RADFORD UNIVERSITY

RADFORD UNIVERSITY BOARD OF VISITORS MEETING
BOARD ROOM
MARTIN HALL – THIRD FLOOR
RADFORD, VIRGINIA
9:00 A.M.
NOVEMBER 11, 2016

Approved

MINUTES

BOARD MEMBERS PRESENT
Mr. Christopher Wade, Rector
Mr. Robert A. Archer
Dr. Jay A. Brown
Ms. Krisha Chachra
Ms. Callie M. Dalton
Dr. Rachel D. Fowlkes
Ms. Mary Ann Hovis
Dr. Susan Whealler Johnston
Mr. Mark S. Lawrence
Mr. Randolph "Randy" J. Marcus
Dr. Debra K. McMahon
Ms. Georgia Anne Snyder-Falkinham
Mr. Kevon DuPree, Student Representative (non-voting advisory member)
Dr. Carter Turner, Faculty Representative (non-voting advisory member)

BOARD MEMBERS ABSENT
Ms. Alethea "A.J." Robinson
Mr. Steve A. Robinson
Dr. Javaid Siddiqi, Vice Rector

OTHERS PRESENT
President Brian O. Hemphill, Ph.D.
Mr. Richard Alvarez, Vice President for Finance and Administration and Chief Financial Officer
Dr. Irvin Clark, Interim Vice President for Student Affairs
Mr. Joe Carpenter, Vice President for University Relations and Chief Communications Officer
Mr. Danny M. Kemp, Vice President for Information Technology and Chief Information Officer
Ms. Katherine "Kitty" McCarthy, Vice President for Enrollment Management
Dr. Joseph Scartelli, Interim Provost and Vice President for Academic Affairs
Ms. Melissa Wohlstein, Vice President for University Advancement
Ms. Ashley Schumaker, Chief of Staff, Office of the President
Ms. Mary Weeks, Secretary to the Board of Visitors/Senior Assistant to the President
Mr. Allen Wilson, Assistant Attorney General, Commonwealth of Virginia
Radford University faculty and staff

CALL TO ORDER

Mr. Christopher Wade, Rector, called the meeting to order at 9:00 a.m. in the Board Room on the Third Floor of Martin Hall on the campus of Radford University. Mr. Wade acknowledged the team work that has been noticeable throughout the committee meetings and the gains that have been made in divisional collaborations. He also wanted to note and commend Ms. Ashley Schumaker and Ms. Alethea "A.J." Robinson for the leadership and talent in organizing the Presidential Inauguration. The day was a huge success due to the efforts of many.

APPROVAL OF AGENDA

Mr. Wade asked for a motion to approve the agenda for the November 11, 2016 meeting, as published. After motion duly made by Mr. Randolph "Randy" J. Marcus and seconded by Mr. Mark S. Lawrence, the Agenda, as published, was unanimously approved.

APPROVAL OF MINUTES

Mr. Wade asked for a motion to approve the minutes of the September 16, 2016 meeting of the Board of Visitors, as published. Motion was duly made by Mr. Marcus and seconded by Ms. Mary Ann Hovis. The September 16, 2016 minutes were unanimously approved. A copy of the approved minutes can be found at http://www.radford.edu/content/bov/home/meetings/minutes.html.

PRESIDENT'S REPORT

President Brian O. Hemphill, provided an oral report discussing:
- the progress on the Strategic Plan and Task Force committee work,
- the Economic Development Community Partnerships and meetings at which he has participated,
- the progress in addressing faculty concerns regarding Research and Grant Funding via work completed by Dr. Orion J. Rogers,
- the recent ranking and awards Radford University has received; and
- the Reed Curie Halls renovations.

Of particular note, President Hemphill mentioned the Inauguration event, 'Radford Gives Back' as one of the most humbling as the Radford family stepped beyond the goal to provide over 14,000 items of food for the local community. President Hemphill acknowledged Mr. Robert A. Archer, Mr. Richard Alvarez and Mr. Joe Carpenter as Veterans and thanked them for their service. President Hemphill shared his gratitude for Dr. Joseph Scartelli in serving as Interim Provost and Vice President for Academic Affairs during the transition period. Lastly, President Hemphill announced that a letter to the Radford University community was sent announcing a Forum to be held today, November 11, 2016, regarding recent incidents that have disrupted the campus civility. A copy of President Hemphill's report is attached hereto as *Attachment A* and is made a part hereof.

Mr. Wade thanked President Hemphill for his report.

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

Dr. Carter Turner, Advisory (non-voting) Faculty Representative to the Board of Visitors, provided an oral report. He noted that Faculty remain enthusiastic and excited to work on the Strategic Plan

and welcome the changes they see from the new direction. Dr. Turner noted that the faculty stand firm as part of the Radford University family and are willing to move the University forward.

Mr. Wade thanked Dr. Turner for his report.

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

Mr. Kevon DuPree, Advisory (non-voting) Student Representative to the Board of Visitors, provided the Board with an update on the initiatives he has started. Progress had been made in re-establishing the Omicron Delta Kappa chapter, student engagement activities, "Let's Talk" open forums providing a safe zone to express opinions and the upcoming Campus Unity Fest. Discussion centered around efforts to increase male student retention. A copy of Mr. DuPree's report is attached hereto as *Attachment B* and is made a part hereof.

Mr. Wade thanked Mr. DuPree for his report.

REPORT FROM THE ACADEMIC AFFAIRS COMMITTEE

Dr. Susan Whealler Johnston, Chair of the Academic Affairs Committee, stated that the Committee met on Thursday, November 10, 2016. Dr. Johnston brought the following items for consideration of the Board:
- Resolution for Approval of Bachelor of Science in Computer and Cyber Science. The Resolution was approved unanimously to be forwarded to SCHEV and is attached hereto as *Attachment C* and is made a part hereof.
- Resolution to Amend the Teaching and Research Faculty Handbook regarding changes in evaluation of faculty. The Resolution was approved unanimously and is attached hereto as *Attachment D* and is made a part hereof.

Mr. Wade thanked Dr. Johnston for her report.

REPORT FROM THE ADVANCEMENT/ALUMNI RELATIONS AND COMMUNICATIONS/MARKETING COMMITTEE

Mr. Randolph "Randy" J. Marcus, Chair of the Advancement/Alumni Relations and Communications/Marketing Committee, stated that the Committee met on Thursday, November 10, 2016. Mr. Marcus updated the Board on the progress of University Relations and the increased targeted use of social media platforms. Mr. Marcus also updated the Board on Advancement and Alumni Relations direct mail campaign, the increased number of professional proposals that have been submitted and the progress in revitalizing the Radford University Alumni chapters. Mr. Marcus made special note of the noticeable change in collaboration between divisions, especially in conjunction with the new Enrollment Management initiatives.

Presentation from Enrollment Management
Ms. Katherine "Kitty" McCarthy, Vice President for Enrollment Management, provided an overview of the changes made in the recruitment model and highlighted the 2017 plan, which was distributed in hard copy format. Ms. McCarthy discussed target markets, changes in internal process for seamless service to applicants, collaboration with University Relations in targets social media

messaging, scholarship model changes and increases in applications due to additional efforts from Royall & Company. Mr. Wade requested a motion to approve the Fall 2017 Recruitment Plan. Mr. Marcus so moved, and Mr. Lawrence seconded the motion. The motion was unanimously approved and is attached hereto as *Attachment E* and is made a part hereof. Ms. McCarthy's presentation is attached hereto as *Attachment F* and is made a part hereof.

Mr. Wade thanked Mr. Marcus for his report.

Mr. Wade announced a short break at 9:58 a.m.

CALL TO ORDER
Mr. Wade reconvened the Board at 10:07 a.m.

REPORT FROM BUSINESS AFFAIRS & AUDIT COMMITTEE
Ms. Mary Ann Hovis, Chair of the Business Affairs and Audit Committee, reported that the Committee met on Thursday, November 10, 2016. Ms. Hovis reported that the University Auditor, Ms. McManus, provided a report that the actions related to the Auditor of Public Account's business issues identified with financial aid in the 2016 institutional audit have planned actions and are being addressed appropriately. Ms. McManus also informed the committee that she has completed her quarterly report, which ended September 30, 2016, of the University Discretionary Fund. All expenditures were found in compliance with the Fund's guidelines.

Ms. Hovis stated that Mr. Richard Alvarez, Chief Financial Officer and Vice President for Finance & Administration, presented an update of current capital projects that included the Whitt Hall Renovation and the renovation of Reed and Curie Halls. He noted the current construction of a parking lot and green space next to Dalton Hall.

Ms. Hovis also provided an update of the Joint Legislative Audit and Review Commission (JLARC) recommendations adopted by the General Assembly. In total, there were eight recommendations from JLARC, which were included in the Acts of Assembly and require University action.   The University has appropriately addressed each of the eight recommendations.

Ms. Hovis also noted that the Commonwealth of Virginia Budget Reduction could impact the institution in the FY2017-18 year. Tentatively, based on current information from Governor McAuliffe's Office, the University is planning for a 7.5 percent reduction in E&G general fund operating support. To address the possible reduction, the Vice Presidents are preparing savings strategies of 5 percent of their total E&G operating budgets. The Board will be updated again in February once additional information is known.

Mr. Wade thanked Ms. Hovis for her report.

REPORT FROM THE GOVERNANCE, ADMINISTRATION & ATHLETICS COMMITTEE
Ms. Georgia Anne Snyder-Falkinham, Acting Chair, reported that the committee met on Thursday, November 10, 2016. Ms. Snyder-Falkinham provided a report on the success of the Starfish

Program that Information Technology has launched. The Starfish program connects academic advisors, students, career advisors and faculty, capturing communications, providing historical records for access, simplifies calendar requests and also serves as a single location for students to access information which leads to successful graduation. Ms. Snyder-Falkinham noted that the program would also lead to increased retention.

Ms. Snyder-Falkinham reported on Athletics and previewed the new branding logos. She noted that several initiatives leading to development of student-athlete leadership, retention and success have been underway. She also noted that the men's Soccer Team won the regular season championship and that the Volleyball team has had a second consecutive regular season championship and its undefeated 2016 home season. It was noted that over 50 of our student-athletes have a perfect 4.0 GPA, and a few may qualify as All American Athletes.

Ms. Snyder-Falkinham brought forward a resolution to amend the Board of Visitors Bylaws. Mr. Wade requested a motion to approve the Bylaws as submitted. Mr. Marcus so moved, and Mr. Archer seconded the motion. The Resolution was approved with one abstaining member. A copy of the Resolution and Bylaws attached hereto as *Attachment G* and is made a part thereof.

Mr. Wade thanked Ms. Snyder-Falkinham for her report.

REPORT FROM THE STUDENT AFFAIRS COMMITTEE

Mr. Mark S. Lawrence, Chair of the Student Affairs Committee, stated that the Committee met on Thursday, November 10, 2016. Mr. Lawrence stated that Ms. Jacinda Jones, Student Government Association (SGA) President, provided a presentation on the SGA's initiatives which included a voter registration drive, a campus safety-walk with the University and City Police, several sexual assault awareness events and community service projects. In an effort to assist with recruitment efforts, SGA representatives have visited local elementary and middle schools and spoke with students about attending Radford University (Grad2Rad program).

Mr. Lawrence reported that Dr. Irvin Clark gave a presentation on the newly formed Council on Student Engagement and Success. This council will advise campus leadership in design, implementation and assessment of strategies and programs that improve student academic success, retention and graduation.

Mr. Lawrence also reported that Dr. Clark provided an update on new retention programs that included "Highlander Chats" and "You Matter" campaigns. Another initiative involves increasing awareness and use of counseling with regard to substance abuse, housed out the SAVES office, the Collegiate Recovery Community, which provides support, education and networking to assist students in building a recovery system.

Mr. Lawrence also reported that Ms. Brooke Chang provided Title IX training and information regarding services of her office to members of the committee and others.

Mr. Wade thanked Mr. Lawrence for his report.

REPORT ON THE RADFORD UNIVERSITY FOUNDATION

Ms. Callie M. Dalton, Board liaison to the Radford University Foundation (Foundation), reported that the Foundation Board will have its next meeting December 2, 2016 in Northern Virginia. There will be a social, which was well attended last year. On November 1, 2016, the Foundation also sold the Bondurant Center on Main Street, Radford. The annual report should be ready early 2017. Ms. Dalton distributed the Foundation Asset Composition, it is attached hereto as *Attachment H* and is made a part thereof.

Mr. Wade thanked Ms. Dalton for her report.

PRESENTATION BY STUDENT MANAGED PORTFOLIO INVESTMENT ORGANIZATION (SMIPO)

The student group provided an overview of the structure of the organization and a review of the investment process the group follows in making investment decisions. Dr. Clarence Rose, one of the advisors to the group, also provided a brief history and benefits students receive from participating. The group has received top fund ranking in the Value Fund Category-Undergraduate Division at the Quinnipiac University 2016 Global Asset Management Education Forum. Is was noted by Ms. Snyder-Falkinham that the group is funded through the Radford University Foundation. Mr. John Cox received applause and thank you for the support the Foundation has provided the group. A copy of the presentation is attached hereto as *Attachment I* and is made a part thereof.

The Board thanked the students for the presentation.

OTHER BUSINESS

Amendment to the President's Contact
- Resolved, that the Board of Visitors hereby determines that the automobile allowance set forth in Section F.7 of the Employment Agreement of Brian O. Hemphill, Ph.D., dated December 15, 2015 and amended June 28, 2016, is hereby amended to clarify that said allowance is provided to cover business use of his personal automobile for trips of 150 miles or less roundtrip. For each business trip in which his personal automobile is utilized and the mileage is in excess of 150 miles roundtrip, President Hemphill shall be eligible to receive mileage reimbursement at the standard mileage reimbursement rate as provided to all University and state employees, and such reimbursement shall be paid from Other Funds as permitted by Section F.2. of said employment agreement as reasonable travel.   Such clarification includes all business travel beginning on July 1, 2016 and throughout the contract period.

  Mr. Wade requested a motion to approve the resolution. Mr. Lawrence so moved, and Mr. Marcus seconded the motion. Motion passed unanimously.

- Resolved, that the Board of Visitors hereby approves President Brian O. Hemphill's Performance Plan, as discussed in closed session on May 6, 2016, and that said performance plan pursuant to Section E of the Employment Agreement of Brian O. Hemphill, Ph.D., dated December 15, 2015 and amended June 28, 2016, is considered a personnel record.

Mr. Wade requested a motion to amend the Performance Plan. Mr. Lawrence so moved to approved the motion, and Mr. Marcus seconded the motion. Motion was approved unanimously.

Board Resolutions
Mr. Wade presented the resolutions honoring former Board members Mr. Anthony R. Bedell, Ms. Mary Waugh Campbell, Dr. Kevin R. Dye, Ms. Ruby W. Rogers, and Ms. Georgia Anne Snyder-Falkinham. Mr. Marcus thanked the staff in making added changes to personalize the resolutions. Mr. Wade wanted to acknowledge the work and contributions of Ms. Georgia Anne Snyder-Falkinham on the renovations of 915 Tyler House, the home of President Hemphill. Mr. Marcus moved to accept the resolutions as presented, and Mr. Lawrence seconded. The resolutions were approved with one Board member abstaining and are attached hereto as *Attachment J* and made a part thereof.

BOV Member Attendance at SCHEV Orientation
Mr. Wade requested a motion to approve the resolution providing an exception for Mr. Steve Robinson in attending SCHEV Board member training. Ms. Hovis so moved and Mr. Marcus seconded the motion. By voice vote, 11 members approved the resolutions, one nay. The resolution is attached hereto as *Attachment K* and made a part thereof.

Meeting Dates
Mr. Wade also noted that the next scheduled Board meeting is February 16-17, 2017. He also noted that the AGB Conference is in Texas in April. Board members who are interested in attending should contact Mary Weeks.

ADJOURNMENT
With no further business to come before the Board, Mr. Christopher Wade, Rector, adjourned the meeting at 11:23 a.m.

Respectfully submitted,

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

RADFORD UNIVERSITY

Brian O. Hemphill, Ph.D.
President

TO: Members of the Board of Visitors

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

DATE: November 11, 2016

RE: President's Report

I want to thank you for the opportunity to update you and share my perspectives about our University. It is hard to believe that we are already two-thirds through the Fall 2016 semester.

Campus Outreach

Since my report at the September 16, 2016 Board meeting, I have concluded my initial round of college information sessions and open forums on campus with students, faculty and staff. I have now commenced my academic year-long plan to meet with individual departments and schools, as well as the Faculty Senate, A/P Faculty Senate and Staff Senate as part of my ongoing effort to gain valuable input and broad perspective on the opportunities and challenges we face as a campus community.

Inauguration, Homecoming and Family Weekend

I frequently speak of the Radford family, and I cannot think of any better display of the concept of Radford University as a family than when I reflect back on the week-long series of events that were part of the Inauguration, Homecoming and Family Weekend. On behalf of my family, I want to thank each of you, students, faculty, staff, alumni and the community for the warm welcome we have been extended and the moving Inauguration ceremony, which many of you had an opportunity to attend.

One of the events I am most proud of as part of the Inauguration was the Radford Gives Back Community Service Project, a food drive to benefit the area's most vulnerable – children who do not have access to sufficient food. While our goal was 10,000 canned, boxed or packaged food items, I am humbled to share with you that the Radford University community rallied to donate more than 14,000 items, a true example of the character of the Radford family.

