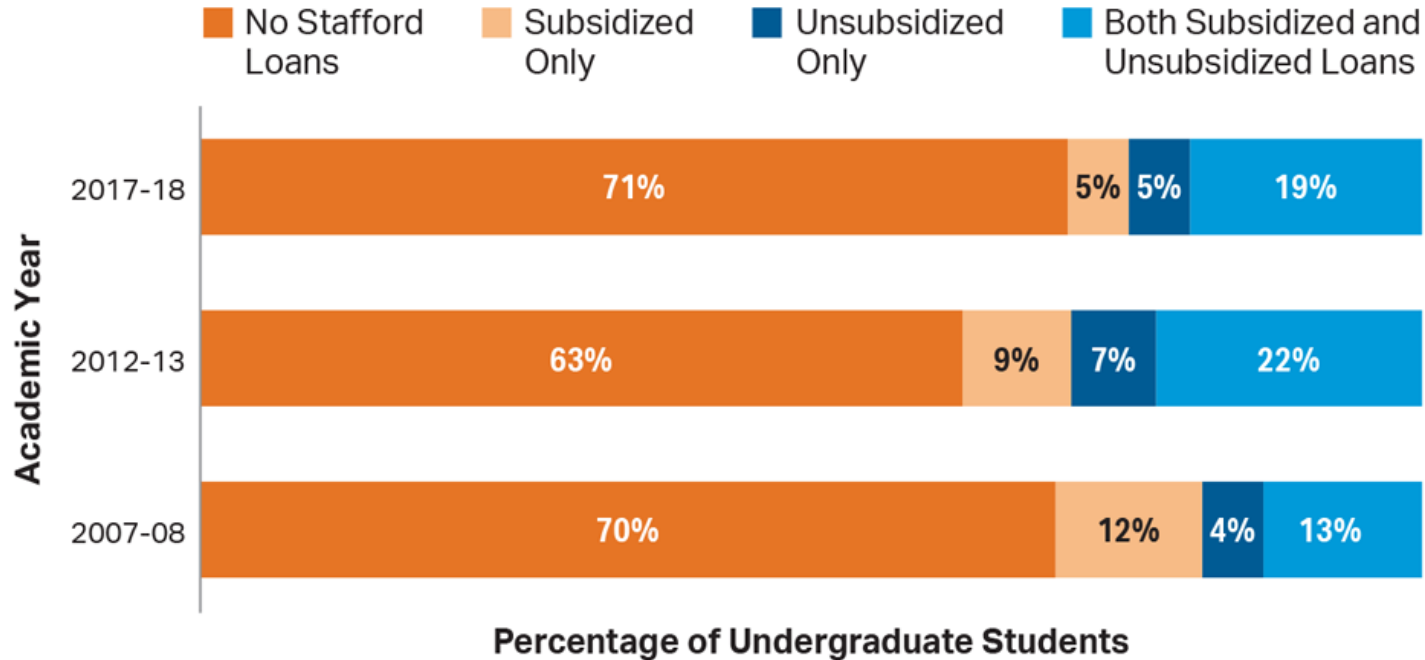
Annual Amount in Federal Loans



Source: The College Board, Trends in Student Financial Aid

Page 267 of 338

Percentage of Undergraduate Students Borrowing Federal Loans



Source: The College Board, Trends in Student Financial Aid

Page 268 of 338

Percentage of Graduates with Debt (2017-18 by State)

State	Dollar Amount	Rank
Connecticut	\$38,510	1
Pennsylvania	\$36,854	2
Rhode Island	\$36,250	3
New Hampshire	\$34,415	4
Delaware	\$34,144	5
District of Columbia	\$30,775	15
Virginia	\$29,887	19
Maryland	\$29,314	23
North Carolina	\$26,526	37

Student Debt in Virginia

Average Debt, all graduates in Virginia \$29,887

Percent of graduates borrowing 56%

Public Institutions/Class of 2015	Average Loan	% Borrowing
Virginia Commonwealth University	\$31,919	62%
Old Dominion University	\$32,092	72%
Christopher Newport University	\$32,994	57%
Virginia Polytechnic University	\$30,221	49%
Virginia State University	\$28,250	92%
Longwood University	\$28,376	69%
Radford University	\$31,463	71%
George Mason University	\$30,755	56%
Virginia Military Institute	\$30,367	66%
College of William & Mary	\$24,072	36%
University of Virginia (Main)	\$24,501	35%
James Madison University	\$27,656	50%
University of Mary Washington	\$29,964	54%
University of Virginia, Wise	\$21,389	58%
Norfolk State University	N/A	N/A

Source: Institute for College Success,
State by State Data, 2017

Page 270 of 339

Federal Cohort Default Rates

Institution	FY2015	FY2014	FY2013
Christopher Newport University	2.4%	3.1%	2.2%
College Of William & Mary	1.3%	1.0%	0.8%
George Mason University	2.3%	2.0%	2.1%
James Madison University	2.2%	2.0%	2.1%
Longwood University	3.9%	4.0%	3.1%
Norfolk State University	11.5%	13.5%	12.6%
Old Dominion University	5.5%	6.2%	4.7%
Radford University	5.8%	4.5%	4.4%
University of Mary Washington	1.8%	2.9%	1.9%
University of Virginia	0.9%	1.3%	0.9%
University of Virginia's College At Wise	10.2%	11.7%	11.6%
Virginia Commonwealth University	3.7%	4.0%	3.6%
Virginia Military Institute	2.8%	3.9%	2.6%
Virginia Polytechnic Institute & State University	1.8%	1.4%	1.6%
Virginia State University	16.2%	17.6%	14.7%
National Public 4-Year Default Rate	13.7%	12.8%	12.9%

Loan Debt by Gender (2017-18 Native Completers)

Gender	Native Completers	Percent Borrowed Federal Loans	Median Federal Loan Debt
Female	763	72%	\$26,714
Male	445	64%	\$26,716
Total	1,208	69%	\$26,716

Loan Debt by Region (2017-18 Native Completers)

Region	Native Completers	Percent Borrowed Federal Loans	Median Federal Loan Debt
Central Va	86	81%	\$26,225
Northern Va	377	60%	\$26,714
Peninsula	45	76%	\$26,717
Richmond	115	71%	\$26,716
Roanoke Metro	56	79%	\$26,720
South Central	34	79%	\$24,740
Southwest	186	76%	\$25,726
Tidewater	113	72%	\$26,716
Valley	110	75%	\$26,720
Out-of-State	86	58%	\$26,573
Total	1,208	69%	\$26,716

