

# Board of Visitors

**Quarterly Meeting  
May 10, 2019**

**RADFORD UNIVERSITY**

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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** **AGENDA**

- **CALL TO ORDER** Mr. Mark S. Lawrence, *Rector*
- **APPROVAL OF AGENDA** Mr. Mark S. Lawrence, *Rector*
- **APPROVAL OF MINUTES** Mr. Mark S. Lawrence, *Rector*
  - February 8, 2019
- **SPECIAL RECOGNITION** Mr. Mark S. Lawrence, *Rector*
- **PRESIDENT'S REPORT** Dr. Brian O. Hemphill, *President*
- **ACADEMIC EXCELLENCE AND RESEARCH COMMITTEE** Dr. Rachel D. Fowlkes, *Vice Chair*
  - Report to the Board of Visitors
  - Recommendation to Approve Teaching and Research Faculty Tenure for 2019-2020
  - Recommendation to Approve Changes to the *Teaching & Research Faculty Handbook*, Section 1.8.4, Composition of Faculty Appeals Committee, and Section 1.9.5, Composition of Faculty Grievance Committee
- **BUSINESS AFFAIRS AND AUDIT COMMITTEE** Mr. Gregory A. Burton, *Chair*
  - Report to the Board of Visitors
  - Roanoke Higher Education Center Equipment Transfer
  - Recommendation for Approval of 2019-2020 Tuition and Fees
- **GOVERNANCE, ADMINISTRATION AND ATHLETICS COMMITTEE** Dr. Rachel D. Fowlkes, *Chair*
  - Report to the Board of Visitors

- **STUDENT SUCCESS COMMITTEE**
    - Report to the Board of Visitors
  - **UNIVERSITY ADVANCEMENT, UNIVERSITY RELATIONS AND ENROLLMENT MANAGEMENT COMMITTEE**
    - Report to the Board of Visitors
  - **REPORT TO THE BOARD OF VISITORS FROM THE FACULTY REPRESENTATIVE TO THE BOARD**
    - REAL Model of General Education
  - **REPORT TO THE BOARD OF VISITORS FROM THE STUDENT REPRESENTATIVE TO THE BOARD**
  - **REPORT ON THE RADFORD UNIVERSITY FOUNDATION**
  - **STATE GOVERNMENT RELATIONS UPDATE**
  - **CLOSED SESSION**  
Virginia Freedom of Information Act §2.2-3711 (A) (1) and (7)
  - **ACTION ITEMS**
    - Election of Non-Voting Advisory Student Representative to the Board of Visitors for 2019-2020
    - Approval of Evaluation and Compensation
      - Performance Plan Update
      - Performance Plan Approval
    - Recommendation of Honorary Degrees
    - Election of Rector for 2019-2020
    - Election of Vice Rector for 2019-2020
- Dr. Deb McMahon, *Chair*
- Ms. Krisha Chachra, *Chair*
- Dr. Jake Fox, *Faculty Representative to the Board of Visitors*
- Dr. Nicole Hendrix, *Interim CORE Director*
- Ms. Myriah Brooks, *Student Representative to the Board of Visitors*
- Ms. Georgia Anne Snyder-Falkinham, *BOV Liaison to RU Foundation*
- Ms. Lisa Ghidotti, *Director State Government Relations*
- Mr. Mark S. Lawrence, *Rector*
- Mr. Mark S. Lawrence, *Rector*
- Dr. Rachel D. Fowlkes, *Chair, Governance, Administration and Athletics Committee*

- **OTHER BUSINESS**

- Recommendation to Approve Changes to the Discrimination, Harassment, Sexual Misconduct, and Retaliation Policy
- Introduction of Non-Voting Advisory Faculty Representative to the Board of Visitors for 2019-2020
- Approval of Resolutions

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

Mr. Mark S. Lawrence, *Rector*

- **ANNOUNCEMENTS**

- **2019 Meeting Dates**
  - July 14-16, 2019  
Retreat - The Cavalier
  - September 26-27, 2019
  - December 5-6, 2019

Mr. Mark S. Lawrence, *Rector*

- **ADJOURNMENT**

Mr. Mark S. Lawrence, *Rector*

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

**Board Members**

Mr. Mark S. Lawrence, Rector  
Mr. Robert A. Archer, Vice Rector  
Dr. Thomas Brewster  
Dr. Jay A. Brown  
Mr. Gregory A. Burton  
Ms. Krisha Chachra  
Dr. Rachel D. Fowlkes  
Dr. Susan Whealler Johnston  
Mr. James R. Kibler, Jr.  
Mr. Randy J. Marcus  
Dr. Debra “Deb” K. McMahon  
Ms. Karyn K. Moran  
Ms. Nancy Angland Rice  
Ms. Georgia Anne Snyder-Falkinham  
Ms. Lisa Throckmorton



# May 2019

# Meeting Materials

**RADFORD UNIVERSITY**

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Board of Visitors

**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**

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.

**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.~~

**Radford University Board of Visitors  
Business Affairs & Audit Committee  
May10, 2019**

**Action Item**

**Approval of Personal Property Transfer from Roanoke Higher Education Center**

**Item:**

Adoption of a Resolution authorizing the President and Vice President for Finance and Administration and Chief Financial Officer to effect transfers/sales of personal property from the Roanoke Higher Education Authority.

**Background:**

Effective July 1, 1998, the General Assembly adopted legislation establishing the Roanoke Higher Education Authority (RHEA). The RHEA was created based off the model used by the Southwest Virginia Higher Education Center located in Abingdon, Virginia. The purpose of the Authority is to manage the facility, schedule use of space and provide centralized services to increase cost efficiency of the Higher Education Center. The Roanoke Higher Education Center (RHEC) offers a variety of programs spanning from training certificate programs to doctoral programs from over a dozen member institutions.

Radford University is a charter member of the RHEC. Radford University currently offers undergraduate degree completion programs by utilizing a variety of teaching methods including live instruction, videoconference connections, online learning and combinations of all the aforementioned to deliver programs and services. In addition, Radford University administers the Clinical Simulation Center, authorized by the State Council of Higher Education and serving regional health care teaching agencies. 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. In addition to the expansion and renovation personal property equipment items were also obtained. These items include, but are not limited to, computers, televisions, treatment patient simulators, workstations, automated medication dispensing systems, etc. The RHEA anticipates transferring/selling personal property obtained in conjunction with the bond package to entities that lease the space, to include Radford University, in order to avoid the cost of maintaining personal property. Radford University is equipped to manage, track and maintain acquired personal property.

**Action:**

Board of Visitors adoption of a Resolution of Approval of Personal Property Transfer from Roanoke Higher Education Center.

**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 \_\_\_\_\_, 2019.

**RADFORD UNIVERSITY**

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Mark S. Lawrence, Rector

**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.

## 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>
<b>Radford University</b>				
<b>Undergraduate <sup>1</sup></b>				
<b><u>In-state Undergraduate (full-time) –</u></b>				
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%
<b>Total In-state Undergraduate</b>	<b>\$11,210</b>	<b>\$11,350</b>	<b>\$140</b>	<b>1.25%</b>
Room - Standard Double	5,281	5,387	106	2.01%
Board - 19 Meal Plan	4,229	4,356	127	3.00%
<b>Total In-state Undergraduate Living in University Housing</b>	<b>\$20,720</b>	<b>\$21,093</b>	<b>\$373</b>	<b>1.80%</b>
<b><u>Out-of-state Undergraduate (full-time) –</u></b>				
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%
<b>Total Out-of-state Undergraduate</b>	<b>\$23,292</b>	<b>\$23,432</b>	<b>\$140</b>	<b>0.60%</b>
Room - Standard Double	5,281	\$5,387	106	2.01%
Board - 19 Meal Plan	4,229	\$4,356	127	3.00%
<b>Total Out-of-state Undergraduate Living in University Housing</b>	<b>\$32,802</b>	<b>\$33,175</b>	<b>\$373</b>	<b>1.14%</b>

<sup>1</sup> 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>
<b>Graduate <sup>1</sup></b>				
<b><u>In-state Graduate (full-time) –</u></b>				
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%
<b>Total In-state Graduate</b>	<b>\$12,203</b>	<b>\$12,343</b>	<b>\$140</b>	<b>1.15%</b>

<b><u>Out-of-State Graduate (full-time) –</u></b>				
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%
<b>Total Out-of-state Graduate</b>	<b>\$21,176</b>	<b>\$21,316</b>	<b>\$140</b>	<b>0.66%</b>

### **Differential Tuition & Fees**

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

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

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

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

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

<sup>2</sup> 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>
<b><u>Master of Fine Arts in Design Thinking In-State (per credit hour)</u></b>				
Tuition	\$744	\$744	\$0	0.00%
Mandatory Technology Fee <sup>2</sup>	3	3	0	0.00%
Mandatory Online Program Fee <sup>3</sup>	25	25	0	0.00%
<b>Total In-state Graduate DNP</b>	<b>\$772</b>	<b>\$772</b>	<b>\$0</b>	<b>0.00%</b>

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

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

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

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

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

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

<sup>2</sup> 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.

<sup>3</sup> 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>
<b><u>Doctor of Physical Therapy (DPT) In-State (per credit hour)</u></b>				
Tuition	\$480	\$480	\$0	0.00%
Mandatory Technology Fee <sup>2</sup>	3	3	0	0.00%
Mandatory Comprehensive Fee <sup>2</sup>	135	140	5	3.70%
<b>Total In-state Graduate DPT</b>	<b>\$618</b>	<b>\$623</b>	<b>\$5</b>	<b>0.81%</b>

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

<b><u>Doctor of Education (Ed.D) In-State (per credit hour)</u></b>				
Tuition	\$0	\$371	\$472	N/A
Program Fee	0	101	101	N/A
Mandatory Technology Fee <sup>2</sup>	0	3	3	N/A
Mandatory Online Program Fee <sup>3</sup>	0	25	25	N/A
<b>Total In-state Graduate Ed.D</b>	<b>\$0</b>	<b>\$500</b>	<b>\$500</b>	<b>N/A</b>

<b><u>Doctor of Education (Ed.D) Out-of-State (per credit hour)</u></b>				
Tuition	\$0	\$371	\$472	N/A
Program Fee	0	101	101	N/A
Mandatory Capital Fee <sup>2</sup>	0	19	19	N/A
Mandatory Technology Fee <sup>2</sup>	0	3	3	N/A
Mandatory Online Program Fee <sup>3</sup>	0	25	25	N/A
<b>Total Out-of-state Graduate Ed.D</b>	<b>\$0</b>	<b>\$519</b>	<b>\$519</b>	<b>N/A</b>

<sup>2</sup> 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.

<sup>3</sup> 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>
<b><u>Competency Based Education (CBE)</u></b>				
Tuition	\$6,000	\$6,000	\$0	0.00%
<b>Total CBE Certificate</b>	<b>\$6,000</b>	<b>\$6,000</b>	<b>\$0</b>	<b>0.00%</b>

### Part-time and Intersession<sup>4</sup> 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%

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

	<b>Approved 2018-19</b>	<b>Proposed 2019-20</b>	<b>Dollar Increase</b>	<b>Percent Increase</b>
<b>Comprehensive Fee</b>				
<b>Mandatory Comprehensive Fee</b>				
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%
<b>Total Comprehensive Fee</b>	<b>\$3,230</b>	<b>\$3,370</b>	<b>\$140</b>	<b>4.33%</b>

### Fall & Spring Annual Room Rates<sup>5</sup>

<b>Room</b>				
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



	<b>Approved 2018-19</b>	<b>Proposed 2019-20</b>	<b>Dollar Increase</b>	<b>Percent Increase</b>
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

<sup>5</sup> 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 Rates<sup>6</sup>

##### **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%

<sup>6</sup> 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>
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## Radford University Carilion

### Undergraduate <sup>7</sup>

#### 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%
<b>Total In-state Undergraduate</b>	<b>\$26,886</b>	<b>\$24,187</b>	<b>(\$2,699)</b>	<b>-10.04%</b>

#### 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%
<b>Total Out-of-state Undergraduate</b>	<b>\$26,886</b>	<b>\$24,187</b>	<b>(\$2,699)</b>	<b>-10.04%</b>

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

### Part-Time (Per Credit Hour) Rates <sup>8</sup>

#### 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
<b>Total In-state Undergraduate</b>	<b>\$765</b>	<b>\$765</b>	<b>\$0</b>	<b>0.00%</b>

#### 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
<b>Total Out-of-state Undergraduate</b>	<b>\$765</b>	<b>\$765</b>	<b>\$0</b>	<b>0.00%</b>

<sup>8</sup> 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>
<b>In-state Graduate (per credit hour)</b>				
Tuition	\$795	\$371	(\$424)	-53.33%
Clinical Site Fee	0	250	250	N/A
Program Fee	0	174	174	N/A
<b>Total In-state Graduate</b>	<b>\$795</b>	<b>\$795</b>	<b>\$0</b>	<b>0.00%</b>
<b>Out-of-state Graduate (per credit hour)</b>				
Tuition	\$795	\$371	(\$424)	-53.33%
Clinical Site Fee	0	250	250	N/A
Program Fee	0	174	174	N/A
<b>Total Out-of-state Graduate</b>	<b>\$795</b>	<b>\$795</b>	<b>\$0</b>	<b>0.00%</b>

<sup>8</sup> 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 <sup>8</sup>**

##### **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
<b>Total In-state Emergency Service</b>	<b>\$425</b>	<b>\$425</b>	<b>\$0</b>	<b>0.00%</b>

##### **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
<b>Total Out-of-state Emergency Service</b>	<b>\$425</b>	<b>\$425</b>	<b>\$0</b>	<b>0.00%</b>

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

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

<sup>9</sup>The 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**

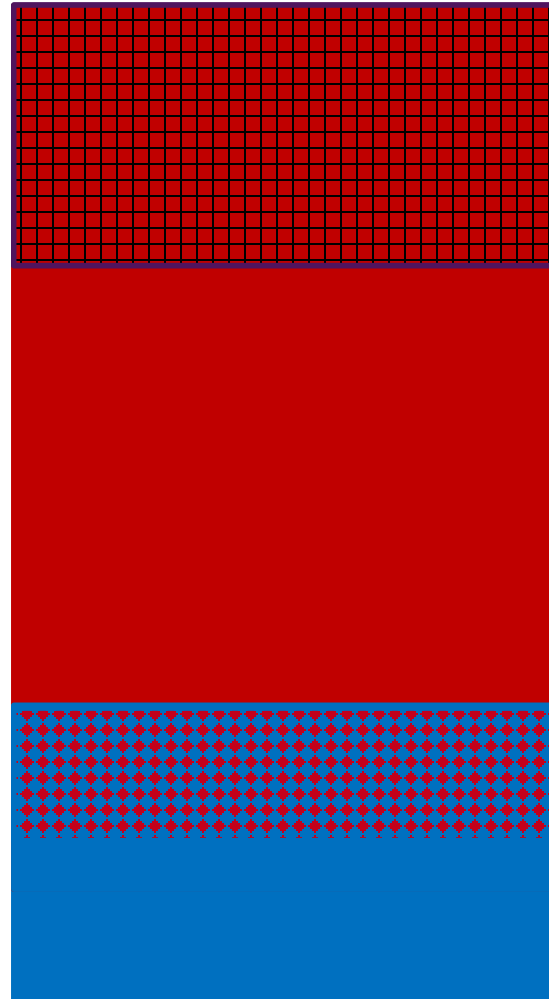




General education at Radford University:  
Could we do more?



Traditional  
programs



**General Education Requirements**

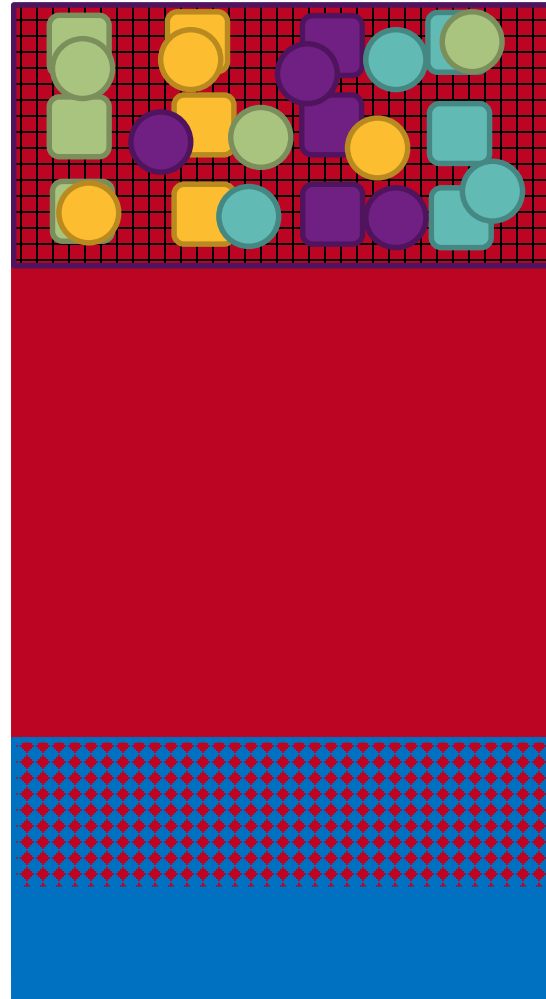
**Degree Program Requirements**



Students can add  
majors/minors.

**Free Credits**

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

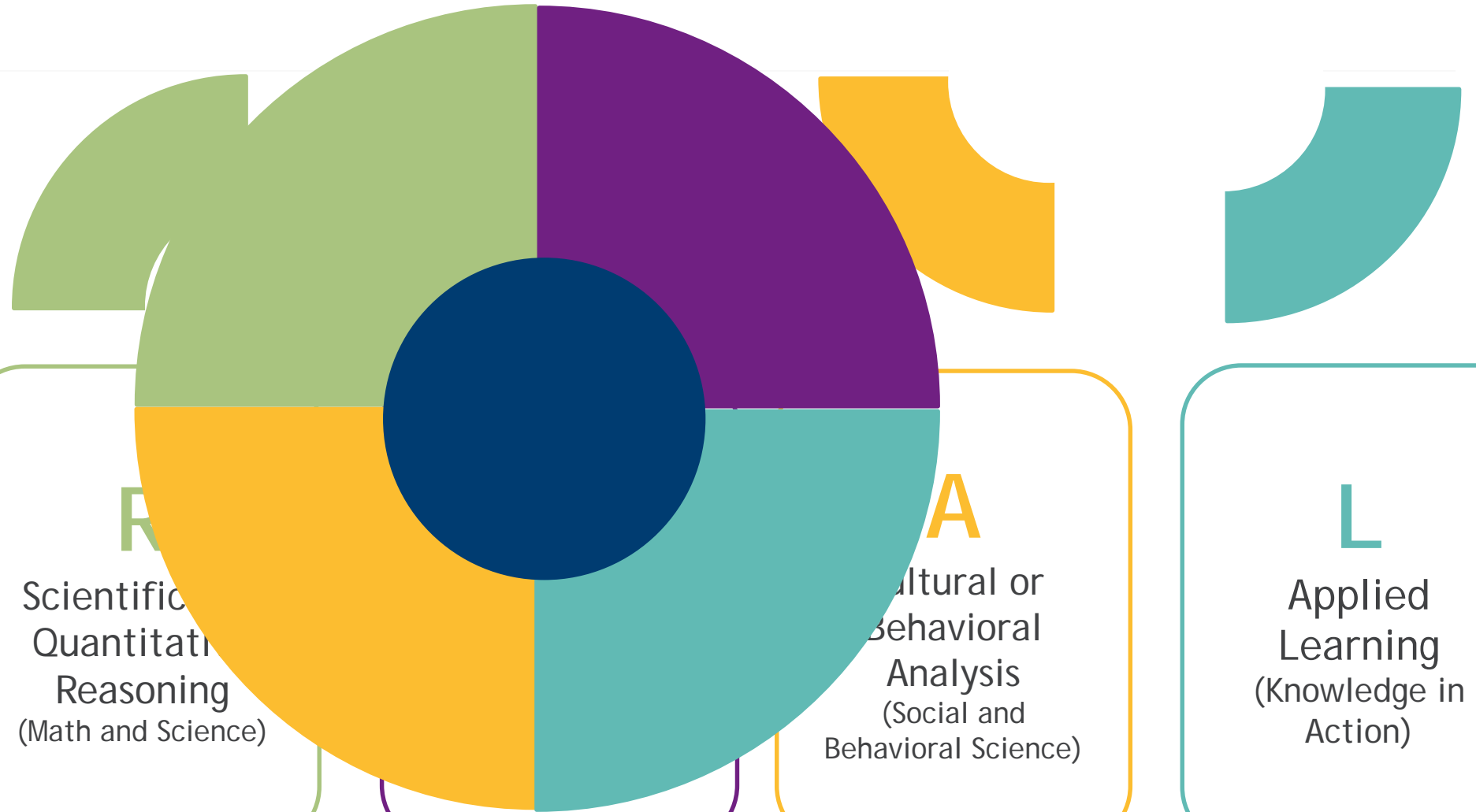
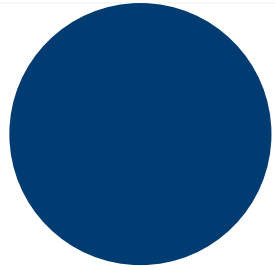


**General Education Requirements**

**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:

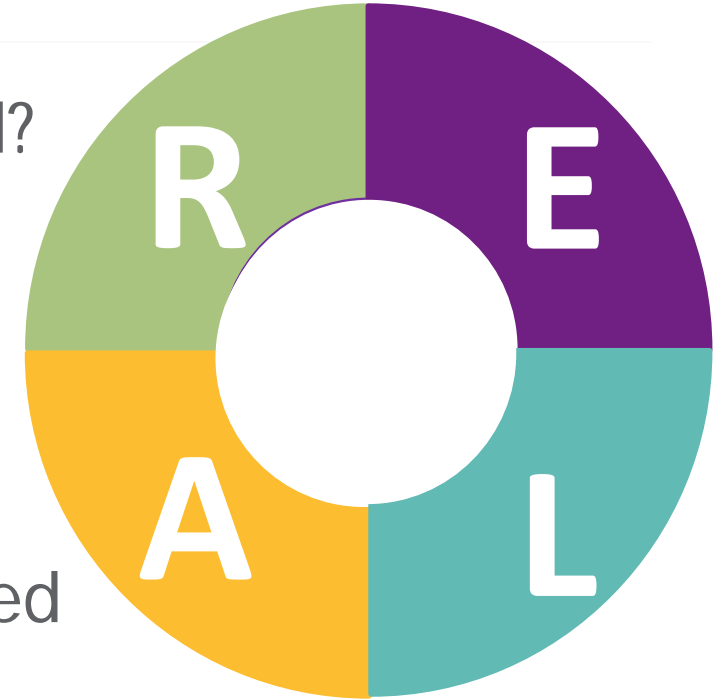
BSW in Social Work	
BS in Computer Science	
BFA in Design	

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.