After the Inauguration events, I had an opportunity to experience the passion of our Highlander alumni. From the pride I witnessed during the Athletics Hall of Fame Dinner and Ceremony to the excitement of the Alumni Village, the spirit of the Greek Challenge, to the stirring stories of the Class of 1966 who celebrated their 50th Class "Golden" Reunion, I was inspired to witness the commitment and enthusiasm our generations of alumni have for Radford University. I am convinced that a significant part of our University's future success will reside in engaging our alumni, soliciting their inputs and ideas and inspiring their support.

Strategic Plan

Following the momentum from the collaborative, inaugural Budget Summit, we officially launched the planning process for the Strategic Plan for 2018-2023. On October 24, 2016, we initiated the

process with the initial meeting of the Strategic Planning Task Force, followed by a meeting of the Subgroup Co-Chairs, who will be leading the following:

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

The Task Force and Subgroups, along with students, faculty, staff, alumni and community representatives who comprise the various Subgroups, will hold a joint meeting later today followed by organizational meetings of each of the Subgroups. Throughout the strategic planning process, the Task Force and the Subgroups will research and solicit input from the campus community and beyond with the result being a series of recommendations to be included in a comprehensive plan to be presented in draft form to the Board in September 2017, followed by formal presentations to both the Board and SCHEV for approval in October/November 2017. The timeline we will be working toward will be approval in adequate time to commence an awareness and distribution campaign in late 2017 to support formal implementation in January 2018.

Economic Development and Community Partnerships

Our community outreach efforts have continued to build upon the relationships between the University and the governments, non-profits and businesses throughout the region. In addition to one-on-one meetings with regional business leaders, as well as regular meetings with City of Radford officials, I have also attended the Roanoke-Blacksburg Technology Council Annual Gala and will speak at the Radford Chamber of Commerce Annual Fundraiser Dinner to be held on November 19, 2016.

We continue to monitor the implementation of the Go Virginia initiative and are maintaining close communication with our higher education, governmental and business colleagues in the New River and Roanoke Valleys. We are awaiting the determination of the regional council boundaries by the Go Virginia Board. A preliminary map was approved by the Go Virginia Board on October 12, 2016 and is expected to be formally approved in early December. Based on the preliminary map, we anticipate that we will fall within a regional council comprised of the New River Valley, Roanoke Valley and Lynchburg regions.

Renovation of Reed-Curie Halls

Radford University's College of Science and Technology (CSAT) recently received exciting news that a nearly $34 million renovation approved for funding in the 2016 bond package has been authorized to proceed with planning. The project will fund a major renovation of Reed-Curie Halls that will also include, among many substantial updates, a Cyber Security Training and Education Lab (CTEL) for teaching, research, modeling and simulation of cyber threats. The project will renovate 94,840 square feet of space and provide modern facilities for several of the university's science departments, including geospatial science, biology, chemistry, geology and physics. The renovations will include laboratories, engagement spaces for lectures, student support areas, office spaces and a cybersecurity suite.

The CTEL, along with the Watch Center and Emergency Operations Center (EOC) in the new College of Humanities and Behavioral Sciences Building that opened this semester, will provide cross-disciplinary opportunities for constituencies across the Commonwealth, including businesses, K-12 teachers and students, law enforcement agencies, public sector administrators and other organizations.

Radford University students in cyber and information technology disciplines are among the most sought after by industry due to their preparation, as reflected by their strong showing in national level competitions and Radford University's recent designation as a National Center of Academic Excellence in Cyber Defense Education (CAE-CDE) by the National Security Agency (NSA) and the U.S. Department of Homeland Security (DHS).

Through these programmatic efforts and the renovation, I anticipate Radford will be at the forefront of preparing graduates in cyber security and meeting the evolving demands of cyber security education. For example, Radford is one of only six four-year institutions in Virginia designated as a CAE-CDE institution and is one of only 127 four-year institutions in the country to earn the prestigious national designation.

Rankings and Awards
This year, Radford University has continued to be recognized for excellence in its programs and student engagement. Examples include:

- "Best Colleges and Universities in the Southeast" by The Princeton Review for 2017 (the tenth consecutive year the University has been so recognized)
- "Best Regional Universities" in the South by U.S. News & World Report for 2017 (the fifth consecutive year for this recognition)
- "Top Public Schools" – South - #16 by U.S. News & World Report for 2017
- "Best 295 Business Schools" by The Princeton Review, for the fifth consecutive year
- "Top Green Colleges in the Nation" by The Princeton Review, for the seventh consecutive year
- "College of Distinction" by the Colleges of Distinction publication for both 2016 and 2017
- "Best Bang for the Buck" Universities by Washington Monthly magazine for 2016 (the fourth consecutive year)
- "Best Colleges for Veterans - South" by U.S. News & World Report for 2017 (the second consecutive year for this relatively new category)

As evidenced by these accolades, Radford University has a competitive baseline reputation upon which to build. However, we are in an increasingly competitive and rapidly changing market, and our strategic planning efforts will need to build upon our branding efforts and identify new initiatives that distinguish our niche in the marketplace.

Veterans Day
Today serves an opportunity for us to recognize and honor those who have served our nation and protected the very freedoms that make our nation exceptional. I know among our Board, veterans include Colonel Robert Archer, U.S. Army Reserve (Retired), and of course veterans represented by our students, administrators, faculty and staff, many of whom are with us today. Ladies and Gentlemen, thank you for your service to the nation.

Additionally, I want to invite all members of the Board to today's campus ceremony honoring all of our veterans, including students, alumni, faculty, staff, and community. The event, including a wreath ceremony, will be held in The Bonnie Auditorium beginning at 1:00 p.m.

Provost and Vice President for Academic Affairs Search

On October 18, 2016, I announced to the campus community the formation of the Provost and Vice President for Academic Affairs Search Committee, which is comprised of a diverse group of students, faculty, staff and a community representative. The Committee was appointed to represent the input and voice of the campus community as we conduct a national search. The Committee is chaired by Dr. Orion Rogers, Dean of the College of Science and Technology, with services from Greenwood Asher.

The primary role of the Committee will be to work directly with Greenwood Asher representatives to finalize and approve a position description; identify local, regional and national placements for the advertisement; review candidate materials; identify and interview semi-finalists; invite finalists to campus for open-forum meetings with the campus community; and forward approximately three highly-qualified finalists for consideration.

The Committee held its initial meeting on October 20, 2016 in order to ensure adequate time for a comprehensive search to include off-campus interviews with semi-finalists, on-campus interviews with finalists and selection and onboarding of the new provost by July 1, 2017. Additionally, representatives from Greenwood Asher held open forums that same day to obtain feedback from the campus community regarding the desired characteristics in the next provost.

I also want to share with the Board my humblest gratitude to Dr. Joe Scartelli for serving in this essential role in an interim capacity. His exemplary leadership serves as a strong foundation for Radford University's future success in the areas of teaching, research and service. I shared with the campus community that the Radford family is forever strengthened due to Joe's steadfast commitment to and unwavering passion for our University!

Director of State Government Relations Search

In order for Radford University to elevate our presence, representation and state government relations strategies, we have commenced a search for the position of Director of State Government Relations. The successful candidate will build, maintain and actively facilitate government relations strategies to advance the priorities of the University with the General Assembly, the Governor's Office and other executive branch agencies and will be required to work in Richmond. The position will report to me with strategic direction and administrative coordination through the Chief of Staff. A review of applications is scheduled for December 1, 2016.

In closing, over the course of this semester, I have witnessed a passion for and commitment to Radford University that is truly inspiring and is keenly focused on the success of our students. I believe it is our deep, collective commitment that will enable us to realize together the successes that the initiatives and proposals that I am confident will be forthcoming from our strategic planning process.

On behalf of my family and the entire Radford community, I wish you and your families a Happy Thanksgiving.

Thank you.

Omicron Delta Kappa (OΔK)

- Meeting with OΔK Representative Tim Reed (10/3)

- Mass email informing the campus of OΔK (10/10)

- Interest Meetings held (10/17 & 10/27)

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Male Student Leadership Initiative

- Invited to serve on the Best Practices to Improve Retention Committee (10/6)

- Best Practices to Improve Retention Committee meetings (10/12 – 11/2)

RT02. New Freshmen Retention by Gender

Term	Female Cohort	Female Retained	Female Retention	Male Cohort	Male Retained	Male Retention
Fall 1996	868	672	77.4%	552	399	72.3%
Fall 1997	1,048	789	75.3%	571	416	72.9%
Fall 1998	1,011	774	76.6%	507	382	75.3%
Fall 1999	1,075	782	72.7%	580	431	74.3%
Fall 2000	1,081	863	79.8%	672	524	78.0%
Fall 2001	1,155	907	78.5%	720	546	75.8%
Fall 2002	1,109	873	78.7%	704	533	75.7%
Fall 2003	1,097	868	79.1%	703	499	71.0%
Fall 2004	1,135	902	79.5%	693	533	76.9%
Fall 2005	1,101	814	73.9%	792	583	73.6%
Fall 2006	1,045	814	77.9%	686	516	75.2%
Fall 2007	1,056	822	77.8%	785	615	78.3%
Fall 2008	1,119	874	78.1%	753	593	78.8%
Fall 2009	839	660	78.7%	608	439	72.2%
Fall 2010	1,068	853	79.9%	769	545	70.9%
Fall 2011	1,145	876	76.5%	890	637	71.6%
Fall 2012	1,166	932	79.9%	886	670	75.6%
Fall 2013	1,126	876	77.8%	860	606	70.5%
Fall 2014	1,159	902	77.8%	854	611	71.5%
Fall 2015	1,161	903	77.8%	799	553	69.2%

Source: Fall Headcount File

Student Representative

RADFORD UNIVERSITY

Campus Unity Fest

- **Date and location for event confirmed (9/28)**

- **Planning committee formed (10/8)**

- **First planning committee meeting (10/26)**

RADFORD UNIVERSITY

Student Engagement/Campus Events

- SGA Tailgate (9/24)

- Sunday Midday 5K (9/25)

- VIEWS: Life Through a Different Lens (10/5)

- Powder Puff Football Game (10/8)

- Homecoming/Family Weekend (10/14 – 10/16)

- VIEWS: A Global Perspective on Discrimination (10/20)

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VIEWS: Life Through a Different Lens

Powder Puff Football

Sunday Midday 5K

Student Representative

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Questions?

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**Resolution for Approval of
Bachelor of Science in Computer and Cyber Science**

November 11, 2016

WHEREAS, the Department of Information Technology (ITEC) in the College of Science and Technology at Radford University proposes a Bachelor of Science in Computer and Cyber Science (BSCCS); and

WHEREAS, the BSCCS will build upon and extend the department's highly successful computer science degree and the undergraduate certificate in information security; and

WHEREAS, the proposed BSCCS program will prepare the next generation of security professionals; and

WHEREAS, the BSCCS program will provide a well-rounded curriculum by combining foundational computer science courses with security courses from the undergraduate certificate and new courses in reverse engineering and embedded device security; and

WHEREAS, student interest, alumni recommendations, and employment projections support the establishment of the BSCCS degree;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors approves the program for the Bachelor of Science in Computer and Cyber Science, CIP 11.1003 (hereafter "Program"); and be it further

RESOLVED, that the President and/or his designee(s) are hereby authorized to submit any and all documentation that may be required to receive approval of said program from the State Council of Higher Education of Virginia (SCHEV) and the Southern Association of Colleges and Schools Commission on Colleges.

STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA

1. Institution	2. Program action (Check one): New program proposal _____ Spin-off proposal _____ Certificate proposal _____
3. Title of proposed program	4. CIP code
5. Degree designation	6. Term and year of initiation

7a. For a proposed spin-off, title and degree designation of existing degree program

7b. CIP code (existing program)

8. Term and year of first graduates	9. Date approved by Board of Visitors

10. For community colleges:
    date approved by local board
    date approved by State Board for Community Colleges

11. If collaborative or joint program, identify collaborating institution(s) and attach letter(s) of intent/support from corresponding chief academic officers(s)

12. Location of program within institution (complete for every level, as appropriate).

Department(s) or division of _____

School(s) or college(s) of _____

Campus(es) or off-campus site(s) _____

Distance Delivery (web-based, satellite, etc.) _____

13. Name, title, telephone number, and e-mail address of person(s) other than the institution's chief academic officer who may be contacted by or may be expected to contact Council staff regarding this program proposal.

Bachelor of Science in Computer and Cyber Science
Description of Program

Program Background
The Department of Information Technology in the College of Science and Technology at Radford University proposes a Bachelor of Science in Computer and Cyber Science (BSCCS) to begin in the Fall 2017. BSCCS builds on the Department's Bachelor of Science in Computer Science and undergraduate Information Security Certificate and creates a new program to prepare students to work in the emerging field of cybersecurity, developing, deploying, and managing security solutions for different computing infrastructures. The program will be initiated as a traditional in class program taught on the Radford University campus.

In addition to teaching traditional computer science concepts and principles, the BSCCS program will teach students: basic principles and concepts of information security; how to secure databases, operating systems, and computing systems; how to apply cryptography to secure data traveling across a network; basic principles of digital forensics; techniques to reverse engineer, analyze, and investigate computer systems; and how to develop policies and procedures to protect and govern information and maintain data quality and integrity.

In the past, a BS in Computer Science or Information Technology (IT) with a course in cybersecurity would have prepared students for these jobs. However, as the Internet of Things (IoTs) becomes more commonplace, so have the range of cybersecurity threats that target non-traditional computing platforms. Designing, developing, and deploying solutions for these threats requires traditional computer science skills, along with a deep emphasis on their application. This requires courses in areas such as: reverse engineering and security analysis. For instance, research from IBM in 2013 found out: *"there is more to teach and learn"* as the *"field of cybersecurity has significantly expanded with more domains to secure and more ways to attack"*[1]. The report concludes with the need to expand cybersecurity learning into areas such as: protection of *"heterogeneous systems and real-time security analysis".* To accommodate this applied nature of computer science, there is a need for a separate BS program that covers the vast field of cybersecurity and the wide array of foundational computer science/IT topics that cybersecurity builds on.

BSCCS will prepare graduates for entry-level positions in the cybersecurity field. These entry level positions include: engineers, managers/administrators, analysts, information security specialists/technicians, architects, and consultants[2].

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[1] Cybersecurity Education For the Next Generation, Advancing a Collaborative Approach, IBM Center for Applied Analytics, 2013 (http://www-01.ibm.com/common/ssi/cgi-bin/ssialias?subtype=XB&infotype=PM&appname=CHQE_ED_ED_USEN&htmlfid=EDE12345USEN&attachment=EDE12345USEN.PDF)

[2] http://burning-glass.com/wp-content/uploads/Cybersecurity_Jobs_Report_2015.pdf

Engineers architect and develop security solutions for computing infrastructures. They are involved in secure design and coding of software, developing secure configurations/architecture, engineering cryptographic solutions, or analyzing network protocols for security issues.

Data, information and network security managers or administrators deploy and manage security solutions and troubleshoot issues, respond to intrusions, and/or perform security planning including developing security policies and procedures.

Architects, including security architects and network architects, develop and deploy secure configurations of network based computing infrastructure. Security consultants, such as network security consultants and infrastructure security consultants, deploy, debug, and perform security analysis of computing infrastructures. Their tasks also include malware analysis and intrusion handling. Security or information assurance analysts, perform risk management and assessment, audit planning, identify security threats, vulnerabilities and potential exploits, conduct penetration tests, and/or ensure legal compliance.

The program will develop the necessary skillsets for these jobs by covering a vast array of foundational topics such as: coding, operating systems, computer architecture, and networks, as well as the broad area of cybersecurity including: secure system design and implementation, risk assessment, security and systems analysis, security administration, security planning, intrusion detection, and digital forensics. BSCCS will accomplish this by building on the existing BS in Computer Science program.

The BSCCS will provide students the technical foundation to work in public and private organizations protecting the data, software, and hardware resources from criminal and espionage activities. The students will also learn the foundational issues with policy and procedures necessary for organizations to ensure the safe handling of data and management of resources.

Mission

BSCCS will contribute to the Commonwealth of Virginia and the nation by preparing students for careers in the cybersecurity field. These goals are entirely congruent with the mission of Radford University:

> 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 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, 2013).

BSCCS directly supports Radford University's mission by:
1. Emphasizing teaching and learning through hands-on projects that require meaningful interaction with faculty and industry partners.
2. Cultivating creative and critical thinking to analyze problems and implement solutions.
3. Developing technical skills that will benefit employers and the IT discipline.
4. Creating high impact learning opportunities for undergraduates through project and research opportunities.

Admissions Criteria

Freshmen applicants to Radford University must submit the following:
1. Application form
2. Official transcript of high school work completed (must have completed Algebra 2)
3. Official copy of SAT or ACT score report (students with a 3.50 GPA on a 4.0 scale may elect to be considered for admissions without submitting either an SAT or ACT score)
4. International students must either take the SAT or TOEFL to prove competency in the English language (minimum TOEFL scores are 520 for paper based, 190 for computer-based or 68 or higher for Internet-based).

The BSCCS will have no additional admissions requirements beyond the requirements for admission to Radford University.

Target Population

The target populations for the BSCCS are students seeking to complete a bachelor level degree to enter the cybersecurity field in entry-level positions. Since Radford University primarily serves residents of Virginia, the majority of the students will likely be graduates from a Virginia high school or students who have completed classes in the Virginia Community College System.

Given the exceptionally high demand for cybersecurity in Virginia, the state is actively working to increase the pipeline of K12 students pursuing cybersecurity. In February 2014, the Governor of Virginia passed Executive Order 8 to establish Cyber Virginia and the Virginia Cybersecurity Commission to support activities that increase the pipeline of students from K12 for cyber-security majors at the college/university level. Sample activities include: developing security curriculum and conducting summer camps in cybersecurity. Beginning in 2013[3], the Department of Information Technology at Radford University initiated several outreach activities to boost the K12 pipeline in cybersecurity with support from five grants from the National Security Agency (NSA).

