

# **RADFORD** UNIVERSITY

Board of Visitors

## **QUARTERLY MEETING**

**9:00 A.M.**

**May 10, 2019**

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

### **DRAFT** **MINUTES**

#### **BOARD MEMBERS PRESENT**

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

#### **BOARD MEMBERS ABSENT**

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

#### **OTHERS PRESENT**

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

## **CALL TO ORDER**

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

## **APPROVAL OF AGENDA**

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

## **APPROVAL OF MINUTES**

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

## **SPECIAL RECOGNITION**

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

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

## **PRESIDENT'S REPORT**

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

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

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

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

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

#### **ACTION ITEMS**

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

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

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

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

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

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

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

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

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

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

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

#### **ACTION ITEMS**

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

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

##### **Resolution to Approve Tuition and Fees for 2019-2020**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **REPORT FROM THE FACULTY REPRESENTATIVE TO THE BOARD**

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

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

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

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

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

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

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

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

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

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

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

### **REPORT FROM THE STUDENT REPRESENTATIVE TO THE BOARD**

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

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

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

### **STATE GOVERNMENT RELATIONS UPDATE**

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

### **CLOSED SESSION**

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



**RECONVENED SESSION**

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

**Resolution of Certification**

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

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

The resolution of certification was unanimously adopted.

**ACTION ITEMS**

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

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

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

The motion passed unanimously.

### **Approval of Evaluation and Compensation**

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

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

### **Recommendation of Honorary Degrees**

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

### **Election of Rector and Vice Rector for 2019-2020**

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

### **OTHER BUSINESS**

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

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

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

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

### **Approval of Resolutions**

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

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

**ANNOUNCEMENTS**

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

**ADJOURNMENT**

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

Respectfully submitted,

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



**RESOLUTION RECOGNIZING  
MARK S. LAWRENCE**

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

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

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

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

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

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

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

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

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

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

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

Robert A. Archer  
Vice Rector

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

Brian O. Hemphill, Ph.D.  
President

# RETENTION SUMMIT

## 2019 FINAL REPORT



RADFORD UNIVERSITY



# Retention Summit 2019 Final Report

## About the Retention Summit

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

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

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

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

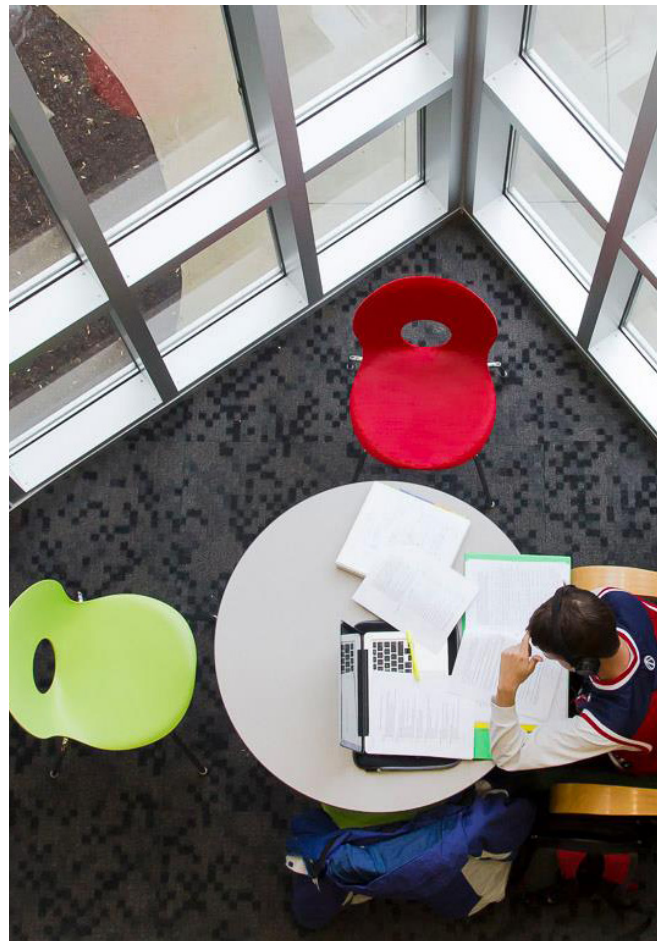
During that time, each group was asked to develop a presentation based on a certain topic, including: challenges related to first-generation, first-year and second-year students; early indicators that might demonstrate a student is struggling personally and academically; institutional processes and programs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

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

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

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

— President Brian O. Hemphill, Ph.D.