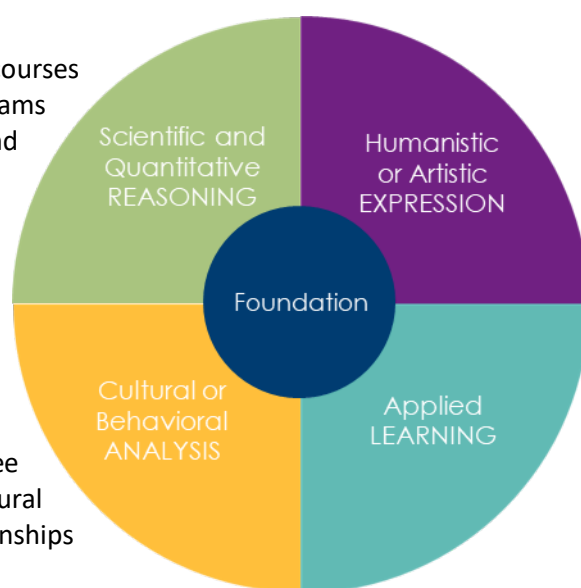
Students must fulfill a personal and professional development area with activities, engagements, and/or coursework.

### **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:

<b>BS in Economics</b>	
<b>BS in Computer Science</b>	
<b>BA in History</b>	
<b>BFA in Design</b>	

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

<b>BS in Economics</b>	
<b>Minor in English</b>	
<b>Minor in Information Systems</b>	

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

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# Unity Day of Service

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## Planning Committee



# Unity Day of Service

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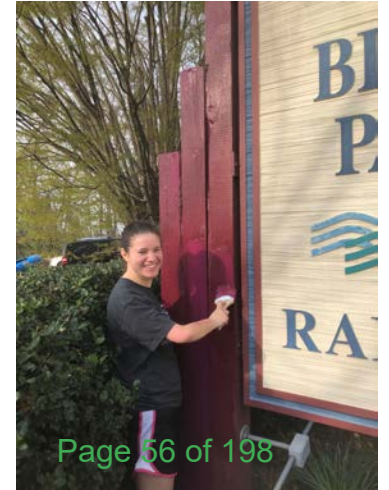


Bobcat Backpack Program



Painting Signs

Project Linus





# Unity Day of Service

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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

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

# Board of Visitors at Radford University

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- **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

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- **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.

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# Board of Visitors at Radford University

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



# Discussion

# RADFORD UNIVERSITY

<b>Policy Title: Discrimination, Harassment, Sexual Misconduct, and Retaliation Policy</b>	<b>Effective Date: <del>11/21/2014</del> <u>7/10/2019</u></b>
<b>Policy Number: GEN-PO-1002</b>	<b>Date of Last Review: <del>9/15/2017</del> <u>5/10/2019</u></b>
<b>Oversight Department: Office of <del>Diversity and</del> <u>Institutional</u> Equity</b>	<b>Next Review Date: <del>9/1/2020</del> <u>5/1/2022</u></b>

## 1. PURPOSE

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

## 2. APPLICABILITY

This policy applies to on-campus conduct involving students, employees, faculty and staff, visitors to campus (including, but not limited to, students participating in camps and programs, non-degree seeking students, exchange students, and other students taking courses or participating in programs at Radford University), and contractors working on campus who are not Radford University employees, and to students, visiting students, employees, faculty and staff participating in Radford University-sponsored activities off campus. This policy also is applicable to any conduct that occurs off campus that has continuing effects that create a hostile environment on campus.

Allegations of on-campus or off-campus violations of this policy should be reported to the Title IX Coordinator in accordance with the guidance below and the Discrimination Grievance Procedures (see Section 5). This Policy replaces and supersedes the Radford University Sexual Harassment Policy and Nondiscrimination Statement, as well as any and all references related to discrimination, harassment, sexual misconduct and retaliation that may be contained in other Radford University policies, including the Standards of Student Conduct.

## 3. DEFINITIONS

**Discrimination:** Discrimination is inequitable and unlawful treatment based on an individual's protected characteristics or statuses -- race, sex, color, national origin, religion, age, veteran status, sexual orientation, gender identity, gender expression, pregnancy, genetic information, disability, or any other status protected by law -- that excludes an individual from participation in, denies the individual the benefits of, treats the individual differently or otherwise adversely.

affects a term or condition of an individual's employment, education, living environment or participation in an educational program or activity. This includes failing to provide reasonable accommodation, consistent with state and federal law, to persons with disabilities.

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

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

This policy prohibits the following types of sexual harassment:

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

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

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

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

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

A "course of conduct" means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about, a person, or interferes with a person's property.

#### 4. POLICY

##### A. Policy

Radford University is committed to providing an environment that emphasizes the dignity and worth of every member of its community and that is free from harassment and discrimination based on race, sex, color, national origin, religion, age, veteran status, sexual orientation, gender identity, gender expression, pregnancy, genetic information, against otherwise qualified persons with disabilities, or based on any other status protected by law. In pursuit of this goal, any question of impermissible discrimination on these bases will be addressed with efficiency and energy and in accordance with this policy and the Radford University Discrimination Grievance Procedures (see Section 5). This policy and the Discrimination Grievance Procedures also address complaints or reports of retaliation against those who have opposed practices prohibited by this policy, those who have filed complaints or reports under this policy, and those who have testified or otherwise participated in enforcement of this policy. Questions regarding discrimination prohibited by the Education Amendment Act of 1972 or other federal law, may be referred to Radford University's ~~Interim~~ Title IX Coordinator, ~~Geoffrey P. Gabriel~~, Office of ~~Diversity and Institutional~~ Equity, 540-831-5307 (~~Radford~~) or ~~ggabriel3@radford.edu~~, ~~540-224-4640 (Roanoke)~~, or the U.S. Department of Education, Office of Civil Rights.

##### B. Retaliation

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

##### C. Reporting

1. Conduct in violation of this policy shall be reported promptly by all students, employees, visitors, or contractors. Radford University's Title IX Coordinator is responsible for overseeing the investigation of all reports of alleged discrimination, sexual harassment, or sexual misconduct in accordance with the Discrimination Grievance Procedures (see Section 5). Employees receiving such reports or complaints should immediately notify the Title IX Coordinator and should not undertake any independent efforts to determine whether or not the report or complaint has merit before reporting it to the Title IX Coordinator.

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

~~Geoffrey P. Gabriel~~ **Interim Title IX Coordinator**

~~(540) 831-7122 (Direct)~~

~~ggabriel3@radford.edu~~

Office of ~~Diversity and Institutional~~ Equity

**Radford University (Radford)**

**314B Tyler Place, 2nd Floor**

**615 Fairfax Street**

**P.O. Box 6988**

**Radford, VA 24142**

**(540) 831-5307 (Main)**

**Radford University Carilion (Roanoke)**

**101 Elm Avenue, SE**

**Roanoke, VA 24013**

**(540) 224- 4640**

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



**D. Criminal Reporting**

If a victim is in immediate danger or needs immediate medical attention, contact 911 ~~or~~, the Radford University Police Department (RUPD) at (540) 831-5500 (blue light emergency phones on campus connect directly to RUPD), ~~or~~ **Carilion Clinic Police at (540) 981-7911**. Some conduct in violation of this policy may also be a crime under Virginia law. Individuals are encouraged to report incidents of sexual misconduct to law enforcement, even if the reporting individual is not certain if the conduct constitutes a crime. Radford University will provide assistance to victims in notifying law enforcement if the victim so chooses. Crimes dealing with minors must be reported to law enforcement.

**E. Confidentiality and Anonymous Reporting**

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

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

**F. Timely Warnings**

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

**G. Sexual Misconduct Survivor/Victim Procedures and Services**

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

2. Recommended procedure for anyone who has experienced sexual misconduct:
  - a. Go to a safe place.
  - b. For your safety and confidential care, report promptly to the Student Health Center or the nearest medical facility/emergency room. You may request a Sexual Assault Advocate if one is not provided. Physical evidence may be usable if proper procedures are followed for evidence collection within 96 hours of the assault.
  - c. Contact a trusted friend or family member. For professional and confidential counseling support [in Radford](#), contact Student Counseling Services at (540) 831-5226, the Substance Abuse and Violence Education Support Services (SAVES) at (540) 831-5709, the Center for Assessment and Psychological Services (CAPS) at (540) 831-2471, or the Women's Resource Center of the New River Valley at (540) 639-9592. Among other services, the Women's Resource Center of the New River Valley offers survivors a 24-hour Hotline at (800) 788-1123 or TTY for Deaf and Hard of Hearing Individuals at (540) 639-2197, emergency shelter, crisis intervention, counseling, applicable referrals, and court advocacy. Radford University employees can also contact the Women's Resource Center of the New River Valley.  
  
[In Roanoke, contact Sexual Assault Response and Awareness \(SARA\) at \(540\) 981-9352 at a 24-hour Hotline, or Student Counseling at \(540\) 985-8395.](#)
  - d. Employees will be assisted with available options for changing parking, work and living arrangements.
  - e. It is your right to have evidence collected and retained anonymously by law enforcement while you consider whether to pursue criminal charges. Evidence preservation is enhanced in the following ways:
    - i. Do not wash your hands, bathe, or douche. Do not urinate, if possible.
    - ii. Do not eat, blow your nose, drink liquids, smoke, or brush your teeth if oral contact took place.
    - iii. Keep the clothing worn when the assault took place. If you change clothing, place the worn clothing in a paper bag (evidence deteriorates in plastic).
    - iv. Do not destroy any physical evidence that may be found in the vicinity of the assault by cleaning or straightening the location of the crime. The victim should not clean or straighten the location of the crime until law enforcement officials have had an opportunity to collect evidence.
    - v. Tell someone all the details you remember or write them down as soon as possible.
    - vi. Maintain text messages, pictures, online postings, video and other documentary or electronic evidence that may corroborate a complaint.
3. There is no time limit for filing a complaint of sexual misconduct. However, complainants should report as soon as possible to maximize Radford University's ability to respond. Failure to report promptly could result in the loss of relevant evidence and impair Radford University's ability to adequately respond to the allegations.
4. The victim shall have the right to file a complaint with law enforcement and the option to be assisted by the Title IX Coordinator and other Radford University authorities in notifying the proper law enforcement authorities of the alleged sexual misconduct.

5. Radford University officials (excluding the Radford University Police Department, and confidential resources) receiving reports of a possible sexual misconduct will follow the procedures set forth under this policy and the Discrimination Grievance Procedures (see Section 5). The Radford University Police Department will follow departmental procedures.
6. Resources for Victims of Sexual Misconduct:
  - a. Any student or visiting student who reports sexual misconduct to the Title IX Coordinator, the Substance Abuse and Violence Educational Support Services (SAVES), Student Health Center, and Student Counseling Services will receive an information pamphlet(s) outlining resources and options. Radford University Police Department protocol includes coordination with the Women's Resource Center.
  - b. The Title IX Coordinator or designee shall advise victims of resources available with the Women's Resource Center and SARA and encourage use of these resources. Any individual who is reported to be the victim of sexual misconduct shall receive from the Title IX Coordinator or designee information on contacting the Women's Resource Center and services available through the Women's Resource Center's memorandum of understanding with Radford University.
  - c. Students and visiting students will be assisted with available options for changing academic, transportation, parking, work and living arrangements after alleged sexual misconduct. Safety arrangements such as no-contact orders and escorts are also available as needed.

#### **H. Title IX Coordinator Oversight**

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

#### **I. Interim Measures**

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

#### **J. Sanctions**

If it is determined that conduct in violation of this policy has occurred, sanctions will be determined in accordance with the Discrimination Grievance Procedures (see Section 5).

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

**K. Student Amnesty**

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

**L. Education and Awareness**

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

**M. Academic Freedom and Free Speech**

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

## 5. PROCEDURES (Discrimination Grievance Procedures)

### A. Purpose

These procedures provide a prompt and equitable resolution for complaints or reports of discrimination based on race, sex, color, national origin, religion, age, veteran status, sexual orientation, gender identity, pregnancy, genetic information, against otherwise qualified persons with disabilities, or based on any other status protected by law, including complaints alleging sexual harassment or sexual misconduct prohibited by Radford University policy on Discrimination, Harassment, Sexual Misconduct, and Retaliation ("Discrimination Policy"). Any person who believes he or she has been subjected to discrimination or harassment on any of these bases may file a complaint with Radford University as outlined in these procedures.

These procedures also address any complaints or reports of retaliation against individuals who have filed complaints or reports of discrimination, who have opposed discriminatory practices, and those who have testified or otherwise participated in investigations or proceedings arising from complaints or reports of discrimination. Questions regarding discrimination prohibited by the Education Amendment Act of 1972 or other federal law, may be referred to Radford University's ~~Interim~~ Title IX Coordinator, ~~Geoffrey P. Gabriel~~, Office of ~~Diversity and Institutional~~ Equity, 540-831-5307 (~~Radford~~), 540-224-4640 (~~Roanoke~~), or ~~ggabriel3@radford.edu~~ or the U.S. Department of Education, Office of Civil Rights.

### B. Complaints and Reporting

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

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

~~Geoffrey Gabriel Interim~~ Title IX Coordinator  
(540) 831-7122 (Direct)  
~~ggabriel3@radford.edu (email)~~  
Office of ~~Diversity and Institutional~~ Equity

Radford University (~~Radford~~)  
314B Tyler Place, 2nd Floor  
615 Fairfax Street  
P.O. Box 6988  
Radford, VA 24142  
(540) 831- 5307 (Main)

**Radford University Carilion (Roanoke)**  
**101 Elm Avenue, SE**  
**Roanoke, VA 24013**  
**(540) 224- 4640**

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

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

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

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

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

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

**C. The Role of the Title IX Coordinator**

The Title IX Coordinator is charged with coordinating Radford University's compliance with federal civil rights laws. The Title IX Coordinator and the Office of [Diversity and Institutional Equity](#) staff do not serve as an advocate for either the complainant or the respondent. The Title IX Coordinator or designee will explain to all identified parties the procedures outlined below, including confidentiality. As appropriate, the Title IX Coordinator or designee will provide all identified parties with information about obtaining medical and counseling services, making a criminal report, information about receiving advocacy services including those offered by the Office of Substance Abuse and Violence Education Support Services (SAVES) or the Women's Resource Center of the New River Valley [in Radford](#), [Sexual Assault Response and Awareness \(SARA\) in Roanoke](#), and guidance on other Radford University and community resources. The Title IX Coordinator or designee will offer to coordinate with other Radford University leadership, when appropriate, to implement interim measures as described below. The Title IX Coordinator or designee will explain to all involved parties the process of a prompt, adequate, reliable, and impartial investigation, including the opportunity for both the complainant and respondent to identify witnesses and provide other evidence.

The Title IX Coordinator or designee will explain to all identified parties the right to have a personal advisor present and to review and respond to the allegations and evidence. The Title IX Coordinator or designee will also explain to the parties and witnesses that retaliation for reporting alleged discrimination, sexual harassment or sexual misconduct, or participating in an investigation of an alleged violation, is strictly prohibited and that any

retaliation should be reported immediately and will be promptly addressed.

**D. Written Explanation of Rights and Options**

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

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



services available for victims, both within Radford University and in the local community;

4. Options for, available assistance in, and how to request changes to academic, living, transportation, and working situations or protective measures, regardless of whether the victim chooses to report the crime to the Radford University Police Department, [Carilion Clinic Police](#), or local law enforcement;
5. The procedures for Title IX investigation, adjudication, appeals, and disciplinary sanctions, including the right to decline to participate in a Title IX investigation by the victim.

**E. Criminal Reporting and Coordination**

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

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

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

Notwithstanding a complainant's request that law enforcement not be informed of an

incident, Radford University is required pursuant to Virginia Code § 23.1-806 to report information about an incident to local law enforcement if necessary to address an articulable and significant threat posing a health or safety emergency, as defined by the implementing regulations of the Family Educational Rights and Privacy Act (FERPA), 34 C.F.R. § 99.36, and as detailed in the Sexual Violence Threat Assessment provisions, below.

**G. Sexual Violence Threat Assessment**

1. Upon receipt of any report of sexual violence, defined as a physical sexual act perpetrated against a person's will or where a person is incapable of giving consent, that is alleged to have occurred (i) against any students; or (ii) on campus, in or on a Radford University building or property, or on public property that is on campus or immediately adjacent to and accessible from campus, the Title IX Coordinator shall promptly inform a review committee of the report, including personally identifying information. The review committee shall be comprised of, at a minimum, the Title IX Coordinator, a representative of Law Enforcement, and a student affairs representative. The review committee may consult other Radford University officials depending on whether the accused individual is a student, faculty, or staff member and the circumstances of the report. The review committee shall be advised by the Office of the Attorney General.
2. Within 72 hours of receipt of the report from the Title IX Coordinator, the review committee shall meet to review the information and shall continue to meet as necessary as new information becomes available. If the criteria in Paragraph 1 are met, the review committee shall convene regardless of whether or not the victim has notified the Radford University Police Department, [Carilion Clinic Police](#), or local law enforcement or whether or not the victim has requested that Radford University proceed with a Title IX investigation.
3. The review committee may obtain law enforcement records and criminal history record information as provided in Virginia Code § 19.2-389 and § 19.2-389.1, health records as provided in Virginia Code § 32.1-127.1:03, available conduct or personnel records, and known facts and circumstances of the reported incident of sexual harassment or sexual misconduct and other evidence known to Radford University, including the Radford University Police Department, [Carilion Clinic Police](#), and local law enforcement. The review committee shall be considered to be a threat assessment team established pursuant to Virginia Code § 23.1- 805 for purposes of (i) obtaining criminal history record information and health records and (ii) the Virginia Freedom of Information Act, (Virginia Code § 2.2-3700 et seq.). The review committee shall comply with the Family Educational Rights and Privacy Act in conducting its review.
4. In addition to the available information detailed in Paragraph 3, above, the review committee shall consider factors that suggest there is an increased risk of the accused individual committing additional acts of sexual misconduct or other violence, including, but not limited to:
  - a. Other sexual misconduct complaints about the same individual;
  - b. Prior arrests or reports of misconduct at another institution or a history of violent behavior;
  - c. Threats of further sexual misconduct against the reporting individual or others;
  - d. A history of failing to comply with a no-contact order issued by Radford University officials;

- e. Allegations of multiple perpetrators in the same incident;
- f. Use of physical violence in the reported incident or a prior incident. Examples of physical violence include, but are not limited to, hitting, punching, slapping, kicking, restraining, or choking;
- g. Reports or evidence of a pattern of perpetration, including a pattern of the accused individual using alcohol or drugs to facilitate sexual misconduct or harassment;
- h. Use of a weapon in the reported incident or a prior incident;
- i. A victim under the age of 18 or who is significantly younger than the accused individual.

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

5. If, based on a consideration of all factors, the review committee determines that there is a significant and articulable threat to the health or safety of one or more individuals and that disclosure of the information to local law enforcement, including personally identifying information, is necessary to protect the health and safety of one or more individuals, the law enforcement representative shall immediately disclose such information to the law enforcement agency that would be responsible for investigating the incident, for the purpose of investigation and other actions by law enforcement. If the review committee cannot reach a consensus, the law enforcement representative may make the threat determination. Upon any disclosure to law enforcement under this paragraph, the Title IX Coordinator or designee shall notify the victim that such disclosure is being made. The provisions of this paragraph shall not apply if the law enforcement agency responsible for investigating the alleged incident is located outside the United States.
6. If information is disclosed to law enforcement under Paragraph 5 or if the review committee determines that sufficient factors exist to proceed with a Title IX investigation, despite the stated desires of the victim for confidentiality or not to proceed with an investigation, the Title IX Coordinator or designee shall proceed with a full investigation under these procedures. In those situations, the Title IX Coordinator or designee will notify the victim that Radford University is overriding the victim's request for confidentiality in order to meet Title IX obligations, but, other than the disclosure under Paragraph 5, if made, the information will only be shared with individuals who are responsible for handling Radford University's response to incidents of sexual violence. Radford University will ensure that any information maintained by Radford University is maintained in a secure manner.
7. If the reported incident would constitute a felony violation of Article 7 (§ 18.2-61 et seq.) of Chapter 4 of Title 18.2 of the Code of Virginia, as determined by the law enforcement member or any other member of the review committee, the law enforcement member shall inform other members of the review committee and shall notify the attorney for the Commonwealth or other prosecutor responsible for prosecuting the incident and provide information received without disclosing personally identifying information, unless such information was disclosed to a law enforcement agency pursuant to Paragraph 5.

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

#### **H. Interim Measures**

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

#### **I. Timely Warnings**

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

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

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

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

shall recommend a sanction, if any, to the ~~Dean of Students and~~ the Director of the Office of Student Standards and Conduct or the Department of Human Resources, as appropriate.

## **K. Investigation and Resolution**

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

### **1. Informal investigation and resolution:**

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

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

### **2. Formal investigation and resolution:**

- a. A formal complaint may be submitted either in written format or through a verbal interview of the complainant by the Title IX Coordinator or designee regarding the events and circumstances underlying the complaint. The complainant is not required to submit a written complaint to the Title IX Coordinator to commence an investigation. In the case of a third party notification, the Title IX Coordinator will contact the alleged victim promptly, and in no case later than three calendar days.

from the date of the complaint. The complaint may be supplemented by additional supporting documents, evidence, or recommendations of witnesses to be interviewed during the course of the investigation. The complainant must also disclose if a formal complaint has been filed with another Radford University office, state, or federal entity for the same offense.