Student recruiting for the proposed BSCCS will leverage the outreach activities described above, along with the strengths of the University and additional outreach activities including:
5. Radford University is a National Security Agency(NSA)/Dept. of Homeland Security (DHS) designated National Center for Academic Excellence (CAE) in Cyber Defense Education. Among the many benefits, the CAE designation affords Radford national recognition and visibility from its prominent listing on the NSA/DHS websites. Further, this designation recognizes the rigor and high quality of Radford's computer science and security offerings – making the University attractive to prospective students.
6. Radford University faculty are members of the National Initiative for Cybersecurity Education (NICE) group created by the federal organization National Institute of

Standards and Technology (NIST). Radford faculty are active on the NICE K12 working group for cybersecurity education and regularly serve on national panels on K12 cybersecurity education. For instance, they chaired panels at the National K12 CyberSecurity Conference in Linthicum, Maryland in 2015[3,4] and are doing so in 2016. The audience for these panels and work groups are K12/community college educators and decision makers. Recruitment efforts will include tapping this network to participate in Radford's outreach activities for recruitment.

7. K12 Cybersecurity outreach projects: With support from five grants from the National Security Agency (NSA) since 2013, Radford University developed a comprehensive two-tiered outreach program to increase the pipeline for cybersecurity at K12. This includes a motivational curriculum for K12 in security and teacher training to educators across Virginia. Some key outcomes of these activities include:

   a) An annual cyber defense contest called *RUSecure?:* First conducted in Spring 2014, this contest is now drawing around 90 high school students from across Virginia's public schools each year. In 2016, the NSA awarded Radford University a grant to fund the prizes for this competition, thereby increasing the number of students the competition can support.

   b) High school level cybersecurity course (ITEC 145) offered to students online: First offered in Spring 2015 (and offered every semester after that), this course has drawn over 25 students each semester from high schools, specifically: Radford City High School, Christiansburg High School, Blue Ridge Virtual Virginia Governor's School, Shenandoah Valley Governor's School, Southwest Virginia Governor's School, and Piedmont Governor's School. As a next step, the project proposes to make the course materials and lab resources available across Virginia through collaborations with community colleges.

   c) Graduate level K12 teacher training course (ITEC 545): First offered in Spring 2016, over 44 teachers from 41 schools/community colleges across Virginia have either taken (in Spring 2016) or are currently taking (in Fall 2016) this course. This course equips teachers with the tools needed to start cybersecurity curriculum in their schools. In fact, most of these teachers are taking this course as they prepare to develop and introduce a cybersecurity curriculum in their respective school districts. Two NSA grants provided partial funding for this effort.

   d) Community College outreach: Radford University is assisting regional community colleges (Virginia Western Community College and Virginia Highlands Community College) to develop cybersecurity curriculum in their colleges and meet the guidelines specified in Executive Order 8. Using this

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[3] Uppuluri. P, Panelist, Higher Education outreach efforts, National K12 Cybersecurity Education Conference, Linthicum, MD
2015 (https://www.youtube.com/watch?v=yTnHHwI3D48)

[4] Uppuluri. P, Panelist, Higher Education efforts: prepping for cyber defense competitions, National K12 Cybersecurity Education Conference, Linthicum, MD 2015 [VIDEO]

collaboration as a template, Radford University is also developing a transfer guide for VCCS students to transfer to the proposed BSCCS program.

e) Summer Bridge for High School students in cybersecurity: This program is conducted annually and draws female students from high schools, thereby providing an opportunity to participate in university level cybersecurity exercises for a week. Since 2009, around 25 female high school students have taken part in this exercise annually. In Summer 2016, part of this effort was funded with an NSA grant.

The outreach activities described above have enabled Radford University to establish a large network of collaborators in cybersecurity at the K12/community college level. We propose to tap into this network and continue these activities to attract students to the BSCCS program.

Curriculum

The proposed bachelor program is a spin-off degree from the Department's current computer science degree. The program will combine the University's CORE curriculum, core courses from the Department of Information Technology, courses from the Information Security Certificate, and newly developed courses to create a new 120-credit hour bachelor degree.

The table below provides a side-by-side comparison of the existing BS in computer science program (BSCS) and the proposed BSCCS program. The primary difference between these two programs is the additional 12 hours of cybersecurity education required by the proposed degree.

To graduate, all students must have a minimum overall 2.0 GPA and a minimum 2.0 in-major GPA. Students must complete the required courses and the necessary elective hours (free electives) from any university course to total 120 credit hours.

Current BSCS Program		Proposed BSCCS Program	
Core Curriculum (43-45 credits):			
		Core Curriculum (43-45 credits):	
Univ. Core A:Core Foundation	12		
Univ. B-Core Skills and Knowledge	16	Univ. Core A:Core Foundation	12
College Core A-National and International Perspectives	6	Univ. B-Core Skills and Knowledge	16
		College Core A-National and International Perspectives	6
College Core B-Supporting Skills and Knowledge	9-11	College Core B-Supporting Skills and Knowledge	9-11
Department of Information Technology core requirements (18 credits):			
		Department of Information Technology core requirements (18 credits):	
ITEC 110 - Principles of Information Technology	3		
ITEC 120 - Principles of Computer Science I	4	ITEC 110 - Principles of Information Technology	3
		ITEC 120 - Principles of Computer Science I	4

Course	Credits	Course	Credits
ITEC 220 - Principles of Computer Science II	4	ITEC 220 - Principles of Computer Science II	4
ITEC 225 - Web Programming I	3	ITEC 225 - Web Programming I	3
ITEC 345 - Introduction to Information Security	3	ITEC 345 - Introduction to Information Security	3
ITEC 490 - IT Professionalism	1	ITEC 490 - IT Professionalism	1

Mathematics requirements (12 credits)   *Mathematics requirements (12 credits)*

Course	Credits	Course	Credits
MATH 151 – Calculus and Analytic Geometry I	3	MATH 151 – Calculus and Analytic Geometry I	3
MATH 152 – Calculus and Analytic Geometry II	3	MATH 152 – Calculus and Analytic Geometry II	3
MATH 251-Calculus and Analytic Geometry III	3	STAT 200 or 301 – Probability and Statistics	3
STAT 301 – Probability and Statistics	3	ITEC 122: Discrete Mathematics	3

Bachelor of Science requirements   *Bachelor of Science requirements*

Students must choose two courses from the following list: ASTR 111:ASTR 112; any Biology (except BIOL 301:BIOL 302); any Chemistry; any Geology (except GEOL 110, 205); any Physics (except PHYS 111:PHYS 112 and PHYS 221:PHYS 222 or PHYS 231); PHSC 301.	6-8	Students must choose any one course from the following list: any 500 or 600-level ITEC course approved by the Department Chair; MATH 152; ASTR 111, ASTR 112, any Biology (except BIOL 301 and BIOL 302); any Chemistry; any Geology (except GEOL 110 and 205), any Physics, or PHSC 301; CRJU 412	6-8

Information Technology core (27 credits):   *Information Technology core (27 credits):*

Course	Credits	Course	Credits
ITEC 122 – Discrete Mathematics	3	ITEC 310: C& UNIX	3
ITEC 320-Procedural Analysis and Design	3	ITEC 340 – Database Management Systems	3
ITEC 324 – Principles of Computer Science III	3	ITEC 350 – Computer Networking	3
		ITEC 352 – Computer Organization	3
ITEC 352 – Computer Organization	3	ITEC 371 – Operating Systems	3
ITEC 360-Data Structures and Analysis of Algorithms	3	ITEC 445 – Computer System and Database Security	3
ITEC 370-Software Engineering	3	ITEC 455 – Applied Cryptography and Network Security	3
ITEC 371 – Operating Systems	3		
ITEC 380-Organization of Programming Languages	3	ITEC 465 –Computer System Security Analysis and Investigation Techniques	3

ITEC 420-Computatbility Theory and Formal Languages	3	ITEC 466 – Information Assurance Program Management	3

Restricted Electives (one of the following courses) (3 credits)

Restricted Electives (one of the following courses) (3 credits)

ITEC 315 – Graphical User Interface Design and Implementation	3		
ITEC 340-Database	3	ITEC 360 – Data Structures and Analysis of Algorithms	3
ITEC 350-Introduction to Computer Networking	3	ITEC 420 – Theory of Computation	3
		ITEC 370 – Software Engineering	3
ITEC 410-Modelling and Simulation	3	ITEC 460-Translator Design and Construction	3
ITEC 430-Computer Graphics	3		
ITEC 460-Translator Design and Construction	3	Any MATH 400 level course	3
ITEC 480-Artificial Intelligence	3	*Other required courses (3 credits)*	

Physics (7 credits)

BLAW 203: Business Law 1   3

PHYS 221-Physics	4
PHYS 221-Physics	3

Student Retention and Continuation Plan

Our student retention and continuation plan is to engage students in and out of the classroom through advising, active learning, and interaction with faculty.

Advising
The highest quality education requires effective feedback, guidance, and mentoring from dedicated faculty members. All students will be assigned to an undergraduate faculty advisor who will meet with the students at least once per semester to review student progress, discuss academic issues, and plan future course work for the student. Advisors will also guide students on elective courses and career options.

Active Learning
Classes in the Department of Information Technology balance theory with practice. Necessary theoretical background, concepts, and fundamentals are reinforced with hands-on learning experiences. Many courses utilize a flipped or hybrid delivery model providing online content accessed outside of class to maximize the amount of in-class time devoted to active problem solving and faculty/student interaction.

Interaction
Student interaction with faculty and professionals in the field is a key component of a student's education. Interactions create relationships that provide students encouragement and a support system to envision and implement their academic plans. Our program facilitates these types of

interactions by maintaining a small student to faculty ratio in Department classes, student clubs and organizations, one-on-one advising, independent studies, and student competition teams sponsored by the Department. The Department hosts the award winning Cyber Defense Club (CDC), along with the ACM Student Association and the Upsilon-Pi-Epsilon (UPE) Honors Society. Students in the CDC have regularly participated in several national level competitions and achieved great success including:

1. Qualifying (8 out of 30 colleges) for the Mid-Atlantic Collegiate Cyber Defense Contest in four of the last five years – the only public college/University in Virginia to do so; and
2. Placing in the top 100 of the individual student contest – the National Cyber League, out of over 1,500 students in the past three years.

The Cyber Defense Club attracts students from different majors including freshman. Since its start in 2012, the club has been very active organizing weekly events, inviting presentations from distinguished speakers, helping students get comfortable with computing environments, organizing socials, and travelling to various security conferences.

Faculty

The Department of Information Technology has 17 full-time faculty positions, 13 of which are tenure-track positions. Every member of the Department's faculty has earned a master's or a doctorate degree in an information technology field that contributes deep skills, knowledge, and expertise in the core areas of the Department's programs. A minimum of four or five faculty members are well qualified to teach the core courses. Nine of the Department's 17 faculty members have extensive educational and work experience in computer science and areas related to cybersecurity (e.g., networking, operating systems, database, and coding). These nine faculty members will be the primary instructors in the core cybersecurity classes. Additional faculty members are available to teach BSCCS courses.

The Department does not request any new faculty positions to initiate the program. Additional faculty may be needed based on increased enrollment.

Program Administration

The program will be housed within the Department of Information Technology. The Department Chair will be responsible for scheduling classes, providing required resources, and ensuring sufficient faculty are available with the required expertise to teach the required and selected elective classes. The chair may appoint a program director from the Department faculty to assist in administrative tasks associated with the program if necessary. The program director would have no credentials beyond those required to teach classes in the program.

Student Assessment

Students will be assessed using various instruments including (but not limited to): projects, homework assignments, lab exercises, presentations, reports, quizzes, and examinations. The Department will collect samples of student work for assessment. Assessment will follow the three year ABET lifecycle that the current BS in Computer Science and Technology program follows. As part of this assessment each course will be assessed to determine if it meets the learning outcomes once every three years.

In addition to gaining core competency in computer science, graduates of the program will be able to:

1. Identify threats, vulnerabilities, and attacks on computer based systems of varying complexity and sizes.
2. Apply physical, administrative, and technological security controls include secure coding, secure design principles, and secure operations in the development and installation of software and networking systems.
3. Reverse engineer and detect malware for various computer architectures such as: x86 and embedded devices.
4. Acquire and apply effective communication techniques and strategies appropriate to the field.
5. Conduct risk assessment and perform risk management.

The curriculum emphasizes strong theory complemented with hands-on application to achieve the learning outcomes below. Graduates of the program will have gained competency in the following learning outcomes:

1. An ability to apply knowledge of computing and mathematics appropriate to the area of computer science and/or security.
2. Ability to analyze a problem and identify and define the computing and/or security requirements appropriate to its solution.
3. Ability to design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs.
4. Ability to function effectively on teams to accomplish a common goal.
5. Understand professional, ethical, legal, security, and social issues and responsibilities.
6. Ability to communicate effectively with a range of audiences.
7. Ability to analyze the local and global impact of computing on individuals, organizations, and society.
8. Recognize the need for, and an ability to engage in, continuing professional development.
9. Ability to use current techniques, skills, and tools necessary for computing and/or security practices.
10. Ability to apply design and development principles including: secure design and development standards in the construction of software systems of varying complexity.
11. Analyze, secure and administer computer networks of varying design and degrees of complexity.

Table 1, shown on the following page, maps the outcomes described above to specific courses.

Table 1: Student outcome and courses that achieve those outcomes. (S: Strong, M: Medium, W: Weak. An empty cell indicates that the outcome is not necessarily met by the course)

Student Outcomes to Course Mappings (S: Strong, M: Medium; W: Weak)											
Course	1	2	3	4	5	6	7	8	9	10	11
ITEC-110	M	W	W	M	M		M	W	W		
ITEC-120	S	S	S	W	M		W		M	W	
ITEC-122	S	S	S							S	
ITEC-220	S	S	S		S	M	W	W	S	S	
ITEC-225	M	S	S		S		W	W	S	M	
ITEC-310	S	S							S	S	
ITEC-340	M	S	S						S	S	
ITEC-345	M	S	M		S			M	M	M	M
ITEC-350	S		S	S		S		S	S	S	M
ITEC-352	S	S	S						M	M	W
ITEC-360	S	S	S						S	M	
ITEC-370	S	S	S	S	M	S	S	M	S		
ITEC-371	S		S		M			M	M	M	W
ITEC-420	S	M	M							S	
ITEC-445	S	S	S					M	S	S	S
ITEC 455	S	S	S	S	M	S	W	S	S	S	S
ITEC 465	S	S	S	W				S	S	S	S
ITEC 466	S	S	S	M			S	S	S	S	S
ITEC-490					S	S	M	S			

Program Assessment

The Department of Information Technology currently offers three BS programs that are ABET accredited. Consequently, the Department has an extensive and well established assessment program. The Department maps all student learning outcomes to specific courses that support each outcome as shown in Table 1 above. Each student outcome is assessed by measuring student performance in all courses mapped to the outcome. Selected assessments are conducted every semester with all mapped assessments being completed in a three-year cycle. The goal for each student outcome is a measured student competency of 3.5 on a 5.0 scale. The Department leadership team reviews the data each year and initiates corrective action if necessary. The Department also does alumni and senior surveys to gather feedback on the program, as well as conduct a meeting with industry partners to get feedback on graduates and industry trends on an

annual basis. Data from the course based assessment, alumni survey, senior survey, and industry meeting is summarized and reports on assessment outcomes are generated each summer. The Department's leadership team meets in the Fall to review the raw data and summary reports. The leadership team then decides what corrective actions and other program improvements are needed and an action plan is developed.

Prior to the beginning of the BSCCS program, the existing courses will be added to the established assessment rotation. This will follow a calendar (tentatively) as shown in Table 1. Assessment of student outcomes will begin in the first semester of the program. Course based assessment will be collected, summarized, and evaluated in Fall 2018 with corrective actions initiated by the Department leadership team if necessary.

Program Outcome	Supporting Assessments of Student Work Conducted in ITEC					
	Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
	1	2	3	4	5	6
1		320	120, 281, 352, 420	220, 340, 371, 455	465	122, 360, 425
2	345	360		465	120, 220, 352	122, 225, 315, 325, 370, 425
3	120, 226	225, 360	122, 281	220, 315, 340, 371, 425	324, 352, 380	320, 325
4	110	350		325	370	
5		425, 485	220, 490	345	340	495
6		227			370	490
7		340	485, 490		370	495
8	490					345
9	220, 225, 226, 281	227, 315, 320, 425	380	325, 350, 455	324, 340, 445	335, 360, 370
10	465	466	345			320
11	465	466				

The BSCCS will begin in Fall 2017, and junior and senior level courses will be taught starting in the Fall 2017. This rotation will allow for new transfer students, as well as students who have taken the correct prerequisite courses, to select the BSCCS program and begin as juniors in Fall 2017. The first graduates from the BSCCS program are expected in Spring 2019. In the Spring 2019 semester, the Department will begin senior surveys of BSCCS graduates and a report will be generated that summer for departmental review in Fall 2019. The following summer, the Department will have alumni from the program who have been in the workforce for at least one year, and the annual process of alumni surveying will begin. This will provide for the last piece of the established assessment process in the Department, and a full set of assessment reports will

be created in Summer 2020 for leadership team review in Fall 2020. At this point, the Department will assess and report on the BSCCS in the same cycle as the three established ABET accredited programs with an annual data collection, analysis, review, and action plan creation process. A thorough review of the annual reports, action plans, and student outcomes are completed at the end of each three-year assessment cycle and improvements are determined and an action plan created.