Page 273 of 339

Loan Debt by Ethnicity (2017-18 Native Completers)

Ethnicity	Native Completers	Percent Borrowed Federal Loans	Median Federal Loan Debt
American Indian or Alaska Native	2	50%	N/A
Asian	7	86%	N/A
Black or African American	169	93%	\$26,720
Hispanic	76	74%	\$26,719
White	869	64%	\$26,470
Two or more races	56	82%	\$26,718
Nonresident Alien	9	0%	N/A
Race Unknown	20	80%	\$22,426
Total	1,208	69%	\$26,716

Loan Debt by First-Generation (2017-18 Native Completers)

First Generation	Native Completers	Percent Borrowed Federal Loans	Median Federal Loan Debt
First Generation	434	82%	\$26,720
Not First Generation	774	62%	\$25,732
Total	1,208	69%	\$26,716

Loan Debt by Income (2017-18 Native Completers)

Income Level	Native Completers	Percent Borrowed Federal Loans	Median Federal Loan Debt
Low Income	158	92%	\$26,720
Mid Income	196	95%	\$26,720
High Income	279	90%	\$26,714
Unknown	575	44%	\$25,234
Total	1,208	69%	\$26,716

Loan Debt by Pell Recipient (2017-18 Native Completers)

Received Pell (Any Time)	Native Completers	Percent Borrowed Federal Loans	Median Federal Loan Debt
Received Pell Grant	406	94%	\$26,720
Did not receive Pell Grant	802	57%	\$26,714
Total	1,208	69%	\$26,716

Loan Debt by Academic College (2017-18 Native Completers)

College at Graduation	Native Completers	Percent Borrowed Federal Loans	Median Federal Loan Debt
Artis College of Science and Technology	104	64%	\$26,714
College of Education and Human Development	208	71%	\$26,718
College of Humanities and Behavioral Sciences	476	73%	\$26,715
College of Visual and Performing Arts	107	72%	\$26,718
Davis College of Business and Economics	211	60%	\$26,428
Waldron College of Health and Human Services	102	71%	\$26,714
Total	1,208	69%	\$26,716

Borrowing Trends (Native Completers)

Graduating Year	Native Completers	Percent Borrowed Federal Loans	Median Federal Loan Debt
2015-2016	1,205	67%	\$26,718
2016-2017	1,200	69%	\$26,716
2017-2018	1,208	69%	\$26,716

Virginia General Assembly (SB 568)

Higher educational institutions, public; student loan information.

Requires any public institution of higher education that receives federal education loan information for a student enrolled in the institution to provide such student, at least once during each academic year, certain information and estimates regarding the student's federal education loans.

Michael

Loan Date	Loan Amount	Interest Rate	Current Principal & Interest	Standard Repayment Plan ¹ Projected Repayment Amount			
				Estimated Months	Estimated Monthly Payment	Estimated Total Interest	Estimated Total Principal & Interest
Direct Stafford Subsidized (SULA Eligible)							\$22,872
09/15/2015	\$3,500	4.29%	\$3,500	81	\$50	\$535	\$4,035
08/24/2016	\$4,500	3.76%	\$4,500	106	\$50	\$794	\$5,294
08/23/2017	\$4,500	4.45%	\$4,500	110	\$50	\$985	\$5,485
05/11/2018	\$1,000	4.45%	\$1,000	21	\$50	\$40	\$1,040
08/22/2018	\$5,500	5.05%	\$5,500	120	\$58	\$1,516	\$7,016
Direct Stafford Unsubsidized							\$21,065
09/15/2015	\$2,000	4.29%	\$2,312	52	\$50	\$594	\$2,594
08/24/2016	\$2,000	3.76%	\$2,203	49	\$50	\$427	\$2,427
12/01/2016	\$4,000	3.76%	\$4,365	105	\$50	\$1,233	\$5,233
08/23/2017	\$2,000	4.45%	\$2,151	49	\$50	\$412	\$2,412
01/14/2018	\$2,044	4.45%	\$2,163	49	\$50	\$383	\$2,427
05/11/2018	\$2,956	4.45%	\$3,086	73	\$50	\$658	\$3,614
08/22/2018	\$2,000	5.05%	\$2,071	48	\$50	\$355	\$2,355

Financial Wellness

Inaugural Financial Wellness Day

- April 2, 2019
- Workshops
 - Learning the basics of personal credit
 - Financial aid
- Financial Wellness and Resource Fair

Financial Wellness

The screenshot shows a web browser window with the URL <https://www.radford.edu/content/financial-wellness/home.html>. The page features a navigation menu on the left with links to Home, Student Timeline, Financial Aid, Budgeting, Academics and Money, Student Jobs and Internships, Banking Basics, Graduate School, Resources for Parents, Emergency Resources, and Campus Resources. The main content area is titled "FALL 2019 PRIORITY ACTIVITIES" and includes the following sections:

- MAKE SURE YOU ARE UP-TO-DATE ON FINANCIAL ACTIVITIES TO ENSURE A SMOOTH TRANSITION TO THE START OF THE ACADEMIC YEAR.**
 - > If you completed a FAFSA application and have received an award offer letter, review your letter and accept your awards
 - > If you have been selected for the FAFSA Verification Process, submit all requested documents to complete your financial aid file before the payment deadline
 - > Complete the Direct Loan Entrance Counseling (if you plan to utilize federal loans and you have not participated in the Direct Loan Program before) at <https://studentloans.gov>
 - > If you are a new participant in the Federal Direct Loan program, you must complete a Master Promissory Note (MPN); you may now complete the MPN using the Radford University School Code which is: 00373200 at <https://studentloans.gov>
- PARENT PLUS LOANS - INSTRUCTIONS FOR PARENT LOAN FOR DEPENDENT STUDENT**
 - > Go to <https://studentloans.gov>
 - > Logon using the Parent's FSA ID and password
 - > Complete the Parent PLUS loan application online.
 - > If approved, complete the Parent PLUS MPN online.

