



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

MINUTES

Approved

BOARD MEMBERS PRESENT

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

BOARD MEMBERS ABSENT

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

OTHERS PRESENT

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

CALL TO ORDER

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

APPROVAL OF AGENDA

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

APPROVAL OF MINUTES

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

RECOGNITION OF WOMEN'S BASKETBALL TEAM

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

RECOGNITION OF THE MEN'S BASEBALL TEAM

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

RESOLUTION FOR IMPACT PROGRAM

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

MOMENT OF REFLECTION

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

CLOSED SESSION

Rector Lawrence requested a motion to move into closed session pursuant to Section 2.2-3711 (A) Items 3, 9 and 29 under the Virginia Freedom of Information Act for the discussion of the acquisition of real property; related gifts, bequests and fund raising activities; and the award of the public contract involving the expenditure of public funds on behalf of Radford University. Dr. Johnston so moved,

and Mr. Archer seconded the motion. The motion passed unanimously. The Board of Visitors went into closed session at 9:33 a.m. The following were asked to remain, and the public was invited to leave:

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

RECONVENED SESSION

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

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

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

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

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

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

PRESIDENT'S REPORT

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

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

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

Rector Lawrence thanked President Hemphill for his report.

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

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

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

REPORT FROM THE ACADEMIC AFFAIRS COMMITTEE

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

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

Rector Lawrence thanked Dr. Johnston for her report.

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

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

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

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

Rector Lawrence thanked Ms. Moran for her report.

REPORT FROM BUSINESS AFFAIRS & AUDIT COMMITTEE

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

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

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

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

REPORT FROM THE GOVERNANCE, ADMINISTRATION & ATHLETICS COMMITTEE

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

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

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

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

Rector Lawrence thanked Dr. Fowlkes for her report.

REPORT FROM THE STUDENT AFFAIRS COMMITTEE

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

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

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

Rector Lawrence thanked Dr. McMahon for her report.

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

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

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

REPORT ON THE RADFORD UNIVERSITY FOUNDATION

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

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

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

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

STRATEGIC PLAN BRIEFING

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

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

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

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

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

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

APPROVAL OF RESOLUTIONS

Resolution for Authorization to Adjust State Approved Base Salary Compensation

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

Resolution for Ms. Mary Ann Jennings Hovis

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

ADJOURNMENT

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

Respectfully submitted,



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



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

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

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

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

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

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

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

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

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

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

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


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

Mark S. Lawrence
Rector

Brian O. Hemphill, Ph.D.
President



Brian O. Hemphill, Ph.D.
President

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

Reflections - Mary Ann Hovis '65

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

Senior Leadership Update

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

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

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

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

Alumni Engagement

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

Summer Accomplishments and Preparations for the Fall 2017 Semester

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

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

Economic Development and Community Partnerships

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

Legislative Outreach

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

Innovation - Strategic Enrollment Growth and Academic Excellence

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

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

Strategic Planning

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

Accolades

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

New Traditions

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

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

This concludes my report.

RADFORD UNIVERSITY BOARD OF VISITORS
Resolution
September 15, 2017

Attachment C

Approval of the Radford University 2017-18 Operating Budget

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

Radford University
Proposed University Operating Budget
2017-18

Dollars in Thousands

	Annual Budget for 2016-17			2016-17	2017-18 Adjustments			2017-18	
	Original Total Budget	(a) Adjustments	Adjusted Total Budget	(b) Adjusted Total Budget	Technical Adjustments	Base Adjustments	One-Time Adjustments	Recommended Total Budget	(c)
Educational and General Programs									
<u>Revenues</u>									
General Fund	\$51,540	(\$1,067)	\$50,473	\$50,473	\$1,067	187	\$0	\$51,727	
Tuition and Fees	72,351	(1,188)	71,162	71,162	1,188	1,393	0	73,743	
All Other Income	2,696	2	2,698	2,698	(1,350)	(280)	1,719	2,787	
Revenue	\$126,586	(\$2,254)	\$124,332	\$124,332	\$906	\$1,300	\$1,719	\$128,257	
<u>Expenditures</u>									
Instructional & Academic Support	(\$83,109)	\$2,346	(\$80,763)	(\$80,763)	(\$2,346)	(\$1,439)	\$0	(\$84,548)	
All Other Support Programs	(43,477)	(92)	(43,569)	(43,569)	1,440	139	(1,719)	(43,709)	
Expenditures	(\$126,586)	\$2,254	(\$124,332)	(\$124,332)	(\$906)	(\$1,300)	(\$1,719)	(\$128,257)	
Reserve Draw (Deposit)	0	0	0	0	0	0	0	0	
NET	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Student Financial Assistance									
Revenue	\$11,951	\$216	\$12,167	\$12,167	(\$216)	\$77	\$0	\$12,028	
Expenditures	(11,951)	(216)	(12,167)	(12,167)	216	(77)	0	(12,028)	
Reserve Draw (Deposit)	0	0	0	0	0	0	0	0	
NET	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Sponsored Programs									
Revenue	\$6,100	\$0	\$6,100	\$6,100	\$0	\$0	\$0	\$6,100	
Expenditures	(6,100)	(0)	(6,100)	(6,100)	0	0	0	(6,100)	
Reserve Draw (Deposit)	0	(0)	(0)	(0)	0	0	0	(0)	
NET	\$0	(\$0)	(\$0)	(\$0)	\$0	\$0	\$0	(\$0)	
Auxiliary Enterprises									
Revenues	\$66,644	(\$4)	\$66,640	\$66,640	(\$70)	\$3,503	\$0	\$70,074	
Expenditures	(61,329)	(1,016)	(62,346)	(62,346)	1,807	(2,257)	(524)	(63,321)	
Reserve Draw (Deposit)	(5,315)	1,020	(4,295)	(4,295)	(1,737)	(1,246)	524	(6,754)	
NET	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Total University									
Revenues	\$211,282	(\$2,042)	\$209,240	\$209,240	\$620	\$4,880	\$1,719	\$216,459	
Expenses	(205,967)	1,022	(204,945)	(204,945)	1,116	(3,634)	(2,243)	(209,706)	
Reserve Draw (Deposit)	(5,315)	1,020	(4,295)	(4,295)	(1,737)	(1,246)	524	(6,754)	
NET	\$0	(\$0)	(\$0)	(\$0)	\$0	\$0	\$0	(\$0)	