The Department chair also creates an annual program review report for the Dean of the College of Science and Technology on each program in the Department. These reports provide a review outside the Department and are conducted under the auspices of the Radford University Office of Academic Assessment. The annual reports are the basis for the University's five-year cycle of review for every academic program and include, but are not limited to, topics including program viability numbers, student retention, faculty productivity, and program strengths and weaknesses. The annual program review documents for the BSCCS will begin with the 2020-21 academic year after the program has had its first graduates in Spring 2020.

Benchmarks of Success

The BSCCS will produce graduates prepared to obtain jobs in the cybersecurity field or to enter a graduate program. The following benchmarks will measure how successfully the program meets its goals:

1. The BSCCS will attract and retain students
   a) Enrollment in the first year will equal at least 30 students (75 percent of the current number who are pursuing a BSCS degree with the undergraduate certificate in information assurance as a supplement).
   b) In subsequent years, the enrollment will exceed the above number.
2. Eight-five percent of the program's seniors will report on the senior exit survey being satisfied or highly satisfied with the program.
   a) Senior satisfaction will be reviewed annually and if the satisfaction is below 85 percent the leadership team will analyze the senior survey results and develop an action plan to improve satisfaction based on student responses.
3. Ninety percent of graduates are placed in appropriate employment or graduate school within one year of graduation.
   a) Employment and graduate school acceptance rates will be determined from the alumni surveys and reviewed on an annual basis. If the goals are not met, the leadership team will work with survey results and industry partners to determine the reason and develop an action plan to improve the program.

Spin-Off

The BSCCS program is a spin-off of the existing Bachelor of Science in Computer Science degree program.

The current certificate program was created to allow students in the Computer Science and Technology and Information Science and Systems programs to develop a deeper understanding of information security. The existing program is a nine credit hour undergraduate certificate and requires the following coursework:

ITEC 345 – Introduction to Information Security	3
ITEC 445 – Computer Systems and Database Security	3
ITEC 455 – Applied Cryptography and Network Security	3

The BSCCS builds a bachelor level degree from the foundation of a nine credit hour certificate. Additional security classes, classes from the current Bachelor of Science in Computer Science and Technology program, and the required general education and Bachelor of Science electives are included to create a new 120 credit hour bachelor degree program. Due to the overlap with the existing computer science program and information security certificate, the new BSCCS program can be created without any additional faculty. The required new courses will be within the Department's capacity and expertise to teach. The existing Information Security Certificate will continue to be offered as an option for students in the Computer Science and Information Systems programs.

Expansion of Existing Program
This program is not an expansion of an existing program.

Relationship to Existing Degree Programs
Although the proposed BSCCS is a stand-alone program, the BSCCS curriculum overlaps significantly with the existing Computer Science and Technology (CSAT) degree program, also taught in the Department of Information Technology. The BSCCS will require all of the Department's core classes. ITEC 122 (Discrete Math) will also be a core requirement of the BSCCS program. The BSCCS program will differ from the existing CSAT program by requiring two additional security classes and one additional class requirement at the 400 level within the Mathematics Department. The program will also differ from each of the four concentrations currently offered by the CSAT degree. The table below shows the number of courses in the BSCCS program that are different from each of the CSAT concentrations.

Concentration	Number of Different Courses
Computer Science	6 courses (18 credits)
Networking	7 courses (21 credits)
Software Engineering	7 courses (21 credits)
Database	7 courses (21 credits)

The proposed BSCCS degree is expected to have an impact on the current computer science program. Many of the students pursuing the Department's Information Security Certificate (approximately 90 each year) are majoring in computer science. Some of these students will change their major from CSAT to the proposed BSCCS program thereby reducing the number of majors in the CSAT program. Enrollment in the computer science program is very healthy with over 300 students. Losing some students to the proposed program will not hurt the viability of the CSAT program. Additionally, because the BSCCS shares a number of classes with the computer science program, enrollment in the CSAT courses should remain steady and eventually increase as the BSCCS program attracts new students.

Collaboration or Standalone

The proposed BSCCS degree is a stand-alone program.

Response to Current Needs

Over the last three decades, Computer Science has continued to be one of the most highly demanded and best paying majors[5, 6]. Among computer science jobs, information security tends to be even higher in demand. The National Initiative for Cybersecurity Education (NICE) group at the National Institute of Standards and Technology (NIST)[7] using research by Burning Glass, the Bureau of Labor Statistics, and CompTIA concluded that *"cybersecurity jobs are in high and growing demand and that a critical shortage of qualified workers exists across the nation. Specifically, according to Burning Glass' research, postings for cybersecurity jobs have grown* **91 percent** *from 2010 to 2014. This growth rate is over three times faster than all Information Technology (IT) jobs"*. The Bureau of Labor Statistics Occupational Outlook Handbook[8] indicates the job outlook for 2014-24 is expected to be 18 percent, faster than average. Moreover, a heavy demand exists for cybersecurity workforce in Virginia but there is a critical shortage in the number of workers. Specifically, Virginia currently ranks second in the country in total job postings in cybersecurity according to the *Burning Glass Job Market Intelligence Report* [9] (Figure 4), but almost 17,000 jobs in cybersecurity in Virginia are unfilled as stated by the Governor in his State of the Commonwealth 2016 address[10]. According to the Burning Glass research report, employers are demanding more education or experience for these cybersecurity jobs with almost 61 percent, of the jobs requiring a BS degree as shown in Figure 5. Data from the Virginia Employment Commission and the U.S. Bureau of Labor Statistics (2012-22) also come to the same conclusion (as shown in Figure 6): that a bachelor degree is typically required for entry-level jobs.

Top States by Total Postings*

	State	Total Postings	Location Quotient**	% Growth (2010-2014)
1	California	28,744	1.02	75%
2	Virginia	20,276	3.09	38%
3	Texas	18,525	0.92	113%

Figure 4: States with most cybersecurity jobs (source: Burning Glass Report 2015).

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[5] http://www.bankrate.com/finance/personal-finance/high-paying-college-majors-1.aspx
[6] http://www.forbes.com/pictures/lmj45jgfi/no-3-computer-science/#1d0ba3bd6323
[7] http://csrc.nist.gov/nice/map/faq.html
[8] http://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm
[9] http://burning-glass.com/wp-content/uploads/Cybersecurity_Jobs_Report_2015.pdf
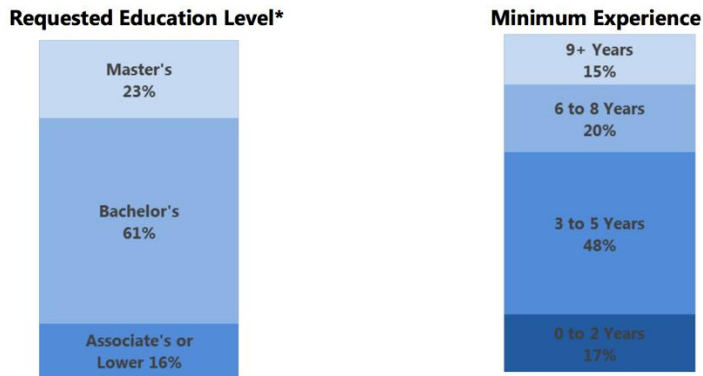[10] https://governor.virginia.gov/newsroom/newsarticle?articleId=13920

Figure 5: Education level for cybersecurity jobs (courtesy: Burning Glass Report 2016)
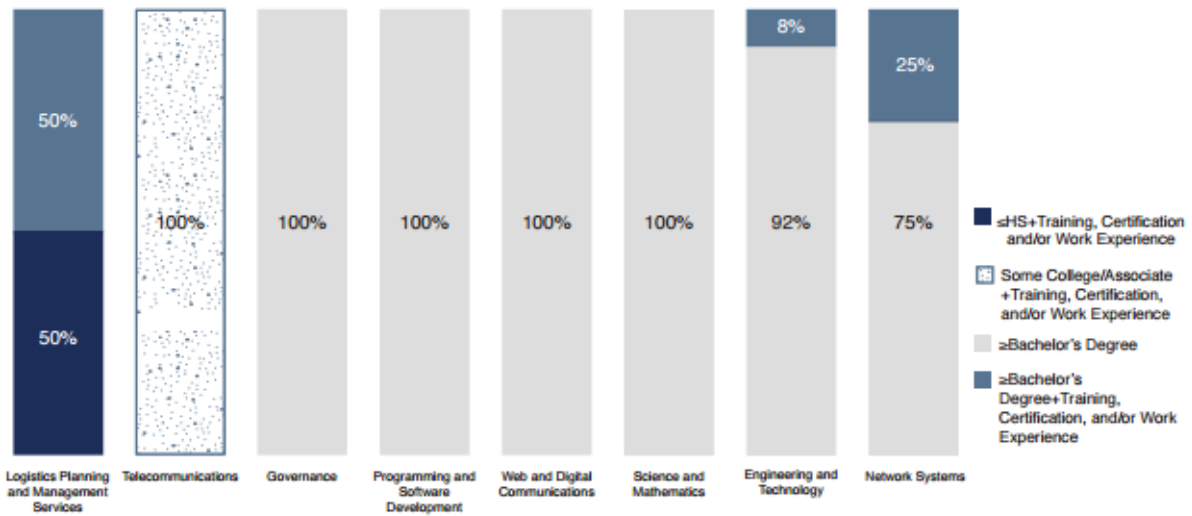

Figure 6: Predominant Education Level for Cybersecurity (source of this image is from the report: Virginia's 21st Century Career Pathway: Cybersecurity Page 12, Figure 4). The image shows that in most employment categories (Governance, Programming, Web, Science and Mathematics, Engineering and Technology and Network Systems), cybersecurity jobs require a bachelor degree or higher.

Employment Demand

The Commonwealth of Virginia has the highest concentration of cybersecurity positions in the country (Bureau of Labor Statistics refers to this field as 15-1122 Information Security Analysts).

States with the highest employment level in this occupation[1]:

State	Employment	Employment per thousand jobs	Location quotient	Hourly mean wage	Annual mean wage
Virginia	10,270	2.82	4.75	$50.34	$104,700
California	7,700	0.51	0.86	$51.06	$106,200
Texas	6,170	0.55	0.93	$42.99	$89,410
New York	4,760	0.54	0.91	$53.83	$111,970
Florida	3,790	0.49	0.83	$39.71	$82,610

[1]http://www.bls.gov/oes/current/oes151122.htm#top; Accessed 2/18/16.

As well as being a high demand field in Virginia, it is a high paid field with a mean annual wage of $104,700.

The Bureau of Labor Statistics also expects this field to grow faster than average with an 18 percent, growth rate where the national average is seven percent and have a higher median pay of $88,890 where the national median pay is $35,540. The Bureau's summary statistics are posted below.

Information security analysts work to protect a company's computer systems[2].

Quick Facts: Information Security Analysts	
2014 Median Pay	$88,890 per year $42.74 per hour
Typical Entry-Level Education	Bachelor degree
Work Experience in a Related Occupation	Less than 5 years
On-the-job Training	None
Number of Jobs, 2014	82,900
Job Outlook, 2014-24	18% (Much faster than average)
Employment Change, 2014-24	14,800

[2] http://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.html. Accessed on 2/18/16.

Student Demand

In September 2016, three surveys were sent out to determine student demand for a Bachelor of Science in Computer Science and Cybersecurity. The first survey was sent to the 401 students currently majoring in Information Technology at Radford University. The second survey was sent to community college students at three colleges in the VCCS enrolled in IT classes. The final survey was sent to high school students in Virginia. The results from the three different groups are detailed below.

Radford University Department of Information Technology Student Responses

Of the 96 responding students, 20 were freshmen, 17 were sophomores, 29 were juniors and 30 were seniors. Respectively, 82 and 14 were majors in Computer Science and in Information Systems. Currently, 72 of the 96 were planning on getting the Department's Certificate in Information Security.

Among the 96 responding students, 59 said they were "Very Interested" in a new bachelor degree program in Computer Science and Cybersecurity. Another 25 were "Somewhat Interested" in the new security degree. When asked how likely they were to change from their current degree program to the new security degree program 35 said they were "Extremely Likely" and another 12 said they were "Slightly Likely."

How likely are you to change from your current major to a new degree program in Computer Science and Cybersecurity if it were to become available?

Answer	%	Count
Extremely Likely	36.46%	35
Slightly Likely	12.50%	12
Neither Likely Nor Unlikely	20.83%	20
Slightly Unlikely	15.63%	15
Extremely Unlikely	14.58%	14
Total	100%	96

Community College Student Responses

Surveys were sent to the community college from which the Department of IT receives the majority of its transferees. Contacts within the community college's IT programs were requested to ask students taking such classes to take the survey. Of the 66 respondents, all reported being currently enrolled in IT classes, and 39 considered it "Extremely Likely" they would be seeking a bachelor degree in the information technology field. Of the 66 students, 17 were "Very Interested" in a BS in Computer Science and Cybersecurity degree from Radford University, and 36 were "Somewhat Interested."

Would you be interested in a degree program in Computer Science and Cybersecurity at Radford University?

Answer	%	Count
Very Interested	27.76%	17
Somewhat Interested	54.55%	36
Neutral	12.12%	8
Somewhat Not Interested	3.03%	2
Not Interested	3.03%	2
Total	100%	66

High School Student Responses

Links to the high school student survey were distributed to high school students in Virginia through teachers who have established relationships with Radford University's Department of Information Technology faculty. Of the 338 high school students who responded, 120 were seniors, 103 were juniors, 94 were sophomores, and 21 were freshmen. One hundred twenty-five reported as being "Extremely Likely" to major in a computer science or information systems discipline in college. When asked if they would be interested in a Bachelor in Computer Science and Cybersecurity, 76 reported being "Very Interested" and 98 reported being "Somewhat Interested."

How interested would you be in a Bachelor of Science degree in Computer Science and Cybersecurity?

Answer	%	Count
Very Interested	22.49%	76
Somewhat Interested	28.99%	98
Neutral	20.12%	68
Somewhat Not Interested	12.72%	43
Not Interested	15.68%	53
Total	100%	338

Projected Enrollment

Year 1		Year 2		Year 3		Year 4 **Target Year** **(2-year institutions)**			Year 5 **Target Year** **(4-year institutions)**		
2017 - **2018**		**2018 -** **2019**		**2019 -** **2020**		**2020 -** **2021**			**2021 -** **2022**		
HDCT	FTES	HDCT	FTES	HDCT	FTES	HDCT	FTES	GRAD	HDCT	FTES	GRAD
20		30		36		45		14	50		22

Assumptions
- 75 percent retention
- 90 percent full-time students, 10 percent part-time students, on average
- Full-time students will take 15 credit hours per semester.
- Part-time students will take 9 credit hours per semester.
- Full-time students will graduate in four years.
- Part-time students will graduate in seven years or less.

Duplication

Old Dominion University offers a BS in Cybersecurity through their Interdisciplinary Studies program, and the Volgenau School of Engineering at George Mason offers a BS in Cybersecurity Engineering. The proposed BSCCS is unique in that it is the first undergraduate cybersecurity degree based on in-depth computer science concepts and principles. The ODU degree is interdisciplinary, and the George Mason degree focuses on physical and hardware security.

https://www.odu.edu/academics/programs/undergraduate/cybersecurity

http://advising.gmu.edu/wp-content/uploads/Cyber-Security-Engineering-Sample-Schedule-2016-2017-1.pdf

Projected Resource Needs

The following items detail the resources necessary to initiate the proposed program.

Full-Time Faculty
No new faculty positions are needed. However, additional salary is needed for an existing Special Purpose Faculty position.

Graduate Assistants
One full-time graduate assistant is requested for the initiation year.

Equipment
The BSCCS program requires a dedicated external network connection that enables students to experiment with potentially harmful software, while insulating the University's network.

Part B: Fill in the number of FTE and other positions needed for the program

	Program Initiation Year 2017- 2018		Expected by Target Enrollment Year 2021- 2022	
	On-going and reallocated	Added (New)	Added (New)***	Total FTE positions
Full-time faculty FTE*	1.00	0.00	0.00	1.00
Part-time faculty FTE**	0.00	0.00	0.00	0.00
Adjunct faculty	0.00	0.00	0.00	0.00
Graduate assistants (HDCT)	1.00	0.00	0.00	1.00
Classified positions	0.00	0.00	0.00	0.00
TOTAL	2.00	0.00	0.00	2.00

*Faculty dedicated to the program.
**Faculty effort can be in the Department or split with another unit.
***Added **after** initiation year

Part C: Estimated resources to initiate and operate the program

	Program Initiation Year 2017- 2018		Expected by Target Enrollment Year 2022- 2023	
Full-time faculty	1.00	0.00	0.00	1.00
salaries	$96,815	$0	$0	$96,815
fringe benefits	$28,596	$0	$0	$28,596
Part-time faculty (faculty FTE split with unit(s))	0.00	0.00	0.00	0.00
salaries				$0
fringe benefits				$0
Adjunct faculty	0.00	0.00	0.00	0.00
salaries				$0
fringe benefits				$0
Graduate assistants	1.00	0.00	0.00	1.00
salaries	$9,000	$0	$0	$9,000
fringe benefits	$0	$0	$0	$0
Classified Positions	0.00	0.00	0.00	0.00
salaries				$0
fringe benefits				$0

Personnel cost				
salaries	$105,815	$0	$0	$105,815
fringe benefits	$28,596	$0	$0	$28,596
Total personnel cost	$134,411	$0	$0	$134,411
Equipment				$0
Library				$0
Telecommunication costs	$6,000	$0	$0	$6,000
Other costs				$0
TOTAL	**$140,411**	**$0**	**$0**	**$140,411**

Appendix A – Sample Plans

Appendix B – Course Descriptions

Appendix C – "Abbreviated CV's" for Faculty

Prem Uppuluri, PhD in Computer Science, 2003, Stony Brook University, Associate Professor of Information Technology. Specialization Area: security and privacy.