## Observations: The Current State of Retention at Radford University

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

### **Overcoming Challenges for First-Generation and First-Year Students**

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

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

### **Overcoming Challenges for Sophomore Students**

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



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

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

### **Addressing Early Indicators of Struggling Students**

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



### ***Removing Barriers of Processes, Policies and Procedures***

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

### ***Collaborating to Improve Students' Academic and Social Connection***

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

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

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



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

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

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

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



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

*— John Register '19*

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

*— Vice President for University Advancement  
Wendy Lowery*



## Recommendations: The Future State of Retention at Radford University

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

### *Expanding the First-Year Experience*

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

### *Creating the Sophomore Experience*

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



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

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

### ***Embracing Case Management Through the Advising Experience***

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

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

### ***Capturing the Student Timeline***

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



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

— President Brian O. Hemphill, Ph.D.



# RADFORD UNIVERSITY




**RADFORD**  
**UNIVERSITY**

Brian O. Hemphill, Ph.D.

President

TO: Members of the Board of Visitors

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

DATE: May 10, 2019

RE: President's Report

---

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

**Strategic Planning Implementation and Student Venture Lab**

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

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

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

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

### **Retention Summit Final Report**

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

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

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

### **New River Community College Partnership**

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

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



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

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

### **Radford University Carilion**



**RADFORD  
UNIVERSITY  
CARILION**

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

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

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

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

### **Tech Talent Investment Program**

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

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

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

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

### **Spring 2019 Commencement: Celebrating the Class of 2019**

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

Highlights from the Class of 2019 include:

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

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

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

### **Conclusion**

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

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

**MAY 10, 2019**

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

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

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

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

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

**ARTIS COLLEGE OF SCIENCE AND TECHNOLOGY**

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

**DAVIS COLLEGE OF BUSINESS AND ECONOMICS**

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

**COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**

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

**COLLEGE OF HUMANITIES AND BEHAVIORAL SCIENCES**

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

**COLLEGE OF VISUAL AND PERFORMING ARTS**

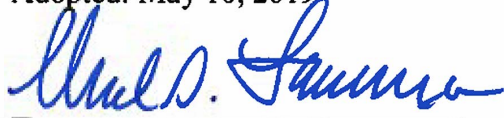
<u>Name</u>	<u>Department</u>
Amy Lane VanKirk	Department of Dance
Jimmy R. Ward	Department of Theatre and Cinema

**WALDRON COLLEGE OF HEALTH AND HUMAN SERVICES**

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

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

Adopted: May 10, 2019



Mark S. Lawrence  
Rector  
Radford University Board of Visitors



Karen Castele  
Secretary to the Board of Visitors  
Radford University

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

**May 10, 2019**

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

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

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

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

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

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

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

**1.8.4 Composition of Faculty Appeals Committees**

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

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

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

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

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

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

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

### **1.9.5 Composition of Faculty Grievance Committee**

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

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

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

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

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

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

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

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

Adopted: May 10, 2019



Mark S. Lawrence  
Rector  
Radford University Board of Visitors



Karen Castele  
Secretary to the Board of Visitors  
Radford University



**RADFORD UNIVERSITY BOARD OF VISITORS****Resolution****May 10, 2019****Approval of Personal Property Transfer from Roanoke Higher Education Center**

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

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

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

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

**NOW, THEREFORE, BE IT RESOLVED,**

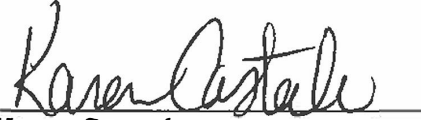
1. The officers of the Transferee/Buyer (the “Officers”), including its President and its Vice President for Finance and Administration and Chief Financial Officer, are hereby authorized to effect transfers/sales to Transferee/Buyer of such portions of the Property, and upon such terms and conditions,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