- b.** The Title IX Coordinator or designee will discuss the complaint with the complainant, and the respondent as appropriate, including providing information about the formal investigation procedure and other resources. The Title IX Coordinator or designee will explain to the parties that each has the opportunity to provide evidence and to suggest witnesses to be interviewed during the course of the investigation.
- c.** The Title IX Coordinator will consider whether interim measures and involvement of other Radford University leadership is appropriate. The Title IX Coordinator also will confirm that the matter involves an alleged violation of the Discrimination Policy, thereby conferring jurisdiction to the Title IX Coordinator's office. If the Title IX Coordinator determines that the Title IX Coordinator's office does not have jurisdiction, the Title IX Coordinator or designee will offer to assist the complainant and, as appropriate, the respondent, in finding appropriate on-campus and off-campus resources to address the issue(s).
- d.** All investigations of complaints alleging violations of the Discrimination Policy shall be overseen by the Title IX Coordinator. The Title IX Coordinator or designee will conduct a prompt, adequate, reliable, and impartial investigation of the complaint. Typically an investigation, not including the time necessary for potential appeals, will be completed within 60 calendar days of receipt of notice. If extension of the investigation beyond 60 calendar days is necessary, all parties will be notified of the expected time frame. Only the Title IX Coordinator, a trained investigator designated by the Title IX Coordinator's office shall conduct the investigation.
- e.** Both complainant and respondent will have the same opportunity to review and respond to evidence obtained during an investigation and will be afforded the same opportunity to review and provide comment to the investigator about the written investigation report before it is finalized. Both the complainant and the respondent may designate an advisor to accompany him or her at any meeting or proceeding during the formal investigation. The role of such advisors shall be limited to advise and consult. Neither the advisor for the complainant nor the advisor for the respondent shall be permitted to question witnesses, raise objections, or make statements or arguments at any meetings or proceedings during an investigation or an appeals hearing.
- f.** The Title IX Coordinator or designee will determine whether there is a preponderance of the evidence to substantiate the complaint of an alleged violation of the Discrimination Policy. A respondent will not be found in violation of the Discrimination Policy absent a finding of preponderance of evidence that the violation occurred. The "preponderance of the evidence" standard requires that the weight of the evidence, in totality, supports a finding that it is more likely than not that the alleged violation occurred.
- g.** In determining whether alleged harassment has created a hostile environment, the Title IX Coordinator or designee shall consider whether the conduct was unwelcome to the complainant, but also whether the conduct was severe or pervasive and whether a reasonable person similarly situated to the complainant



would have perceived the conduct to be objectively offensive.

- h.** The Title IX Coordinator or designee shall prepare a written investigation report, which shall be provided to both the complainant and the respondent concurrently. In most cases the written investigation report shall be provided to both parties for comments within 60 calendar days of notice of the allegation. If extension of the time frame for the Title IX Coordinator to provide the investigation report beyond 60 calendar days is necessary, all parties will be notified of the revised time frame for completion of the report of investigation.
- i.** If the Title IX Coordinator or designee finds by a preponderance of the evidence that a violation of the Discrimination Policy did not occur, the matter will be documented as closed. The complainant may appeal the finding to the Discrimination Appeals Committee under the procedure described below.
- j.** If the Title IX Coordinator or designee finds by a preponderance of the evidence that violation of the Discrimination Policy did occur, the Title IX Coordinator's or designee's written report will contain recommendations for steps that should be taken to prevent recurrence of any such violation and, as appropriate, remedies for the complainant and the community. The written report also will contain the Title IX Coordinator's or designee's recommendation on sanctions. If interim measures as described above have been taken, the Title IX Coordinator shall include a recommendation regarding continuation, suspension or modification of any such interim measures. The Title IX Coordinator or designee shall provide the written report to both the complainant and respondent, in accordance with subsection h., above, including the steps the Title IX Coordinator or designee has recommended to eliminate a hostile environment, if one was found to exist, and to prevent its recurrence. Notwithstanding any other provision of these procedures, the respondent shall not be provided information about the individual remedies offered or provided to the complainant, but such information shall be provided to the complainant. The respondent and the complainant will be advised of their right to appeal any finding or recommended sanction to the Discrimination Appeals Committee. The appeal procedure outlined below will also be explained. If the respondent does not contest the finding or recommended sanction, the respondent shall sign a statement acknowledging no contest to the finding and the recommended sanction. The sanctioning process will move forward whether or not the respondent signs the statement acknowledging no contest. The completed investigation will be provided to the appropriate individual to determine and impose appropriate sanctions, as described below.

**L. Sanctions**

- 1.** Sanctions for students will be determined by the Director of the Office of Student Standards and Conduct in accordance with the Standards of Conduct and, where necessary or appropriate, in consultation with the Dean of Students. Sanctions may include, but are not limited to, warning, suspension or dismissal. Not every violation of the Discrimination Policy will result in an identical sanction. The University reserves the right to impose different sanctions depending on the severity of the incident as well as any previous proven violations by the respondent.
- 2.** Sanctions for teaching and research faculty will be determined by the Provost, in consultation with the Deans and/or the President and in accordance with the Teaching and Research Faculty Handbook and any other applicable Radford



University policy and regulations. Possible sanctions include, but are not limited to counseling, training, reassignment, or the initiation of termination proceedings.

3. Sanctions for Administrative and Professional faculty will be determined by the employee's supervisor and Division Head, in consultation with the Assistant Vice President for Human Resources and in accordance with the Administrative and Professional Faculty Handbook and any other applicable Radford University policy and regulations. Possible sanctions include, but are not limited to counseling, training, reassignment, or the initiation of termination proceedings according to procedures in the appropriate governing regulation or policy.
4. Sanctions for Classified or Wage employees will be determined by the employee's supervisor in consultation with the Assistant Vice President for Human Resources in accordance with the Commonwealth's Standards of Conduct Policy. Sanctions that may be imposed by Radford University include, but are not limited to verbal counseling, additional training, issuance of a Written Notice, suspension, or termination of employment.
5. Contractors shall assign for duty only employees acceptable to Radford University. Radford University reserves the right to require the Contractor to remove from campus any employee who violates the Discrimination Policy.
6. Visitors (including, but not limited to, students participating in camps or other programs at Radford University), who violate the Discrimination Policy will be directed to immediately leave campus and may be subject to a permanent ban from campus.
7. A determination regarding the imposition of sanctions shall be made within 14 calendar days of the date of the Title IX Coordinator's, or designee's final report of investigation, if neither the complainant nor the respondent requests appeal to the Discrimination Appeals Committee. If an appeal is requested, sanctions, if any, shall be imposed within 14 calendar days of the final decision of the President after consideration of the written decision of the Discrimination Appeals Committee. If extension of the time frame for sanctions to be imposed beyond 14 calendar days is necessary, all parties will be notified by the Office of Student Standards and Conduct or the Department of Human Resources, of the expected time for imposing the sanctions. The respondent shall be informed in writing of any sanctions imposed for violation of the Discrimination Policy by the individual imposing the sanctions within five (5) calendar days of the determination. The Title IX Coordinator shall be provided a copy of such written notification. The Title IX Coordinator or designee will disclose to the complainant, as simultaneously as possible to the notification provided to the respondent, information about the sanctions that directly relate to the complainant as is permitted by state and federal law including the Federal Educational Rights and Privacy Act (FERPA) and the Virginia Freedom of Information Act.

#### **M. Discrimination Appeals Committee**

##### **1. Composition of the Committee:**

The Discrimination Appeals Committee ("Committee") shall be comprised of three trained individuals: one faculty member to be nominated by the Provost, one non-faculty member of the administration to be nominated by the Vice President for Finance and Administration, and one classified employee to be nominated by the Assistant Vice President for Human Resources. The President shall appoint members of the Committee and the Committee Chair. Committee members shall serve indefinitely

at the pleasure of the President. The President may appoint one or more persons to serve on the Committee temporarily to fill a vacancy due to recusal or otherwise to ensure a full three- member Committee. The President has sole discretion to permanently remove members of the Committee for cause.

## **2. Appeal Procedure:**

- a.** A complainant or respondent desiring to appeal the investigative findings of the Title IX Coordinator shall file a written request for appeal with the Title IX Coordinator within three (3) business days of receipt of the written investigation report along with information to support one or more of the following grounds for appeal:
  - i.** the Title IX Coordinator or designated investigator exhibited unfair bias which influenced the results of the investigation;
  - ii.** new evidence, unavailable at the time of the investigation, that could substantially impact the Title IX Coordinator's finding;
  - iii.** error in the conduct of the investigation that is of such magnitude as to deny fundamental fairness;
  - iv.** the sanctions recommended by the Title IX Coordinator are substantially outside the parameters or guidelines set by Radford University for this type of offense or the cumulative conduct record of the respondent.
- b.** Within five (5) business days of receipt of the written request for appeal, the Title IX Coordinator will notify the parties of the time and place of hearing before the Committee. Such hearing typically will be scheduled within fifteen (15) calendar days of receipt of the request for appeal. If extension beyond fifteen (15) calendar days is necessary, both parties will be notified by the Discrimination Appeals Committee of the revised time frame. The parties must raise within five (5) calendar days of such notification, objections to members of the Committee on the basis of conflict of interest or bias for or against the appellant or appellee. The objection shall be made to the Title IX Coordinator, who will present the objection to the President. The President shall rule on any such objections no later than three (3) business days prior to the hearing.
- c.** Within five (5) calendar days of filing the request for appeal, the party appealing the Title IX Coordinator's findings (appellant) must submit a written statement that (i) identifies the names and addresses of witnesses that are requested to be called at the hearing; (ii) identifies and includes copies of any documents that will be used as evidence at the hearing; (iii) describes with specificity the portion of the Discrimination Policy allegedly violated and the grounds for appeal; and (iv) requests a specific remedy. The non-appealing party (appellee) also may submit such information for the Committee's consideration. If the appellee chooses not to participate in the Committee hearing, the Title IX Coordinator will provide to the Committee within five (5) calendar days of notification that the appellee will not participate in the hearing: (i) the written investigative report; (ii) the names and addresses of witnesses the Title IX Coordinator will call at the hearing; and (iii) identification and copies of any documents that will be submitted as evidence at the hearing. If the appellee provides notification less than five (5) calendar days prior to the scheduled hearing that he or she will not participate, the hearing shall be postponed to give the Title IX Coordinator a full five (5) business days to provide the Committee the above information.

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

- d. Both the appellant and the appellee may retain legal counsel at their own expense or designate a non-attorney advisor to accompany him or her at any meeting or proceeding in the appeal process. If either party has retained legal counsel or a non- attorney advisor, the party must immediately notify the Committee Chair of such representation. The role of counsel or the non-attorney advisor for the parties shall be limited to advice and consultation with the attorney's client and the client's witnesses. Neither counsel/advisor for the appellant nor counsel/advisor for the appellee shall be permitted to question witnesses, raise objections, or make statements or arguments to the Committee at the hearing. If either party is represented by legal counsel, Radford University may be represented at the hearing by assigned legal counsel from the Office of the Attorney General, who will ensure that the rights of Radford University and the parties are respected.
- e. The Chair of the Committee shall preside over the hearing. The hearing will be a non-adversarial proceeding and rules of evidence shall not be strictly applied. However, the Chair of the Committee may limit evidence or testimony that is not relevant to a determination of whether a violation of the Discrimination Policy occurred and whether the grounds for appeal are met by a preponderance of evidence. The hearing will be conducted in a fair and impartial manner. Both appellant and appellee, or the Title IX Coordinator or designee if the appellee does not participate, will address the Chair of the Committee and not each other. The Chair will be the final decision-maker on all matters of procedure during the hearing. All hearings will be closed to the public.
- f. The past sexual history or sexual character of a party to the complaint, complainant or respondent, with anyone other than each other, will not be admissible. Notwithstanding the above, demonstration of pattern, repeated, and/or predatory behavior by the respondent, in the form of previous findings in any Radford University or judicial proceeding will be admissible. The parties will be notified in advance of the hearing if any information addressed by this paragraph is deemed admissible.
- g. Within ten (10) calendar days of the hearing, the Committee will submit a written decision to the parties, the Title IX Coordinator, and the President. The decision shall include: (i) a description of the appellant's grounds for appeal; (ii) whether such grounds are accepted or rejected and the rationale for such determination; (iii) the Committee's decision to uphold or reject the findings of the Title IX Coordinator and/or the recommended sanction and the rationale for such determination; (iv) if the Title IX Coordinator's findings and/or recommended sanction are rejected, the findings of the Committee and recommendations for resolution.
- h. Within three (3) business days of the Committee's decision, the President shall notify the Committee, the Title IX Coordinator, and the parties, in writing, of his decision relative to the findings and recommendations of the Committee. The decision of the President is final with no further right to appeal.

#### **N. Documentation and record-keeping**

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

#### **O. Training**

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

### **6. EXCLUSIONS**

None

### **7. APPENDICES**

None

### **8. REFERENCES**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **9. INTERPRETATION**

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

## 10. APPROVAL AND REVISIONS

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

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

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

The *Discrimination, Harassment, Sexual Misconduct, and Retaliation Policy* was amended by the Radford University Board of Visitors on September 15, 2017.

*The Discrimination, Harassment, Sexual Misconduct, and Retaliation Policy was amended by the Radford University Board of Visitors on May 10, 2019.*

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

**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.

# February 2019 Minutes

**RADFORD UNIVERSITY**

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Board of Visitors



# **RADFORD** UNIVERSITY

Board of Visitors

## **QUARTERLY MEETING**

**9:00 A.M.**

**February 8, 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  
Mr. Gregory A. Burton  
Ms. Krisha Chachra  
Dr. Rachel D. Fowlkes  
Dr. Susan Whealler Johnston  
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**

Dr. Jay A. Brown  
Ms. Karyn K. Moran

#### **OTHERS PRESENT**

Dr. Brian O. Hemphill, President  
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 9:10 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 February 8, 2019, as published. Mr. Randy Marcus so moved, Dr. Rachel Fowlkes seconded, and the motion carried unanimously.

Rector Lawrence began the meeting by reflecting on the recent and tragic passing of two members of the Highlander family, student Alexa Cannon and alumnus Trooper Lucas Dowell. He concluded his remarks with a moment of silence.

## **APPROVAL OF MINUTES**

Rector Lawrence asked for a motion to approve the Board of Visitors minutes from the December 7, 2018 meeting. Mr. Marcus so moved, Vice Rector Robert A. Archer seconded, and the motion carried unanimously.

## **PRESIDENT'S REPORT**

President Brian O. Hemphill began his report by providing highlights of the inaugural Retention Summit held on January 17, 2019. During the Summit, a diverse group of 125 administrators, faculty, staff and students gathered to thoughtfully and intentionally discuss retention data and related trends, identify areas of opportunity related to retention on Radford's campus, brainstorm solutions and offer recommendations that address these areas. Over 100 observations and recommendations were made and are being compiled into a final comprehensive report. President Hemphill acknowledged the hard work and collaboration of Vice Presidents Kitty McCarthy, Ashley Schumaker and Susan Trageser for planning this meaningful event. President Hemphill continued his report by stating the annual Advocacy Day in Richmond, held on January 28 and 29, 2019, was successful. The nearly 50 students from Radford University and Jefferson College of Health Sciences proudly and professionally represented the University, and a record number of Board of Visitors members participated. In a legislative update, President Hemphill reported that the legislation enabling the Jefferson College of Health Sciences merger has moved through the General Assembly process without issues. He also discussed the Tech Talent Pipeline, and the associated bills introduced as part of Amazon HQ2 package to create a grant program assisting qualified public institutions reach a goal of increasing the number of bachelor's and master's degrees awarded in computer science and computer engineering. President Hemphill thanked Artis College of Science and Technology Dean Orion Rogers for his work in moving this initiative forward. President Hemphill continued by introducing the Highlander Family Tour that he will be hosting this spring and summer with the same stops as the original 2016 tour locations. The original tour provided an opportunity for listening and the upcoming events will allow for re-connecting with alumni, celebrating accomplishments of the past three years and sharing the exciting news of the future years. President Hemphill thanked Vice President Wendy Lowery and her team for the thoughtful and detailed planning of these upcoming events. A copy of the report is attached hereto as ***Attachment A*** and is made a part hereof.

## **REPORT FROM THE ACADEMIC EXCELLENCE AND RESEARCH COMMITTEE**

Dr. Susan Whealler Johnston, Chair, stated that the Academic Excellence and Research Committee met on February 7, 2019, and there were no action items to bring forward for consideration. She shared with the Board that the Committee heard an Academic Affairs update from Interim Provost and

Vice President for Academic Affairs Kenna Colley which included the announcement that the proposal for the Doctor of Education (Ed.D.) has been unanimously approved by the State Council of Higher Education for Virginia (SCHEV) and the prospectus has been submitted to the regional body for accreditation, Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). Dr. Colley updated the Committee on the Transfer Virginia Consortium and the on-going work with area Community Colleges. In personnel updates, Dr. Colley reported that Dr. Ben Caldwell will join Radford University on July 1, 2019 as Dean of the College of Graduate Studies and Research, and also on July 1, 2019, Dr. Heather Keith will join Radford University as Executive Director of Faculty Development. Dr. Colley also presented to the Committee an update on the Jefferson College of Health Sciences merger including how it aligns with the University's strategic plan and the degree programs and faculty from Jefferson College of Health Sciences that will be added following the merger. Dr. Johnston stated that Faculty Senate President Jake Fox provided an update on the progress of the General Education initiative, and he looks forward to making a full presentation to the Board at the appropriate time. Dr. Johnston also reported that Harvey Knowledge Center Director Jessica Beckett provided an overview of the Center highlighting the many areas that support student success, recent expansion and new initiatives for the future. Dr. Beckett introduced Juliana Pasqualucci, a pre-nursing student, who described the positive impact that the Harvey Knowledge Center has had on her life.

#### **REPORT FROM BUSINESS AFFAIRS AND AUDIT COMMITTEE**

Mr. Gregory A. Burton, Chair, stated that the Business Affairs and Audit Committee met on February 7, 2019 with the following items to report. Zachary Borgerding, with the Auditor of Public Accounts, presented information regarding the ongoing audit of the University's FY 2018 financial statements. University Auditor Margaret McManus presented an oral report on the University Discretionary Fund review for the quarter ended December 31, 2018. One hundred percent of University Discretionary Fund expenditures were reviewed, and all were found in compliance with the Board of Visitors' guidelines. Vice President for Finance and Administration and Chief Financial Officer Chad A. Reed provided an update on capital projects currently in progress. Additionally, Vice President Reed presented an overview of the incremental funding included for Radford University in the Governor's 2019-2020 Executive Budget Proposal. Vice President Reed also discussed amendments to the Governor's proposed budget introduced by both the Senate Finance Committee and the House Appropriations Committee.

#### **ACTION ITEM**

##### **Approval of a Resolution Certifying Compliance with the Radford University Debt Management Policy**

Mr. Burton stated that Associate Vice President for Finance and University Controller Stephanie Jennelle explained that the Secretary of Finance requires certification annually for the Commonwealth of Virginia, as part of Institutional Performance reporting. Documentation was provided that the required ratio calculation demonstrating that the University is in compliance with its Debt Management Policy. Mr. Burton asked for a motion to approve the Resolution Certifying Compliance with the Radford University Debt Management Policy. Mr. Marcus so moved, Mr. Kibler seconded, and the motion carried unanimously. A copy of the Resolution is attached hereto as *Attachment B* and is made a part hereof.

#### **REPORT FROM THE GOVERNANCE, ADMINISTRATION AND ATHLETICS COMMITTEE**

Dr. Rachel D. Fowlkes, Chair, stated that the Governance, Administration and Athletics Committee met on February 7, 2019 with the following items to report. Vice President for Information Technology and Chief Information Officer Danny M. Kemp provided the Committee an overview of the Information Technology Subcommittee structure and activities of the Jefferson College of Health Sciences and Radford University merger. The Information Technology Subcommittee has five working groups, including: Administrative Applications; Academic Applications; Network and Infrastructure; Security; and User Support, which have been working diligently to align the systems and support the merger. Dr. Fowlkes also outlined the post-merger information technology support provided by Radford University, Radford University staff at Community Hospital in Roanoke and the Carilion Technology Services Group (TSG).

Dr. Fowlkes shared that Director of Athletics Robert Lineburg provided the Committee with the Fall 2018 academic achievements of student-athletes of which 73 percent finished with a GPA of 3.0 or higher, 52 percent recorded over a 3.4 GPA and 42 earned a 4.0 GPA. Mr. Lineburg discussed the required benchmarks to receive the NCAA Division I academic unit distribution starting in 2019-2020. Mr. Lineburg also shared upcoming special events for Athletics.

Dr. Fowlkes informed the Board that the Committee was bringing forward the process for nominating Board officers for the upcoming 2019-2020 term. Dr. Fowlkes stated that she would call for Rector and Vice Rector nominations from the Board members beginning April 8, 2019, and Board members will have until April 18, 2019, or 10 days as stated in the Bylaws, to respond. The Committee will meet on May 9, 2019 and finalize nominations to bring forward to the Board of Visitors meeting on May 10, 2019.

### **REPORT FROM THE STUDENT SUCCESS COMMITTEE**

Dr. Debra McMahon, Chair, stated that the Student Success Committee met on February 7, 2019 with the following items to report. Student Government Association (SGA) President Julianna Stanley updated the Committee on events that the Student Government Association will host during spring semester. She reported that the SGA, along with University Administration, provided the leadership and guidance in planning the remembrance and vigil honoring Alexa Cannon. The SGA is currently exploring options to providing rental commencement cap and gowns for students, who may not be able to afford them.

Dr. McMahon stated that Vice President for Student Affairs Susan Trageser provided an update on the Division of Student Affairs beginning with a Fall 2018 overview of mental health services and the ways services have been enhanced to meet the needs of students. Dr. McMahon added that this semester, the Center for Accessibility Services (CAS) began a pilot program using Sonnoct note-taking services. This allows students to record their courses and take notes at their own pace after class. CAS has begun supporting the Jefferson College of Health Sciences students who need accommodations for classes and testing. Vice President Trageser reported to the Committee that five Jefferson College students participated in the annual Advocacy Day trip to Richmond in January to meet with state legislators, which created an excellent opportunity for collaboration and teambuilding. The Center for Diversity and Inclusion has continued to increase the laptop loaner program and currently has a waiting list of students requesting a laptop.

Dr. McMahon added that Associate Provost for Academic Programs Jeanne Mekolichick, Associate Vice President for Student Affairs and Dean of Students Angie Mitchell and Associate Vice President for Student Life Tricia Smith gave a presentation on the evolution of student culture and outlined how Radford University departments engage and assist students, including expanding living-learning

communities to provide a customized college and living experience. There has been an increased focus on faculty and staff development to determine how to better assist students based on current trends.