New Hire, PhD in Computer Science or related area, Special Purpose Instructor of Information Technology. Specialization Area: cybersecurity.

Appendix D – Employer Demand

Several prominent companies have agreed to write letters of demand for the BSCCS.

Appendix E – Employment Demand

We have collected 25 entry level job descriptions printed in mid-September 2016.

Appendix F – Student Demand

Several students from Radford University, Virginia community colleges, and Virginia high schools have agreed to write letters of demand for the BSCCS.

*Full Appendices provided in offical SCHEV submission.

Appendix G – Students Needs Survey for Computer and Cyber Science BS Degree Program

Default Report
RU Student Survey-Security Degree
September 29th 2016, 9:02 am EDT

Q1 - You are a:
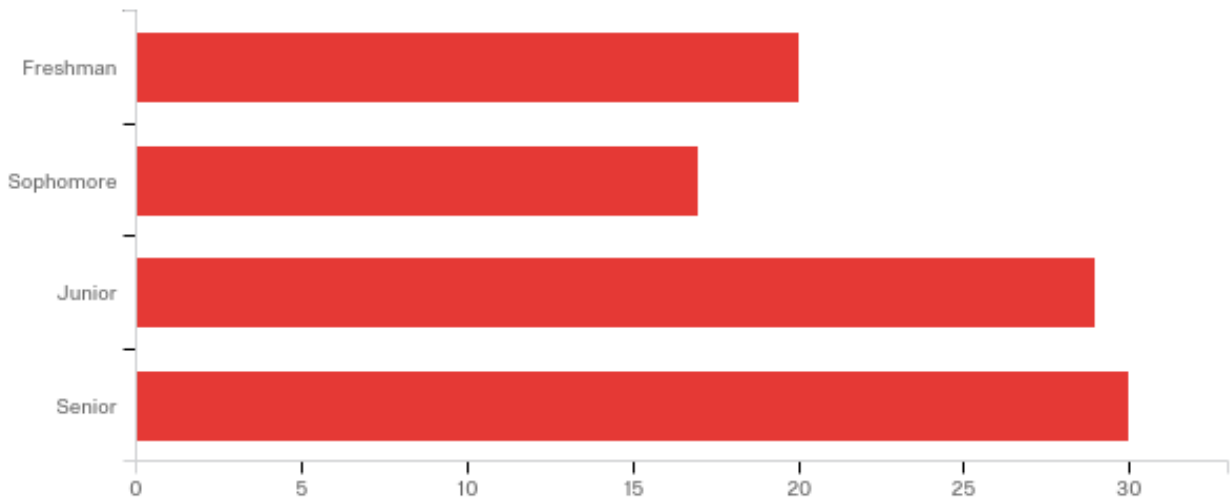
Answer	%	Count
Freshman	20.83%	20
Sophomore	17.71%	17
Junior	30.21%	29
Senior	31.25%	30
Total	100%	96

Q2 - Your Current Concentration (select all that apply):
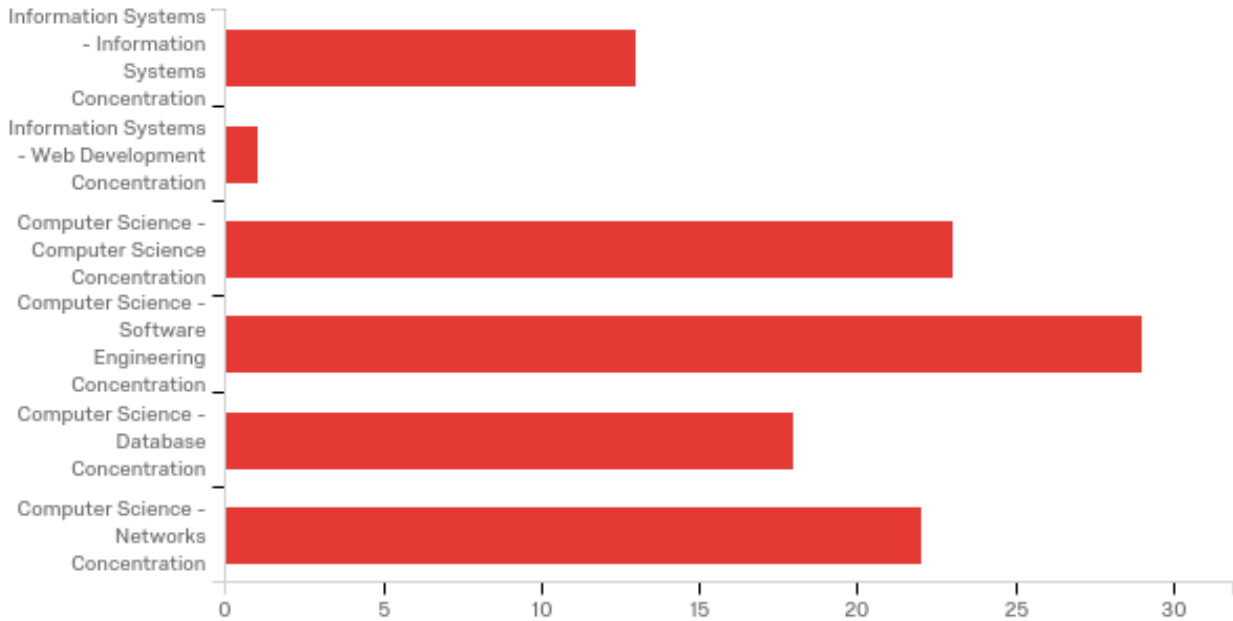
Answer	%	Count
Information Systems - Information Systems Concentration	13.54%	13
Information Systems - Web Development Concentration	1.04%	1
Computer Science - Computer Science Concentration	23.96%	23
Computer Science - Software Engineering Concentration	30.21%	29
Computer Science - Database Concentration	18.75%	18
Computer Science - Networks Concentration	22.92%	22
Total	100%	96

Q4 - Are you currently planning on getting the Certificate in Information Security?
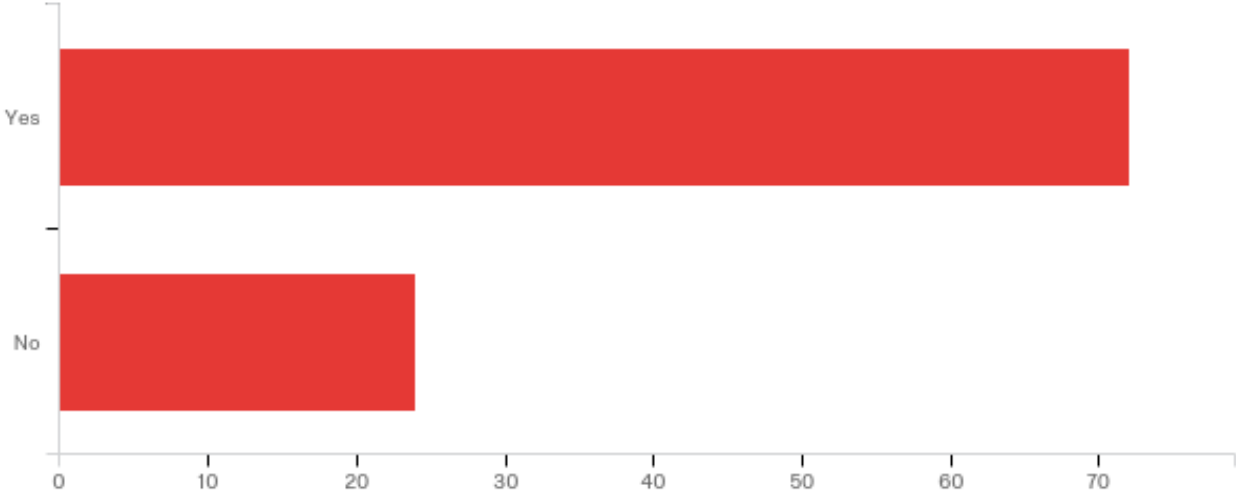
Answer	%	Count
Yes	75.00%	72
No	25.00%	24
Total	100%	96

Q5 - Are you currently planning on completing a Bachelor of Science degree (either at RU or another institution)?
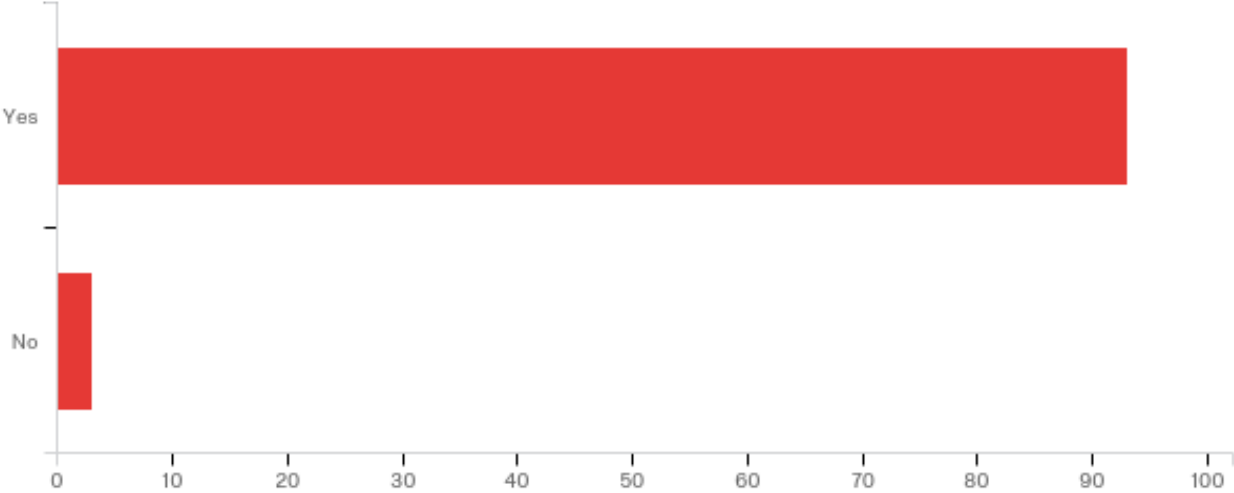
Answer	%	Count
Yes	96.88%	93
No	3.13%	3
Total	100%	96

Q6 - How interested would you be in a BS degree in Computer Science and Cybersecurity from the Department of Information Technology if one where offered?
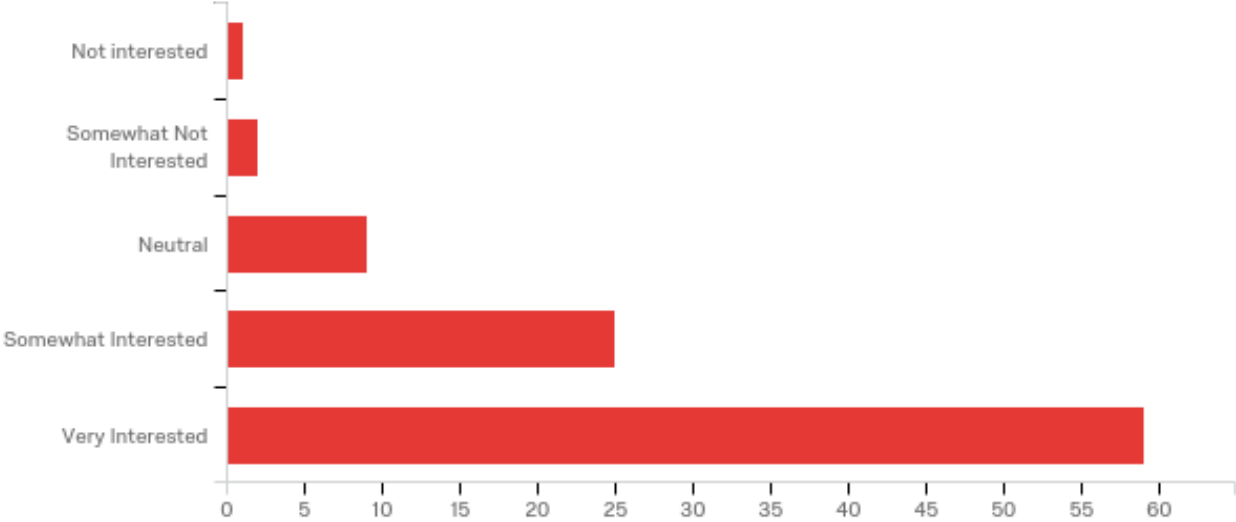
Answer	%	Count
Not Interested	1.04%	1
Somewhat Not Interested	2.08%	2
Neutral	9.38%	9
Somewhat Interested	26.04%	25
Very Interested	61.46%	59
Total	100%	96

Q7 - How likely are you to change from your current major to a new degree program in Computer Science and Cybersecurity if it were to become available?
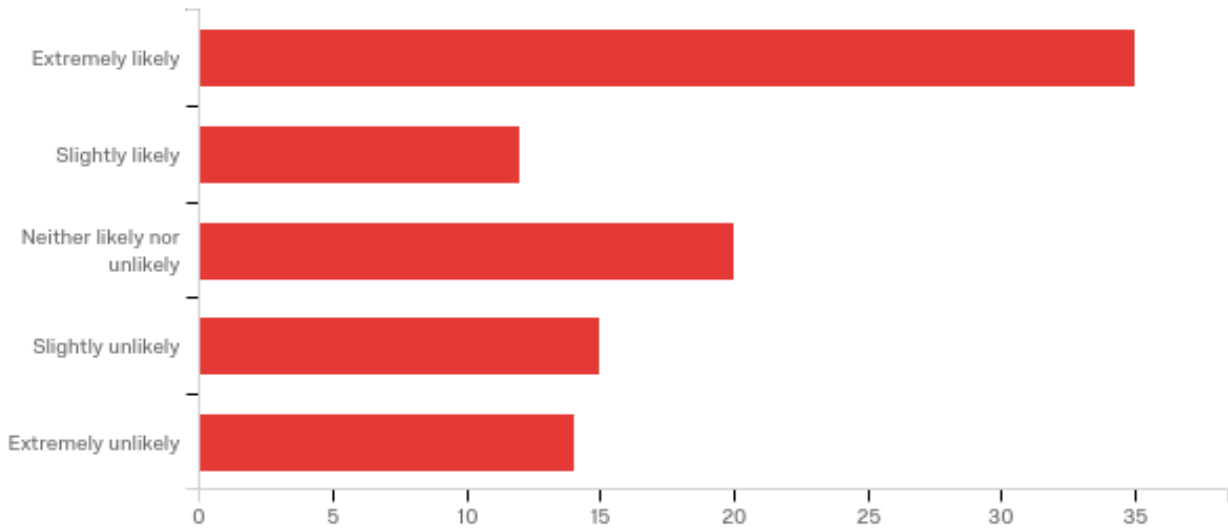
Answer	%	Count
Extremely Likely	36.46%	35
Slightly Likely	12.50%	12
Neither Likely Nor Unlikely	20.83%	20
Slightly Unlikely	15.63%	15
Extremely Unlikely	14.58%	14
Total	100%	96

Q1 - Are you currently taking CSC, ITP, ITN or ITD classes at a community college?
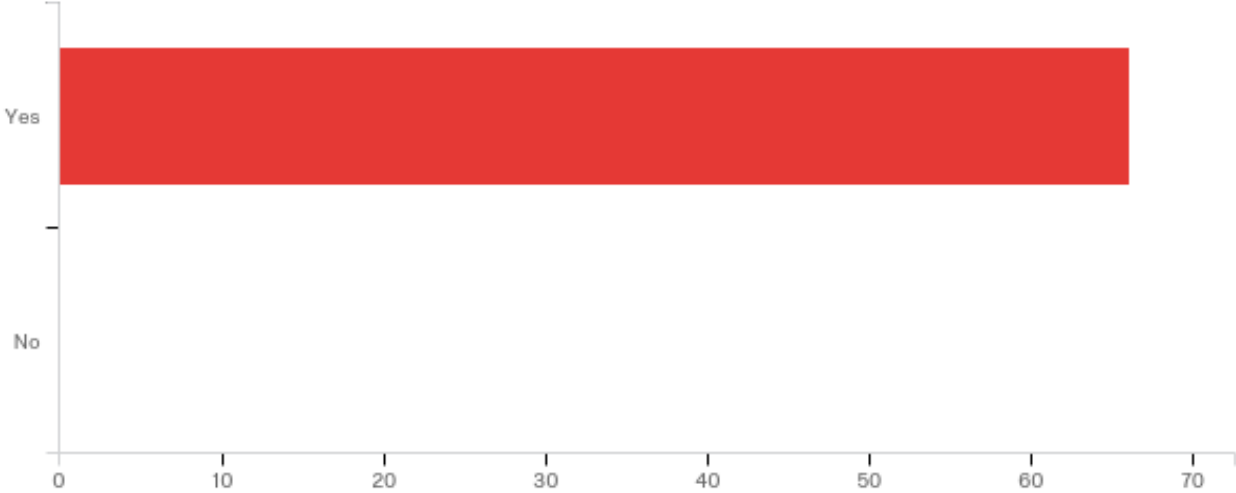
Answer	%	Count
Yes	100.00%	66
No	0.00%	0
Total	100%	66