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

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



Mark S. Lawrence  
Rector  
Radford University Board of Visitors



Karen Castele  
Secretary to the Board of Visitors  
Radford University

**RADFORD UNIVERSITY BOARD OF VISITORS**  
**Resolution**  
**May 10, 2019**

**Approval of 2019-20 Tuition and Fees**

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

Adopted: May 10, 2019



Mark S. Lawrence  
Rector  
Radford University Board of Visitors



Karen Castele  
Secretary to the Board of Visitors  
Radford University

**Summary of Proposed 2019-20 Tuition and Fees**

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

Radford University Board of Visitors – Business Affairs & Audit Committee  
 May 10, 2019  
 Proposed 2019-20 Tuition & Fees

	<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>

<b>Differential Tuition &amp; Fees</b>				
<b><u>Master of Occupational Therapy (MOT) In-State (per credit hour)</u></b>				
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>

<b><u>Master of Occupational Therapy (MOT) Out-of-State (per credit hour)</u></b>				
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.

Radford University Board of Visitors – Business Affairs & Audit Committee  
 May 10, 2019  
 Proposed 2019-20 Tuition & Fees

	<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>

<b><u>Master of Fine Arts in Design Thinking Out-of-State (per credit hour)</u></b>				
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>

<b><u>Doctor of Nursing Practice (DNP) In-State (per credit hour)</u></b>				
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>

<b><u>Doctor of Nursing Practice (DNP) Out-of-State (per credit hour)</u></b>				
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.

Radford University Board of Visitors – Business Affairs & Audit Committee  
 May 10, 2019  
 Proposed 2019-20 Tuition & Fees

	<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	\$371	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	\$371	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.

Radford University Board of Visitors – Business Affairs & Audit Committee  
 May 10, 2019  
 Proposed 2019-20 Tuition & Fees

	<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.



Radford University Board of Visitors – Business Affairs & Audit Committee  
 May 10, 2019  
 Proposed 2019-20 Tuition & Fees

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

Radford University Board of Visitors – Business Affairs & Audit Committee  
 May 10, 2019  
 Proposed 2019-20 Tuition & Fees

	<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.

Radford University Board of Visitors – Business Affairs & Audit Committee  
 May 10, 2019  
 Proposed 2019-20 Tuition & Fees

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

**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.

Radford University Board of Visitors – Business Affairs & Audit Committee  
 May 10, 2019  
 Proposed 2019-20 Tuition & Fees

	<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.

Radford University Board of Visitors – Business Affairs & Audit Committee  
 May 10, 2019  
 Proposed 2019-20 Tuition & Fees