**Please note, if you are denied a Parent PLUS loan, your dependent child may be eligible for additional Unsubsidized Direct Loans.*
- GRADUATE PLUS LOANS - INSTRUCTIONS FOR GRADUATE STUDENT PLUS LOAN**
 - > Go to <https://studentloans.gov>
 - > Logon using the students FSA ID and password
 - > Complete the Graduate PLUS loan application online.
 - > If approved, complete the Graduate PLUS MPN online.

The footer contains navigation links: PROSPECTIVE STUDENTS, CURRENT STUDENTS, PARENTS, FACULTY/STAFF RESOURCES, COMMUNITY, ALUMNI & FRIENDS, and an "APPLY NOW »" button. A green "Page 283 of 339" indicator is visible in the bottom right corner of the screenshot.

Avoiding Excessive Debt

- 15 to Finish
- Assist students with course schedule planning
- Educate students on college costs
- Invest in financial literacy
- Prepare students for the workforce
- Encourage summer enrollment
- Advocate for financial support

Source <https://studentloanhero.com/student-loan-debt-statistics/>

Page 294 of 309

Discussion

**Radford University Board of Visitors
Resolution**

Amendment to the Bylaws

Now Therefore Be it Resolved, the Board of Visitors hereby amends Section 6. A. of the Radford University Board of Visitor Bylaws as it relates to the membership of the Executive Committee, to include: the immediate past Rector serves as an ex-officio member.

Adopted: July 15, 2019



Robert A. Archer
Rector
Radford University Board of Visitors



Karen Castele
Secretary to the Board of Visitors
Radford University

Strategic Plan Update

Progress Update Indicators



Progress is on track.



Progress has begun, but may be delayed.



No progress has been reported.



To date, there is no progress to report.
Progress may be available at a later time.



This goal and strategy of the strategic plan has been successfully completed.

General Presentation Outline

- Progress Report Summary
- Initiative Spotlights
- Next Steps and Open Discussion

Progress Report Summary

Status Report Summary

- 69 goals and objectives
 - *2 successfully completed*
 - *63 progress on track*
 - *2 progress begun but may be delayed*
 - *2 no progress reported*

Academic Excellence and Research

17 goals and objectives with
all 17 marked
“progress on track”

ACADEMIC
EXCELLENCE AND
RESEARCH

BRAND IDENTITY

ECONOMIC
DEVELOPMENT
AND COMMUNITY
PARTNERSHIPS

PHILANTHROPIC
GIVING AND
ALUMNI
ENGAGEMENT

STRATEGIC
ENROLLMENT
GROWTH

STUDENT
SUCCESS

Page 292 of 339

Brand Identity

6 goals and objectives with
all 6 marked
“progress on track”

ACADEMIC
EXCELLENCE AND
RESEARCH

BRAND IDENTITY

ECONOMIC
DEVELOPMENT
AND COMMUNITY
PARTNERSHIPS

PHILANTHROPIC
GIVING AND
ALUMNI
ENGAGEMENT

STRATEGIC
ENROLLMENT
GROWTH

STUDENT
SUCCESS

Page 293 of 339

Economic Development and Community Partnerships

- 4 goals and objectives
 - *3 progress on track*
 - *1 no progress reported*

ACADEMIC
EXCELLENCE AND
RESEARCH

BRAND IDENTITY

ECONOMIC
DEVELOPMENT
AND COMMUNITY
PARTNERSHIPS

PHILANTHROPIC
GIVING AND
ALUMNI
ENGAGEMENT

STRATEGIC
ENROLLMENT
GROWTH

STUDENT
SUCCESS

Page 294 of 339

Philanthropic Giving and Alumni Engagement

- 10 goals and objectives
 - *1 successfully completed*
 - *9 progress on track*

ACADEMIC
EXCELLENCE AND
RESEARCH

BRAND IDENTITY

ECONOMIC
DEVELOPMENT
AND COMMUNITY
PARTNERSHIPS

PHILANTHROPIC
GIVING AND
ALUMNI
ENGAGEMENT

STRATEGIC
ENROLLMENT
GROWTH

STUDENT
SUCCESS

Page 295 of 339

Strategic Enrollment Growth

- 18 goals and objectives
 - *16 progress on track*
 - *2 progress begun but may be delayed*

ACADEMIC
EXCELLENCE AND
RESEARCH

BRAND IDENTITY

ECONOMIC
DEVELOPMENT
AND COMMUNITY
PARTNERSHIPS

PHILANTHROPIC
GIVING AND
ALUMNI
ENGAGEMENT

STRATEGIC
ENROLLMENT
GROWTH

STUDENT
SUCCESS

Page 296 of 339

Student Success

- 14 goals and objectives
 - *1 successfully completed*
 - *12 progress on track*
 - *1 no progress reported*

ACADEMIC
EXCELLENCE AND
RESEARCH

BRAND IDENTITY

ECONOMIC
DEVELOPMENT
AND COMMUNITY
PARTNERSHIPS

PHILANTHROPIC
GIVING AND
ALUMNI
ENGAGEMENT

STRATEGIC
ENROLLMENT
GROWTH

STUDENT
SUCCESS

Page 297 of 339

Initiative Spotlight

Initiative Spotlight 1

- **Student Celebrations**

- **Halfway There**

- A tradition that celebrates sophomore students as they approach the halfway mark to Commencement

- **Junior Twilight**

- An evening garden party and dessert reception with a DJ, situated around the Heth Hall clocks

- **Senior Signing Day**

- An event to highlight the accomplishments and future endeavors of senior Highlanders with students “signing off” on their next journey

Page 299 of 339

Initiative Spotlight 2

RADFORD
UNIVERSITY

Honors College

Recognition

Rigor

Community

Page 300 of 339

Initiative Spotlight 3

RADFORD UNIVERSITY

Undergraduate Research and Scholarship

Broadly defines research as anything that makes an original intellectual or creative contribution to a discipline and believes that students of all majors, class standing, and GPA are capable of creating meaningful new knowledge with proper guidance [Page 301 of 339](#)

Initiative Spotlight 4

RADFORD UNIVERSITY

Sustainability

Provide an educational environment and the tools to address the social, economic, and environmental issues confronting our region, nation, and the world

Page 502 of 339

Initiative Spotlight 5

RADFORD UNIVERSITY

Harvey Knowledge Center

Supports students in achieving academic success by using a learner-centered approach for free academic consulting and seminars to support students' skills and confidence in navigating the opportunities and challenges of their coursework