Notes:

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

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

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

Radford University
Proposed Auxiliary Enterprise Budget
2017-18

Dollars in Thousands

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

Notes:

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

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

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

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

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

Item:

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

Background:

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

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

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

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

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

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

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

Action:

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

RADFORD UNIVERSITY BOARD OF VISITORS
Resolution

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

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

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

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

WHEREAS, the University submitted the six-year plan to the State Council of Higher Education for Virginia by the stated deadline of July 1, 2017 for the 2017 submission; and

WHEREAS, the 2017 Six-Year Plan must be approved by the Board of Visitors prior to the October 1 final submission;

THEREFORE, BE IT RESOLVED the Radford University Board of Visitors approves the Radford University 2017 Six-Year Plan (Part I and Part II) as presented in the format provided by the State Council of Higher Education for Virginia; and

BE IT FURTHER RESOLVED, that the University is authorized to revise the 2017 Six-Year Plan as required by State officials for final submission by the stated deadline.

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

Due: July 1, 2017

Institution:

Institution UNITID:

Individual responsible for plan

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

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

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

Priority Ranking	ACADEMIC AND SUPPORT SERVICE STRATEGIES FOR SIX-YEAR PERIOD (2016-2022)							
	Biennium 2018-2020 (7/1/18-6/30/20)				Biennium 2020-2022 (7/1/20-6/30/22)		Biennium 2022-2024 (7/1/22-6/30/24)	
	Strategies (Short Title)	VP Goal	Cost: Incremental, Savings, Reallocation				Strategies	Strategies
			2018-2019		2018-2019			
Total Amount			Amount From Tuition Revenue	Total Amount	Amount From Tuition Revenue			
1	Implement Student Success and Retention Action Plan	Incremental:	\$1,005,903	\$1,005,903	\$1,408,264	\$1,408,264	Continue to make progress on enhancing student success, retention, and graduation.	Continue to make progress on enhancing student success, retention, and graduation.
		Savings:						
		Reallocation:						
2	Increase Degree Completion and Adult Learners Through Competency Based Education (CBE)	Incremental:					Continue to expand the Competency Based Education program offering and target academic support efforts on nontraditional students.	Continue to expand the Competency Based Education program offering and target academic support efforts on nontraditional students.
		Savings:						
		Reallocation:	\$250,000		\$250,000			
3	Ensure Access for Low and Middle-Income Families Through Need-based Financial Aid to Undergraduate Students	Incremental:	\$368,335	\$368,335	\$1,027,775	\$1,027,775	Continue to emphasize affordability and access for low and middle income students.	Continue to emphasize affordability and access for low and middle income students.
		Savings:						
		Reallocation:						
4	Appalachian Community Outreach	Incremental:	\$78,180	\$78,180	\$110,858	\$110,858	Continue to support the region of Southwest Virginia through academic and community outreach efforts.	Continue to support the region of Southwest Virginia through academic and community outreach efforts.
		Savings:						
		Reallocation:						
5	Further Educational opportunities for Healthcare professions and the Roanoke Valley	Incremental:	\$154,270	\$154,270	\$154,270	\$154,270	Continue to support existing STEM-H degree programs and assess public/private partnerships for possible program expansion.	Continue to support existing STEM-H degree programs and assess public/private partnerships for possible program expansion.
		Savings:						
		Reallocation:						
6	Enhance K-12 Education Leadership	Incremental:	\$12,925	\$12,925	\$247,384	\$247,384	Continue to grow the Ed.D. program with additional cohorts and build additional relationships with the Commonwealth's K-12 network.	Continue to grow the Ed.D. program with additional cohorts and build additional relationships with the Commonwealth's K-12 network.
		Savings:						
		Reallocation:	\$120,854		\$120,854			
7	Improve Occupational Therapy Training in the Commonwealth	Incremental:			\$118,044	\$118,044	Continue to address the shortage of qualified professionals by providing critical training and practical experience.	Continue to address the shortage of qualified professionals by providing critical training and practical experience.
		Savings:						
		Reallocation:	\$111,647		\$111,647			
8	Implement Strategic Plan - Embracing the Tradition and Envisioning the Future.	Incremental:	\$252,832	\$252,832	\$511,554	\$511,554	Continue the execution of strategies identified in the University's strategic plan - "Embracing the tradition and envisioning the future"	Finalize the execution of strategies identified in the University's strategic plan - "Embracing the tradition, envisioning the future"
		Savings:						
		Reallocation:						
Total 2018-2020 Costs								
Incremental (Included in Financial Plan line 61)			\$1,872,445	\$1,872,445	\$3,578,149	\$3,578,149		
Savings								
Reallocation			\$482,501		\$482,501			