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

Ms. Krisha Chachra, Chair, stated that the University Advancement, University Relations and Enrollment Management Committee met on February 7, 2019 with the following items to report. Vice President for Enrollment Management Kitty McCarthy provided the Committee a Fall 2019 new student recruitment update stating that, as of February 5, 2019, the application pool continues to grow and is currently up 13 percent over Fall 2018. In-state applications are up 14 percent and out-of-state applications are up 10.7 percent over Fall 2018. Vice President McCarthy also described a variety of yield activities that are in place to encourage admitted students to join the University in the fall, including on-campus Highlander Days, off-site receptions, enhancements to on-campus visits during high school spring break weeks and ongoing outreach by the Admissions staff combined with communication efforts supported by college deans, faculty and alumni. She added that staff are monitoring transfer activity for Fall 2019 as enrollment across the Virginia Community College System (VCCS) continues to decline, and that University graduate student recruitment continues with ongoing efforts to create visibility for graduate programs. Vice President McCarthy closed her presentation by describing ways staff are working to support a successful merger and a smooth transition for Jefferson College of Health Sciences students.

Vice President for University Advancement Wendy Lowery provided the Committee with an update on the Division's recent activities, beginning with the giving overview as of February 5, 2019, which was over \$3 million with 3,027 donors and over \$24 million in major gift proposals in process. She added that Advancement Services has updated and is maintaining 179,000 primary addresses and of these, approximately 75,000 are alumni. Vice President Lowery continued by updating the Committee on the work of Advancement Communications and Alumni Relations. Vice President Lowery concluded by discussing University Advancement's plans to support the Jefferson College of Health Sciences merger by continuing to build relationships with donors, alumni, faculty and staff, not only to assist with the expanded footprint in Roanoke, but for the overall success of the programs and students.

Vice President for University Relations Ashley Schumaker began her presentation to the Committee by introducing Associate Vice President Caitlyn Scaggs, who recently joined the University. Vice President Schumaker provided an update on the comprehensive media plan and marketing approach. She also reviewed the success of the streaming TV ads with the first flight ending in early December with the delivered impressions exceeding the planned impressions. The click-through rate was 23 percent with an industry benchmark of 21 percent. Most impressive was the video completion rate of 95 percent with an industry benchmark of 76 percent. Flight two runs through the end of April. Vice President Schumaker highlighted the collaboration with campus partners resulting in the successful planning and completion of marketing materials and special events. Vice President Schumaker concluded her report by discussing various aspects of branding, marketing and staffing associated with the Jefferson College of Health Sciences merger.

### **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 a survey to assess students' knowledge of the Board of Visitors and her role as Student Representative. Ms. Brooks continues to meet with several on-campus and community



constituents promoting collaboration and a spring community service project. A copy of the presentation is attached hereto as *Attachment C* and is made a part hereof.

### **REPORT ON THE RADFORD UNIVERSITY FOUNDATION**

Ms. Georgia Anne Snyder-Falkinham, who serves as the Representative to the Radford University Foundation Board of Directors, provided an update on recent Foundation news and activities, including the Investment Committee and staff have met with three finalists for management of the Foundations' investments. A recommendation will be made to the full Foundation Board in March. Ms. Snyder-Falkinham distributed an asset summary report which is attached hereto as *Attachment D* and made a part hereof. Ms. Snyder-Falkinham then asked Foundation Chief Executive Officer John Cox to provide a history of the Foundation. A copy of his handout is attached hereto as *Attachment E* and made a part hereof.

### **GOVERNMENT RELATIONS UPDATE**

Chief of Staff and Vice President for University Relations Ashley Schumaker provided a Government Relation Update on behalf of Director of State Government Relations Lisa Ghidotti, who was in Richmond monitoring the latest developments of the General Assembly session. Chief of Staff and Vice President Schumaker reported that the longest federal government shutdown in history occurred at the end of December through most of January, when Congress and President Trump could not agree on an appropriations bill to fund federal government operations. She added that the shutdown had a minimal impact on University operations. In additional Federal updates, Chief of Staff and Vice President Schumaker also informed the Board that Senator Lamar Alexander, chairman of the Senate Committee on Health, Education, Labor and Pensions, recently stated that he hopes to have the Higher Education Act reauthorization passed in the next year. In the House, two Higher Education Act reauthorization bills were introduced in the last few years – the PROSPER Act and the Aim Higher Act. However, it remains unlikely that a divided Congress will come to an agreement on legislation. The HEA was last renewed in 2008 and has been operating on temporary reauthorizations since 2013. Chief of Staff and Vice President Schumaker added that, at the end of January, the American Council on Education (ACE) and approximately sixty additional higher education organizations and associations submitted comments on the Department of Education's proposed Title IX regulations, which were published in November. The proposed regulations would narrow the definition of sexual harassment, grant additional rights to the accused and require live hearings which allow for cross examination of the accuser and the accused.

### **STRATEGIC PLAN UPDATE**

Chief of Staff and Vice President for University Relations Ashley Schumaker provided the Board of Visitors with the Fall 2018 progress of the University's 2018-2023 Strategic Plan, "Embracing the Tradition and Envisioning the Future" emphasizing the University's commitment to transparency and accountability from the beginning of the planning process. Chief of Staff and Vice President Schumaker began by pointing the Board to the Strategic Planning website for detailed and continued updates. She continued by highlighting the progress in each of the six focal areas: Academic Excellence and Research; Brand Identity; Economic Development and Community Partnerships; Philanthropic Giving and Alumni Engagement; Strategic Enrollment Growth; and Student Success. She commended the strategy in Student Success for the development of the "Discover, Experience and Thrive" customized career development plan as being the first strategy completed in the plan. Chief of Staff and Vice President Schumaker closed by thanking all the faculty and staff who have worked

passionately and diligently on the many aspects of the plan. A copy of the presentation is attached hereto as *Attachment F* and 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, 3 and 7 under the Virginia Freedom of Information Act for the discussion of personnel matters; the discussion or consideration of the acquisition of real property for a public purpose; consultation with legal counsel and briefings by staff pertaining to a current Equal Employment Opportunity Commission (EEOC) complaint; and consultation with legal counsel regarding specific legal matters. 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 11:45 a.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
Mr. Gregory A. Burton	
Ms. Krisha Chachra	Yes
Dr. Rachel D. Fowlkes	Yes
Dr. Susan Whealler Johnston	Yes
Mr. James R. Kibler, Jr.	
Mr. Randy Marcus	Yes
Dr. Debra McMahon	Yes
Ms. Nancy Rice	Yes
Ms. Georgia Anne Snyder-Falkinham	Yes
Ms. Lisa Throckmorton	Yes

The resolution of certification was unanimously adopted.

**OTHER BUSINESS**

**Final Approval of Jefferson College of Health Sciences Merger**

Rector Lawrence invited Chief of Staff and Vice President of University Relations Ashley Schumaker to speak to the Final Approval of the Jefferson College of Health Sciences Merger and yielded the gavel to Vice Rector Archer. Chief of Staff and Vice President Schumaker summarized the steps that the Board



of Visitors has taken to support the merger to date, which include approving a Partnership Opportunities Resolution on December 8, 2017 and a Ratifying Resolution on February 16, 2018. Additionally, the Board has received detailed briefings on the merger, including most recently, a draft copy of the prospectus and a presentation of the financial model as part of the December 7, 2018 Board of Visitors meeting. Chief of Staff and Vice President Schumaker continued by stating the Resolution before the Board authorizes the University, through the President, to finalize and submit the required prospectus to the Southern Association of Colleges and Schools Commission on Colleges by the March 15, 2019 deadline for consideration as part of their June 2019 meeting, and additionally, all actions heretofore taken by the President in connection with the merger are ratified and approved. Vice Rector Archer requested a motion to accept the Resolution for Final Approval of the Jefferson College of Health Sciences Merger. Mr. Kibler made the motion, Ms. Snyder-Falkinham seconded, and the motion carried unanimously with Rector Lawrence abstaining. A copy of the resolution is attached hereto as ***Attachment G*** and is made a part hereof.

### **ANNOUNCEMENTS**

Rector Lawrence shared with the Board members important upcoming dates, including:

May 9-10, 2019	Board of Visitors Meetings
May 10-11, 2019	Spring Commencement
July 14-16, 2019	Board Retreat, The Cavalier in Virginia Beach

### **ADJOURNMENT**


With no further business to come before the Board, Rector Lawrence thanked everyone for attending and asked for a motion to adjourn and in doing so, the meeting would adjourn in memory of Alexa Cannon. Vice Rector Archer so moved, Ms. Snyder-Falkinham seconded, and the motion carried unanimously. The meeting adjourned at 12:11 p.m.

Respectfully submitted,

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

**RADFORD  
UNIVERSITY**Brian O. Hemphill, Ph.D.  
President

TO: Members of the Board of Visitors

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

DATE: February 8, 2019

RE: President's Report

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I want to thank you for the opportunity to update you and share my perspectives about our University as we have completed the Fall 2018 semester and have begun the Spring 2019 semester.

**Retention Summit**

On January 17, 2019, Radford University held the inaugural Retention Summit during which time a diverse group of 125 students, faculty and staff gathered for a full day to thoughtfully and intentionally discuss retention data and related trends, identify areas of opportunity related to retention on Radford's campus, brainstorm solutions and offer recommendations that address these areas. Dr. Timothy P. Culver from Ruffalo Noel Levitz provided the keynote address, which was open to the campus community and included a total attendance of more than 300 individuals. A comprehensive report from the day-long Summit will be made available in mid-February. I appreciate the hard work by several staff who worked collaboratively to design, plan and execute this new initiative, which will have positive outcomes for current and future generations of Highlanders.

**Advocacy Day**

The annual Radford University Advocacy Day was held on January 28-29, 2019 with nearly 50 student participants from both Radford University and Jefferson College of Health Sciences. On Monday afternoon, the students heard from Senator Bill Carrico and Secretary Megan Healy, who serves as the Commonwealth's Chief Workforce Development Advisor. On Tuesday morning, the students had an opportunity to share specific University priorities and their personal Radford story with their respective delegates and senators. Over 80 legislative offices were visited by the students. I appreciate the Board of Visitors members who participated in this annual event, which continues to receive positive feedback from student participants and state officials.

**General Assembly Session**

As previously mentioned, the Radford family recently visited the Capitol for Advocacy Day. In addition to this annual event, I, along with members of my team, have been meeting with members of the legislative and executive branches to highlight the important work occurring at Radford University. The 2019 Virginia General Assembly session convened on January 9, 2019 and is expected to adjourn on February 23, 2019. There are approximately two weeks remaining in the General Assembly session. The House and Senate budgets were released last Sunday and debated

on the floor and passed on Thursday. A Committee of Conference will be appointed in order to review and evaluate the differences between the House and Senate budgets. The Speaker appointed House Appropriations Committee Chairman Chris Jones, Steve Landes, Chris Peace, Barry Knight, Scott Garrett, Luke Torian, and Mark Sickles to the conference committee. The Senate is expected to name their budget conferees next week.

Crossover occurred on Tuesday of this week, thereby marking the deadline for all legislation to be passed by the body of origin and crossed over to the other body for consideration. The following legislation continues to be closely monitored by the University.

- *Jefferson College of Health Sciences Merger*: The House merger legislation, **HB 2181**, received final passage by the General Assembly on Thursday; the Senate companion bill, **SB 1506**, is slated for final passage today. After the bills are enrolled, they will be signed by the Speaker of the House and the President of the Senate and communicated to the Governor for action.

Additionally, as seen in recent years, there is a large volume of higher education legislation. Below is a summary of action taken on bills of interest, which are still advancing through the legislative process.

- *In-State Tuition and Public Comment*: The Senate unanimously passed **SB 1118**, which requires governing boards to implement public comment prior to raising tuition and fees. **HB 2173** requires institutions to implement public comment at Board of Visitors meetings prior to raising tuition and fees; the bill unanimously passed the House. The bills are similar, but not identical, and will likely be placed in conference to negotiate the final language. **HB 2337**, which adds additional reporting requirements and information that must be disseminated when setting tuition and fees, and mandates public comment, unanimously passed the House. The bill was heard by the Senate Education and Health Committee this week, which reported and referred the bill to the Senate Finance Committee.
- *Institution Innovation*: **HB 2653** and **SB 1628** would allow institutions to sign partnership agreements with the Commonwealth and identified business partners. The agreements would be focused on college access, affordability, cost predictability and employment pathways for undergraduate Virginia students; and strategic talent development and other high-priority economic initiatives. In addition, **SB 1628** establishes an Innovative Internship Fund and Pilot Program to award grants to institutions that partner with a private sector entity. Both bills were unanimously passed by their house of origin and will be heard in committee next week.
- *Student Directory Information*: As a follow-up to last year's student directory information legislation, **HB 2449** was introduced and 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. The bill unanimously

passed the House, was heard by the Senate Education and Health Committee this week, which reported the bill.

- *Open Education Resources:* **HB 2380** requires registrars (or other appropriate employees) to identify as soon as practicable each course where the instructor exclusively uses no-cost or low-cost course materials, in the course catalogue or registration system. The bill unanimously passed the House earlier this week and will be heard by the Senate Education and Health Committee next week.
- *Tech Talent Pipeline:* As part of the Amazon HQ2 package, bills have been introduced in the House and Senate to create a grant program to assist qualified public institutions reach a goal of increasing the number of bachelor's and master's degrees awarded in computer science and computer engineering by at least 25,000 degrees by 2039. Qualified institutions will be required to enter into a Memorandum of Understanding, or MOU, which will set forth criteria for degrees, expenses and degree production goals. Institutions will be required to report annually on the progress towards meeting such goals. **HB 2490** passed the House and **SB 1617** passed the Senate this week. The legislation will be heard in committee next week; the bills are similar, but not identical, and will likely be placed in conference to negotiate the final language. In addition to the Amazon related bills, legislation has been introduced in the House and Senate to establish the Rural Information Technology Apprenticeship Grant Fund and Program. The legislation would create an apprenticeship grant program for students located in specific localities in Southwest and Southside Virginia. The program would be administered by the Southwest Virginia Higher Education Center in partnership with regional two- and four-year institutions. **HB 2185** unanimously passed the House this week. **SB 1495** unanimously passed the Senate and was heard by the House Appropriations Committee, which conformed **SB 1495** to **HB 2185** and reported the bill.
- *Executive Salaries:* **HB 2336** prohibits salaries of executive officers at public institutions from exceeding the mid-point for Level 1 Range for agency heads set forth in the Appropriation Act; though institutions are able to supplement the salary with private gifts, endowment funds, foundation funds and income from private gifts and endowments. The legislation, which passed the House earlier this week, includes a grandfather clause to exempt all employees as of June 30, 2019. The bill will be heard by the Senate Education and Health Committee next week.

### Spring 2019 Commencement

Earlier this week, the University announced that alumnus Randal J. "R.J." Kirk, J.D. will serve as the keynote speaker for the Spring Commencement ceremony to be held on Saturday, May 11, 2019 beginning at 11 a.m. on Moffett Lawn. Approximately 1,500 students are expected to graduate. In a campus announcement and public release, Mr. Kirk said, "Celebrating the achievements of the graduates and of the University is an honor, and I look forward to seeing many friends, old and new. As I once stood where the new graduates will be and have a family and Virginia roots similar to many of theirs, I hope that my perspective will prove valuable."

I look forward to welcoming home an outstanding alumnus, a prominent businessman and a truly innovative leader. Throughout R.J.'s professional career, he has made a tremendous impact on the

lives of so many as his businesses and discoveries have, and continue to, significantly change the world. I am confident that his message to Radford University's Class of 2019 will set the course for their professional careers and their service to the communities in which they will call home.

Mr. Kirk served as a member of Radford University's Board of Visitors from 2003 to 2009 and as rector from 2006 to 2008. He was a member of the Radford University Foundation, Inc.'s Board of Directors from 1998 to 2011. In 2005, he received the Radford University's Outstanding Alumnus Award.

The Spring Commencement website, available at <https://www.radford.edu/content/spring-commencement/home.html>, has additional details for the main ceremony and college-based receptions, as well as the College of Graduate Studies and Research Hooding and Commencement ceremony to be held on Friday, May 10, 2019. Board members are invited to participate in the Commencement ceremonies and will be receiving additional information about the events.

### **Highlander Family Tour**

Later this Spring and throughout the Summer, I will be hosting the Highlander Family Tour with stops to the original 2016 tour locations. This tour will provide an opportunity to re-engage on a broad scale with alumni and friends, both near and far. The tour will also provide an opportunity to highlight the progress accomplished over the past three years and plans for future growth and forward momentum. Invitations are in the process of being printed and will be mailed to nearly 55,000 alumni and friends living and working in the proximity of the tour stops. All Board members are invited and encouraged to attend on the following dates, times and locations as schedules permits.

April 2, 2019  
6 p.m.  
The Olde Farm  
16639 Old Jonesboro Road, Bristol, Virginia

April 9, 2019  
6 p.m.  
City Club  
150 Fayetteville Street, Raleigh, North Carolina

May 15, 2019  
6 p.m.  
Maggiano's at Perimeter  
4400 Ashford Dunwoody Road, Dunwoody, Georgia

May 16, 2019  
6 p.m.  
Home of Krista Bokhari '03 and Tariq Bokhari '03  
3320 Sharon Road, Charlotte, North Carolina

June 11, 2019  
6 p.m.

The Penthouse at Center in the Square  
1 Market Square SE, Roanoke, Virginia

July 14, 2019  
6 p.m.  
The Cavalier  
4200 Atlantic Avenue, Virginia Beach, Virginia

July 16, 2019  
6 p.m.  
Willow Oaks Country Club  
6228 Forest Hill Avenue, Richmond, Virginia

July 17, 2019  
6 p.m.  
The Winery at Bull Run  
15950 Lee Highway, Centreville, Virginia

I am pleased to note that one of the tour locations will be held in conjunction with the Board of Visitors Summer Retreat. This date and location were selected at the suggestion of Rector Lawrence following last year's retreat.

**Closing**

As we began the Spring 2019 semester, the Radford family was reminded of the closeness and support of our campus and our community. I have personally witnessed triumph in the midst of tragedy as we celebrated the light and love of Alexa Cannon. I want to thank the Board and so many others for their unwavering support of Highlander students, faculty and staff, as well as the Cannon family.

This concludes my report.



**Radford University Board of Visitors  
Resolution  
Compliance with Debt Management Policy**

**February 8, 2019**

**WHEREAS**, the 2005 Session of the General Assembly adopted, and the Governor signed, legislation that provides Radford University and all other public colleges and universities in the Commonwealth the opportunity to attain certain authority and autonomy to manage its academic and administrative affairs more efficiently and effectively through implementation of the Restructured Higher Education Financial and Administrative Operations Act; and

**WHEREAS**, on June 30, 2005, the Radford University Board of Visitors approved a Resolution of Commitment allowing the University to exercise restructured financial and operational authority as identified in the Restructuring Act; and

**WHEREAS**, the Governor has established financial and management measures on which annual assessment and certification of institutional performance will be evaluated; and

**WHEREAS**, the financial and management measures require the Radford University Board of Visitors to approve a Debt Management Policy; and

**WHEREAS**, the Radford University Board of Visitors approved such Debt Management Policy at its March 30, 2007 meeting; revisions to this policy were approved by the Board of Visitors at its August 23, 2007, November 12, 2010 and February 8, 2012 meetings; and

**WHEREAS**, Schedule A demonstrates that the University meets the requirements outlined in the Debt Management Policy; and

**WHEREAS**, the Board of Visitors must annually certify Radford University's compliance with the approved Debt Management Policy to the Secretary of Finance for the Commonwealth of Virginia;

**NOW, THEREFORE, BE IT RESOLVED**, this resolution approved by the Radford University Board of Visitors certifies that the University is in compliance with its Debt Management Policy.

Adopted: February 8, 2019



Mark S. Lawrence  
Rector  
Radford University Board of Visitors



Karen Castele  
Secretary to the Board of Visitors  
Radford University



# Student Representative Report

RADFORD  
UNIVERSITY

# Survey Update

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- **Implementation**
- **Launch**



# Service Project Event

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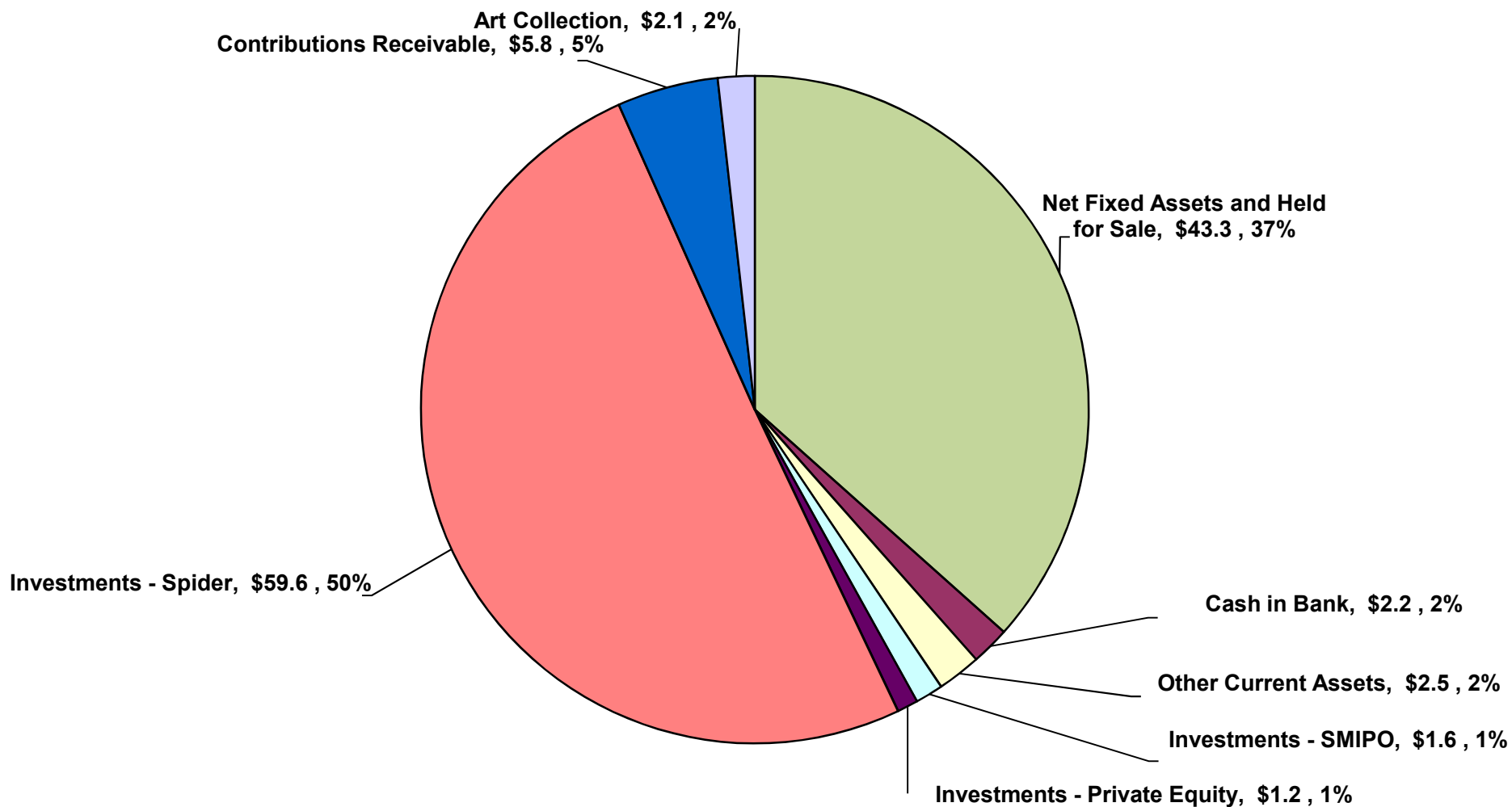
- **Service Day - April 11th, 2019**
- **Unity Fest Update**



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# Discussion

# Radford University Foundation Asset Composition as of 12/31/18



(in millions)  
**Total Assets: \$118.3M**



## **History of the Foundation As of February 2019**

The Foundation registered with the Commonwealth of Virginia on September 22, 1972.