Page 303 of 339

Next Steps and Open Discussion

Next Steps and Open Discussion

- Next Steps
 - *Posting on Website*
 - *Distribution to Campus*
- Open Discussion

Strategic Plan Update

A New Retention Model: Case Management

RADFORD
UNIVERSITY

Student Success and Retention

- Task Force for Academic Advising, New Student and Family Programs, and Student Success and Retention
- Review partnership with Ruffalo Noel Levitz
- Current retention data

Student Success and Retention

Task Force for Academic Advising, New Student and Family Programs, and Student Success and Retention

- Researching best practice from schools with high retention rates
- Robust discussions on what can work at Radford; developing consensus
- Final recommendations submitted by October

Student Success and Retention



- Develop a first-year experience/advising model
- Use tools to more effectively intervene with students who could use more assistance
- Increase our overall fall-to-fall freshman and sophomore persistence

Student Success and Retention

- Keynote speaker for Radford University inaugural Retention Summit in January 2019
- Five planned visits to Radford before December 2019
- Meeting with key campus leadership and stakeholders

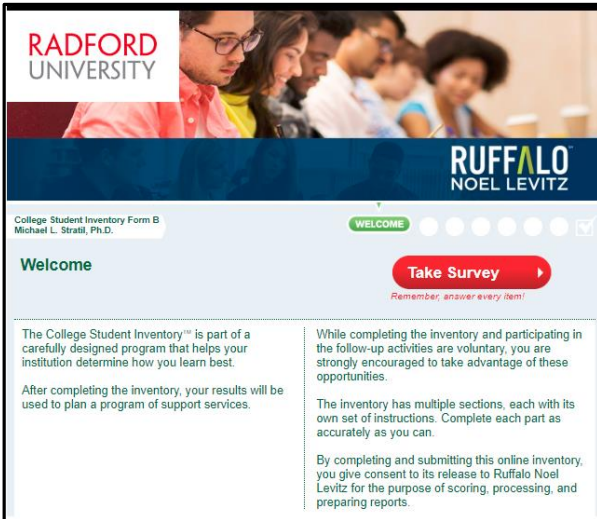


Tim Culver, Ph.D.

Page 311 of 339

Student Success and Retention

College Student Inventory



College Student Inventory Form B
Michael L. Strasi, Ph.D.

WELCOME

Take Survey

Remember, answer every item!

The College Student Inventory™ is part of a carefully designed program that helps your institution determine how you learn best.

After completing the inventory, your results will be used to plan a program of support services.

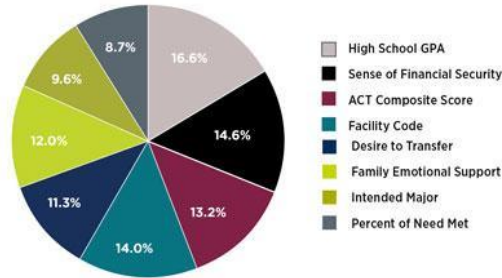
While completing the inventory and participating in the follow-up activities are voluntary, you are strongly encouraged to take advantage of these opportunities.

The inventory has multiple sections, each with its own set of instructions. Complete each part as accurately as you can.

By completing and submitting this online inventory, you give consent to its release to Ruffalo Noel Levitz for the purpose of scoring, processing, and preparing reports.

Sample Student Retention Predictor Model

Relative Strength of Model Variables



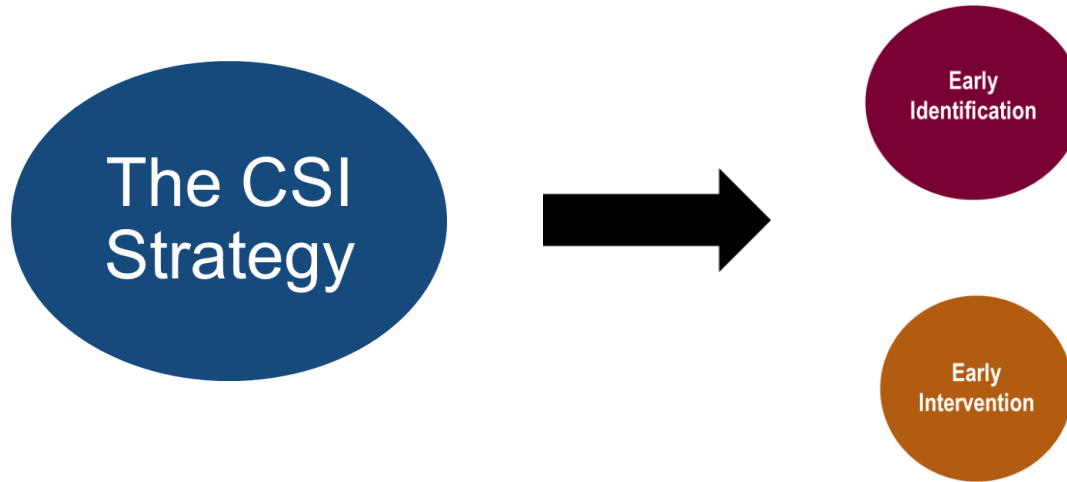
Student Retention Predictor Model

Case Management



Page 312 of 339

Student Success and Retention: CSI



Student Success and Retention: CSI

16 scales divided into categories

Academic Motivation

- Study Habits
- Reading Interests
- Verbal and Writing Confidence
- Math and Science Confidence
- Commitment to College
- Interactions with Previous Educators

General Coping

- Social Engagement
- Family Support
- Capacity for Tolerance
- Career Plans
- Financial Security

Receptivity to Support Services

- Academic Assistance
- Personal Counseling
- Social Engagement
- Career Guidance
- Financial Guidance

Background information

- Parents' education
- Work hours/ week
- Self-reported high school GPA
- When student decided to enroll
- Highest degree student is seeking

Data is self-reported based on student responses.