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

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

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

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

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

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

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

FINANCIAL AID PLAN

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

Allocation of Tuition Revenue Used for Student Financial Aid

2015-16 (Actual)

T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid
Undergraduate, In-State	\$55,406,756	\$1,526,046	2.8%	\$1,645,471
Undergraduate, Out-of-State	\$10,862,053	\$220,973	2.0%	\$262,000
Graduate, In-State	\$5,155,381	\$116,820	2.3%	--
Graduate, Out-of-State	\$2,245,447	\$43,632	1.9%	--
First Professional, In-State	--	--	--	--
First Professional, Out-of-State	--	--	--	--
Total	\$73,669,637	\$1,907,471	2.6%	\$1,907,471
In-State Sub-Total	\$60,562,137	\$1,642,866	2.7%	\$1,645,471

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

T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid
Undergraduate, In-State	\$55,024,097	\$1,526,046	2.8%	\$1,700,194
Undergraduate, Out-of-State	\$9,758,647	\$220,973	2.3%	\$207,278
Graduate, In-State	\$5,783,575	\$116,820	2.0%	--
Graduate, Out-of-State	\$2,026,719	\$43,632	2.2%	--
First Professional, In-State	--	--	--	--
First Professional, Out-of-State	--	--	--	--
Total	\$72,593,038	\$1,907,471	2.6%	\$1,907,472
Total from Finance-T&F worksheet	\$74,904,360	\$1,907,471	2.5%	
In-State Sub-Total	\$60,807,672	\$1,642,866	2.7%	\$1,700,194

2017-18 (Planned)

T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid
Undergraduate, In-State	\$58,003,368	\$1,526,046	2.6%	\$1,725,911
Undergraduate, Out-of-State	\$10,329,150	\$220,973	2.1%	\$181,560
Graduate, In-State	\$5,753,539	\$116,820	2.0%	\$0
Graduate, Out-of-State	\$1,928,540	\$43,632	2.3%	\$0
First Professional, In-State	--	--	--	--
First Professional, Out-of-State	--	--	--	--
Total	\$76,014,597	\$1,907,471	2.5%	\$1,907,471
Total from Finance-T&F worksheet	\$78,395,259	\$1,907,471	2.4%	
In-State Sub-Total	\$63,756,907	\$1,642,866	2.6%	\$1,725,911
Additional In-State	\$2,949,235	\$0	%	\$25,718

2018-19 (Planned)

T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid
Undergraduate, In-State	\$60,019,077	\$1,526,046	2.5%	\$1,725,911
Undergraduate, Out-of-State	\$10,683,180	\$220,973	2.1%	\$181,560
Graduate, In-State	\$6,145,935	\$116,820	1.9%	\$0
Graduate, Out-of-State	\$2,061,396	\$43,632	2.1%	\$0
First Professional, In-State	--	--	--	--
First Professional, Out-of-State	--	--	--	--
Total	\$78,909,588	\$1,907,471	2.4%	\$1,907,471
Total from Finance-T&F worksheet	\$81,361,670	\$1,907,471	2.3%	
In-State Sub-Total	\$66,165,012	\$1,642,866	2.5%	\$1,725,911
Additional In-State	\$2,408,105	\$0	%	\$0
Additional In-State from Financial Plan		\$0	%	

2019-20 (Planned)