	<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**

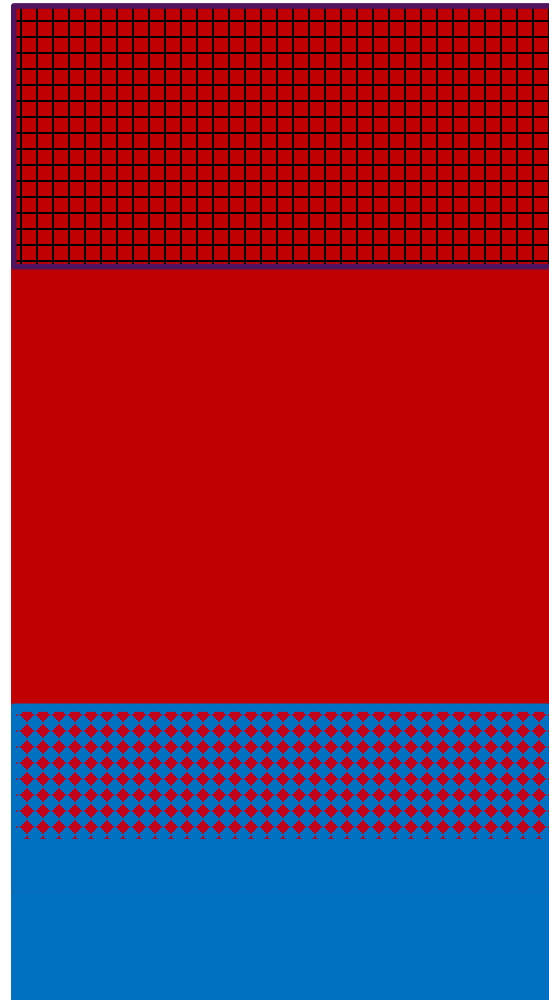
April 2019 – Launch

**REAL Curriculum  
Launch**

A photograph of a forest scene. On the left, a tree trunk is visible, partially covered by a climbing plant with small green leaves. The foreground is filled with tall, green grasses. The background shows a dense forest of trees with sunlight filtering through the canopy, creating a bokeh effect of light spots.

**General education at Radford University:  
Could we do more?**

Traditional  
programs



**General Education Requirements**

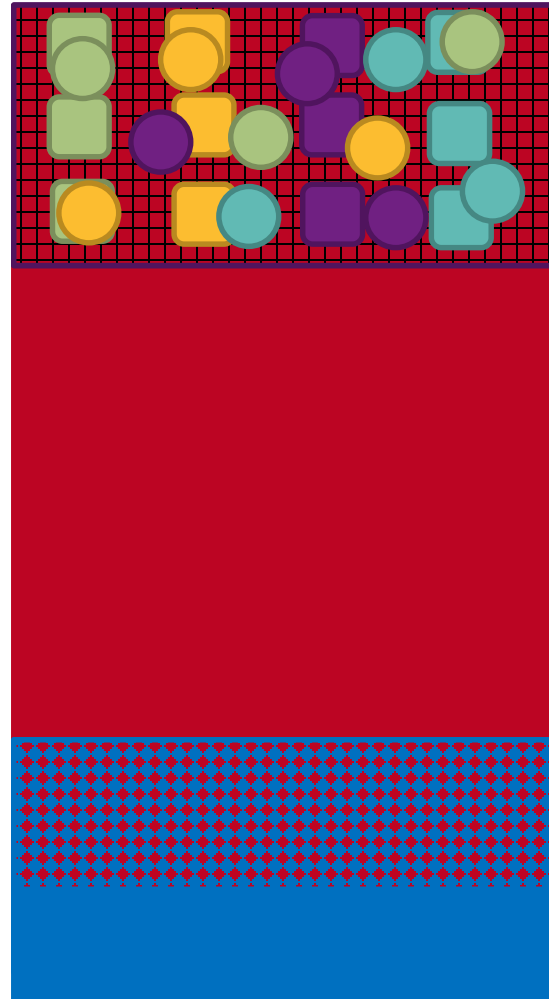
**Degree Program Requirements**



Students can add  
majors/minors.