Q2 - How likely are you to pursue a 4-year bachelor degree in the Information Technology field?
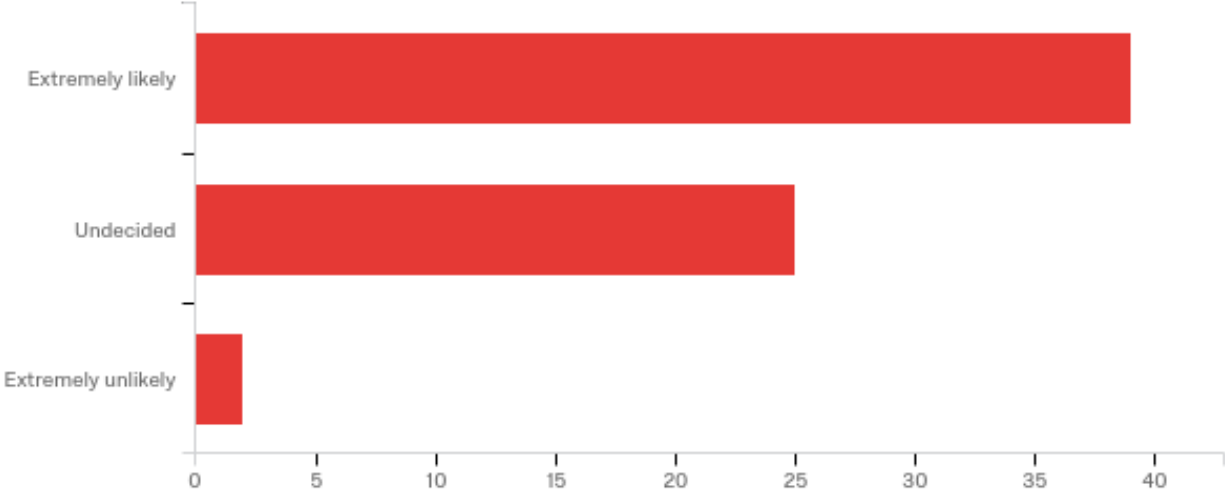
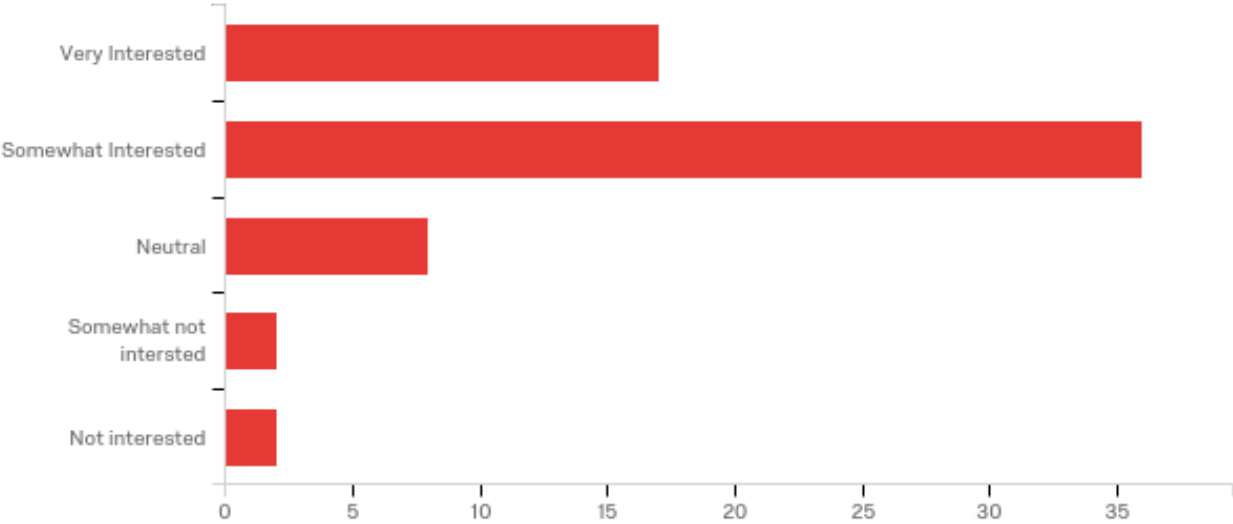| Answer	%	Count
Extremely Likely	59.09%	39
Undecided	37.88%	25
Extremely Unlikely	3.03%	2
Total	100%	66

Q3 - How interested would you be in a Bachelor of Science degree in Computer Science and Cybersecurity?
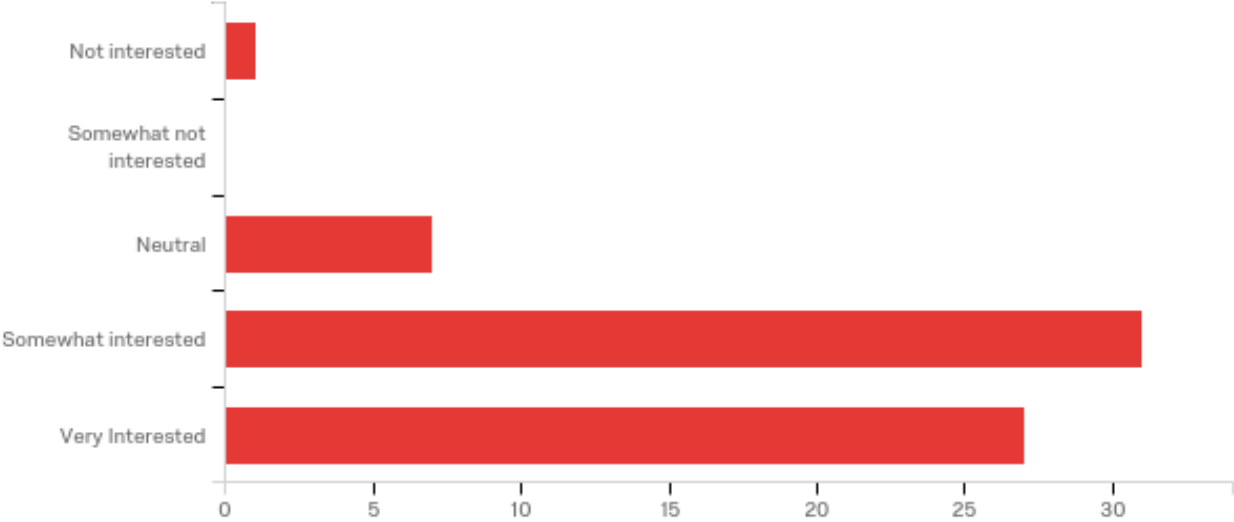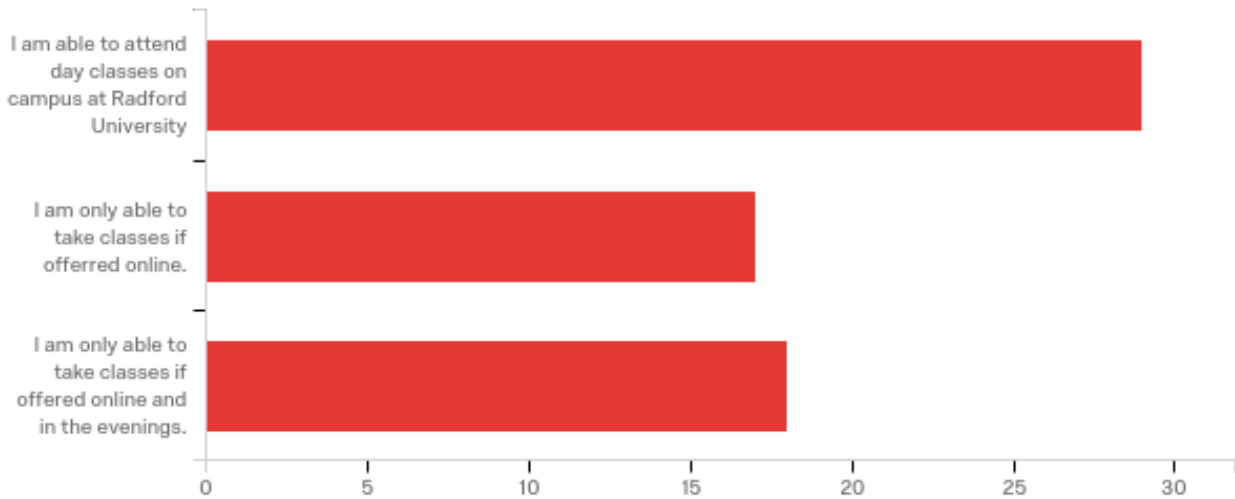

Answer	%	Count
Not Interested	1.52%	1
Somewhat Not Interested	0.00%	0
Neutral	10.61%	7
Somewhat Interested	46.97%	31
Very Interested	40.91%	27
Total	100%	66

Q4 - Would you be interested in a degree program in Computer Science and Cybersecurity at Radford University?

Answer	%	Count
Very Interested	25.76%	17
Somewhat Interested	54.55%	36
Neutral	12.12%	8
Somewhat Not Interested	3.03%	2
Not Interested	3.03%	2
Total	100%	66

Q5 - Please select the response that best suits your situation.

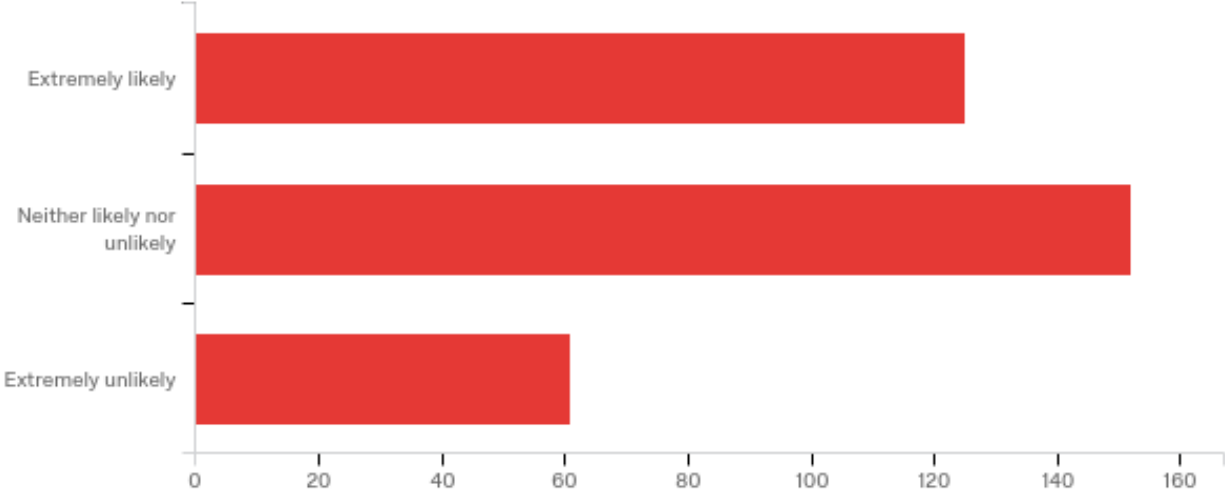| Answer	%	Count
I am able to attend day classes on campus at Radford University.	45.31%	29
I am only able to take classes if offered online.	26.56%	17
I am only able to take classes if offered online and in the evenings.	28.13%	18
Total	100%	64

Default Report
HS Student Survey - Security Degree
**September 29th 2016, 9:05 am EDT**

Q1 - You are a:
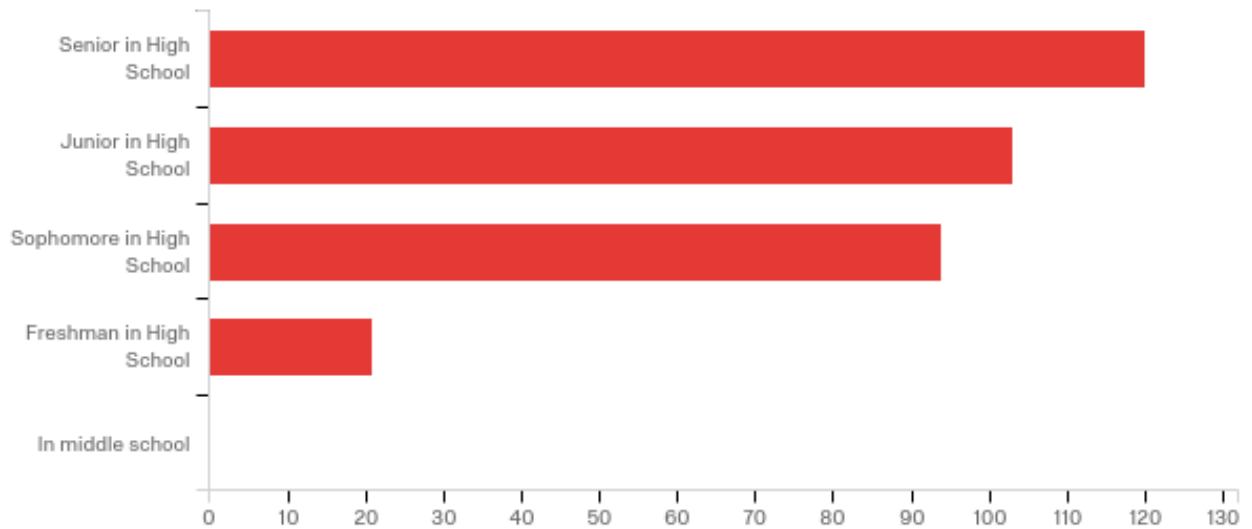
Answer	%	Count
Senior in High School	35.50%	120
Junior in High School	30.47%	103
Sophomore in High School	27.81%	94
Freshman in High School	6.21%	21
In Middle School	0.00%	0
Total	100%	338

Q2 - How likely are you to major in either computer science or information systems in college?
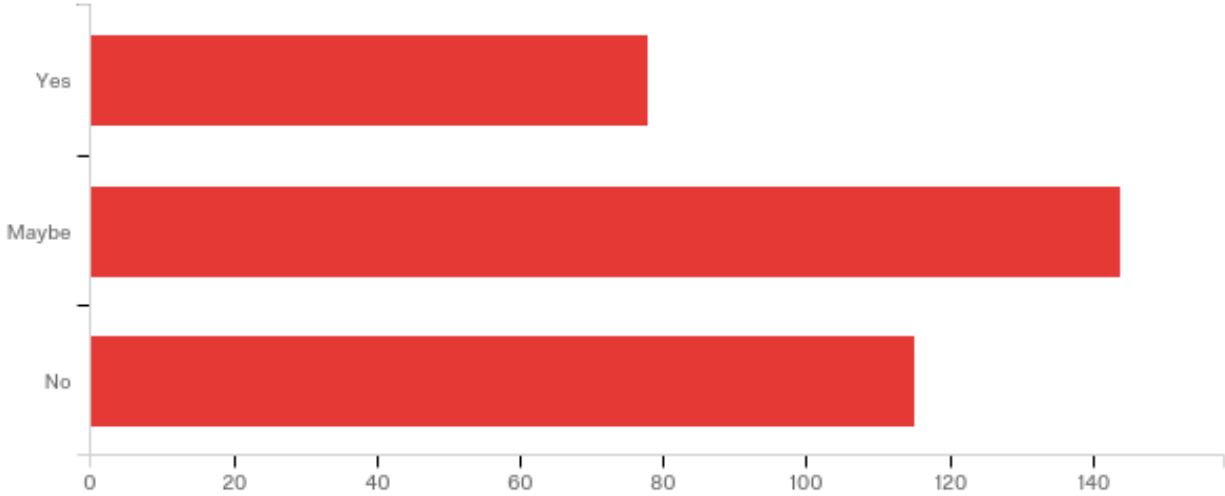

Answer	%	Count
Extremely Likely	36.98%	125
Neither Likely Nor Unlikely	44.97%	152
Extremely Unlikely	18.05%	61
Total	100%	338

Q3 - How interested would you be in a Bachelor of Science degree in Computer Science and Cybersecurity?
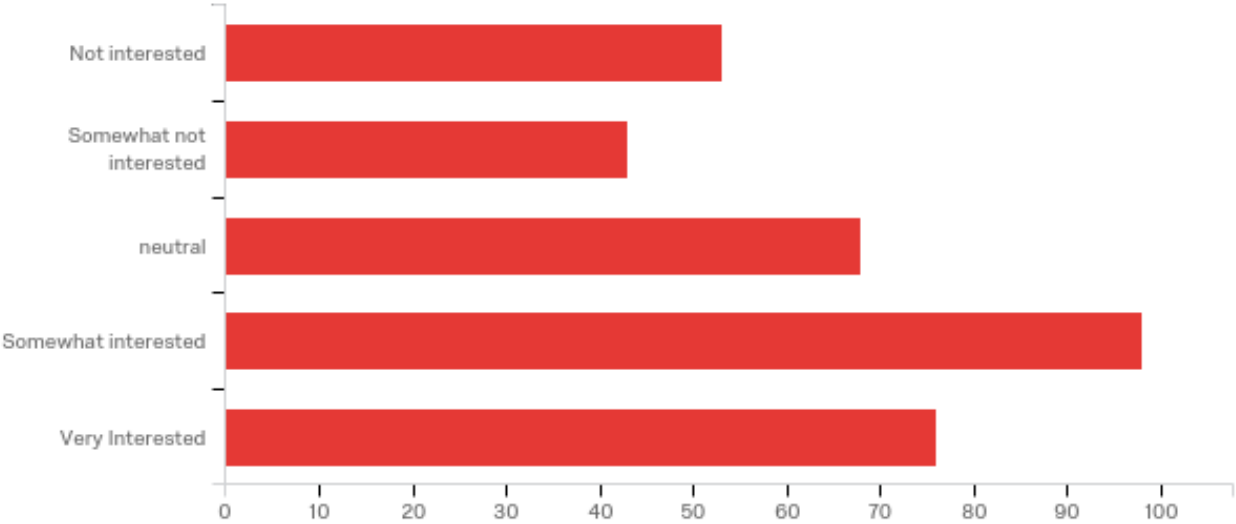
Answer	%	Count
Not Interested	15.68%	53
Somewhat Not Interested	12.72%	43
Neutral	20.12%	68
Somewhat Interested	28.99%	98
Very Interested	22.49%	76
Total	100%	338

Q4 - Would the development of a degree program focusing on cybersecurity increase your interest in Radford University?