Student Success and Retention: CSI

College Student Inventory™		Shana Doe, ID#12345678	
Sample University		Student Status: Not Applicable	
Advisor/Counselor Report		Gender: Female, Age: 18 as of Month DD, YYYY	
Instructions			
This is a report of Shana's College Student Inventory results. Please give her a thorough explanation of her Student Report. If you agree with the recommendations, gently encourage her to follow them. When possible, try to make the arrangements yourself as a way of reducing motivational barriers. Avoid attempting any psychological counseling if not professionally trained for such work. Above all, be sure to protect the confidentiality of this report. Please see the CSI Advisor's Guide™ for more details.			
Motivational Assessment		Student Background Information	
Academic Motivation	Perc. Rank	Very Low	Very High
Study Habits	43		
Reading Interests	85		
Verbal and Writing Confidence	74		
Math and Science Confidence	68		
Commitment to College	52		
Interactions with Previous Teachers	84		
General Coping			
Social Engagement	73		
Family Support	25		
Capacity for Tolerance	97		
Career Plans	86		
Financial Security	9		
Receptivity to Support Services			
Academic Assistance	85		
Personal Counseling	85		
Social Engagement	95		
Career Guidance	51		
Financial Guidance	96		
High School Academics	Senior Year GPA: B+ Average		
Family Background	Racial/Ethnic Origin: White/Caucasian		
	Mother's/Guardian's Education: Some High School		
	Father's/Guardian's Education: High School Diploma		
College Experience	Decision to Enroll: Many Months Before		
	Degree Sought: Master's		
	Plans to Work: 1-10 Hours per Week		
Grouping Fields*	Major		

Sample Advisor Report

Student Success and Retention: CSI

Preliminary Observations from CSIs completed so far:

- Highest scores are in Social Engagement, Receptivity to Social Engagement, and Capacity for Tolerance.
- Lowest scores are in Study Habits, Reading Interests, and Math and Science Confidence.
- 65% of students said they plan to work 1-10 or 11-20 hours/week.

Student Success and Retention: CSI

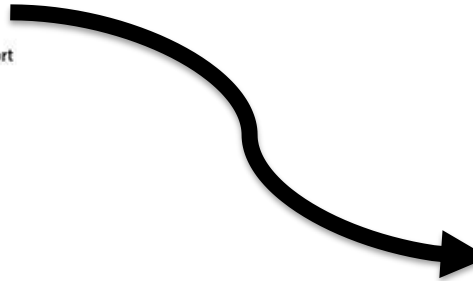
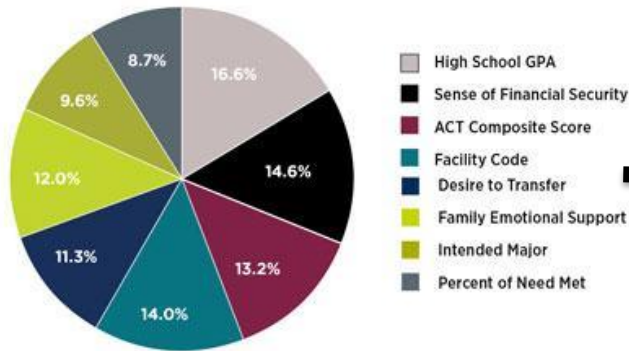
Potential Interventions

- Mentoring Opportunities
- RA or RD Welcome Meetings/Interviews
- Targeted marketing of the Harvey Knowledge Center, Writing Center, Success Coaches, Center for Talent and Development and other support services
- Targeted communication about on-campus employment opportunities
- Academic advisors, UNIV 100 Instructors, CAS, and other support staff knowing how to interpret reports and have conversations about them