T&F Used for Financial Aid	Gross Tuition Revenue	Tuition Revenue for Financial Aid (Program 108)	% Revenue for Financial Aid	Distribution of Financial Aid
Undergraduate, In-State	\$62,911,960	\$1,526,046	2.4%	\$1,725,911
Undergraduate, Out-of-State	\$11,244,635	\$220,973	2.0%	\$181,560
Graduate, In-State	\$6,542,188	\$116,820	1.8%	\$0
Graduate, Out-of-State	\$2,192,979	\$43,632	2.0%	\$0
First Professional, In-State	--	--	--	--
First Professional, Out-of-State	--	--	--	--
Total	\$82,891,762	\$1,907,471	2.3%	\$1,907,471
Total from Finance-T&F worksheet	\$85,417,406	\$1,907,471	2.2%	
In-State Sub-Total	\$69,454,148	\$1,642,866	2.4%	\$1,725,911
Additional In-State	\$3,289,136	\$0	%	\$0
Additional In-State from Financial Plan		\$0	%	

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

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

Radford University

INTELLECTUAL PROPERTY ASSIGNMENTS AND EXTERNALLY SPONSORED RESEARCH

Background

The intellectual property (IP) worksheet captures report information for the most recently ended fiscal year as required by § 23.1-102 subdivision 2 of the Code of Virginia. Assignment of IP interests to persons or nongovernmental entities and the value of externally sponsored research funds received during the year from a person or nongovernmental entity by the institution, any foundation supporting the IP research performed by the institution, or any entity affiliated with the institution are captured by the worksheet. Information is sought on research that yields IP regardless of the project's intent. Information is sought about IP transferred as a result of either basic or applied research. The worksheet is structured to capture separate aggregate data on entities that have a principal place of business in Virginia and those with a principal place of business outside of Virginia.

Data Collection

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

FY 2016-2017	Principal Place of Business in VA	Principal Place of Business outside VA
Number of assignments of intellectual property interests to persons or nongovernmental entities	0	0
Value of funds from persons or nongovernmental entities to support intellectual property research	\$0	\$0
Number of patents (by type) developed in whole or part from external projects funded by persons or nongovernmental entities:		
Patent Type - Design	0	0
Patent Type - Plant	0	0
Patent Type - Utility	0	0
Total	0	0

Definitions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

July 1, 2017

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

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

Response:

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

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

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

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

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

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

Response:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Response:

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

Examples of programs the University has instituted include:

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

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

Response:

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

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

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

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

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

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

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

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

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

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

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

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

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

13. Library Enhancements: Additional support has been provided for contract escalators related to digital subscription services and ongoing efforts associated with the digitization of the University's archives collections.

14. Technology Enhancements: Funding was successfully used for enhanced technology and infrastructure and to replace equipment exceeding its useful life.

15. O&M for New Facilities: Funding was used to support operation and maintenance of plant for the New College of Humanities and Behavioral Sciences building. It came on line in fall 2016. Funds were used to appropriately maintain and service the new facility and provide basic staffing levels for maintenance operations.

16. Utility Cost Increase: The University has been able to successfully manage cost increases through both energy efficiency and sustainability efforts.

17. NGF Share of State Authorized Salary Increases/Bonus: Due to prior year revenue-budget shortfall, funding for salary increases were eliminated for 2016-17. Therefore, the nongeneral fund share was not authorized. In 2016-17, a number of institutions decided to self-fund a raise for their faculty, staff, and classified employees but Radford University was not one of them.

18. Fringe/Health Insurance Benefits Increase: Cost associated with fringe benefit and health insurance rate changes are unavoidable and their respective rate changes outlined in legislation have been addressed as necessary.

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

Response:

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

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

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

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

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

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

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

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

Response:

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

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

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

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

Response:

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

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

**Action Item
Approval of the Six-Year Capital Plan for 2018-2024**

Item:

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

Background:

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

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

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

Action:

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

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

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

RADFORD UNIVERSITY

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

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

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

2019-2020 Biennium

Construct New Center for Adaptive Innovation and Creativity

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

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

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

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

Renovate Norwood Hall and Tyler Hall

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

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

2021-2022 Biennium

Renovate McConnell Hall

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

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

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

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

Improve Campus Infrastructure

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

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

Construct New Public Safety Building

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

2023-2024 Biennium

Renovate Muse Hall

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

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

Renovate Walker Hall

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

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

Construct New Student Success Center

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

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

Future Projects - 2025 and Beyond

Construct Three New Residence Halls

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

Construct New Administrative Services Addition

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

Construct New University Convocation Center

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

Athletics Umbrella Renovation Project

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

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

Construct Hurlburt Hall Addition

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

Radford University

Board of Visitors

Resolution

Board of Visitors Approval of the Amendments to the Radford University

Discrimination, Harassment, Sexual Misconduct and Retaliation Policy

September 15, 2017

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

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

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

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

RADFORD UNIVERSITY
RADFORD, VIRGINIA

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

Discrimination, Harassment, Sexual Misconduct, and Retaliation Policy

A. Policy. Radford University is committed to providing an environment that emphasizes the dignity and worth of every member of its community and that is free from harassment and discrimination based on race, sex, color, national origin, religion, age, veteran status, sexual orientation, gender identity, gender expression, pregnancy, genetic information, against otherwise qualified persons with disabilities, or based on any other status protected by law. In pursuit of this goal, any question of impermissible discrimination on these bases will be addressed with efficiency and energy and in accordance with this policy and the Radford University Discrimination Grievance Procedures. This policy and the Discrimination Grievance Procedures also address complaints or reports of retaliation against those who have opposed practices prohibited by this policy, those who have filed complaints or reports under this policy, and those who have testified or otherwise participated in enforcement of this policy. Questions regarding discrimination prohibited by the Education Amendment Act of 1972 or other federal law, may be referred to Radford University's Title IX Coordinator, ~~Brooke Chang~~ Geoffrey P. Gabriel, Office of Diversity and Equity, 540-831-5307 or ggabriel3wehang6@radford.edu or the U.S. Department of Education, Office of Civil Rights.

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

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

D. Definitions

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

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

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

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

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

This policy prohibits the following types of sexual harassment:

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

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

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

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

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

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

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

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

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

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

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

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

E. Retaliation

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

F. Reporting

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

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

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

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

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

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

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

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

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

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

G. Criminal Reporting

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

must be reported to law enforcement.

H. Confidentiality and Anonymous Reporting

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

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

I. Timely Warnings

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

J. Sexual Misconduct Survivor/Victim Procedures and Services

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

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

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

collection within 96 hours of the assault.

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

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

e.

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

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

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

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

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

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

6. Resources for Victims of Sexual Misconduct

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

K. Title IX Coordinator Oversight

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

L. Interim Measures

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

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

M. Sanctions

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

N. Student Amnesty

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

O. Education and Awareness

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

P. Academic Freedom and Free Speech

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

RADFORD UNIVERSITY RADFORD, VIRGINIA

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

Discrimination Grievance Procedures

Purpose: These procedures provide a prompt and equitable resolution for complaints or reports of discrimination based on race, sex, color, national origin, religion, age, veteran status, sexual orientation, gender identity, pregnancy, genetic information, against otherwise qualified persons with disabilities, or based on any other status protected by law, including complaints alleging sexual harassment or sexual misconduct prohibited by Radford University policy on Discrimination, Harassment, Sexual Misconduct, and Retaliation ("Discrimination Policy"). Any person who believes he or she has been subjected to discrimination or harassment on any of these bases may file a complaint with Radford University as outlined in these procedures. These procedures also address any complaints or reports of retaliation against individuals who have filed complaints or reports of discrimination, who have opposed discriminatory practices, and those who have testified or otherwise participated in investigations or proceedings arising from complaints or reports of discrimination. Questions regarding discrimination prohibited by the Education Amendment Act of 1972 or other federal law, may be referred to Radford University's Interim Title IX Coordinator, ~~Geoffrey P. Gabriel~~~~Brooke Chang~~, Office of Diversity and Equity, 540-831-5307 or ~~ggabriel3~~~~wehang6~~@radford.edu or the U.S. Department of Education, Office of Civil Rights.

Complaints and Reporting

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

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

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

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

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

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

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

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

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

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

The Role of the Title IX Coordinator

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

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

Written Explanation of Rights and Options

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

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

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

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

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

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

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

(iii) Decline to notify such authorities.

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

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

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

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

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

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

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

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

Criminal Reporting and Coordination

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

Confidentiality, Anonymity and Requests Not to Pursue Title IX Investigation

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

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

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

Sexual Violence Threat Assessment

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

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

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

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

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

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

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

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

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

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

Interim Measures

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

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

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

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

Timely Warnings

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

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

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

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

Investigation and Resolution

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

A. Informal investigation and resolution

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

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

B. Formal investigation and resolution

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

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

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

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

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

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

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

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

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

Sanctions

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

of employment.

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

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

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

Discrimination Appeals Committee

1. Composition of the Committee

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

2. Appeal Procedure

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

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

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

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

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

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

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

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

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

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

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

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

Documentation and record-keeping

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

Training

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

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

1. PURPOSE

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

2. APPLICABILITY

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

3. DEFINITIONS

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

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

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

This policy prohibits the following types of sexual harassment:

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

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

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

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

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

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

4. POLICY

A. Policy

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

B. Retaliation

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

C. Reporting

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

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

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

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

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

D. Criminal Reporting

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

E. Confidentiality and Anonymous Reporting

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

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

F. Timely Warnings

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

G. Sexual Misconduct Survivor/Victim Procedures and Services

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

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

H. Title IX Coordinator Oversight

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

I. Interim Measures

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

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

J. Sanctions

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

K. Student Amnesty

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

L. Education and Awareness

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

M. Academic Freedom and Free Speech

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

5. PROCEDURES (Discrimination Grievance Procedures)

A. Purpose

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

B. Complaints and Reporting

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

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

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

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

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

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

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

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

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

C. The Role of the Title IX Coordinator

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

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

D. Written Explanation of Rights and Options

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

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

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

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

E. Criminal Reporting and Coordination

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

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

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

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

G. Sexual Violence Threat Assessment

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

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

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

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

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

H. Interim Measures

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

I. Timely Warnings

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

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

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

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

K. Investigation and Resolution

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

1. Informal investigation and resolution:

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

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

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

2. Formal investigation and resolution:

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

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

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

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

L. Sanctions

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

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

M. Discrimination Appeals Committee

1. Composition of the Committee:

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

2. Appeal Procedure:

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

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

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

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

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

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

N. Documentation and record-keeping

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

O. Training

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

6. EXCLUSIONS

None

7. APPENDICES

None

8. REFERENCES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

9. INTERPRETATION

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

10. APPROVAL AND REVISIONS

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

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

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

DATE: _____

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

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

Student Representative Report to the Board of Visitors

RADFORD
UNIVERSITY

Initiatives

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

Environmental Awareness

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



Building Highlander Spirit

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



2nd Unity Fest

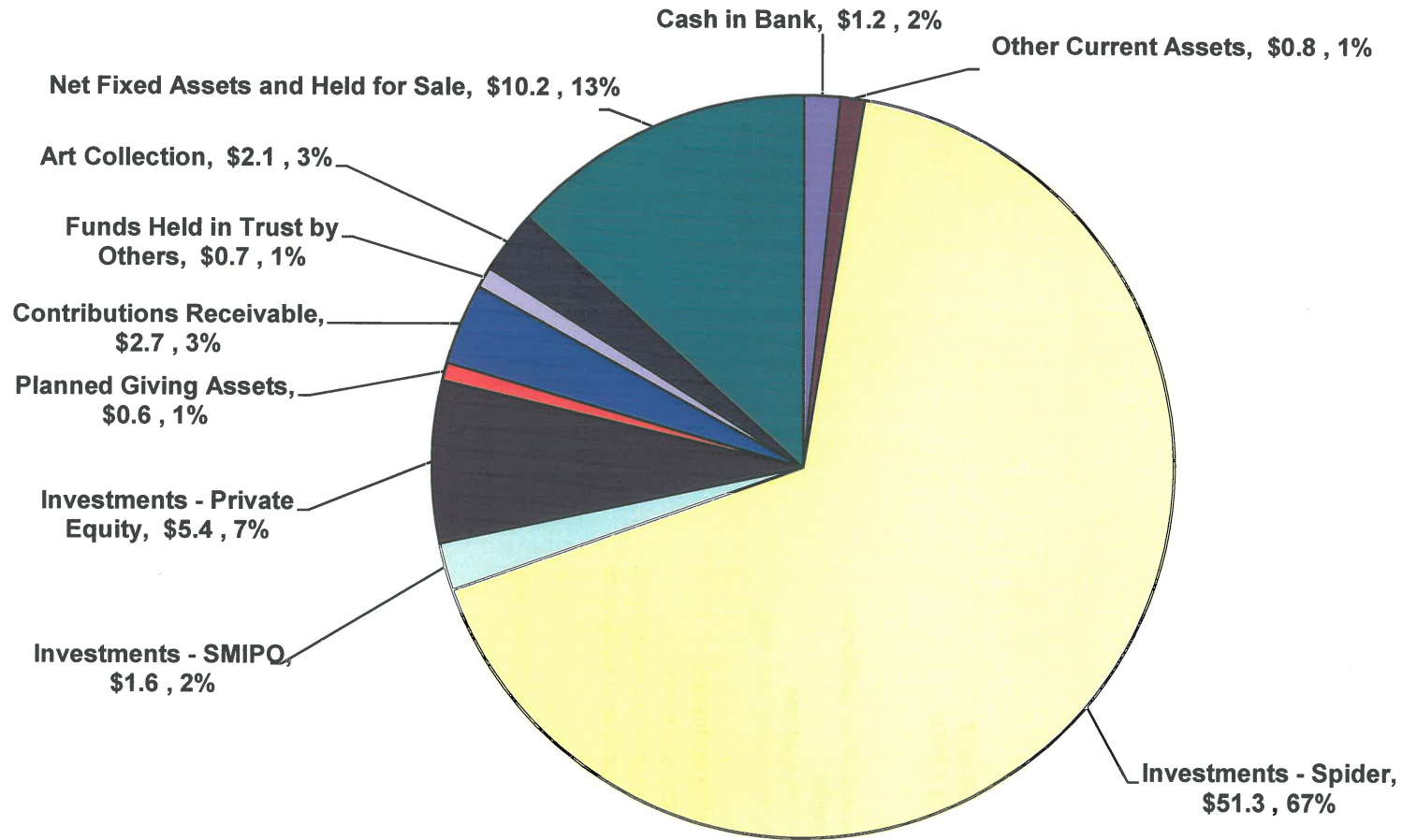
- Unveiling of Collage



Questions?