The IRS issued a letter confirming our status as a tax-exempt entity in March of 1973.

June 30, 1981 - Total Assets were \$344,035 and Total Investments were \$206,085

June 30, 1990 - Total Assets were \$4,184,640 and Total Investments were \$2,698,869

June 30, 2000 - Total Assets were \$26,552,078 and Total Investments were \$18,283,358

June 30, 2010 - Total Assets were \$53,709,789 and Total Investments were \$34,717,690

June 30, 2016 - Total Assets were \$70,617,955 and Total Investments were \$54,606,635

The Foundation closed on a major real estate acquisition in March of 2018.

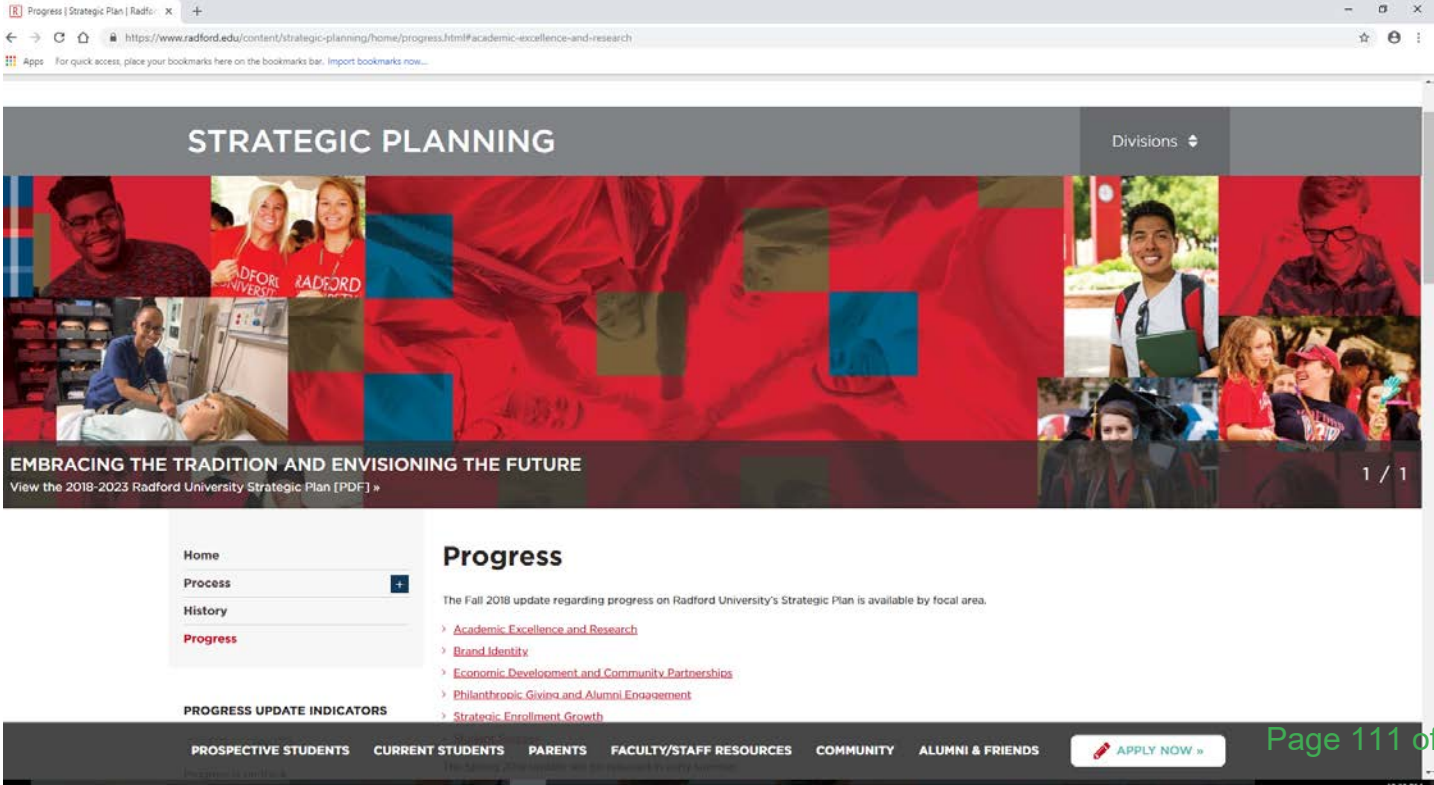
June 30, 2018 - Total Assets were \$118,217,129 and Total Investments were \$61,725,494

# Strategic Plan Update

RADFORD  
UNIVERSITY



# Progress Update Website



# Progress Update Indicators

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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.

# Academic Excellence and Research

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- 17 goals and objectives
  - *9 progress on track*
  - *8 no progress reported*

ACADEMIC  
EXCELLENCE AND  
RESEARCH

BRAND IDENTITY

ECONOMIC  
DEVELOPMENT  
AND COMMUNITY  
PARTNERSHIPS

PHILANTHROPIC  
GIVING AND  
ALUMNI  
ENGAGEMENT

STRATEGIC  
ENROLLMENT  
GROWTH

STUDENT  
SUCCESS

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# Brand Identity

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- 6 goals and objectives
  - 4 *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

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# Economic Development and Community Partnerships

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

ACADEMIC EXCELLENCE AND RESEARCH	BRAND IDENTITY	<b>ECONOMIC DEVELOPMENT AND COMMUNITY PARTNERSHIPS</b>	PHILANTHROPIC GIVING AND ALUMNI ENGAGEMENT	STRATEGIC ENROLLMENT GROWTH	STUDENT SUCCESS
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# Philanthropic Giving and Alumni Engagement

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- 10 goals and objectives
  - *7 progress on track*
  - *1 progress begun but may be delayed*
  - *2 no progress reported*

ACADEMIC EXCELLENCE AND RESEARCH	BRAND IDENTITY	ECONOMIC DEVELOPMENT AND COMMUNITY PARTNERSHIPS	PHILANTHROPIC GIVING AND ALUMNI ENGAGEMENT	STRATEGIC ENROLLMENT GROWTH	STUDENT SUCCESS
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# Strategic Enrollment Growth

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- 18 goals and objectives
  - *18 progress on track*

ACADEMIC  
EXCELLENCE AND  
RESEARCH

BRAND IDENTITY

ECONOMIC  
DEVELOPMENT  
AND COMMUNITY  
PARTNERSHIPS

PHILANTHROPIC  
GIVING AND  
ALUMNI  
ENGAGEMENT

STRATEGIC  
ENROLLMENT  
GROWTH

STUDENT  
SUCCESS

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# Student Success

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

ACADEMIC  
EXCELLENCE AND  
RESEARCH

BRAND IDENTITY

ECONOMIC  
DEVELOPMENT  
AND COMMUNITY  
PARTNERSHIPS

PHILANTHROPIC  
GIVING AND  
ALUMNI  
ENGAGEMENT

STRATEGIC  
ENROLLMENT  
GROWTH

STUDENT  
SUCCESS

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# Discussion

# **RADFORD** UNIVERSITY

## **2018-2023 Strategic Plan**

### **Embracing the Tradition and Envisioning the Future**

#### **Academic Excellence and Research**

#### **Fall 2018 Updates**

**Strategy 1A: Require students in each degree program to complete program components in which critical thinking and reasoning skills, written and oral communication skills and characteristics of professionalism are taught and demonstrated so that students can synthesize and apply these skills to solve local and global problems.**



Green = Progress is on track.

***Describe progress toward target:*** The CORE Writing Center (for students in CORE 101 and 102) was created in 2017. In collaboration with the Harvey Knowledge Center, the CORE Writing Center works on enhancing the foundational writing skills of students. The Harvey Knowledge Center, reimagined and re-tooled during the Fall 2018 semester, provides tutoring and student support in academic skills, including technical and discipline-specific writing skill development.

***Describe challenges:*** There was a failed search for the Director of the CORE Writing Center during the Spring 2018 semester. Additional resources and investments are needed in order to build the Writing Center.

***Who are you collaborating with?*** Division of Academic Affairs (Academic Colleges and Harvey Knowledge Center); Division of Finance and Administration; Division of Student Affairs (Office of Student Success and Retention)

***Does strategy overlap with other goal/strategy? If so, which one?*** Student Success 1B and 2C

***Describe next steps:*** Next steps include the following: re-launch search for Director of the CORE Writing Center and increase collaboration between the CORE Writing Center and the Harvey Knowledge Center.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** The College of Humanities and Behavioral Sciences budget assisted in the following areas: supporting faculty in providing services to the CORE Writing Center, repurposing a faculty position for the Director of the CORE Writing Center (from English), investing in CORE faculty with adjuncts to provide writing support for students; and space in the College of Humanities and Behavioral Sciences Building for the CORE Writing Center. Also, the Harvey Knowledge Center build-out in McConnell Library on 4th floor, included new space, furniture and materials.

***Name of person completing this Strategic Plan Progress Report:*** Kenna Colley (Interim Provost and Vice President for Academic Affairs) on behalf of the Academic Affairs Leadership Team

**Strategy 1B: Provide educational opportunities for students that help them learn creative problem-solving and reasoning skills through collaboration across degree programs, experiential/high-impact practice and interprofessional experiences.**



Green = Progress is on track.

***Describe progress toward target:*** Recent progress includes the following activities:

- Interprofessional symposium in the College of Visual and Performing Arts, the Waldron College of Health and Human Services; and the College of Education and Human Development through case studies;
- COBE 200 offering for the Fall 2018 semester for students campus-wide in order to develop critical thinking, reasoning and communication skills;
- BB&T Innovation Competition where students learn from an innovative process;
- Google Analytics Challenge by providing students ability to work with non-profit groups across the country;
- Enhanced freshman and senior seminars in the College of Visual and Performing Arts;
- Utilization of critical thinking and reasoning skills embedded into instruction; and
- Interdisciplinary Living and Learning Communities with support for 151 students and the addition of two new Living and Learning Communities beginning with the Fall 2018 semester.

***Describe challenges:*** It is difficult to capture and track all examples across campus due to the volume of activity. There is a need for increased funding for campus events that are cross-disciplinary and inter-disciplinary with students from as many disciplines as possible. There is a critical need for students to increase their collaboration and communication skills.

***Who are you collaborating with?*** Division of Academic Affairs (All Colleges)

***Does strategy overlap with other goal/strategy? If so, which one?*** N/A

***Describe next steps:*** Next steps include expanding faculty professional development for instructional modes and methods.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** N/A

***Name of person completing this Strategic Plan Progress Report:*** Kenna Colley (Interim Provost and Vice President for Academic Affairs) on behalf of the Academic Affairs Leadership Team

**Strategy 1C: To meet the needs of a diverse population of students, expand delivery modes and methods of instruction and develop a flexible academic calendar, e.g., face-to-face, online and hybrid models, competency-based education and augmented/virtual reality.**



Green = Progress is on track.

***Describe progress toward target:*** The Vinod Chachra IMPACT Lab provides competency-based education utilizing a business to business model. Through strategic partners, the Lab provides students with a world-class education through an online platform. The initiative was publicly launched in September 2017. As detailed in the 2018 Annual Report, year one accomplishments include the following:

- First four-year public university in Virginia to offer CBE certificates in cybersecurity and geospatial intelligence;
- 13 cybersecurity and geospatial intelligence partners resulting in 40 adult learners;
- Largest grant in the history of the university (\$13.9 million);
- 464 education adult learners from four different states; and
- Major gift from Vinod Chachra, Ph.D., and naming of the lab in his honor.

***Describe challenges:*** N/A

***Who are you collaborating with?*** Vinod Chachra IMPACT Lab; Division of Academic Affairs; Division of Enrollment Management; and Division of Finance and Administration

***Does strategy overlap with other goal/strategy? If so, which one?*** N/A

***Describe next steps:*** Next steps include expanding strategic partners, student enrollment and available programs.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** N/A

***Name of person completing this Strategic Plan Progress Report:*** Chief of Staff and Vice President for University Relations Ashley Schumaker

**Strategy 2A: Promote lifelong learning and an appreciation of what it means to be a service provider and leader in tomorrow's world of health sciences, healthcare and human services through engagement by and student participation with faculty in original and innovative research; high-quality mentorship by faculty; experiential learning opportunities that are diverse and inclusive; and support of faculty and student scholarship via interprofessional opportunities both on campus and in the community.**



Green = Progress is on track.

***Describe progress toward target:*** Athletic Training, Allied Health Sciences and Nutrition and Dietetics have grade point average (GPA), certification/license exams and criteria to gain admittance to the programs and rigorous testing to remain in the programs.

Strict criteria are in place for Nursing, Physical Therapy and Occupational Therapy programs with rigorous standards for entrance and completion requirements.

***Describe challenges:*** Academic support needs to be enhanced for freshmen who are interested in obtaining entrance into health care and health sciences programs, which have rigorous standards.

***Who are you collaborating with?*** Division of Academic Affairs (All Colleges)

***Does strategy overlap with other goal/strategy? If so, which one?*** N/A

***Describe next steps:*** With the merger of Jefferson College of Health Sciences into Radford University, there will be increased opportunities for students.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** N/A

***Name of person completing this Strategic Plan Progress Report:*** Kenna Colley (Interim Provost and Vice President for Academic Affairs) on behalf of the Academic Affairs Leadership Team



**Strategy 2B: Create public and private partnerships in which faculty and students will engage in health sciences, healthcare and human services throughout the Roanoke and New River valleys and across the region.**



Green = Progress is on track.

***Describe progress toward target:*** In January 2018, Radford University joined with Carilion Clinic and Jefferson College of Health Sciences to announce the intent to merge the Roanoke health sciences campus and related programs into Radford University. Since that time, more than 100 individuals in Roanoke and Radford have been working collaboratively to bring the merger to life. Fall 2018 efforts were focused on reviewing programs and staffing; developing a financial plan; and preparing the required state and accreditor documents. There has also been a communication and outreach plan that has been utilized to provide e-mail updates, host small group meets, maintain a website and distribute a monthly newsletter.

***Describe challenges:*** N/A

***Who are you collaborating with?*** Campus-Wide Partners

***Does strategy overlap with other goal/strategy? If so, which one?*** N/A

***Describe next steps:*** Next steps include the following: securing state and accreditor approvals and executing the merger for the Fall 2019 semester.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** N/A

***Name of person completing this Strategic Plan Progress Report:*** Chief of Staff and Vice President for University Relations Ashley Schumaker

**Strategy 2C: Implement cooperative agreements with entities, such as other higher education institutions and healthcare agencies throughout the Roanoke and New River valleys and across the region, to offer a wider range of bachelor's, master's and doctoral degree programs relating to health sciences, healthcare and human services.**



Green = Progress is on track.

***Describe progress toward target:*** Interprofessional Education opportunities continue to grow with collaborative experiences for faculty and students with two case studies per year in the Waldron College of Health and Human Services; College of Visual and Performing Arts; College of Education and Human Development; and Davis College of Business and Economics. Also, there are on-going discussions between Jefferson College of Health Sciences and Radford University to combine the two centers of Interprofessional Education and Practice.

***Describe challenges:*** There needs to be additional personnel that are dedicated to this effort. Also, defining interprofessional practice more succinctly is important within programs, across departments, and within colleges.

***Who are you collaborating with?*** Division of Academic Affairs (All Colleges)

***Does strategy overlap with other goal/strategy? If so, which one?*** N/A

***Describe next steps:*** Build Interprofessional Education and Practice Center through the following activities:

- Identify an approach, guidelines, programs and offerings;
- Define needed resources;
- Promote campus-wide for optimum collaboration; and
- Determine if it physically "lives" on both campus sites (Radford and Roanoke).

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** N/A

***Name of person completing this Strategic Plan Progress Report:*** Kenna Colley (Interim Provost and Vice President for Academic Affairs) on behalf of the Academic Affairs Leadership Team

**Strategy 2D: Provide opportunities through which students in health sciences, healthcare and human services programs will consistently engage in high-impact practices and interprofessional experiential opportunities.**



Red = No progress has been reported.

**Strategy 3A: Promote an awareness and working knowledge of cybersecurity through engagement by and student participation with faculty in original and innovative research, including scholarship that addresses cyber safety in the workforce; high-quality mentorship by faculty; experiential learning opportunities that are diverse and inclusive; and support of faculty and student scholarship via collaborative opportunities both on campus and in the community.**



Red = No progress has been reported.

**Strategy 3B: Create public and private partnerships in which faculty and students will engage in information and physical security arenas across the region.**



Red = No progress has been reported.

**Strategy 3C: Implement cooperative agreements with community colleges and public schools to offer pathways for students to pursue information safety and security certificate and degree programs.**



Green = Progress is on track.

***Describe progress toward target:*** Agreements with Northern Virginia Community College and New River Community College have been developed.

***Describe challenges:*** Additional partnerships are needed in order to provide greater opportunity for current and future students.

***Who are you collaborating with?*** Division of Academic Affairs and Division of Enrollment Management

***Does strategy overlap with other goal/strategy? If so, which one?*** N/A

***Describe next steps:*** New partnership opportunities will continue to be identified and cultivated.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** N/A

***Name of person completing this Strategic Plan Progress Report:*** Chief of Staff and Vice President for University Relations Ashley Schumaker

**Strategy 3D: Provide opportunities through which students in information safety and security programs will be consistently engaged in high-impact practices and co-curricular experiential opportunities.**



Red = No progress has been reported.



**Strategy 4A: Define a new or existing position for advancing all research, scholarship and creative activities on campus; the position will serve on the Academic Affairs Leadership Team with the responsibility for advancing research on campus.**



Red = No progress has been reported.

**Strategy 4B: Create public and private partnerships through which faculty and students will engage in research, scholarship and creative activities.**



Red = No progress has been reported.

**Strategy 4C: Create systematic rewards and incentives, such as recognition of independent studies and research credit hours in teaching assignments, for faculty to mentor students, produce scholarship and seek funding.**



Red = No progress has been reported.

**Strategy 4D: Increase scholarly participation and productivity by creating a robust summer research, scholarship and creative activities program.**



Red = No progress has been reported.

**Strategy 4E: Provide incentives and support for embedding research, scholarship and creative activities in required classes within majors and for all students, particularly those from underrepresented groups.**



Green = Progress is on track.

***Describe progress toward target:*** The REALISE Grant Program provides professional development and training to develop problem-based learning opportunities in introductory science lab courses. REALISE has provided funding for faculty to develop inclusive pedagogy for introductory science lab courses. High Impact Teaching and Learning Grants: provides funding for faculty who embed high impact practices and experiences into their coursework with 31 faculty with a total investment of \$12,500 during the 2017-2018 academic year. The Office of Institutional Effectiveness provides grant funding to faculty for assessment of high impact pedagogical practices in coursework. Also, the Davis College of Business and Economics provides SEED funding for Women and Minorities Entrepreneurship Scholarships.

***Describe challenges:*** N/A

***Who are you collaborating with?*** Division of Academic Affairs (All Colleges)

***Does strategy overlap with other goal/strategy? If so, which one?*** N/A

***Describe next steps:*** Next steps include continued implementation of the aforementioned activities with expansion in future semesters.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** N/A

***Name of person completing this Strategic Plan Progress Report:*** Kenna Colley (Interim Provost and Vice President for Academic Affairs) on behalf of the Academic Affairs Leadership Team

**Strategy 4F: Create systematic faculty development, such as learning communities, for mentoring research students, grant writing and publishing.**



Green = Progress is on track.

***Describe progress toward target:*** The following progress has been made:

- Creation of Executive Director of Faculty Development position;
- Increased and enhanced support from the Office of Undergraduate Research and Scholarship (OURS);
- Restructuring of Faculty Development opportunities; including diversity and inclusion, leadership development, academic and scholarly support and Living-Learning Communities involvement;
- Support for living and learning communities in College of Visual and Performing Arts; the Davis College of Business and Economics; the College of Education and Human Development; Office of the Sustainability; and the Office of Undergraduate Research and Scholarship (OURS);
- Office of Sponsored Programs and Grants Management provides services in research and grants advisement and grant writing editorial assistance with centralized pre- and post-award support to principal investigators;
- The Waldron College of Health and Human Services' Let's Get Wired in fall and spring celebrates faculty and student research collaborations; and
- The Waldron College of Health and Human Services' Annual Interprofessional Symposium and Expo.

***Describe challenges:*** N/A

***Who are you collaborating with?*** Division of Academic Affairs (All Colleges)

***Does strategy overlap with other goal/strategy? If so, which one?*** N/A

***Describe next steps:*** Student Success 1A, 1D and 1E

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** N/A

***Name of person completing this Strategic Plan Progress Report:*** Kenna Colley (Interim Provost and Vice President for Academic Affairs) on behalf of the Academic Affairs Leadership Team

# **RADFORD** UNIVERSITY

## **2018-2023 Strategic Plan**

### **Embracing the Tradition and Envisioning the Future**

#### **Brand Identity Fall 2018 Updates**



## **Strategy 1A: Establish the Center for Highlander Engagement.**



Yellow = Progress has begun, but may be delayed.