Student Success and Retention: SRP

Sample Student Retention Predictor Model

Relative Strength of Model Variables



Student Success and Retention: SRP

ingredients

Pell Eligibility

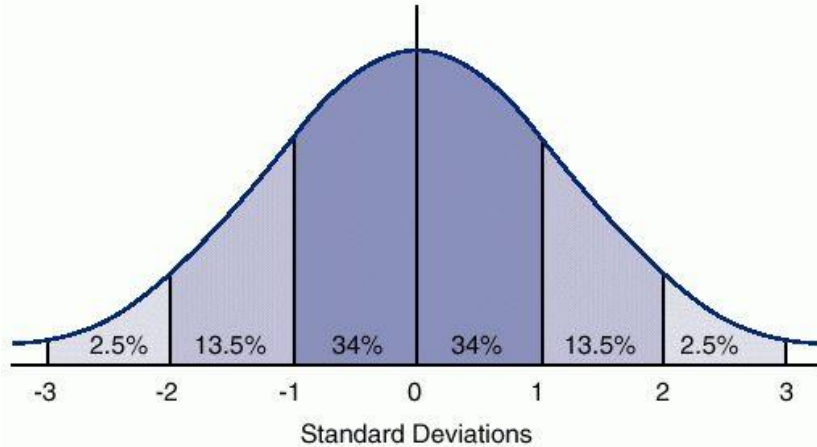
Academic Major

Deposit Date

Housing Application Date

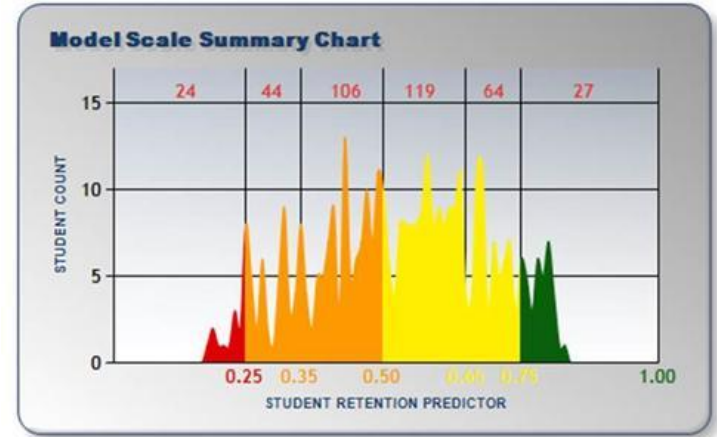
High School GPA

Student Success and Retention: SRP



Tail A

Tail C

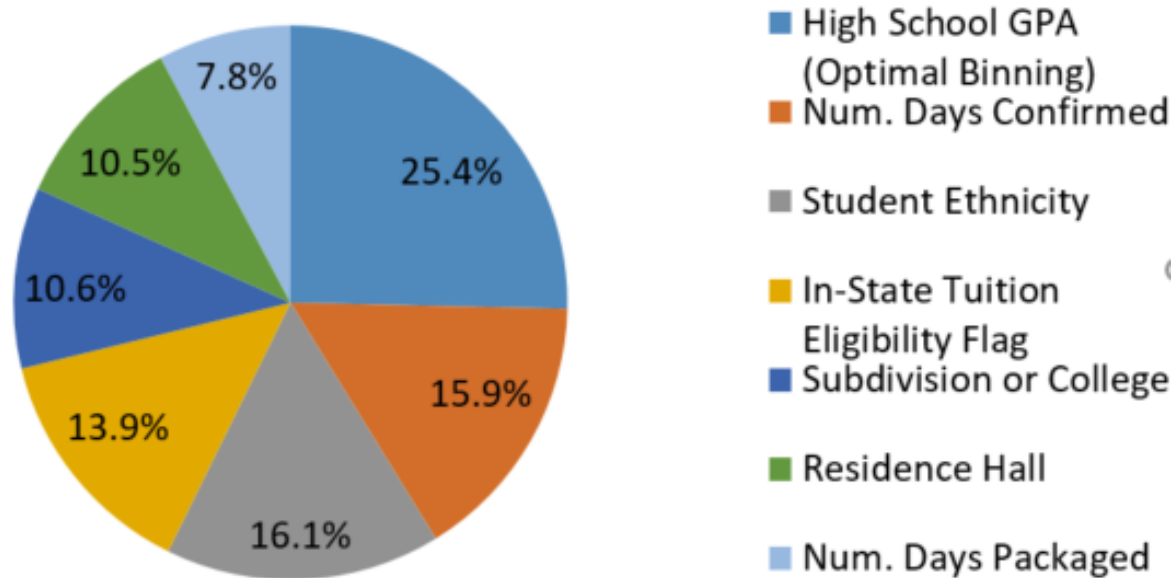


The SRP model distributes students into percentiles of likelihood to persist.

Page 320 of 339

Student Success and Retention: SRP

Relative Strength of Model Variables

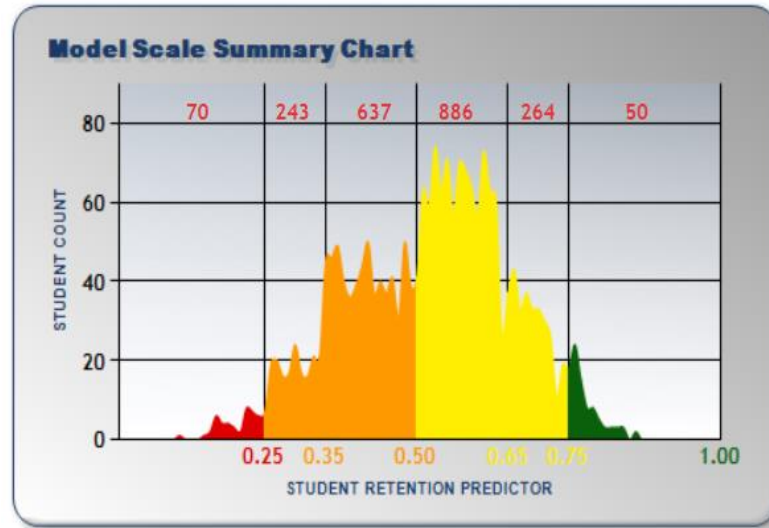


Student Success and Retention: SRP

Student risk factors are used to create prediction for retention.

(SRP not calculated from CSI responses)