RADFORD
UNIVERSITY

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



(in millions)
Total Assets: \$76.6M

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

DRAFT WORKING COPY
FOR REVIEW AND DISCUSSION

Introductory Sections

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

Subgroup Sections for Goals and Strategies

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

Subgroup Sections for Key Performance Indicators

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

Letter from the President

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

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

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

With Highlander Pride,

Brian O. Hemphill, Ph.D.
President

Foreword from the Task Force Co-Chairs

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

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

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

Sincerely,

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

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

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

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

The History of Radford University

A Tradition of Change

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Methodology for Strategic Planning

The Context

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

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

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

The Process

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

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

Participants

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

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

Timeline

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

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

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

Identification of Goals and Strategies

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

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

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

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

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

Transparency and Accountability

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

Challenges and Opportunities

Introduction

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

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

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

CHALLENGES AND OPPORTUNITIES: OVERARCHING THEMES

Technology Innovation

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

Funding

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

Campus Environment

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

CHALLENGES AND OPPORTUNITIES: FOCAL AREAS

Academic Excellence and Research

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

Brand Identity

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

Economic Development and Community Partnerships

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

Philanthropic Giving and Alumni Engagement

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

Strategic Enrollment Growth

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

Student Success

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

Conclusion

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

Mission, Vision and Core Values

Mission

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

Vision

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

Core Values

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

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

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

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

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

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

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

ACADEMIC EXCELLENCE AND RESEARCH

Goals and Strategies

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

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

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

GOAL 1

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

Strategies

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

ACADEMIC EXCELLENCE AND RESEARCH

Goals and Strategies

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

GOAL 2

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

Strategies

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

ACADEMIC EXCELLENCE AND RESEARCH

Goals and Strategies

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

GOAL 3

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

Strategies

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

ACADEMIC EXCELLENCE AND RESEARCH
Goals and Strategies

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

GOAL 4

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

Strategies

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

BRAND IDENTITY

Goals and Strategies

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

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

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

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

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

GOAL 1

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

Strategies

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

GOAL 2

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

Strategy

- A. Identify opportunities for brand communication.

ECONOMIC DEVELOPMENT AND COMMUNITY PARTNERSHIPS

Goals and Strategies

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

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

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

GOAL 1

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

Strategies

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

ECONOMIC DEVELOPMENT AND COMMUNITY PARTNERSHIPS

Goals and Strategies

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

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

GOAL 2

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

Strategies

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

PHILANTHROPIC GIVING AND ALUMNI ENGAGEMENT

Goals and Strategies

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

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

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

GOAL 1

Radford University will broaden engagement for all constituents.

Strategies

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

GOAL 2

Radford University will increase giving and engagement.

Strategies

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

GOAL 3

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

Strategies

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

STRATEGIC ENROLLMENT GROWTH

Goals and Strategies

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

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

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

GOAL 1

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

Strategy

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

GOAL 2

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

Strategies

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

GOAL 3

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

Strategies

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

STRATEGIC ENROLLMENT GROWTH

Goals and Strategies

GOAL 4

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

Strategies

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

GOAL 5

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

Strategies

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

GOAL 6

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

Strategies

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

GOAL 7

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

Strategies

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

STRATEGIC ENROLLMENT GROWTH
Goals and Strategies

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

GOAL 8

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

Strategy

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

STUDENT SUCCESS

Goals and Strategies

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

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

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

GOAL 1

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

Strategies

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

GOAL 2

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

Strategies

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

STUDENT SUCCESS

Goals and Strategies

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

GOAL 3

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

Strategies

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

ACADEMIC EXCELLENCE AND RESEARCH
Key Performance Indicators

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

ACADEMIC EXCELLENCE AND RESEARCH
Key Performance Indicators

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

ACADEMIC EXCELLENCE AND RESEARCH
Key Performance Indicators

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

ACADEMIC EXCELLENCE AND RESEARCH
Key Performance Indicators

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

ACADEMIC EXCELLENCE AND RESEARCH
Key Performance Indicators

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

ACADEMIC EXCELLENCE AND RESEARCH
Key Performance Indicators

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

ACADEMIC EXCELLENCE AND RESEARCH
Key Performance Indicators

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

ACADEMIC EXCELLENCE AND RESEARCH
Key Performance Indicators

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

ACADEMIC EXCELLENCE AND RESEARCH
Key Performance Indicators

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

ACADEMIC EXCELLENCE AND RESEARCH
Key Performance Indicators

<p>3.D.1. <i>Establish centers of excellence to support the implementation of the Radford University Security Studies Initiative and Summer Institute and the Geohazards and Unmanned Systems Research Center.</i></p>				
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ACADEMIC EXCELLENCE AND RESEARCH
Key Performance Indicators