***Describe progress toward target:*** The Center for Highlander Engagement is in the process of being established. The position of Associate Vice President for University Relations was posted and filled during the Fall 2018 semester. The Associate Vice President for University Relations will serve as the Director of the Center for Highlander Engagement as part of the position's regular duties and responsibilities. The Center's purpose and structure will be finalized during the months of January and February of 2019. The formal establishment of the Center will be made public during the month of March or April of 2019 with initial activities, including a formal web presence, to occur before the end of the Spring 2019 semester.

***Describe challenges:*** The Center for Highlander Engagement was to be established during the Fall 2018 semester. The establishment was delayed by a semester due to personnel changes, specifically the departure of the former Vice President for University Relations, the naming of a new Vice President for University Relations, and the hiring of dedicated staff for this initiative.

***Who are you collaborating with?*** University Relations Team

***Does strategy overlap with other goal/strategy? If so, which one?*** This strategy is related to all Brand Identity strategies, which are closely aligned regarding awareness and promotion of the University and its mission.

***Describe next steps:*** Next steps include finalizing the Center's purpose and structure, making a public announcement about the Center's establishment, and beginning the Center's activities. All of this work will occur before the end of the Spring 2019 semester.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** The Associate Vice President for University Relations will serve as the Director of the Center for Highlander Engagement. The position of Associate Vice President for University Relations was posted and filled during the Fall 2018 semester.

***Name of person completing this Strategic Plan Progress Report:*** Ashley Schumaker (Chief of Staff and Vice President for University Relations)

## **Strategy 1B: Establish a Highlander Advisory Board.**



Green = Progress is on track.

***Describe progress toward target:*** The Highlander Advisory Board is in the process of being established. The position of Associate Vice President for University Relations was posted and filled during the Fall 2018 semester. The Associate Vice President for University Relations will serve as the initial convener and primary staffer for the Highlander Advisory Board as part of the position's regular duties and responsibilities. The Board's membership and structure will be finalized during the months of January and February of 2019. The first meeting of the Board will be held during the month of March 2019. A second meeting will be held during the final weeks of the Spring 2019 semester or at the beginning of the Summer 2019 terms. Moving forward, the Board will meet on a quarterly basis with the goal of two meetings during fall and two meetings during spring.

***Describe challenges:*** The Highlander Advisory Board was to be established during the Spring 2019 semester. As such, the Board is on schedule for establishment and/or implementation. There are no challenges that have been identified at this time.

***Who are you collaborating with?*** University Relations Team

***Does strategy overlap with other goal/strategy? If so, which one?*** This strategy is related to all Brand Identity strategies, which are closely aligned regarding awareness and promotion of the University and its mission.

***Describe next steps:*** Next steps include finalizing the Board's membership and holding the initial meeting and a subsequent meeting during the Spring 2019 semester.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** The Associate Vice President for University Relations will serve as the initial convener and primary staffer for the Highlander Advisory Board. The position of Associate Vice President for University Relations was posted and filled during the Fall 2018 semester.

***Name of person completing this Strategic Plan Progress Report:*** Ashley Schumaker (Chief of Staff and Vice President for University Relations)

**Strategy 1C: Provide training and guidance to current faculty and staff to help them understand, practice and incorporate Highlander identity and values (Responsive, Resilient, Real) into their daily activities.**



Green = Progress is on track.

***Describe progress toward target:*** Training and guidance for current faculty and staff are currently under development.

***Describe challenges:*** Training and guidance for current faculty and staff are to be developed during Fall 2018 and Spring 2019 and implemented during Fall 2019. As such, the training and guidance are on schedule. There are no challenges that have been identified at this time.

***Who are you collaborating with?*** University Relations Team

***Does strategy overlap with other goal/strategy? If so, which one?*** This strategy is related to all Brand Identity strategies, which are closely aligned regarding awareness and promotion of the University and its mission.

***Describe next steps:*** Next steps include finalizing the training and guidance to be included as part of an event and/or program. Once finalized, the events and/or programs will need to be widely promoted on campus to obtain the desired level of faculty and staff engagement with 90 percent participation during their employment period.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** Existing University Relations staff will be utilized to provide the training and guidance to current faculty and staff.

***Name of person completing this Strategic Plan Progress Report:*** Ashley Schumaker (Chief of Staff and Vice President for University Relations)

**Strategy 1D: Provide training and guidance to current students to help them understand, practice and incorporate Highlander identity and values (Responsive, Resilient, Real) into their daily activities.**



Green = Progress is on track.

***Describe progress toward target:*** Training and guidance for current students are currently under development.

***Describe challenges:*** Training and guidance for current students are to be developed during Fall 2018 and Spring 2019 and implemented during Fall 2019. As such, the training and guidance are on schedule. There are no challenges that have been identified at this time.

***Who are you collaborating with?*** University Relations Team

***Does strategy overlap with other goal/strategy? If so, which one?*** This strategy is related to all Brand Identity strategies, which are closely aligned regarding awareness and promotion of the University and its mission.

***Describe next steps:*** Next steps include finalizing the training and guidance to be included as part of an event and/or program. Once finalized, the events and/or programs will need to be widely promoted on campus to obtain the desired level of student engagement with 90 percent undergraduate participation prior to their graduation.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** Existing University Relations staff will be utilized to provide the training and guidance to current students.

***Name of person completing this Strategic Plan Progress Report:*** Ashley Schumaker (Chief of Staff and Vice President for University Relations)

**Strategy 1E: Increase visibility of the Highlander brand identity and values around campus.**



Green = Progress is on track.

***Describe progress toward target:*** During the Spring 2018 semester, the Division of Finance and Administration designed and constructed a new entrance at the corner of Tyler Avenue and Jefferson Street. The new entrance reinforces the Radford brand and University logo as individuals approach campus and visitors see campus for the first time. A similar design with an integrated stairway was implemented in front of Moffett Lawn to enhance the overall Commencement experience and related program structure.

In terms of merchandising, there was \$1,145,617.67 in total merchandise sales; \$99,168.21 in royalties collected; and 113 licensees for Fiscal Year 2018 (July 1, 2017 to June 30, 2018). For the 2018 calendar year (January 1, 2018 – December 31, 2018), there was \$935,428.86 in total merchandise sales; \$80,235.04 in royalties collected; and 110 licensees.

***Describe challenges:*** There are no challenges that have been identified at this time.

***Who are you collaborating with?*** University Relations Team; Division of Finance and Administration; and Athletics Department

***Does strategy overlap with other goal/strategy? If so, which one?*** This strategy is related to all Brand Identity strategies, which are closely aligned regarding awareness and promotion of the University and its mission.

***Describe next steps:*** Next steps include the on-going monitoring of identified key performance indicators (total merchandise sales, royalties collected, and number of licensees) for continued growth and incremental progress toward overall goals.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** No new investments or reinvestments are needed for this strategy, which provides positive exposure and increasing revenue for the University.

***Name of person completing this Strategic Plan Progress Report:*** Ashley Schumaker (Chief of Staff and Vice President for University Relations)

**Strategy 2A: Identify expanded opportunities for brand communication.**



Yellow = Progress has begun, but may be delayed.

***Describe progress toward target:*** University Relations, in collaboration with Enrollment Management, has been engaged in a multi-year marketing campaign to promote Radford University programs and services. The marketing campaign has been geared toward student recruitment efforts with the goal of increasing overall student enrollment. This remains a top priority moving forward. In addition to a comprehensive marketing campaign focused on telling the Radford story and highlighting individual journeys, University Relations has been actively engaged in identifying new markets and placements to fit within existing budgetary resources. This work is occurring in close partnership with Enrollment Management and University Relations.

***Describe challenges:*** Implementation was to occur during the Spring 2018 semester. The establishment was delayed due to personnel changes, specifically the departure of the former Vice President for University Relations and the naming of a new Vice President for University Relations. Work began during the Fall 2018 semester and will remain on-going.

***Who are you collaborating with?*** University Relations Team; Vice President for Enrollment Management and Team; and Vice President for University Advancement and Team

***Does strategy overlap with other goal/strategy? If so, which one?*** This strategy is related to all Brand Identity strategies, which are closely aligned regarding awareness and promotion of the University and its mission.

***Describe next steps:*** Next steps include generating a prioritized listing of markets and placements for implementation with current resources and as additional resources become available.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** At this time, new placements and markets are being identified within current budgetary resources. However, with an increased investment, additional progress would be made with regard to this strategy. Some placements can be expanded and/or introduced utilizing University resources, such as e-mail distribution lists and existing web pages.

***Name of person completing this Strategic Plan Progress Report:*** Ashley Schumaker (Chief of Staff and Vice President for University Relations)

# **RADFORD** UNIVERSITY

## **2018-2023 Strategic Plan**

### **Embracing the Tradition and Envisioning the Future**

#### **Economic Development and Community Partnerships**

#### **Fall 2018 Updates**

**Strategy 1A: Consolidate, build and promote a comprehensive economic development, outreach and continuing education office, ACCESS Radford.**



Yellow = Progress has begun, but may be delayed.

***Describe progress toward target:*** The ACCESS Radford Office has not been formally established; however, much work has occurred, and progress has been made.

The Vinod Chachra IMPACT Lab provides competency-based education in cybersecurity, geospatial intelligence, and education via a business-to-business model aimed at working adults. Through the ASSET grant from the U.S. Department of Education; training is being funded for teachers in rural Appalachia related to providing instruction to children and youth with disabilities. The first IMPACT graduate completed the program in July 2018. For Fall 2018, Radford University enrolled 488 IMPACT students, including those participating in the ASSET grant. Also, Radford University's Geohazards and Unmanned Systems provides consultation for the Virginia Department of Transportation and other agencies.

Work is on-going with non-profits for data collection and the creation of research reports. This effort is through the Sociology Department and the Women's Resource Center. Additionally, there is shared expertise of faculty on local governing and non-profit boards utilizing disciplinary expertise. Finally, the campus-based economic development liaison represents Radford University on local economic development boards, such as Onward NRV and GO Virginia.

***Describe challenges:*** This strategy include many facets of the campus and its operations. It will be important to develop an overarching plan and facilitate interaction among these individuals to ensure continued development and progress.

***Who are you collaborating with?*** Vinod Chachra IMPACT Lab; Academic Affairs (Provost's Office and Academic Colleges);

***Does strategy overlap with other goal/strategy? If so, which one?*** This strategy is related to all Economic Development and Community Partnerships strategies, which are closely aligned.

***Describe next steps:*** Next steps include continued development of the initiatives outlined above and others outlined in the strategic plan that have not been started.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** N/A

***Name of person completing this Strategic Plan Progress Report:*** Kenna Colley (Interim Provost and Vice President for Academic Affairs) on behalf of the Academic Affairs Leadership Team



**Strategy 1B: Establish an Appalachian Community Outreach Institute (centered in Abingdon) to improve the health, vitality and economic sustainability of Southwest Virginia communities, while connecting Radford University with these communities.**



Green = Progress is on track.

***Describe progress toward target:*** Staffing changes have been made with regard to Radford University's presence at the Southwest Virginia Higher Education Center located in Abingdon in order to begin and support the work of the Appalachian Community Outreach Institute. The Institute is led by Theresa Burriss.

For Fall 2018, a Leadership in Management Workshop Series was developed and provided at the Abingdon site. In total, 20 participants from middle management positions participated in a six-part series of workshops with facilitators and presenters from the Davis College of Business and Economics; the College of Education and Human Development; and the College of Visual and Performing Arts. Also, workshops have been offered in Abingdon to share the ideals and strategies of Design Thinking and market the graduate program. A partnership has been developed with WIZE Solutions, a healthcare informatics company located in Abingdon that is interested in creating a center of excellence at Radford University. Jeff Pittges is a member of the Advisory Board at WIZE Solutions. The potential partnership would include students working in Healthcare Informatics, while taking coursework at Radford University.

***Describe challenges:*** The original staffing and programming plan has not been fully operationalized to date. Work remains on-going for future staffing and programmatic expansion.

***Who are you collaborating with?*** Academic Affairs (Provost's Office and Academic Colleges)

***Does strategy overlap with other goal/strategy? If so, which one?*** This strategy is related to all Economic Development and Community Partnerships strategies, which are closely aligned.

***Describe next steps:*** Next steps include fully establishing the Appalachian Community Outreach Institute, continuing the initiatives outlined above, and other initiatives contained within the strategic plan.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** The part-time administrative assistant position was elevated to a recruiter with the hiring of Amanda Baldwin Estep, who is well connected to the communities there and is working diligently to grow opportunities for Radford University.

***Name of person completing this Strategic Plan Progress Report:*** Kenna Colley (Interim Provost and Vice President for Academic Affairs) on behalf of the Academic Affairs Leadership Team

**Strategy 2A: Establish and operate a business incubator, Student Venture Lab, to promote new start-ups.**



Green = Progress is on track.

***Describe progress toward target:*** During Spring 2018, work began toward initial ideas related to the Venture Lab. Steve Childers has completed work on the start-up design and goals. The first meeting of the Advisory Committee was held in October 2018. Dean Joy Bhadury has offered to contact a consultant/former coworker at The University of North Carolina at Greensboro that has built a similar lab. Work is on-going to identify a space on campus for the Venture Lab. At this time, current available shell space has been identified in the Davis College of Business and Economics. Furthermore, a concept design has been developed for this program as the final design and construction are awaiting funding.

***Describe challenges:*** In the strategic planning process, the name was set as the Student Venture Lab. Since that time, the lab, in concept, will primarily serve students, but also provide support to faculty and staff. As such, there is discussion regarding change the formal name to Venture Lab. Additional discussion is around the concept of the Highlander Venture Lab. The name will need to be finalized prior to fully implementing this strategy. Implementation is slated for Fall 2020.

***Who are you collaborating with?*** Division of Finance and Administration and Academic Affairs (Davis College of Business and Economics)

***Does strategy overlap with other goal/strategy? If so, which one?*** This strategy is related to all Economic Development and Community Partnerships strategies, which are closely aligned.

***Describe next steps:*** Next steps include continued work on space location and needs with the Division of Finance and Administration; establish monthly meetings for Advisory Committee with clear goals and strategies; and bring consultant to campus in early 2019 to work with the Advisory Committee.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** A stipend is being provided to Steve Childers for his work during the summer months, his attendance at the Entrepreneur and Innovation Conference; and his visit to The University of Virginia's College at Wise to explore their NEST Venture Lab. Books for Advisory Board members have also been purchased to help frame the conversation and the path forward.

***Name of person completing this Strategic Plan Progress Report:*** Kenna Colley (Interim Provost and Vice President for Academic Affairs) on behalf of the Academic Affairs Leadership Team

**Strategy 2B: Develop a Tourism and Special Events Resource Lab to engage students and faculty in collaborative community projects to promote tourism in Radford and the New River Valley.**



Yellow = Progress has begun, but may be delayed.

***Describe progress toward target:*** Work is currently underway for the development of a Tourism Lab that connects the campus and the community with local tourism agencies and events. Currently, students under faculty supervision are working on managing content on the local tourism websites with assistance for web design and services.

***Describe challenges:*** This strategy was to be implemented in Fall 2018. Work remains on-going. As such, the Tourism Lab is slated for future implementation. Therefore, progress has been made; however, the Tourism Lab is behind schedule. Also, at this time, no advisory board is in place.

***Who are you collaborating with?*** Tourism Faculty; Jeff Pittges; Academic Colleges; City of Radford; and Local Counties and Tourism Boards

***Does strategy overlap with other goal/strategy? If so, which one?*** This strategy is related to all Economic Development and Community Partnerships strategies, which are closely aligned.

***Describe next steps:*** Next steps include continued development of the Tourism Lab and an examination for reinvestments.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** A stipend is being provided to Jeff Pittges for his work during the summer months.

***Name of person completing this Strategic Plan Progress Report:*** Kenna Colley (Interim Provost and Vice President for Academic Affairs) on behalf of the Academic Affairs Leadership Team

# **RADFORD** UNIVERSITY

## **2018-2023 Strategic Plan**

### **Embracing the Tradition and Envisioning the Future**

#### **Philanthropic Giving and Alumni Engagement Fall 2018 Updates**

**Strategy 1A: Increase staffing to strengthen and/or grow regional chapters, signature events, collaborative partnerships and personal outreach; create new volunteer program opportunities; and enhance data collection from across all campus partners.**



Green = Progress is on track.

***Describe progress toward target:*** Since the adoption of the strategic plan, additional staffing has been added to University Advancement in both office-based and college-based personnel. The current staffing level for 30 personnel is broken down in the following areas.

Vice President for University Advancement Office: 3

Major Gifts: 9

Alumni Relations: 6

Annual Giving: 3

Donor Relations: 1

Advancement Communications: 2

Advancement Services and Operations: 6

***Describe challenges:*** N/A

***Who are you collaborating with?*** University Advancement Team

***Does strategy overlap with other goal/strategy? If so, which one?*** This strategy provides the personnel needed in order to execute the work of University Advancement and accomplish the strategies contained under Philanthropic Giving and Alumni Engagement.

***Describe next steps:*** University Advancement strives to maintain and attract top talent in order to enhance current outreach and programming opportunities.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** N/A

***Name of person completing this Strategic Plan Progress Report:*** Ashley Schumaker (Chief of Staff and Vice President for University Relations) on behalf of Wendy Lowery (Vice President for University Advancement)

**Strategy 1B: Develop parent and family outreach strategies to forge meaningful connections with the university community, while providing opportunities to enhance the overall student experience.**



Green = Progress is on track.

***Describe progress toward target:*** The Office of New Student Programs was recently renamed to reflect the University’s focus on parent engagement.

As part of both Homecoming and Family Weekend, which were held on the same weekend in October 2018, a parent advisory group/family focus group meeting was held. Parents were selected by Student Affairs and University Advancement leadership and invited to participate in the initial conversation. Some of the parent participants were alumni. As such, they provided a multi-faceted perspective. Participants provided a wide range of feedback on a variety of events, including Quest. Also, during Family Weekend, there was a session held titled, “Communicating with Your Student.” During the session, Bruce Hayden, Associate Dean of Students and parent of a Radford University student, talked about how parents and students can effectively communicate.

***Describe challenges:*** The largest challenge is getting parents and families to participate in the programming, which has expanded and largely unknown by the general population.

***Who are you collaborating with?*** Enrollment Management (New Student and Family Programs); Student Affairs (Student Life); University Relations; and University Advancement (Alumni Affairs)

***Does strategy overlap with other goal/strategy? If so, which one?*** This strategy is related to all Philanthropic Giving and Alumni Engagement strategies, which are closely aligned.

***Describe next steps:*** Continue collaboration to support outreach and services for parents and families. Continue to promote opportunities for parents and families to connect to Radford. Develop assessment measures to determine value of programming offered to parents and families. Consider possible measures to connect engagement of parents and families with student persistence. Increase collaboration across all areas.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** Existing resources are being used at this time.

***Name of person completing this Strategic Plan Progress Report:*** Susan Trageser (Vice President for Student Affairs)

**Strategy 1C: Educate, engage and excite students about the importance and impact of supporting the university, while developing a culture of philanthropy.**



Green = Progress is on track.

***Describe progress toward target:*** University Advancement, through Alumni Relations, has a growing senior giving program in which seniors provide a nominal donation to the University. This is a symbolic gesture that begins their service as both alumni and donors immediately following graduation. For 2018, \$37,174 was raised for the Highlander Senior Class Scholarship with \$5,049 of that total amount from 474 senior donors. Also, during Spring Fever Bash 2018, 250 students participated.

***Describe challenges:*** The largest challenge is creating a cultural shift that focuses on students giving back and participating in programming, which is newly-expanded in the amount of focus and number of initiatives.

***Who are you collaborating with?*** University Advancement (Alumni Relations); Student Affairs (All Areas); and Academic Affairs (Center for Career and Talent Development)

***Does strategy overlap with other goal/strategy? If so, which one?*** This strategy is related to all Philanthropic Giving and Alumni Engagement strategies, which are closely aligned.

***Describe next steps:*** Continue the development of scholarship creation initiatives. Develop committees to ensure that giving is a part of the student experience. Increase collaboration across all areas in order to maximize student engagement and giving.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** Existing resources are being used at this time.

***Name of person completing this Strategic Plan Progress Report:*** Susan Trageser (Vice President for Student Affairs)

**Strategy 1D: Increase awareness about the value and impact of alumni and donor engagement with faculty, staff, retirees and community to leverage expertise, provide a welcoming campus environment and showcase opportunities for support.**



Red = No progress has been reported.



**Strategy 2A: Increase staffing in the advancement office in order to improve capacity to engage and raise funds.**



Green = Progress is on track.

***Describe progress toward target:*** Since the adoption of the strategic plan, additional staffing has been added to University Advancement in both office-based and college-based personnel. The current staffing level for 30 personnel is broken down in the following areas.

Vice President for University Advancement Office: 3

Major Gifts: 9

Alumni Relations: 6

Annual Giving: 3

Donor Relations: 1

Advancement Communications: 2

Advancement Services and Operations: 6

***Describe challenges:*** N/A

***Who are you collaborating with?*** University Advancement Team

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** This strategy provides the personnel needed in order to execute the work of University Advancement and accomplish the strategies contained under Philanthropic Giving and Alumni Engagement.

***Describe next steps:*** University Advancement strives to maintain and attract top talent in order to enhance current outreach and programming opportunities.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** N/A

***Name of person completing this Strategic Plan Progress Report:*** Ashley Schumaker (Chief of Staff and Vice President for University Relations) on behalf of Wendy Lowery (Vice President for University Advancement)

**Strategy 2B: Increase participation in alumni giving through leadership giving, student philanthropy, young alumni giving and affinity-based giving.**



Red = No progress has been reported.

**Strategy 2C: Secure at least \$15 million annually by 2023 through annual fund, major gifts, planned gifts and corporate/foundation gifts.**



Green = Progress is on track.

***Describe progress toward target:*** For Fiscal Year 2018, the University secured \$15.2 million in philanthropic giving to support programs and students. Of the \$15.2 million, \$11.1 million was dedicated to student scholarships. The strategic plan established a goal of raising \$15 million annually by 2023. As such, the goal was met in the first year of implementation.