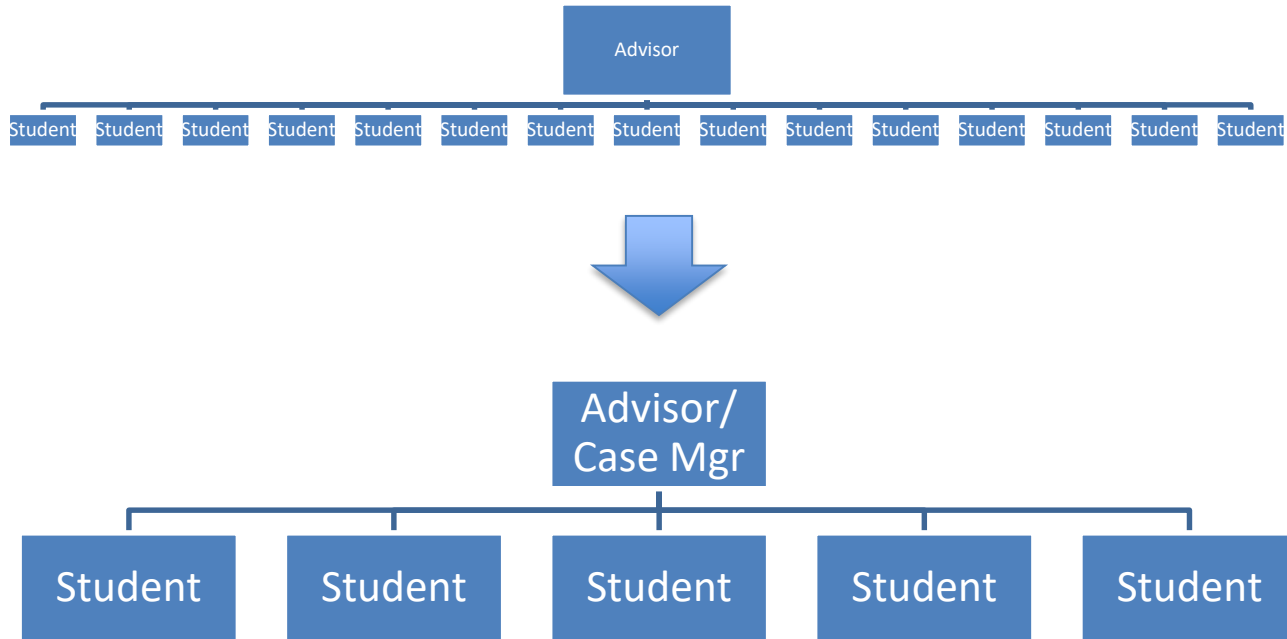
SRP score: 0 to 1



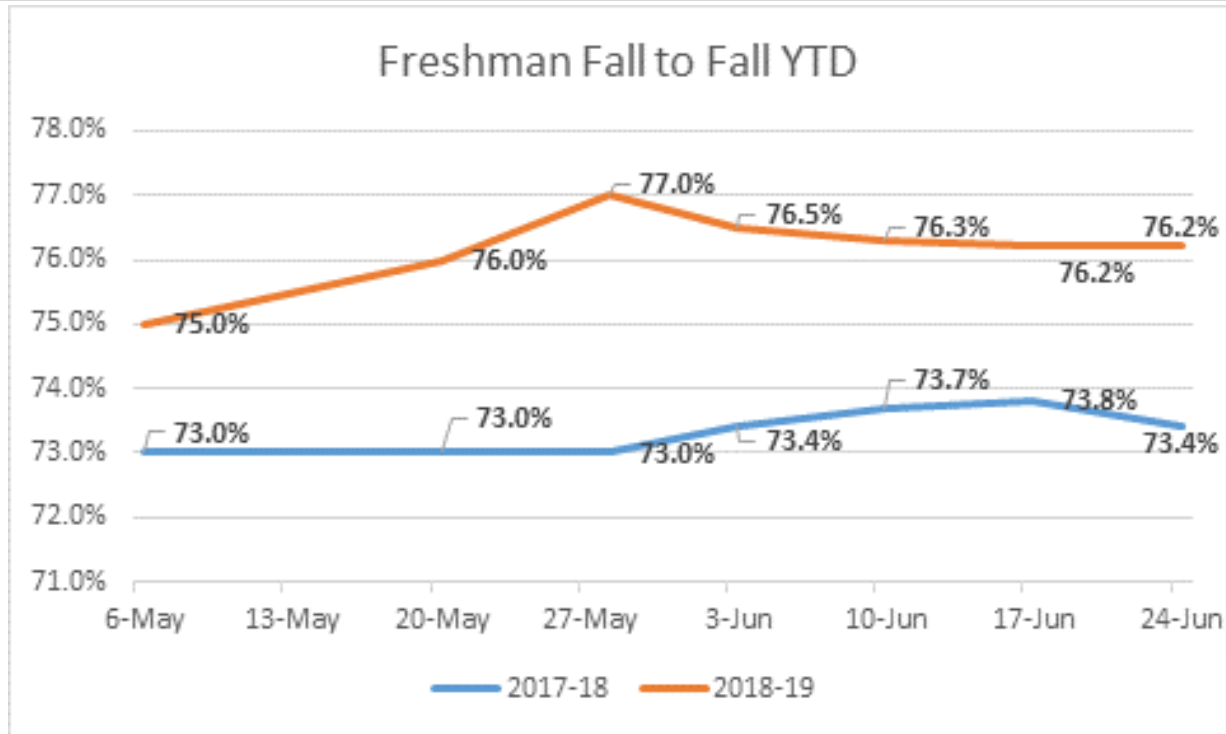
Student Success and Retention: Re-Enrollment



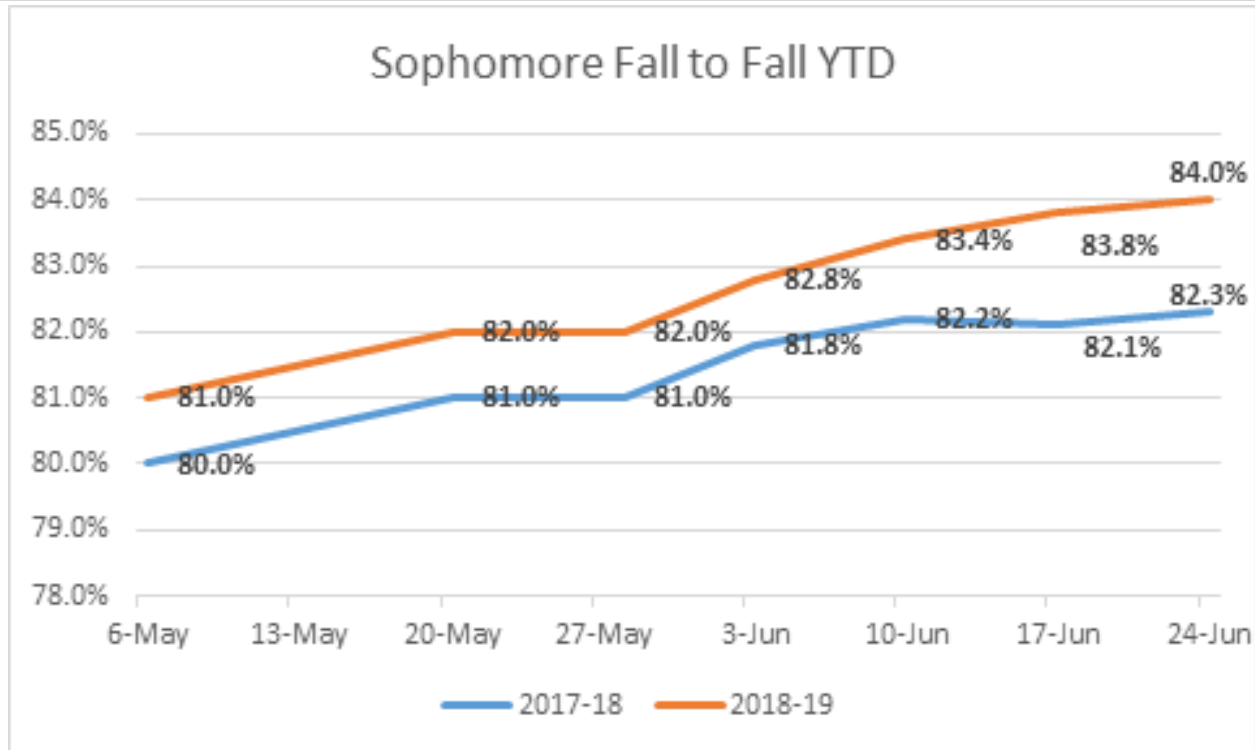
Student Success and Retention: Case Management



Student Success and Retention



Student Success and Retention



Student Success and Retention (As of June 10, 2019)

Impact of new suspension policy for fall 2018 freshman cohort

Outcome	Total	Still SQ Risk	Reg Fall 19	Reg Fall 19 (SQ Risk)
Fall 2018 New Freshmen Below 1.0	122	93	30	12
Did not return after fall	43	43	0	0
Returned Spring 2019	79	50	30	12
• Withdrew during spring 2019	11	11	0	0
• GPA still below 1.0	31	31	7	7
• GPA raised to 1.0-1.49	21	8	15	5
• GPA raised to 1.5-1.99	13	0	8	0
• GPA 2.0 or higher	3	0	0	0