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

ACADEMIC EXCELLENCE AND RESEARCH
Key Performance Indicators

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

ACADEMIC EXCELLENCE AND RESEARCH
Key Performance Indicators

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

ACADEMIC EXCELLENCE AND RESEARCH
Key Performance Indicators

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

ACADEMIC EXCELLENCE AND RESEARCH
Key Performance Indicators

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

ACADEMIC EXCELLENCE AND RESEARCH
Key Performance Indicators

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

BRAND IDENTITY
Key Performance Indicators

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

BRAND IDENTITY
Key Performance Indicators

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

BRAND IDENTITY
Key Performance Indicators

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

BRAND IDENTITY
Key Performance Indicators

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

ECONOMIC DEVELOPMENT AND COMMUNITY PARTNERSHIPS
Key Performance Indicators

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

ECONOMIC DEVELOPMENT AND COMMUNITY PARTNERSHIPS
Key Performance Indicators

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

ECONOMIC DEVELOPMENT AND COMMUNITY PARTNERSHIPS
Key Performance Indicators

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

ECONOMIC DEVELOPMENT AND COMMUNITY PARTNERSHIPS
Key Performance Indicators

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

ECONOMIC DEVELOPMENT AND COMMUNITY PARTNERSHIPS
Key Performance Indicators

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

ECONOMIC DEVELOPMENT AND COMMUNITY PARTNERSHIPS
Key Performance Indicators

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

ECONOMIC DEVELOPMENT AND COMMUNITY PARTNERSHIPS
Key Performance Indicators

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

ECONOMIC DEVELOPMENT AND COMMUNITY PARTNERSHIPS
Key Performance Indicators

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

ECONOMIC DEVELOPMENT AND COMMUNITY PARTNERSHIPS
Key Performance Indicators

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

ECONOMIC DEVELOPMENT AND COMMUNITY PARTNERSHIPS
Key Performance Indicators

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

PHILANTHROPIC GIVING AND ALUMNI ENGAGEMENT
Key Performance Indicators

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

PHILANTHROPIC GIVING AND ALUMNI ENGAGEMENT
Key Performance Indicators

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

PHILANTHROPIC GIVING AND ALUMNI ENGAGEMENT
Key Performance Indicators

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

PHILANTHROPIC GIVING AND ALUMNI ENGAGEMENT
Key Performance Indicators

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

PHILANTHROPIC GIVING AND ALUMNI ENGAGEMENT
Key Performance Indicators

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

PHILANTHROPIC GIVING AND ALUMNI ENGAGEMENT
Key Performance Indicators

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

STRATEGIC ENROLLMENT GROWTH
Key Performance Indicators

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

STRATEGIC ENROLLMENT GROWTH
Key Performance Indicators

GOAL 2				
Radford University will grow in-state freshmen headcount enrollment by 3% annually through the 2023-2024 academic year.				
Goal and Strategy	Performance Indicator	Baseline	Target	Responsible Party
<p>2.A. <i>Place greater emphasis on recruitment of students from Northern Virginia.</i></p> <p>2.B. <i>Increase the visibility of Radford University with in-state freshman students through an enhanced portfolio of traditional, digital, mobile, web, social media and virtual reality marketing tools and resources.</i></p>	Headcount of in-state new freshman student enrollment	<p>Fall 2016 in-state freshmen = 1,617</p> <p>Fall 2016 Northern Virginia = 508</p>	<p>Annual: 5% Fall 2017; 3% thereafter</p> <p>Comprehensive (2023): 2,027</p>	Vice President for Enrollment Management

STRATEGIC ENROLLMENT GROWTH
Key Performance Indicators

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

STRATEGIC ENROLLMENT GROWTH
Key Performance Indicators

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

STRATEGIC ENROLLMENT GROWTH
Key Performance Indicators

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

STRATEGIC ENROLLMENT GROWTH
Key Performance Indicators

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

STRATEGIC ENROLLMENT GROWTH
Key Performance Indicators

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

STRATEGIC ENROLLMENT GROWTH
Key Performance Indicators

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

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

STUDENT SUCCESS
Key Performance Indicators

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

STUDENT SUCCESS
Key Performance Indicators

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

STUDENT SUCCESS
Key Performance Indicators

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

STUDENT SUCCESS
Key Performance Indicators

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

STUDENT SUCCESS
Key Performance Indicators

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

STUDENT SUCCESS
Key Performance Indicators

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

STUDENT SUCCESS
Key Performance Indicators

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

RADFORD UNIVERSITY BOARD OF VISITORS

September 15, 2017

Action Item

Authorization to Adjust State Approved Base Salary Compensation

Item:

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

Background:

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

Action:

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

Mark S. Lawrence
Rector

Brian O. Hemphill, Ph.D.
President

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End of Materials