Answer	%	Count
Yes	23.15%	78
Maybe	42.73%	144
No	34.12%	115
Total	100%	337

Resolution to Amend the
Teaching and Research Faculty Handbook

November 2016

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

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

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

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

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

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

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors of Radford University hereby approve in accordance with §5.0 of the *Teaching and Research Faculty Handbook,* Section 1.4.1.4.2: Evaluation Procedures for Special Purpose, Full-time Temporary, and Part-time Faculty is hereby amended to make changes to the timeline for student evaluations. Said section is to now read as follows (additions are in **red,** deletions are in ~~black~~):

> **Section 1.4.1.4.2: Evaluation Procedures for Special Purpose, Full-time Temporary, and Part-time Faculty**
>
> The Personnel Committee shall administer student evaluations of special purpose**,** and full-time temporary**, and part-time** faculty between the ~~twelfth~~ **thirteenth** and the fourteenth weeks of the semester for all courses, every semester. The appeals procedures shall also be the same as for tenure-track faculty.

and, be it further

RESOLVED, that in accordance with §5.0 of the *Teaching and Research Faculty Handbook,* Section 1.4.1.3: Student Evaluations of Faculty is hereby amended to amend the protocol in the language used to administer the student evaluations of faculty (additions are in **red,** deletions are in ~~black~~):

Section 1.4.1.3: Student Evaluations of Faculty

To ensure standardized administration of student evaluations, PLEASE READ THE FOLLOWING TO THE CLASS (**do not omit or add anything**):

~~Part A~~ **For all evaluations: Please read this before you begin.**

Student evaluations are an important part of each faculty member's overall evaluation. Professors will use comments you make to help them improve their teaching and classroom procedures. You are ~~*encouraged*~~ **asked** *to be honest,* ~~*direct*~~ **professional,** *and thoughtful –* ~~*these evaluations are entirely confidential and students are not penalized for expressing their opinions about their professors.*~~ **in your responses. Please be professional in your evaluation. Offensive comments (whether related to race, gender, age, disability, or culture) reflect poorly on you as an individual and on the Radford University community as a whole. This is not an image that we support or encourage.** *No discussions should take place while you are completing the* ~~*form*~~ **evaluation***: each* ~~*form represents one student's personal assessment*~~ **student provides his/her independent** *assessment of the* ~~*instructor and class*~~ **course and the instructor**. **These evaluations are entirely confidential and they cannot be traced back to the people who complete them.** ~~*After you complete this, the evaluation will be submitted to a secure server.*~~ *Instructors will not see the result of these evaluations until after course grades have been submitted.* **Your comments are very important; consider them carefully.** ~~*You will receive a single sheet that includes the evaluation questions, responses, and a section in which to provide your comments about the course and the instructor. There are questions on both sides of the sheet. Please provide all of your responses on the form provided. So that it is scanned properly, be sure to complete the form using a pen with blue or black ink. Instead of bubbling in the response, use an X to mark your responses. If you wish to change a response, fill in the square completely where you placed the wrong answer and use an X to indicate your new answer. After you complete this, the evaluations will be placed in a sealed envelope by the person administering the evaluation.*~~

~~Part B – for paper evaluations~~

~~Read prior to administering paper evaluations in class. These instructions do not apply to other types of evaluations.~~

~~*You will receive a single sheet that includes the evaluation questions, responses, and a section in which to provide your comments about the course and the instructor. There are questions on both sides of the sheet. Please provide all of your responses on the form provided. So that it is scanned properly, be sure to complete the form using a pen with blue or black ink. Instead of bubbling in the response, use an X to mark your responses. If you wish to change a response, fill in the square completely where you placed the wrong*~~

answer and use an X to indicate your new answer. After you complete this, the evaluations will be placed in a sealed envelope by the person administering the evaluation.

Part B: for in-class, online evaluations. These instructions are to be read before administering online, in-class evaluations:

You will be given a piece of paper with a QR code on it. This is your personal link to the evaluation of the course and the instructor. No one else has this code and no one else can use it. Enter the code in your device, complete the evaluation according to online instructions, submit it, and you are finished. Throw away your code since it cannot be used again.

and, be it further

RESOLVED, that in accordance with §5.0 of the *Teaching and Research Faculty Handbook,* Section 1.4.1.3: Student Evaluations of Faculty is hereby amended to change the timeline and language used un the student evaluations of faculty (additions are in **red,** deletions are in ~~black~~):

Section 1.4.1.3: Student Evaluations of Faculty

Student evaluations for full-semester courses, **regardless of method of delivery,** shall be conducted between the ~~eleventh~~ thirteenth and fourteenth weeks of the semester; for half-semester courses they are conducted during the sixth week of the course. If all students in a course are not scheduled to meet simultaneously in the same place with an instructor or proctor between the ~~eleventh~~ thirteenth and fourteenth weeks of the semester, then the student evaluation may be administered electronically. In the case of ~~online~~ evaluations of online courses, the faculty member ~~must~~ may designate a 24-hour period within the specified window during which evaluations will take place. ~~Summer sessions are excluded, unless evaluations are requested by the faculty member~~.

and, be it further

RESOLVED, that in accordance with §5.0 of the *Teaching and Research Faculty Handbook,* Section 1.4.1.4.1. Evaluation Procedures for Tenured and Tenure-track Faculty is hereby amended to make new adjectival categories more aligned with implications and outcomes; the amendments are as follows (additions are in **red,** deletions are in ~~black~~):

Section 1.4.1.4.1. Evaluation Procedures for Tenured and Tenure-track Faculty:

The Department Chair shall assign a numerical value to the descriptive term that represents her or his assessment of a faculty member in each of the three evaluation categories, as follows:

Outstanding	4.5 - 5.0
Above Expectations	3.5 - 4.49
Meets Expectations	3.0 - 3.49
~~Meets Expectations Minimally~~ Below Expectations	2.~~5~~0 - 2.99
~~Below Expectations~~ Unacceptable	Below 2.0 ~~- 2.49~~

15-16.07—Motion on Timeline for Student Evaluations

Referred by: Faculty Senate Governance Committee

MOTION:

The Faculty Senate recommends the following changes to the *T&R Faculty Handbook* related to the timeline for student evaluations.

Current Language:
Section 1.4.1.4.2 Evaluation Procedures for Special Purpose, Full-time Temporary, and Part-time Faculty
…
The Personnel Committee shall administer student evaluations of special purpose and full-time temporary faculty between the twelfth and the fourteenth weeks of the semester for all courses, every semester. The appeals procedures shall also be the same as for tenure-track faculty.
….
Proposed Revision:
Section 1.4.1.4.2 Evaluation Procedures for Special Purpose, Full-time Temporary, and Part-time Faculty
…
The Personnel Committee shall administer student evaluations of special purpose**,** and full-time temporary**, and part-time** faculty between the ~~twelfth~~ **thirteenth** and the fourteenth weeks of the semester for all courses, every semester. The appeals procedures shall also be the same as for tenure-track faculty.
...
RATIONALE:

The *Handbook* currently specifies that student evaluations must be conducted between the eleventh and fourteenth weeks of the semester for tenured and tenure-track faculty (Section 1.4.1.3, item 1). The Handbook later specifies that student evaluations must be conducted between the twelfth and fourteenth weeks for special purpose, full-time temporary, and part-time faculty. This creates unnecessary complexity for Personnel Committees. The proposed revision extends the timeline for special purpose, full-time temporary, and part-time faculty to the eleventh to fourteenth weeks of the semester to be consistent with the timeline for tenured and tenure-track faculty.

In addition, Section 1.4.1.4.2 specifies "Part-Time Faculty" in the title of this section, but this group is not included in the handbook language. The change inserts "part-time faculty" in the first sentence of this section to rectify this error.

<div align="right">

Passed October 29, 2015
Reconsidered April 21, 2016
[word changed in light of
passage of a later motion]

</div>

15-16.17—Motion for Changes to the Protocol for Administering Evaluations

Referred by: Faculty Senate Faculty Issues Committee

<u>MOTION</u>:

The following changes will be made under 1.4.1.3 Student Evaluations of Faculty:

Original language:

To ensure standardized administration of student evaluations, PLEASE READ THE FOLLOWING TO THE CLASS (**do not omit or add anything**):

Student evaluations are a very important part of each faculty member's overall evaluation. Professors will use comments you make to help them improve their teaching and classroom procedures. You are encouraged to be honest, direct and thoughtful – these evaluations are entirely confidential and students are not penalized for expressing their opinions about their professors. No discussions should take place while you are completing the form: each form represents one student's personal assessment of the instructor and class. After you complete this, the evaluation will be submitted to a secure server. Instructors will not see the results of these evaluations until after course grades have been submitted. You will receive a single sheet that includes the evaluation questions, responses, and a section in which to provide your comments about the course and the instructor. There are questions on both sides of the sheet. Please provide all of your responses on the form provided. So that it is scanned properly, be sure to complete the form using a pen with blue or black ink. Instead of bubbling in the response, use an X to mark your responses. If you wish to change a response, fill in the square completely where you placed the wrong answer and use an X to indicate your new answer. After you complete this, the evaluations will be placed in a sealed envelope by the person administering the evaluation.

Revised language:

To ensure standardized administration of student evaluations, PLEASE READ THE FOLLOWING TO THE CLASS **(do not omit or add anything)**:

~~**Part A –**~~ **For all evaluations: Please read this before you begin.**

Student evaluations are an important part of each faculty member's overall evaluation. Professors will use comments you make to help them improve their teaching and classroom procedures. You are ~~*encouraged*~~ **asked** *to be honest,* ~~*direct*~~ **professional,** *and thoughtful —* ~~*these evaluations are entirely confidential and students are not penalized for expressing their opinions about their professors.*~~ **in your responses. Please be professional in your evaluation. Offensive comments (whether related to race, gender, age, disability, or culture) reflect poorly on you as an individual and on the Radford University community as a whole. This is not an image that we support or encourage.** *No discussions should take place while you are completing the* ~~*form*~~ **evaluation**: *each* ~~*form represents one student's personal assessment*~~ **student provides his/her independent** *assessment of the* ~~*instructor and class*~~ **course and the instructor**. **These evaluations are entirely confidential and they cannot be traced back to the people who complete them.** ~~*After you complete this, the*~~

2

evaluation will be submitted to a secure server. Instructors will not see the result of these evaluations until after course grades have been submitted. **Your comments are very important; consider them carefully.** *You will receive a single sheet that includes the evaluation questions, responses, and a section in which to provide your comments about the course and the instructor. There are questions on both sides of the sheet. Please provide all of your responses on the form provided. So that it is scanned properly, be sure to complete the form using a pen with blue or black ink. Instead of bubbling in the response, use an X to mark your responses. If you wish to change a response, fill in the square completely where you placed the wrong answer and use an X to indicate your new answer. After you complete this, the evaluations will be placed in a sealed envelope by the person administering the evaluation.*

Part B – for paper evaluations

Read prior to administering paper evaluations in class. These instructions do not apply to other types of evaluations.

You will receive a single sheet that includes the evaluation questions, responses, and a section in which to provide your comments about the course and the instructor. There are questions on both sides of the sheet. Please provide all of your responses on the form provided. So that it is scanned properly, be sure to complete the form using a pen with blue or black ink. Instead of bubbling in the response, use an X to mark your responses. If you wish to change a response, fill in the square completely where you placed the wrong answer and use an X to indicate your new answer. After you complete this, the evaluations will be placed in a sealed envelope by the person administering the evaluation.

Part B: for in-class, online evaluations. These instructions are to be read before administering online, in-class evaluations:

You will be given a piece of paper with a QR code on it. This is your personal link to the evaluation of the course and the instructor. No one else has this code and no one else can use it. Enter the code in your device, complete the evaluation according to online instructions, submit it, and you are finished. Throw away your code since it cannot be used again.

RATIONALE:

Some concern has been expressed by faculty about the tone of comments made in evaluations. Without denying students the right to say whatever they want, we believe that it is possible to emphasize the need to be professional in their evaluations. This emphasis may come in several places. Here we propose small changes to the protocol included in the FTR handbook. We also are suggesting that the directions given in the protocol should be adapted to the medium used for the evaluation. This motion treats the protocol as consisting of two parts, A and B. A should be included with all evaluations. B will change according to the method of administration (email, QR code or paper). In the paragraphs above, areas in red are additions to the original.

Passed March 3, 2016

15-16.18—Motion on the Timing of Student Evaluations

Referred by: Faculty Senate - Faculty Issues Committee on behalf of the Student Evaluation of Faculty Committee

MOTION:

The following changes will be made under **1.4.1.3 Student Evaluations of Faculty:**

Original Language:

Student evaluations for full-semester courses shall be conducted between the eleventh and fourteenth weeks of the semester; for half-semester courses they are conducted during the sixth week of the course. If all students in a course are not scheduled to meet simultaneously in the same place with an instructor or proctor between the eleventh and fourteenth weeks of the semester, then the student evaluation may be administered electronically. In the case of online evaluations, the faculty member must designate a 24-hour period within the specified window during which evaluations will take place. Summer sessions are excluded, unless evaluations are requested by the faculty member.

Revised Language:

Student evaluations for full-semester courses**, regardless of method of delivery,** shall be conducted between the ~~eleventh~~ thirteenth and fourteenth weeks of the semester; for half-semester courses they are conducted during the sixth week of the course. If all students in a course are not scheduled to meet simultaneously in the same place with an instructor or proctor between the ~~eleventh~~ thirteenth and fourteenth weeks of the semester, then the student evaluation may be administered electronically. In the case of ~~online~~ evaluations of online courses, the faculty member ~~must~~ may designate a 24-hour period within the specified window during which evaluations will take place. ~~Summer sessions are excluded, unless evaluations are requested by the faculty member~~.

RATIONALE:

The current situation of administering electronic evaluations is unmanageable for the assessment office, due to the variations in requests for administration. The Student Evaluation of Faculty Committee asked us to work with it to resolve this problem while still meeting faculty needs to use electronic evaluations outside of the classroom. Although a two-week window for evaluations that are administered by email does not give faculty control over the precise date of administration, it does ensure that evaluations are conducted close to the end of the semester. It also enhances the likelihood that evaluations will be completed and turned in.

The proposed change eliminates the use of a 24-hour period to be designated by the faculty member and standardized the administration time for all courses to the thirteenth and fourteenth weeks of the semester. Departments and faculty may still choose the precise day of administration within the two-week window for evaluations administered in class. With online courses, faculty may email instructions to their class but they will not be able to enforce a 24-hour period. The latitude of the 24-hour period was the cause of a great deal of the administrative difficulties faced by the assessment office. It was also problematic since it did not relate to the procedure used for in-class evaluations.

4

This motion does not apply to summer sessions as they are generally not assessed or shorter sessions such as Wintermester. In those instances, the 24-hour window will continue to be the most effective solution, as long as students are pre-notified by email.

<div align="right">Passed March 3, 2016</div>

15-16.29—Motion to Change Performance Outcome Categories

Referred by: Faculty Senate - Governance Committee

MOTION:

The Faculty Senate recommends the following changes under Item 3 in Section 1.4.1.4.1.
Evaluation Procedures for Tenured and Tenure-track Faculty:

Current language:

> The Department Chair shall assign a numerical value to the descriptive term that represents
> her or his assessment of a faculty member in each of the three evaluation categories, as
> follows:
>
> | | |
> |---|---|
> | Outstanding | 4.5 - 5.0 |
> | Above Expectations | 3.5 - 4.49 |
> | Meets Expectations | 3.0 - 3.49 |
> | Meets Expectations Minimally | 2.5 - 2.99 |
> | Below Expectations | 2.0 - 2.49 |
> | Poor | Below 2.0 |

Revised language:

> The Department Chair shall assign a numerical value to the descriptive term that represents
> her or his assessment of a faculty member in each of the three evaluation categories, as
> follows:
>
> | | |
> |---|---|
> | Outstanding | 4.5 - 5.0 |
> | Above Expectations | 3.5 - 4.49 |
> | Meets Expectations | 3.0 - 3.49 |
> | ~~Meets Expectations Minimally~~ Below Expectations | 2.~~5~~0 - 2.99 |
> | ~~Below Expectations~~ Unacceptable | Below 2.0 ~~- 2.49~~ |

RATIONALE:

Currently, the adjectival ranking for performance is as follows:

> *Outstanding: 4.5 - 5.0*
> *Above Expectations: 3.5 - 4.49*
> *Meets Expectations: 3.0 - 3.49*
> *Meets Expectations Minimally: 2.5 - 2.99*
> *Below Expectations: 2.0 - 2.49*
> *Poor: Below 2.0*

> (1.4.1.4.1 Evaluation Procedures for Tenured and Tenure-track Faculty, p. 18)

➢ However, the standard used to determine post-tenure review is listed as follows:

A tenured faculty member whose overall evaluation rating falls below 3.0 or whose teaching rating falls below 3.0 is subject to post-tenure review which, after due process, may result in sanctions up to and including dismissal.