***Describe challenges:*** The University averaged approximately \$4 million per year before record-breaking fiscal years in 2016 at \$8 million followed by 2017 at \$10.7 million and 2018 at \$15.2 million. As such, the challenge will be to continue the forward momentum and the increasing levels of support.

***Who are you collaborating with?*** University Advancement Team; Office of the President; Academic Affairs (All Colleges); and University Relations

***Does strategy overlap with other goal/strategy? If so, which one?*** This strategy is related to all Philanthropic Giving and Alumni Engagement strategies, which are closely aligned.

***Describe next steps:*** The University will continue to build new relationships and enhance existing relations. University Advancement, in collaboration with many campus entities, will continue to identify programmatic and students needs and align those with current and future donors.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** Existing resources are being used at this time.

***Name of person completing this Strategic Plan Progress Report:*** Ashley Schumaker (Chief of Staff and Vice President for University Relations) on behalf of Wendy Lowery (Vice President for University Advancement)

**Strategy 3A: Develop and execute an education plan to inform constituents on the variety of ways to give and how giving and participation impact rankings, showcase needs and highlight success stories.**



Yellow = Progress has begun, but may be delayed.

***Describe progress toward target:*** The scholarship function is very complex and involves University Advancement and other entities on-campus and off-campus. With so many tentacles and all with a variety of objectives, we must work diligently to ensure that we are all on the same page in order to create an opportunity. In Spring 2018, a committee was formed to include representation from all entities in order to better work together to meet the needs of all parties involved, while focusing on improving our ability to steward scholarship benefactors and providing every opportunity to recruit and retain students through scholarship support.

***Describe challenges:*** The education plan was to be developed in Spring 2018 with implementation in Fall 2018. The plan remains under development at this time.

***Who are you collaborating with?*** University Advancement Team; Radford University Foundation, Inc.; Enrollment Management (Financial Aid); and Athletics Department

***Does strategy overlap with other goal/strategy? If so, which one?*** This strategy is related to all Philanthropic Giving and Alumni Engagement strategies, which are closely aligned.

***Describe next steps:*** For stewardship, University Advancement is currently working within our team to focus on building a comprehensive stewardship plan by utilizing existing staff. For promoting philanthropic awareness, University Advancement is evaluating our website and ensuring that it is easy to use and promotes current contributions and alumni accomplishments. For scholarship, University Advancement is focusing on objectives identified in the Fall 2018 committee meeting, the first official meeting of newly-formed committee.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** All other initiatives at this stage have been implemented with minimal budgetary requirements and through support from the Radford University Foundation, Inc.

***Name of person completing this Strategic Plan Progress Report:*** Wendy Lowery (Vice President for University Advancement)

### **Strategy 3B: Plan and implement stewardship programs.**



Green = Progress is on track.

***Describe progress toward target:*** University Advancement continues to regularly host signature events in order to acknowledge donors for their engagement with and support of the University. These events are also critical in attracting and inspiring new donors. On April 6, 2018, the Celebration of Giving events were held for the past academic year. On October 18, 2018, the Partners in Excellence Luncheon was held. The Celebration of Giving events will be held on April 5, 2019. These events are for the current academic year. Other annual events include Homecoming and Reunion Weekend and the Alumni Winter Celebration. During Summer 2018, University Advancement hosted the Highlander Hometown Tour with 31 stops in 25 cities across four states. This event was highly successful and has provided a strong foundation for a series of Spring and Summer 2019 events to be hosted by President Brian O. Hemphill, Ph.D. throughout the Commonwealth and in neighboring states.

The following donor recognition areas are available and highlighted on the University Advancement website: Benefactor (\$25,000 and above); Investor (\$10,000 - \$24,999); Partner (\$5,000 - \$9,999); Shareholder (\$2,500 - \$4,999); Charter (\$1,000 - \$2,499); Fellow (\$750 - \$999); Ambassador (\$500 - \$749); Associate (\$250 - \$499); Century (\$100 - \$249); and Friends (up to \$99), as well as the Society of 1910; President's Circle; Businesses, Corporations, and Foundations; and Matching Gift Companies.

***Describe challenges:*** University Advancement continues to host events and provide related programming that is both new in look and feel. It is important to keep these events fresh to ensure donors and other individuals remain engaged.

***Who are you collaborating with?*** University Advancement Team; Office of the President; and University Relations

***Does strategy overlap with other goal/strategy? If so, which one?*** This strategy is related to all Philanthropic Giving and Alumni Engagement strategies, which are closely aligned.

***Describe next steps:*** These programs will continue to be offered, and methods for expansion will be evaluated and implemented where possible.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** Existing resources are being used at this time.

***Name of person completing this Strategic Plan Progress Report:*** Ashley Schumaker (Chief of Staff and Vice President for University Relations) on behalf of Wendy Lowery (Vice President for University Advancement)

**Strategy 3C: Develop relevant materials and events.**



Green = Progress is on track.

***Describe progress toward target:*** University Advancement continues to regularly disseminate high-quality materials and consistently host engaging events. Examples of such work include the creation and dissemination of the “Giving Thanks” video series before the 2017 and 2018 end of year holidays and The Magazine for Radford University.

***Describe challenges:*** University Advancement continues to disseminate materials, host events, and provide related programming that is both new in look and feel. It is important to keep these materials and events fresh to ensure donors and other individuals remain engaged.

***Who are you collaborating with?*** University Advancement Team; Office of the President; and University Relations; and Information Technology (Printing Services)

***Does strategy overlap with other goal/strategy? If so, which one?*** This strategy is related to all Philanthropic Giving and Alumni Engagement strategies, which are closely aligned.

***Describe next steps:*** The materials will continue to be produced, and events will continue to be hosted, while methods for expansion will be evaluated and implemented where possible.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** Existing resources are being used at this time.

***Name of person completing this Strategic Plan Progress Report:*** Ashley Schumaker (Chief of Staff and Vice President for University Relations) on behalf of Wendy Lowery (Vice President for University Advancement)

# **RADFORD** UNIVERSITY

## **2018-2023 Strategic Plan**

### **Embracing the Tradition and Envisioning the Future**

#### **Strategic Enrollment**

#### **Growth**

#### **Fall 2018 Updates**

**Strategy 1A: Create a cross-functional Enrollment Data Council to prioritize data needs associated with improved recruitment and retention to be represented by Academic Affairs, Institutional Research, Information Technology, Enrollment Management and Student Affairs. Personnel in the Division of Enrollment Management will assist the Council in the use of predictive analytics and other techniques to meet data needs.**



Green = Progress is on track.

***Describe progress toward target:*** The Enrollment Data Council was created in the fall of 2017, in anticipation of the launch of the University’s Strategic Plan. The Council is chaired by Danny Kemp, Vice President for Information Technology and Kitty McCarthy, Vice President for Enrollment Management. The remaining fourteen members come from the Divisions of Academic Affairs, Enrollment Management, Finance and Administration, Information Technology and Student Affairs. Discussions throughout the 2017-18 academic year focused on sources of institutional data, data analytics to support student success and an analytics index.

These concepts will continue to be priorities during the 2018-19 academic year as will additional topics such as dashboards and data conversion and collection to support the JCHS/RU merger. Recommendations from the Council will support these and other enrollment-related data needs.

***Describe challenges:*** There are no challenges to report at this time.

***Who are you collaborating with?*** Academic Affairs; Enrollment Management; Finance and Administration; Information Technology; and Student Affairs

***Does strategy overlap with other goal/strategy? If so, which one?*** No. This strategy supports efforts associated with recruitment and retention strategies.

***Describe next steps:*** Continue efforts as outlined. The Enrollment Data Council will meet throughout the 2018-19 academic year.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** N/A

***Name of person completing this Strategic Plan Progress Report:*** Kitty McCarthy (Vice President for Enrollment Management)



**Goal 2A: Place greater emphasis on recruitment of students from Northern Virginia.**



Green = Progress is on track.

***Describe progress toward target:*** Northern Virginia continues to be an undergraduate recruitment priority especially in light of erosion in the market over the past few years. New approaches are in place to support Fall 2019 new freshman recruitment and enrollment including:

- Collaboration between University Relations and Enrollment Management to support advertising and visibility through social media;
- Additional support through existing territory management program;
- Fall 2018 school counselor bus trip to campus; and
- Fall 2018 reception for prospective students and families.

***Describe challenges:*** The most significant challenge is intense competition from in-state and out-of-state colleges and universities; especially those within one to two hours of the region.

***Who are you collaborating with?*** Enrollment Management Team and University Relations

***Does strategy overlap with other goal/strategy? If so, which one?*** No.

***Describe next steps:*** Next steps are to implement schedule as planned and continue to seek opportunities for outreach and visibility.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** N/A

***Name of person completing this Strategic Plan Progress Report:*** Kitty McCarthy (Vice President for Enrollment Management)

**Goal 2B: Increase the visibility of Radford University with in-state freshman students through an enhanced portfolio of traditional, digital, mobile, web, social media and virtual reality marketing tools and resources.**



Green = Progress is on track.

***Describe progress toward target:*** The plan for 2018-19 is underway with a robust schedule including social media, video and traditional communication and outreach.

***Describe challenges:*** There are no challenges to report at this time.

***Who are you collaborating with?*** Enrollment Management Team and University Relations

***Does strategy overlap with other goal/strategy? If so, which one?*** No

***Describe next steps:*** Next steps are to implement the schedule as planned and continue to seek additional opportunities for outreach to and visibility for in-state freshman students.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** N/A

***Name of person completing this Strategic Plan Progress Report:*** Kitty McCarthy (Vice President for Enrollment Management)

**Goal 3A: Focus out-of-state recruitment efforts in Maryland, Washington, D.C., West Virginia and North Carolina.**



Green = Progress is on track.

***Describe progress toward target:*** Maryland, Washington D.C., West Virginia and North Carolina continue to be important feeder markets for Radford University. A territory manager is assigned to each of these markets and supports all outreach efforts.

For Fall 2018, we saw growth in new freshman headcount in Washington D.C. Other areas remained flat.

***Describe challenges:*** Competition is keen for new freshmen in each of these feeder markets.

***Who are you collaborating with?*** Primary responsibility lies with Enrollment Management with support from others across campus.

***Does strategy overlap with other goal/strategy? If so, which one?*** No

***Describe next steps:*** Implement recruitment plans.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** N/A

***Name of person completing this Strategic Plan Progress Report:*** Kitty McCarthy (Vice President for Enrollment Management)

**Goal 3B: Increase the visibility of Radford University with out-of-state freshman students through an enhanced portfolio of traditional, digital, mobile, web, social media and virtual reality marketing tools and resources.**



Green = Progress is on track.

***Describe progress toward target:*** The plan for 2018-19 is underway with a robust schedule including social media, video and traditional communication and outreach. Focus for video and live sessions is on encouraging application, opportunities to visit campus, FAFSA submission and yield.

Virtual reality remains of interest. Implementation options will be considered for 2019-20.

***Describe challenges:*** There are no challenges to report at this time.

***Who are you collaborating with?*** Enrollment Management Team and University Relations

***Does strategy overlap with other goal/strategy? If so, which one?*** No

***Describe next steps:*** Next steps are to implement schedule as planned and continue to seek opportunities for outreach to and visibility for out-of-state freshman students.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** N/A

***Name of person completing this Strategic Plan Progress Report:*** Kitty McCarthy (Vice President for Enrollment Management)

**Goal 4A: Enhance recruitment efforts across the Virginia Community College System (VCCS).**



Green = Progress is on track.

***Describe progress toward target:*** Traditionally, approximately 80% of new transfer students are from the Virginia Community College System (VCCS). While enrollment at the VCCS is down (a function of demographic shifts and a strong economy), the University’s reliance on the VCCS will continue.

To strengthen our commitment to the VCCS and increase opportunities and visibility, these efforts are underway:

- New and robust approaches to partnerships with VCCS partners;
- Transfer student twilight tours, on- and off-site application review; and
- Enhanced procedures for transfer credit evaluation.

In addition, space has been made available to the University at New River Community College (Dublin and New River Valley Mall), NOVA Annandale Campus and Virginia Highlands Community College. These spaces support recruitment, admission counseling and academic advising.

***Describe challenges:*** The biggest challenges are VCCS enrollment trends and intense competition from in-state and out-of-state colleges and universities.

***Who are you collaborating with?*** Enrollment Management Team and University Relations

***Does strategy overlap with other goal/strategy? If so, which one?*** No

***Describe next steps:*** Next steps are to implement activities as identified and continue existing efforts to support outreach, application submission and yield.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** N/A

***Name of person completing this Strategic Plan Progress Report:*** Kitty McCarthy (Vice President for Enrollment Management)

**Goal 4B: Increase the visibility of Radford University with transfer students through an enhanced portfolio of traditional, digital, mobile, web, social media and virtual reality marketing tools and resources.**



Green = Progress is on track.

***Describe progress toward target:*** The plan for 2018-19 is underway, which includes a robust schedule of social media, video and traditional communication and outreach. Focus for video and live sessions is on encouraging application, opportunities to visit campus, FAFSA submission and yield.

***Describe challenges:*** There are no challenges to report at this time.

***Who are you collaborating with?*** Enrollment Management Team and University Relations

***Does strategy overlap with other goal/strategy? If so, which one?*** No

***Describe next steps:*** Next steps are to implement schedule as planned and continue to seek opportunities for outreach to and visibility for transfer students.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** N/A

***Name of person completing this Strategic Plan Progress Report:*** Kitty McCarthy (Vice President for Enrollment Management)

**Goal 5A: Partner with Academic Affairs, through the Military Resource Center, and Finance and Administration, through Institutional Research, to identify and implement activities to recruit veterans and active military students.**



Green = Progress is on track.

***Describe progress toward target:*** Institutional Research provides admissions and enrollment data to the Military Resource Center as requested in support of the Center's efforts to support military and veteran students. That work is also utilized by Enrollment Management to support outreach, application submission and yield.

***Describe challenges:*** There are no challenges to report at this time.

***Who are you collaborating with?*** Enrollment Management; Academic Affairs (Military Resource Center); and Finance and Administration (Institutional Research)

***Does strategy overlap with other goal/strategy? If so, which one?*** No

***Describe next steps:*** Next steps are to implement activities and continue existing efforts to support outreach, application submission and yield.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** N/A

***Name of person completing this Strategic Plan Progress Report:*** Chad Reed (Vice President for Finance and Administration and Chief Financial Officer)

**Goal 5B: Increase the visibility of Radford University with veteran and active military students through an enhanced portfolio of traditional, digital, mobile, web, social media and virtual reality marketing tools and resources.**



Green = Progress is on track.

***Describe progress toward target:*** The plan for 2018-19 is underway, which includes a robust schedule of social media, video and traditional communication and outreach. Focus for video and live sessions is on encouraging application, opportunities to visit campus, FAFSA submission and yield.

***Describe challenges:*** There are no challenges to report at this time.

***Who are you collaborating with?*** Enrollment Management; Academic Affairs (Military Resource Center); Finance and Administration (Institutional Research); and University Relations

***Does strategy overlap with other goal/strategy? If so, which one?*** No

***Describe next steps:*** Next steps are to implement schedule as planned and continue to seek opportunities for outreach to and visibility for veteran and active military students.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** N/A

***Name of person completing this Strategic Plan Progress Report:*** Ashley Schumaker (Chief of Staff and Vice President for University Relations) on behalf of Kitty McCarthy (Vice President for Enrollment Management)



**Goal 6A: Establish dual/double degree programs with international universities.**



Green = Progress is on track.

***Describe progress toward target:*** Our first 2+2 dual degree program in Accounting has been established with Shandong Youth University of Political Science in China. Two students were welcomed to the program in the Spring 2018.

***Describe challenges:*** Given the national climate, international recruitment and enrollment is highly volatile.

Radford University is very much in building mode with regard to international outreach and recruitment. There is excitement for the future with the new leadership in the International Education Center, which is now the Center for Global Education and Engagement, and the development of enrollment pipelines.

***Who are you collaborating with?*** Enrollment Management; Academic Affairs (Center for Global Education and Engagement and Academic Colleges); and Office of the President

***Does strategy overlap with other goal/strategy? If so, which one?*** No

***Describe next steps:*** Next steps are continue developing relationships in strategic international locations, institutions and agents, which closely align to the University's mission and goals to bring international students to Radford; exploring faculty connections, networks and travel for international recruitment opportunities; and working with Radford University deans, chairs and faculty and international partners/institutions/recruiters to map programs with international partners for dual degree programs.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** The position of Director of International Education Center has been elevated to Assistant Provost for Global Education and Engagement. Investments are being made to international recruiting activities.

***Name of person completing this Strategic Plan Progress Report:*** Kitty McCarthy (Vice President for Enrollment Management) with support from Jeanne Mekolichick (Associate Provost for Academic Programs)

**Goal 6B: Launch worldwide, commission-based network of agents.**



Green = Progress is on track.

***Describe progress toward target:*** Radford University has contracted with three international student recruitment agencies which are working in strategic locations including China, Vietnam, India, Congo and Nepal to recruit international students and develop dual degree partnerships.

The University has engaged in additional strategic contractual relationships and is exploring partnerships with two universities in Mexico and opportunities in Brazil.

***Describe challenges:*** Given the national climate, international recruitment and enrollment is highly volatile.

Radford University is very much in building mode with regard to international outreach and recruitment. There is excitement for the future with the new leadership in the International Education Center, which is now the Center for Global Education and Engagement, and the development of enrollment pipelines.

***Who are you collaborating with?*** Enrollment Management; Academic Affairs (Center for Global Education and Engagement and Academic Colleges); and Finance and Administration

***Does strategy overlap with other goal/strategy? If so, which one?*** No

***Describe next steps:*** Next steps are to continue developing relationships in strategic international locations, institutions and agents, which closely align the University's mission and goals to bring international students to Radford.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** The position of Director of International Education Center has been elevated to Assistant Provost for Global Education and Engagement. Investments are being made to international recruiting activities.

***Name of person completing this Strategic Plan Progress Report:*** Kitty McCarthy (Vice President for Enrollment Management) with support from Jeanne Mekolichick (Associate Provost for Academic Programs)

**Goal 6C: Implement an English language and culture program that will prepare students for Radford University degree programs.**



Green = Progress is on track.

***Describe progress toward target:*** Institutional Research is participating in conversations with the International Education Center (now the Center for Global Education and Engagement and other support offices on campus on the implementation of the English Language and Culture program. Those discussions are being driven by Academic Affairs in collaboration with Enrollment Management.

Progress has been made, and we look forward to welcoming students in summer or fall of 2019. The following program elements have been created or identified:

- Scalable budget plan;
- Curriculum;
- Space; and
- IT infrastructure.

***Describe challenges:*** Changes in leadership have created challenges and opportunities. New leadership will provide a fresh perspective and commitment to an English language and culture program.

***Who are you collaborating with?*** Academic Affairs (Center for Global Education and Engagement and Academic Colleges); Finance and Administration; and Information Technology

***Does strategy overlap with other goal/strategy? If so, which one?*** No

***Describe next steps:*** Next steps are to continue the development and proceed with implementation of the English language and culture program.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** The position of Director of International Education Center has been elevated to Assistant Provost for Global Education and Engagement.

***Name of person completing this Strategic Plan Progress Report:*** Kitty McCarthy (Vice President for Enrollment Management) with support from Jeanne Mekolichick (Associate Provost for Academic Programs) and Chad Reed (Vice President for Finance and Administration and Chief Financial Officer)

**Goal 7A: Focus recruitment efforts on primary feeder institutions, including current Radford University undergraduates and other public and private colleges and universities in Virginia and surrounding states.**



Green = Progress is on track.

***Describe progress toward target:*** The College of Graduate Studies and Research expanded use of high-touch, personalized recruitment strategies, including use of CollegeNet Prospect as a customer-relations management system and working with Mongoose Cadence as a vendor for enterprise text messaging services. The College also significantly expanded its social media presence, utilizing data-driven marketing by program. Our marketing vendor, Access Inc., designed a new recruitment video, marketing materials and pull-up banners for approximately half of our programs to significantly improve our College's brand and visibility.

New cross-institutional, accelerated degree partnerships with Emory & Henry College in business administration, strategic communication and English have been approved for implementation in Fall 2019. To diversify graduate enrollments in the future, the College expanded outreach to HBCUs, such as by arranging an all-day visit to Radford by undergraduates from Livingstone College. The College also collaborated with prospective partners at the Chongqing International Education Research Institute in China on possible future recruitment plans.

Also, Institutional Research provides admissions and enrollment data to the College as requested in support of graduate recruiting efforts.

***Describe challenges:*** There is a decline in graduate enrollments across the Commonwealth.

***Who are you collaborating with?*** Academic Affairs (Academic Colleges); Office of the President; Enrollment Management; Finance and Administration (Institutional Research); and External Vendors

***Does strategy overlap with other goal/strategy? If so, which one?*** No

***Describe next steps:*** Next steps include continued implementation of ongoing and new activities.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** New investments include increased investment in recruitment

marketing in our contract with Access Inc. and new contract with Mongoose Cadence for enterprise text messaging.

***Name of person completing this Strategic Plan Progress Report:*** Kitty McCarthy (Vice President for Enrollment Management) with support from Laura Jacobsen (Acting Dean of the College of Graduate Studies and Research)

**Goal 7B: Increase the visibility of the Radford University College of Graduate Studies and Research with an enhanced portfolio of traditional, digital, mobile, web and social media marketing tools and resources.**



Green = Progress is on track.

***Describe progress toward target:*** The College of Graduate Studies and Research expanded use of high-touch, personalized recruitment strategies, including use of CollegeNet Prospect as a customer-relations management system and working with Mongoose Cadence as a vendor for enterprise text messaging services. The College also significantly expanded its social media presence, utilizing data-driven marketing by program. Our marketing vendor, Access Inc., designed a new recruitment video, marketing materials and pull-up banners for approximately half of our programs to significantly improve our College’s brand and visibility. Also, Institutional Research provides admissions and enrollment data to the College as requested in support of graduate recruiting efforts.

***Describe challenges:*** There is a decline in graduate enrollments across the Commonwealth.

***Who are you collaborating with?*** Academic Affairs (Academic Colleges); Enrollment Management; Finance and Administration (Institutional Research); University Relations; and External Vendors

***Does strategy overlap with other goal/strategy? If so, which one?*** No

***Describe next steps:*** Next steps include continued implementation of ongoing and new activities.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** New investments include increased investment in recruitment marketing in our contract with Access Inc. and new contract with Mongoose Cadence for enterprise text messaging.