**Free Credits**

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

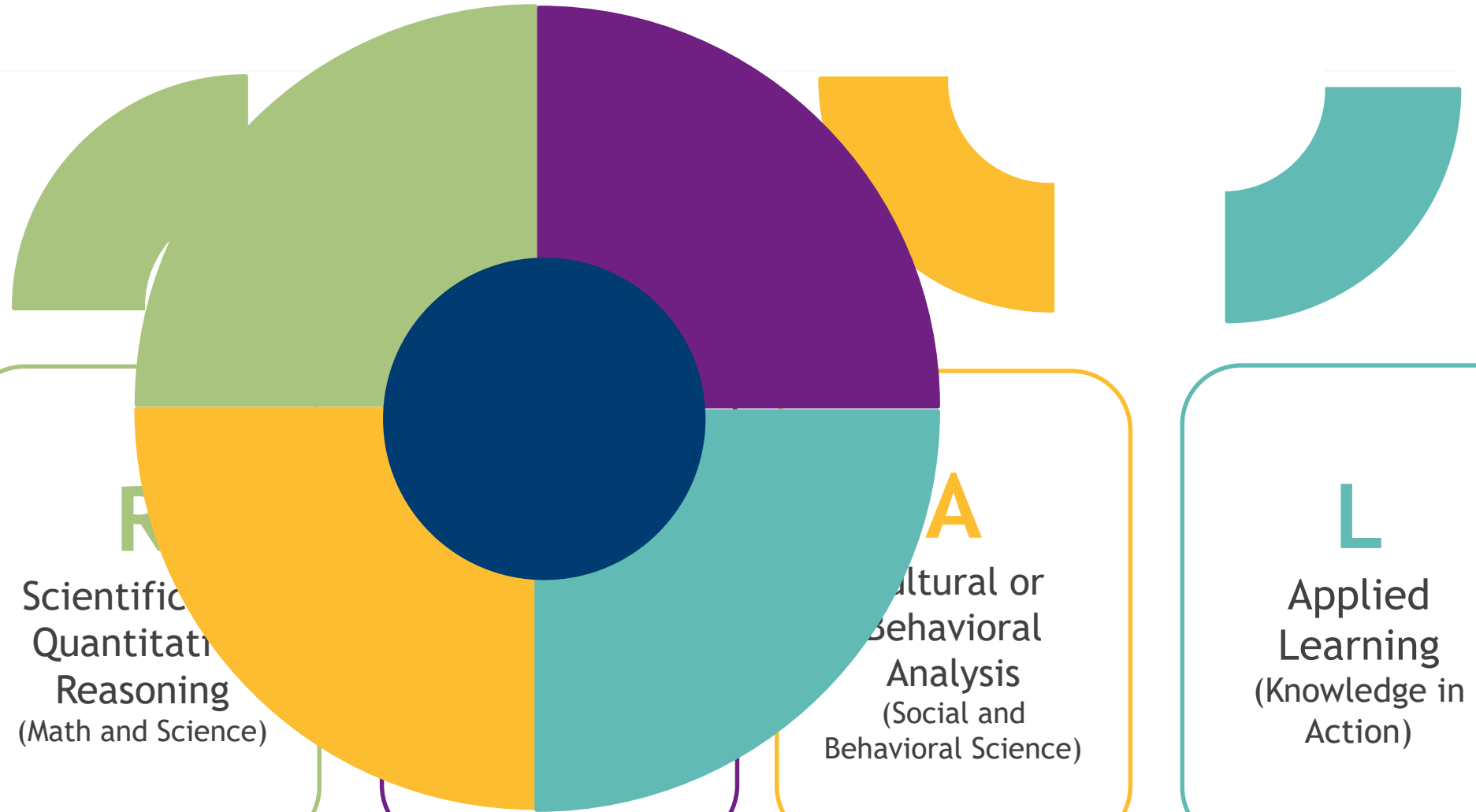
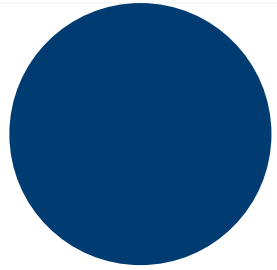


**General Education Requirements**

**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:

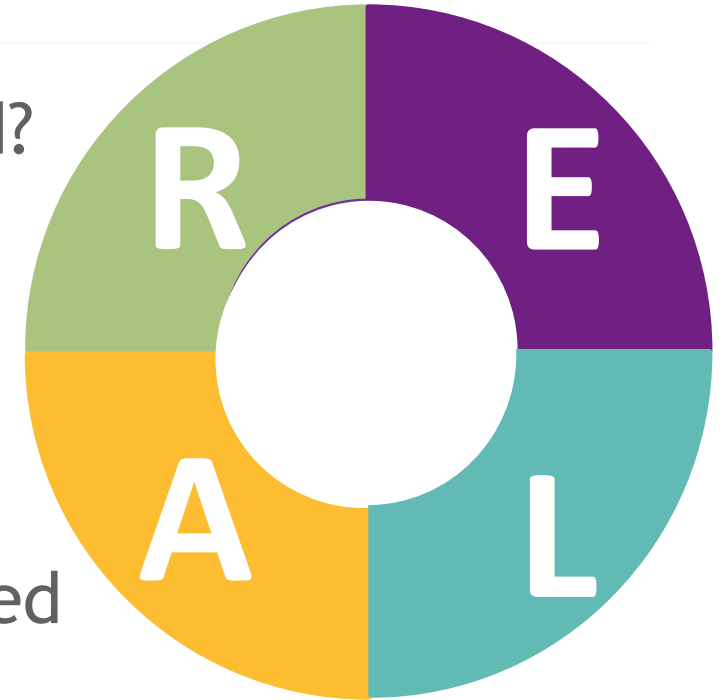
BSW in Social Work	
BS in Computer Science	
BFA in Design	

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.