Continued Efforts

- Campaigns to encourage course registration
- Pop-up registration events
- Working closely with IR to find trends in enrollment/retention
- Pick 4
- Signature Programs (by class)
 - First-Generation Luncheon
 - Halfway There Celebration
 - Junior Twilight
 - Senior Signing Day

New and Continued Retention Efforts 2019-20

- You Matter Campaign
 - Culture
- Highlander Chats
 - Opportunities to expand
- Student Employment
 - Structured learning check-ins
- Continued Focus on Commuter Students
- Sophomore Experience Emphasis

Discussion

SACSCOC Required Annual Board Self-Evaluation

RADFORD
UNIVERSITY

The Principles of Accreditation

- Standard 4.2.g
- The governing board defines and regularly evaluates its responsibilities and expectations.



The Principles of Accreditation

- Handout Overview
 - Notes and Rationale
 - Questions to Consider
 - Sample Documentation
- Survey Feedback
- Open Discussion



SACSCOC Required Annual Board Self-Evaluation

RADFORD
UNIVERSITY

RESOURCE MANUAL

for The Principles of Accreditation:
Foundations for Quality Enhancement



4.2.g The governing board defines and regularly evaluates its responsibilities and expectations. (*Board self-evaluation*)

Rationale and Notes

As the body that holds in trust the fundamental autonomy and ultimate well-being of the institution, the governing board of the institution is a critical element in the success of the institution. Good institutional governance requires that the board systematically asks itself, “How are we doing? What are we doing? Are we as effective as a board as we can be?” The process of institutional improvement underlies the *Principles of Accreditation*. While the means by which a governing board participates in that process may be different in scope, tone, and detail than that of the rest of the institution, it is still a necessary element in institutional leadership.

A good starting place is a self-reflective examination of the issues that underlie the governance standards of the *Principles of Accreditation* and the “Questions to Consider” in this section of this *Resource Manual*. How this is done is something best determined by a governing board itself. Some institutions use a board retreat format. Some boards build self-reflection into an annual orientation/reorientation of the board. Some boards facilitate this process by using external resources such as a facilitator or a book, although that is not a requirement of this standard. What is expected of this standard is something more substantive than a statement that “the board conducted a self-evaluation.”

NOTE

If the institution has multiple governing boards [see Standard 4.3 (Multi-level governance)], then the institution should address the self-evaluation process for all relevant boards.

Questions to Consider

- What are the legal obligations of board members? Does each member of the board understand these expectations?
- Do bylaws and other written documents for board procedures make clear the role of and limits of board actions?
- Do bylaws and other written documents for board distinguish the roles between the board (policy-making) and the CEO (administrative)?
- Is the board structure working well? Are committee responsibilities well defined?
- Is the orientation of new board members effective?
- How does the board stay informed as to the financial health of the institution?
- How does the board maintain its focus on the institutional mission?
- Is review of the mission statement a regular expectation of the governing board?
- What is the relationship between the institution's chief executive officer and the institution's governing board?
- What protections are built into the board structure to ensure the board is not subject to undue influence by a minority of members or by external forces?
- Are board minutes clear and accurate? Do they provide sufficient detail to capture the results of deliberations?
- Do board procedures regarding protection from internal conflicts of interest work appropriately?
- Does the board have a functioning self-evaluation process?
- Are procedures for CEO succession clear?
- If the governing board interacts with other boards (e.g., system boards, foundation boards, alumni boards), are duties and expectations clear?

Sample Documentation

- Statements of board responsibilities and expectations.
- Schedule used by the board for self-review.
- Board policies and procedures regarding board self-evaluation.
- Board minutes or reports detailing the findings of board self-evaluation.
- Materials used as part of the self-examination process (e.g., excerpts from board books, retreat handouts, summaries).

Reference to SACSCOC Documents, If Applicable

None noted.

STANDING COMMITTEES 2019-2020

Executive Committee

Mr. Robert A. Archer, Chair
Mr. James R. Kibler, Jr, Vice Chair
Dr. Jay A. Brown, (GAAC)
Mr. Gregory A. Burton, (BAAC)
Ms. Krisha Chachra, (UAUREMC)
Dr. Susan Whealler Johnston, (AERC)
Mr. Mark S. Lawrence, (Ex officio)
Dr. Debra K. McMahon, (SSC)
Dr. Brian O. Hemphill, President

Academic Excellence and Research Committee*

Dr. Susan Whealler Johnston, Chair
Dr. Thomas Brewster, Vice Chair
Ms. Krisha Chachra
Dr. Rachel D. Fowlkes
Ms. Georgia Anne Snyder-Falkinham
Dr. Jake Fox (Non-Voting Faculty Advisory Member)

Business Affairs and Audit Committee*

Mr. Gregory A. Burton, Chair
Mr. Mark S. Lawrence, Vice Chair
Dr. Jay A. Brown
Dr. Susan Whealler Johnston
Dr. Debra K. McMahon
Ms. Nancy Angland Rice

Governance, Administration and Athletics Committee*

Dr. Jay A. Brown, Chair
Dr. Rachel D. Fowlkes, Vice Chair
Dr. Thomas Brewster
Mr. Gregory A. Burton
Mr. David A. Smith
Ms. Lisa Throckmorton

Student Success Committee*

Dr. Debra K. McMahon, Chair
Ms. Karyn K. Moran, Vice Chair
Dr. Susan Whealler Johnston
Mr. Mark S. Lawrence
Mr. David A. Smith
Mr. Breon Case (Non-Voting Student Advisory Member)

University Advancement, University Relations and Enrollment Management Committee*

Ms. Krisha Chachra, Chair
Ms. Lisa Throckmorton, Vice Chair
Ms. Karyn K. Moran
Ms. Nancy Angland Rice
Ms. Georgia Anne Snyder-Falkinham

BOV liaison to the Radford University Foundation: Ms. Georgia Anne Snyder-Falkinham

***The Rector and Vice Rector serve as ex officio members of all standing committees.**

****The immediate past Rector serves as an ex official member.**

End of Board of Visitors Materials