***Name of person completing this Strategic Plan Progress Report:*** Kitty McCarthy (Vice President for Enrollment Management) with support from Laura Jacobsen (Acting Dean of the College of Graduate Studies and Research)

**Goal 7C: Improve use of a customer relations management system and data analytics to help guide and inform the recruitment process.**



Green = Progress is on track.

***Describe progress toward target:*** The College of Graduate Studies and Research expanded use of high-touch, personalized recruitment strategies, including use of CollegeNet Prospect as a customer-relations management system and working with Mongoose Cadence as a vendor for enterprise text messaging services. The College also significantly expanded its social media presence, utilizing data-driven marketing by program. Our marketing vendor, Access Inc., designed a new recruitment video, marketing materials and pull-up banners for approximately half of our programs to significantly improve our College's brand and visibility.

***Describe challenges:*** There is a decline in graduate enrollments across the Commonwealth.

***Who are you collaborating with?*** Academic Affairs (Academic Colleges); Enrollment Management; University Relations; and External Vendors

***Does strategy overlap with other goal/strategy? If so, which one?*** No

***Describe next steps:*** Next steps include continued implementation of ongoing and new activities.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** New investments include increased investment in recruitment marketing in our contract with Access Inc. and new contract with Mongoose Cadence for enterprise text messaging.

***Name of person completing this Strategic Plan Progress Report:*** Kitty McCarthy (Vice President for Enrollment Management) with support from Laura Jacobsen (Acting Dean of the College of Graduate Studies and Research)

**Goal 7D: Create and promote new academic program options, such as 2 + 3, 4 + 1, graduate certificates, graduate degrees and competency-based education.**



Green = Progress is on track.

***Describe progress toward target:*** New cross-institutional, accelerated degree partnerships with Emory & Henry College in business administration, strategic communication and English have been approved for implementation in Fall 2019. To diversify graduate enrollments in the future, the College of Graduate Studies and Research expanded outreach to HBCUs, such as by arranging an all-day visit to Radford by undergraduates from Livingstone College. The College also collaborated with prospective partners at the Chongqing International Education Research Institute in China on possible future recruitment plans.

***Describe challenges:*** There is a decline in graduate enrollments across the Commonwealth.

***Who are you collaborating with?*** Academic Affairs (Academic Colleges); Enrollment Management; University Relations; and External Vendors

***Does strategy overlap with other goal/strategy? If so, which one?*** No

***Describe next steps:*** Next steps include continued implementation of ongoing and new activities.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** New investments include increased investment in recruitment marketing in our contract with Access Inc. and new contract with Mongoose Cadence for enterprise text messaging.

***Name of person completing this Strategic Plan Progress Report:*** Kitty McCarthy (Vice President for Enrollment Management) with support from Laura Jacobsen (Acting Dean of the College of Graduate Studies and Research)



**Goal 7E: Use high-touch recruiting strategies that involve ongoing, face-to-face interactions with prospective students at all stages of the recruitment process, from early prospect through active enrollment.**



Green = Progress is on track.

***Describe progress toward target:*** The College of Graduate Studies and Research expanded use of high-touch, personalized recruitment strategies, including use of CollegeNet Prospect as a customer-relations management system and working with Mongoose Cadence as a vendor for enterprise text messaging services. The College also significantly expanded its social media presence, utilizing data-driven marketing by program. Our marketing vendor, Access Inc., designed a new recruitment video, marketing materials and pull-up banners for approximately half of our programs to significantly improve our College's brand and visibility.

***Describe challenges:*** There is a decline in graduate enrollments across the Commonwealth.

***Who are you collaborating with?*** Academic Affairs (Academic Colleges); Enrollment Management; University Relations; and External Vendors

***Does strategy overlap with other goal/strategy? If so, which one?*** No

***Describe next steps:*** Next steps include continued implementation of ongoing and new activities.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** New investments include increased investment in recruitment marketing in our contract with Access Inc. and new contract with Mongoose Cadence for enterprise text messaging.

***Name of person completing this Strategic Plan Progress Report:*** Kitty McCarthy (Vice President for Enrollment Management) with support from Laura Jacobsen (Acting Dean of the College of Graduate Studies and Research)

**Goal 8A: Align student recruitment, academic outreach and retention activities to enhance access, inclusiveness and student success.**



Green = Progress is on track.

***Describe progress toward target:*** Improvement in first to second year retention is the focus of predictive analytics projects underway in academic units -- Data and Information Management (DAIM) and the Center for Innovation and Analytics. Using characteristics of new freshmen, these projects are working to identify those students at possible risk of not returning for a second year. With this information, the Office of Student Success and Retention will work to connect students with resources to support their persistence and success. The DAIM program is generating data each week for consideration and follow-up by the Office of Student Success and Retention. Progress is also being made by the Center for Innovation and Analytics.

***Describe challenges:*** The biggest challenge is connecting with students and motivating them to take advantage of the resources that can support their short- and long-term success.

***Who are you collaborating with?*** Academic Affairs; Enrollment Management; Information Technology; and Student Affairs

***Does strategy overlap with other goal/strategy? If so, which one?*** Aspects of this strategy overlap with Student Success activities, but in general provide support to those activities.

***Describe next steps:*** Next steps include continued development, enhancement and implementation of results of predictive analytics, which over time should inform our understanding of student behavior and how best to target academic and non-academic resources.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** Consideration for support of predictive analytics work is ongoing and has been primarily dedicated to student interns and summer stipends for faculty. This support has come from various budgets, including Academic Affairs, Enrollment Management, Information Technology and Student Affairs.

***Name of person completing this Strategic Plan Progress Report:*** Kitty McCarthy (Vice President for Enrollment Management) with support from Susan Trageser (Vice President for Student Affairs)

# **RADFORD** UNIVERSITY

## **2018-2023 Strategic Plan**

### **Embracing the Tradition and Envisioning the Future**

#### **Student Success Fall 2018 Updates**

**Strategy 1A: Increase the number of students engaged with research, scholarship and creative activities within and beyond the classroom.**



Green = Progress is on track.

***Describe progress toward target:*** The following has been achieved in support of this strategy:

- Implementation of the Highlander Research Rookies Program with a beginning cohort of 15 students during the 2018-2019 academic year;
- Increase in the Summer Undergraduate Research Fellowships (SURF) from 15 to 18 student participants;
- Expansion of the Radford Amazonian Research Expedition (RARE) Program to include additional participating colleges;
- 13 percent participation increase for the Accelerated Research Opportunities (ARO) Living-Learning Community from 22 to 25 students;
- Development of Undergraduate Research, Scholarship and Creative Activity (URSCA) student workshops;
- Implementation of the Council for Undergraduate Research (CUR) Transformation grants for faculty;
- Year two activities and implementation of the REALising Inclusive Science Excellence (REALISE) Grant Program for inclusive pedagogy in Science, Technology, Engineering and Mathematics (STEM) fields;
- Attendance at the Undergraduate Research Institute by a team of faculty from music, design and history;
- Increased student presentations at regional, state and national conferences; and
- Faculty receiving college research awards in which many include student research.

***Describe challenges:*** Funding for SURF is still needed, as well as continued faculty development and compensation for their time for mentorship of research. The lack of release time for faculty remains an issue for continued expansion and growth for this strategy.

***Who are you collaborating with?*** Faculty Senate; College Deans; Department Chairs; Faculty; Center for Innovative Teaching and Learning; Office of Undergraduate Research and Scholarship; Center for Global Education and Engagement; Honors College; and Division of Enrollment Management

***Does strategy overlap with other goal/strategy? If so, which one?*** Academic Excellence and Research 4E

***Describe next steps:*** Next steps include the following activities: continue to support and identify expansion opportunities for the Research Rookies Program; provide critical support for SURF students; and continue to develop URSCA student workshops.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** The following investments have been made: \$120,000 in the Research Rookies Program; \$25,000 in the RARE Program; and the reallocation of existing positions for the Executive Director of Faculty Development.

***Name of person completing this Strategic Plan Progress Report:*** Kenna Colley (Interim Provost and Vice President for Academic Affairs) on behalf of the Academic Affairs Leadership Team

**Strategy 1B: Provide enhanced resources for student academic and emotional support, thereby recognizing the interdependence and importance of academic and emotional support services.**



Green = Progress is on track.

***Describe progress toward target:*** A needs assessment regarding students' awareness of and access to various support resources is being developed. The target for implementation of the needs assessment is during the Fall 2019 semester.

***Describe challenges:*** Staffing transitions have slowed the development and coordination of the needs assessment.

***Who are you collaborating with?*** Division of Student Affairs (Student Counseling Services; Substance Abuse and Violence Education Support Services; Student Health Center; Student Recreation and Wellness; Office of Student Success and Retention; Center for Diversity and Inclusion; and Center for Accessibility Services) and Division of Academic Affairs (Provost's Office and Harvey Knowledge Center)

***Does strategy overlap with other goal/strategy? If so, which one?*** N/A

***Describe next steps:*** Work continues to complete development of the needs assessment and determine appropriate means for implementation.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** N/A

***Name of person completing this Strategic Plan Progress Report:*** Vice President for Student Affairs Susan Trageser

**Strategy 1C: Examine the courses with high DFW (grade of D, failed or withdrawn) rates to determine the best strategy for improving course outcomes, achieving success and providing access to appropriate academic support.**



Green = Progress is on track.

***Describe progress toward target:*** The Academic Affairs Leadership Team (AALT) focused on DWF data as part of their summer planning retreat, which was held in August 2018. College Deans utilized the Fall 2018 semester to begin developing plans with Department Chairs on how to approach changes to these courses.

***Describe challenges:*** DWF data provide an in-depth analysis of problematic classes. From this analysis, plans need to be carefully constructed and implemented.

***Who are you collaborating with?*** Academic Affairs Leadership Team; Office of Student Success and Retention; and Harvey Knowledge Center

***Does strategy overlap with other goal/strategy? If so, which one?*** N/A

***Describe next steps:*** College Deans continue to work on college-specific plans and share strategies with their colleagues.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** Investments in the Harvey Knowledge Center include the following: renovation costs for library space; reallocation of position and funds to hire new Director; increased marketing materials; and increased tutoring funds.

***Name of person completing this Strategic Plan Progress Report:*** Kenna Colley (Interim Provost and Vice President for Academic Affairs) on behalf of the Academic Affairs Leadership Team

**Strategy 1D: Engage with nationally recognized experts in diversity, access and equity literacy to create a diversity policy and a training center for faculty development.**



Green = Progress is on track.

***Describe progress toward target:*** A search has been conducted for new Executive Director of Faculty Development. The new director will begin working in July 2019. Additional activities include: securing and implementing the REALISE Grant and engaging with and supporting the Diversity and Equity Action Team, an internal governance committee, which is working on developing workshops and training related to access and equity.

***Describe challenges:*** This area includes a variety of stakeholders across campus. Therefore, it will require a great deal of engagement and time. These items remain a focus moving forward.

***Who are you collaborating with?*** Division of Academic Affairs; Division of Finance and Administration; and Division of Student Affairs

***Does strategy overlap with other goal/strategy? If so, which one?*** This strategy is related to all strategies under Student Success Goal 1.

***Describe next steps:*** The new Executive Director of Faculty Development will develop a detailed plan for 2019-2020 activities upon arriving in early summer.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** Investments include the reallocation of two existing positions into one for the Executive Director of Faculty Development and funding for the REALISE Grant.

***Name of person completing this Strategic Plan Progress Report:*** Kenna Colley (Interim Provost and Vice President for Academic Affairs) on behalf of the Academic Affairs Leadership Team



**Strategy 1E: Institute an expectation of continuing pedagogy education for all teaching faculty.**



Green = Progress is on track.

***Describe progress toward target:*** Continued programming is offered as part of the Center for Innovative Teaching and Learning (CITL) instruction in online pedagogy, teaching strategies, instructional technology and optimum student assessment.

***Describe challenges:*** There needs to be enhanced leadership and continued planning.

***Who are you collaborating with?*** Division of Academic Affairs

***Does strategy overlap with other goal/strategy? If so, which one?*** Student Success 1D

***Describe next steps:*** A strategic plan is being developed for CITL in order to align with the university-wide strategic plan and active planning by the new Executive Director.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** There was a reallocation of two positions for the new Executive Director of Faculty Development.

***Name of person completing this Strategic Plan Progress Report:*** Kenna Colley (Interim Provost and Vice President for Academic Affairs) on behalf of the Academic Affairs Leadership Team

**Strategy 2A: Promote cultural programming (arts, international, diversity, etc.) that encourages students, faculty and staff to actively engage with and understand different cultural viewpoints.**



Green = Progress is on track.

***Describe progress toward target:*** There have been collaborative discussions with the Diversity and Equity Action Committee and Student Affairs programming units, such as the Office of Diversity and Inclusion.

***Describe challenges:*** At the present time, planning is very segmented. There is a need for university-wide planning.

***Who are you collaborating with?*** Division of Academic Affairs; Division of Student Affairs; and Diversity and Equity Action Committee

***Does strategy overlap with other goal/strategy? If so, which one?*** Student Success 1D

***Describe next steps:*** Moving forward, there will be an increased effort on engaging in campus-wide dialogue and creating a university-wide plan of action.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** N/A

***Name of person completing this Strategic Plan Progress Report:*** Kenna Colley (Interim Provost and Vice President for Academic Affairs) on behalf of the Academic Affairs Leadership Team

**Strategy 2B: In order to facilitate communication about campus events, all relevant social media sites will be updated with information about campus events and programming (see ACCESS Radford goal in Economic Development and Community Partnerships).**



Red = No progress has been reported.

***Describe progress toward target:*** To date, there is no measurable progress to report.

***Describe challenges:*** At this time, specific groups, offices, and organizations need to be identified for inclusion in this process moving forward.

***Who are you collaborating with?*** Division of Academic Affairs; Division of Student Affairs; and Office of University Relations

***Does strategy overlap with other goal/strategy? If so, which one?*** N/A

***Describe next steps:*** Next steps include the following: hosting an initial meeting of collaborators and establishing a regular meeting schedule for collaborators.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** N/A

***Name of person completing this Strategic Plan Progress Report:*** Vice President for Student Affairs Susan Trageser

**Strategy 2C: Recognizing that faculty plays an important role in student engagement with campus life, faculty members will be strongly encouraged to integrate campus events as part of their course curriculum expectations.**



Green = Progress is on track.

***Describe progress toward target:*** University 100 incorporates campus events into the curriculum. Other individual courses are under development.

***Describe challenges:*** There is a lack of university-wide awareness, as well as coordinated planning and available training.

***Who are you collaborating with?*** Division of Academic Affairs and Division of Student Affairs

***Does strategy overlap with other goal/strategy? If so, which one?*** Student Success 2B

***Describe next steps:*** An ad-hoc committee is being created for the 2019-2020 academic year.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** N/A

***Name of person completing this Strategic Plan Progress Report:*** Kenna Colley (Interim Provost and Vice President for Academic Affairs) on behalf of the Academic Affairs Leadership Team

**Strategy 2D: Encourage communication and regular dialogue among residential life, academic affairs and student affairs to enhance student retention.**



Green = Progress is on track.

***Describe progress toward target:*** The Retention Summit was held on January 17, 2019. A full report will be released in mid-February 2019. In order to examine best practices in critical areas, the Task Force on New Student and Family Programs; Student Success and Retention; and Academic Advising was established and held its initial meeting in mid-January 2019.

***Describe challenges:*** There are a large number of variables that impact retention. As a result, planning must include strategies that are developed collaboratively across multiple divisions and units.

***Who are you collaborating with?*** Division of Academic Affairs; Division of Enrollment Management; and Division of Student Affairs

***Does strategy overlap with other goal/strategy? If so, which one?*** N/A

***Describe next steps:*** Next steps include the following: release of the report from the Retention Summit and work of the Task Force mentioned above.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** N/A

***Name of person completing this Strategic Plan Progress Report:*** Kenna Colley (Interim Provost and Vice President for Academic Affairs) on behalf of the Academic Affairs Leadership Team

**Strategy 3A: Create a consistent university-wide academic advising protocol and assessment plan for faculty and professional advisers with oversight from an assistant provost in collaboration with the Academic Affairs Leadership Team.**



Green = Progress is on track.

***Describe progress toward target:*** The second annual Academic Advising Conference was held to share best practices. Also, the professional advisors have developed a strategic plan and an advising handbook for utilization across all colleges.

The Advising Conference will feature sessions that relate to student development, student issues, data and assessment, as well as technology and techniques to assist student support professionals and faculty, while working with students.

***Describe challenges:*** The biggest challenge is allocating adequate time for bringing professional advisors together in order to focus on developing protocol and plans for moving forward.

***Who are you collaborating with?*** Division of Academic Affairs (Academic Advising Committee)

***Does strategy overlap with other goal/strategy? If so, which one?*** N/A

***Describe next steps:*** The third annual Academic Advising Conference will be held in mid-February 2019.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** N/A

***Name of person completing this Strategic Plan Progress Report:*** Kenna Colley (Interim Provost and Vice President for Academic Affairs) on behalf of the Academic Affairs Leadership Team

**Strategy 3B: Support the Center for Career and Talent Development, an innovative physical space that will help create our brand identity and outreach plan that inspires collaboration among career coaches, faculty, employers and alumni to empower student career and talent development and life skills.**



Green = Progress is on track.

***Describe progress toward target:*** The Center for Career and Talent Development has robust operations with active programming, assessment and student engagement.

***Describe challenges:*** The Center for Career and Talent Development requires additional staffing support in order to increase overall efforts and related services.

***Who are you collaborating with?*** Division of Academic Affairs (Center for Career and Talent Development)

***Does strategy overlap with other goal/strategy? If so, which one?*** This strategy is related to all strategies under Student Success Goal 3.

***Describe next steps:*** Next steps will be focused on continuing to develop the Center for Career and Talent Development and related programming.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** There was a recent investment in new space for the Center for Career and Talent Development located in Russell Hall.

***Name of person completing this Strategic Plan Progress Report:*** Kenna Colley (Interim Provost and Vice President for Academic Affairs) on behalf of the Academic Affairs Leadership Team

**Strategy 3C: Develop the “Discover, Experience and Thrive” customized career development plan.**



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

***Describe progress toward target:*** The “Discover, Experience and Thrive” customized career development plan was launched during the Fall 2018 semester.

***Describe challenges:*** There is currently a focus on complete implementation, full utilization and on-going assessment.

***Who are you collaborating with?*** Division of Academic Affairs (Center for Career and Talent Development)

***Does strategy overlap with other goal/strategy? If so, which one?*** This strategy is related to all strategies under Student Success Goal 3.

***Describe next steps:*** Next steps include: addressing the above referenced challenges by focusing on complete implementation, full utilization and on-going assessment.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** N/A

***Name of person completing this Strategic Plan Progress Report:*** Kenna Colley (Interim Provost and Vice President for Academic Affairs) on behalf of the Academic Affairs Leadership Team



**Strategy 3D: Actively cultivate employer relationships across multiple industries.**



Green = Progress is on track.

***Describe progress toward target:*** There has been significant progress in terms of developing expanded partnerships.

***Describe challenges:*** The Center for Career and Talent Development requires additional staffing support in order to increase overall efforts and related services.

***Who are you collaborating with?*** Division of Academic Affairs (Center for Career and Talent Development)

***Does strategy overlap with other goal/strategy? If so, which one?*** This strategy is related to all strategies under Student Success Goal 3.

***Describe next steps:*** Next steps include the following: regular outreach to new employers to develop partnerships, internship and co-op connections and increase job placement rates.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** N/A

***Name of person completing this Strategic Plan Progress Report:*** Kenna Colley (Interim Provost and Vice President for Academic Affairs) on behalf of the Academic Affairs Leadership Team

**Strategy 3E: Expand current workshops offered by the Center for Career and Talent Development to include financial literacy.**



Green = Progress is on track.

***Describe progress toward target:*** There has been significant progress in terms of workshop development and implementation. Work remains with regard to financial literacy.

***Describe challenges:*** The Center for Career and Talent Development is focused on increasing awareness and participation among students.

***Who are you collaborating with?*** Campus-wide Partners

***Does strategy overlap with other goal/strategy? If so, which one?*** This strategy is related to all strategies under Student Success Goal 3.

***Describe next steps:*** Next steps include the following: developing an ad-hoc committee or working group to focus on financial literacy.

***Describe any new investments or reinvestments (realignment of existing resources) to this initiative:*** N/A

***Name of person completing this Strategic Plan Progress Report:*** Kenna Colley (Interim Provost and Vice President for Academic Affairs) on behalf of the Academic Affairs Leadership Team

**RADFORD UNIVERSITY BOARD OF VISITORS  
JEFFERSON COLLEGE OF HEALTH SCIENCES MERGER  
FEBRUARY 8, 2019**

**WHEREAS**, Radford University officials joined with Carilion Clinic and Jefferson College of Health Sciences officials on January 18, 2018 to publicly announce the intent to merge Jefferson College of Health Sciences into Radford University through acquisition of Jefferson College of Health Sciences' assets and programs and as part of a comprehensive partnership with Carilion Clinic; and

**WHEREAS**, the Board of Visitors approved a partnership opportunities resolution on December 8, 2017; and

**WHEREAS**, the Board of Visitors approved a ratifying resolution on February 16, 2018; and

**WHEREAS**, University officials provided detailed briefings to the Board, including, and most recently, a draft copy of the prospectus and a presentation on the financial model as part of the December 7, 2018 meeting; and

**WHEREAS**, more than 100 individuals in Roanoke and Radford have been meeting on a regular basis since the January 2018 announcement in order to prepare the prospectus and operationalize the merger; and

**NOW, THEREFORE, BE IT RESOLVED:**

1. The Board hereby authorizes the University, through the President, to finalize and submit the required prospectus to the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) by the March 15, 2019 deadline for consideration as part of the June 2019 meeting of SACSCOC; and
2. Per the Board's February 16, 2018 resolution, which was unanimously approved by the Board, the President is hereby authorized and directed to enter into any agreements related to the merger; and
3. In accordance with the above-referenced resolution, all actions heretofore taken by the President in connection with the merger are ratified and approved; and
4. This resolution shall take effect immediately.

Adopted: February 8, 2019



Robert A. Archer  
Vice Rector  
Radford University Board of Visitors



Karen Castele  
Secretary to the Board/Special Assistant to the President  
Radford University

# End of Board of Visitors Materials