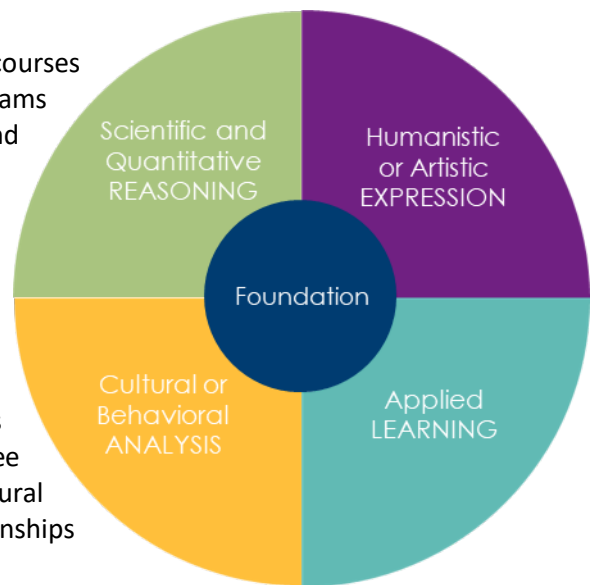
Students must fulfill a personal and professional development area with activities, engagements, and/or coursework.

### **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

# Unity Day of Service

---



## Planning Committee



# Unity Day of Service

---



Bobcat Backpack Program



Painting Signs



Project Linus

# Unity Day of Service

---



Appreciation for Local  
Emergency Personnel



# Unity Day of Service

Mountain View  
Cemetery



Bisset Park,  
Wildwood Park and  
Riverway Clean-up



# Board of Visitors at Radford University

---

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



# Board of Visitors at Radford University

---

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

# Board of Visitors at Radford University

---

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

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

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

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

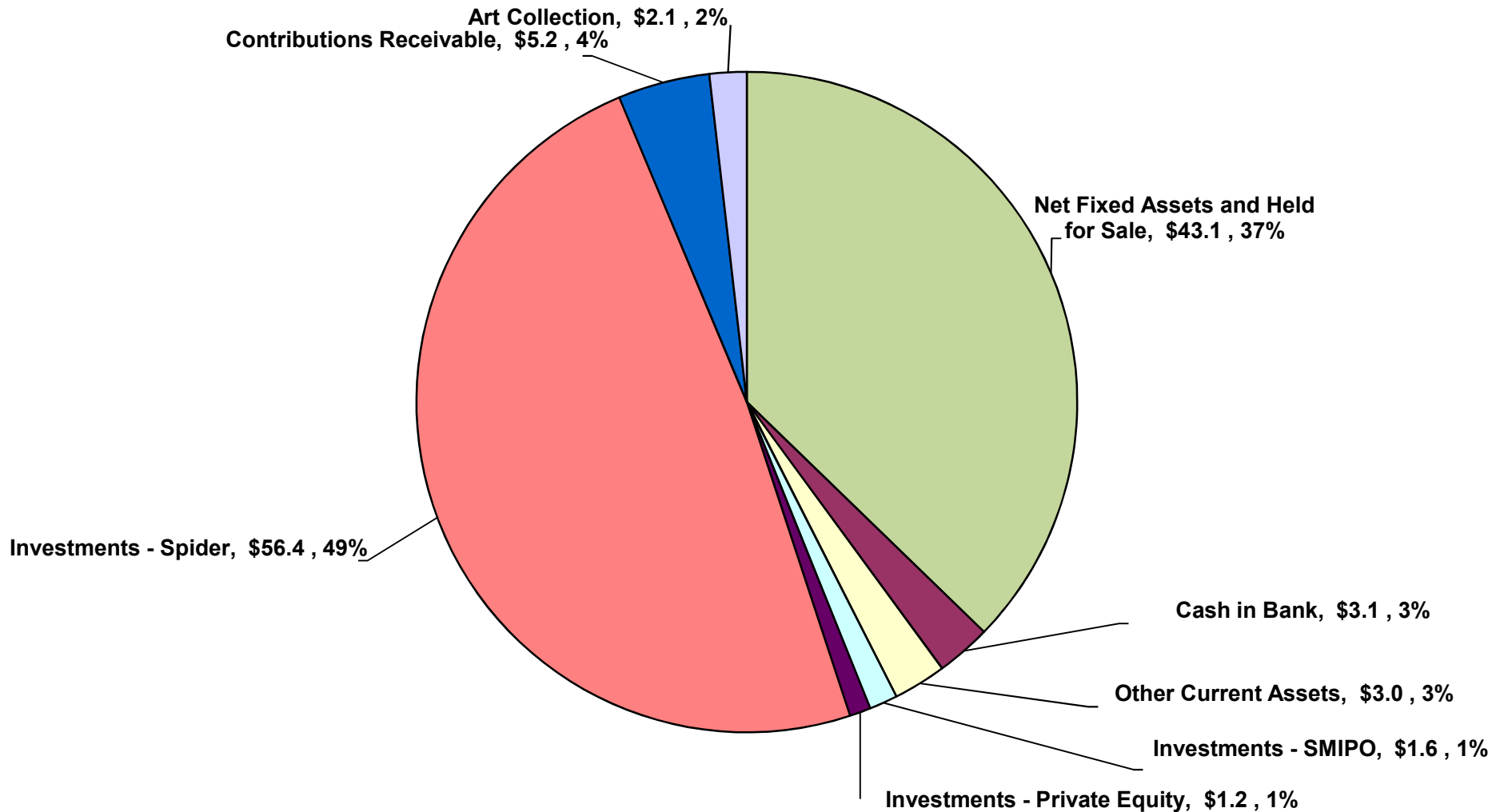
# Board of Visitors at Radford University

---

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

# Discussion

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



(in millions)  
**Total Assets: \$115.7M**

## State Relations Update May 10, 2019

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

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

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

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

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

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

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

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

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

## **2020 General Assembly**

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

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

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

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

The following General Assembly members have announced their retirements:

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

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

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



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

**Radford University Board of Visitors Resolution**

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

Adopted: May 10, 2019



Mark S. Lawrence  
Rector  
Radford University Board of Visitors



Karen Castele  
Secretary to the Board of Visitors  
Radford University

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

**Radford University Board of Visitors Resolution**

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

Adopted: May 10, 2019



Mark S. Lawrence  
Rector  
Radford University Board of Visitors



Karen Castele  
Secretary to the Board of Visitors  
Radford University

**Radford University Board of Visitors  
Resolution**

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

**May 10, 2019**

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

**WHEREAS**, the Radford University Board of Visitors adopted the Radford University Discrimination, Harassment, Sexual Misconduct and Retaliation Policy at its November 21, 2014, meeting and revised same on September 18, 2015 and September 15, 2017; and

**WHEREAS**, the Title IX Coordinator, in consultation with the Commonwealth of Virginia University Counsel, has identified several items in the Radford University Discrimination, Harassment, Sexual Misconduct and Retaliation Policy that require modifications due to the name change of the Office of Diversity and Equity to the Office of Institutional Equity, as well as the addition of the soon-to-be Radford University educational site located in Roanoke, Virginia, to be known as Radford University Carilion.

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

Adopted: May 10, 2019



Mark S. Lawrence  
Rector  
Radford University Board of Visitors



Karen Castele  
Secretary to the Board of Visitors  
Radford University



**RESOLUTION RECOGNIZING  
RANDOLPH J. MARCUS**

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

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

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

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

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

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

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

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

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

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

Mark S. Lawrence  
Rector

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

Brian O. Hemphill, Ph.D.  
President



**RESOLUTION RECOGNIZING**  
**LISA THROCKMORTON**

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

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

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

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

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

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

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

A handwritten signature in black ink, appearing to read "Mark S. Lawrence".

Mark S. Lawrence  
Rector

A handwritten signature in black ink, appearing to read "Brian O. Hemphill".

Brian O. Hemphill, Ph.D.  
President

End of Board of Visitors Materials