(1.4.1.4.1 Evaluation Procedures for Tenured and Tenure-track Faculty, p. 18)

As written, there is a conflict between obtaining a score that is considered "meeting expectations minimally" and being placed on post-tenure review. In fact, one is not meeting expectations if post-tenure review is triggered.

We move that new adjectival categories, more aligned with implications and outcomes, be used. Further, as there are no substantive differences between achieving rating in the 2.5 or 2.0 range, we collapse those two categories into a 1 point spread. Further, this one point range creates symmetry to the "above expectations" range. The Governance Sub Committee moves that the following change be made:

Outstanding: 4.5 - 5.0
Above Expectations: 3.5 - 4.49
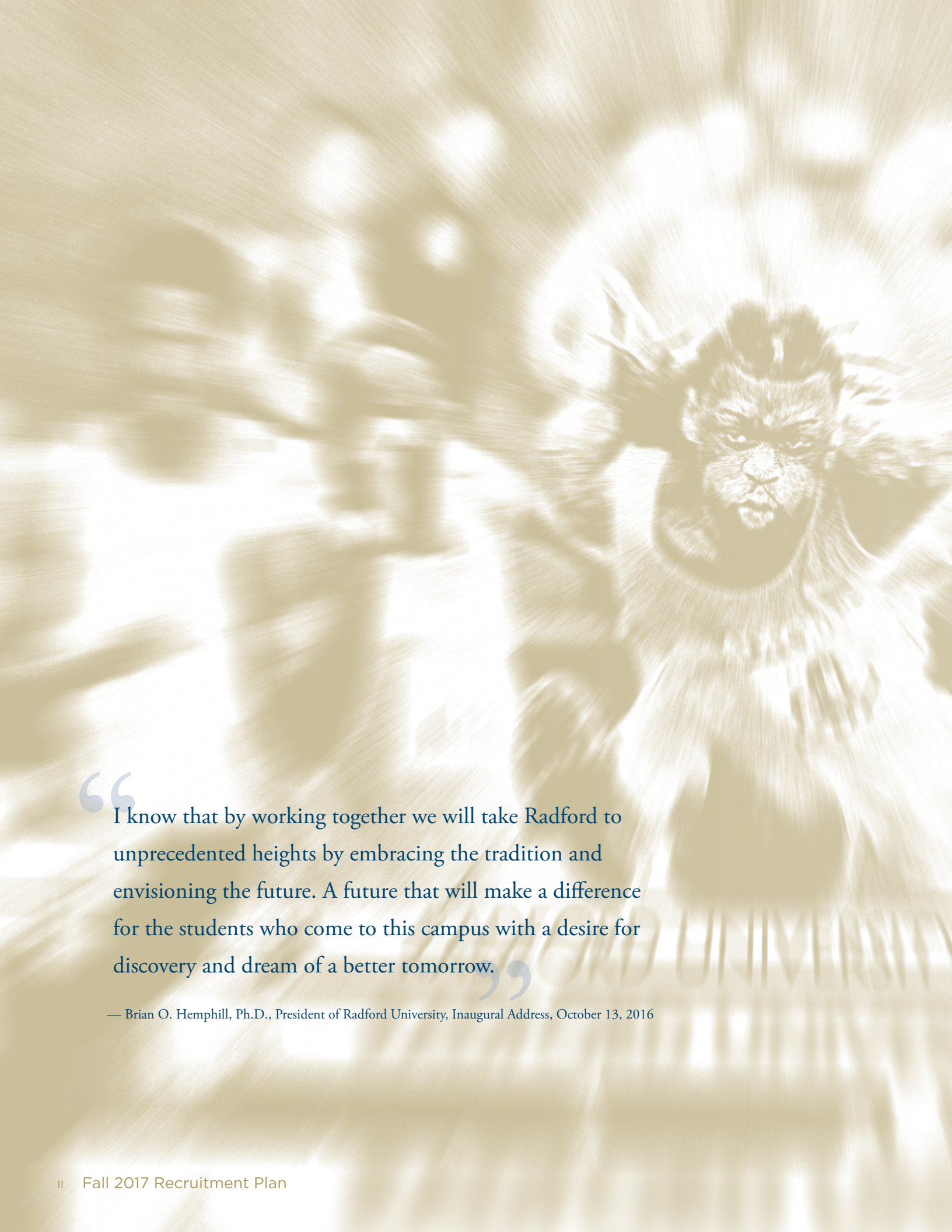*Meets Expectations: 3.0 - 3.49*
Below Expectations: 2.0 - 2.99
Unacceptable: Below 2.0

Passed April 21, 2016

Recruitment
PLAN FALL 2017

There is tremendous momentum at Radford University

RADFORD UNIVERSITY

"I know that by working together we will take Radford to unprecedented heights by embracing the tradition and envisioning the future. A future that will make a difference for the students who come to this campus with a desire for discovery and dream of a better tomorrow."

— Brian O. Hemphill, Ph.D., President of Radford University, Inaugural Address, October 13, 2016

Table of Contents

OVERVIEW

There is tremendous momentum at Radford University. Student-centered approaches fueled by new facilities and President Hemphill's arrival have contributed to forward thinking and a positive spirit. It is the ideal time to take on new opportunities and tackle challenges.

Fall enrollment at Radford University has declined since 2013. At that time, the university had 9,928 students, compared to 9,401 in fall 2016. The university has successfully managed the decrease but is well aware that enrollment must grow if we are to provide the best possible student experience and stabilize revenue.

Enrollment growth comes from two sources – new students and retention of students. Efforts are underway to improve on performance in both areas. This fall 2017 recruitment plan focuses on new students.

While this plan is short-term and tactical, we are building strategies and activities which will fuel future plans and the university's strategic planning effort.

We have set ambitious targets for fall 2017; we intend to increase enrollment by 10 percent for both new freshmen and transfer students. Success will result in 1,926 new freshmen, compared to fall 2016's 1,751, and 791 transfer students compared to 719.

> " It is often said that demography is destiny, a phrase that reveals both how fundamental demographic projections are to effective educational planning and policymaking, and perhaps somewhat cynically, how difficult it can be to foster large-scale change in social and economic mobility. "
>
> — WICHE, Policy Insights, April 2013, page 1

To successfully implement the tactics included in this plan, we must be:

o data-informed

o collaborative

o goal-oriented

o knowledgeable of competitive practices

In addition, we must work with a sense of urgency. Together, these principles underlie this plan and all of our work.

The plan outlines several very specific initiatives. They serve as highlights and examples of the thought processes and effort that need to take place to ensure success. There is much to do, and significant work is taking place around these activities and others not mentioned in this planning document.

To fully appreciate the tactics included here, a brief context may be helpful.

The recruitment arena is highly competitive, reflecting past, current and future demographic changes. In the state of Virginia, home to 93 percent of our freshmen, we expect growth of about 10 percent in the number of public and non-public high school graduates between 2017 and 2024. Each graduating class will grow in diversity, with the number of white/non-Hispanic students expected to decline as we see rapid increases in the numbers of Latino public high school graduates. Across the United States, high school graduating classes are *ever closer to becoming 'majority-minority' in which no single race/ethnicity accounts for 50 percent of the total."* (WICHE, Policy Insights, April 2013, page 2)

Demographic shifts have led to intense competition for all student populations, including freshmen, transfers, graduate students and online learners.

Financial resources continue to pose a barrier to many students wanting to pursue higher education. While the statewide median income in Virginia is above the national median, a college education is perceived to be out of reach for many middle and low income students and families.

These issues serve as a backdrop for the opportunities and challenges we face. Successfully executing a recruitment plan requires people who believe in student success, in the value of meeting our ambitious goals, and ultimately in Radford University. We have those people at Radford. It is time to move forward.

Territory Management

SWOT Analysis

Strengths
Territory management structure is in place.

Weaknesses
The implementation of territory management has been limited/ viewed as a way to structure travel.

Opportunities
- Create enhanced sense of ownership/accountability on the part of territory managers.
- Share target enrollment and activity goals earlier in the process.
- Strengthen relationship building with prospective students, families and counselors.
- Establish territory outreach goals for 11 individual territory managers.

Collaborations
- Institutional Research
- Information Technology

What's New
Emphasis on territory management as more than a way to structure travel; it is a foundation for relationship building and ultimately success in new student enrollment. Through a variety of outreach activities, create opportunities for territory managers to engage with prospective students.

Critical Activities
- Create and share territory targets and create a data library of territory-based data.
- Bi-weekly meetings with Enrollment Management leadership and territory managers.
- Ongoing assessment of progress toward all goals.

Operational Values
Accountability
Engagement
Data-informed
Competitive Practice

Targets
Fall 2017:
Enrolled new freshmen (+10% over fall 2016) = 1926
Enrolled new transfers (+10% over fall 2016) = 791
To increase yield (of admitted students) to 30%+

Key Indicators
Fall 2017 new student applications/admits/deposits/ enrolled – as a whole and by territory.

Scholarships

SWOT Analysis

Strengths
Community is supportive of providing merit scholarships.

Weaknesses
Former scholarship application allowed for self-selection (only the most interested students applied) and delay in offering scholarships.

Opportunities
- Auto-Award.
- Offer scholarships to more students.
- Over time, enhance profile of incoming class.

Collaborations
- Finance and Administration
- Academic Affairs
- Information Technology

What's New
- Eliminate former scholarship application for freshman applicants.
- Auto-award admitted freshmen within two weeks of admission.

Critical Activities
- Confirm awarding strategy.
- Recruit/create communication path with students.
- Confirm process (Admissions, Financial Aid, Finance and Administration).
- Initiate award process – automate.
- Follow up with recipients.
- Monitor scholarship budget.

Operational Values
Recognition of student achievement

Affordability

Competitive Practice

Targets
Award scholarships within two weeks of admission offer.

Make first awards in early November.

Key Indicators
Number of awards offered/accepted/enrolled

Feedback from award recipients

Marketing and Communications

SWOT Analysis

Strengths

○ Vice President for University Relations and staff have experience in branding and marketing and their application in new student recruitment.

○ Hobson's Radius (CRM) is in place and functioning well. Admission staff is experienced in its use.

Weaknesses

Over time, communication paths with prospective students and families have come to emphasize electronic communication, which is important — however, communication needs to be multi-vehicle. There is little collaboration with others outside of admissions.

Opportunities

○ To match branding and marketing efforts with targeted recruitment efforts (Royall).

○ Examine communications flow to identify gaps, vehicles (telephone, social media, paper), audiences (parents, scholarship recipients), and "senders". Fill gaps. Provide strong support to first generation. Review messaging for "Why Radford?" benefits and calls to action.

Collaborations

○ University Relations ○ Academic Departments ○ Student Affairs

What's New

○ Assessment of current communications to best support recruitment efforts.

○ Bringing others (i.e. faculty) into the process.

Critical Activities

○ Review communication plans for prospective freshmen, transfers and parents/families.

○ Identify gaps and the best options to fill them.

○ Reach out to potential partners (academic affairs, student affairs, etc.) to assist in creating new messaging.

○ Strategically add print materials.

○ Maintain ongoing conversations between University Relations and Enrollment Management regarding marketing activities (target audience, messaging and vehicles).

Operational Values

Engagement

Competitive Practice

Targets

Growth in volume of communications, usage of a variety of delivery vehicles, and partners providing messages.

Ongoing assessment of University Relations' marketing efforts to impact new student recruitment.

Key Indicators

Feedback from target audiences.

Enhanced communication paths.

Measure responses to calls for actions.

"There are specific triggers that move the student through the enrollment cycle: submitting an application, making an admissions deposit, enrolling in class. With each step there's an opportunity for communication and outreach to that student to keep them engaged."

— Student Recruitment Strategies:
Think Like a Student, Blackboard Blog, March 23, 2016

Application Growth (Freshmen)

SWOT Analysis

Strengths

To assist in growing the freshman application pool, the university has partnered with Royall & Co. Royall has decades of experience in higher education and is recognized for strong analytics and strategic guidance.

Opportunities

○ To partner with an organization offering significant proven recruitment strategies; experience with over 200 higher education institutions.

○ To examine university recruitment practices informed by Royall's expertise. (The map on the following page shows target markets for 2017 and beyond. Going forward, these target markets will inform recruitment and marketing efforts.)

Collaborations

○ Information Technology
○ University Relations

What's New

Royall has a new partnership with Radford University Advancement. The partnership requires us to think differently about recruitment work – from the traditional funnel to how we process applications to activities to engage students and move them from admitted to enrolled.

Critical Activities

Activities designed to support early October application and campaign launch have been underway since July. They include Information Technology efforts, staffing to support anticipated increased number of applications, materials review/feedback and consideration of targeting approaches.

Operational Values

Accountability

Engagement

Data-informed

Competitive Practice

Targets

Fall 2017:

Enrolled new freshmen (+10% over fall 2016) = 1926

Enrolled new transfers (+10% over fall 2016) = 791

Key Indicators

Successful launch of Royall application and marketing campaign; monitor activity.

Ongoing assessment of progress toward all goals.

Processing efficiencies – meeting 10-14 day decision time frame.

Fall 2017 new student applications/admits/deposits/enrolled.

2017 Proposed Search Markets (Sophomores, Juniors and Seniors)

Legend:
- Primary
- Development
- Secondary
- Proximity
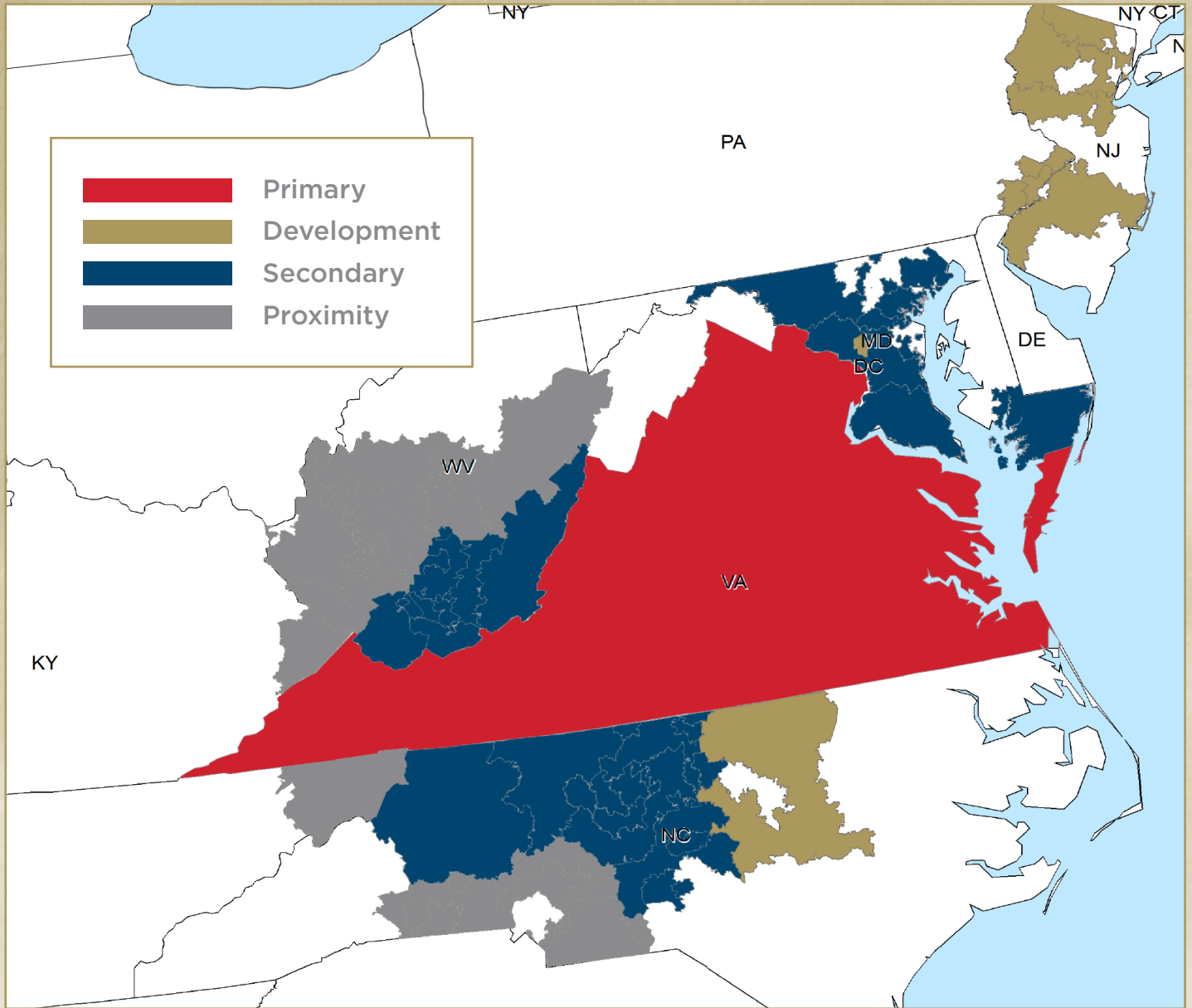
Source: Royall & Co.

Processes and Service

SWOT Analysis

Strengths

○ University staff are genuine and welcoming.
○ Information Technology (IT) provides excellent systems support.

Weaknesses

Some processes are holdovers and have been in place for many years. For example, admission application review and scholarship awarding.

Opportunities

○ To identify opportunities for enrollment functions to be increasingly responsive, proactive, and thoughtful in providing service and creating processes that are accurate, timely, and efficient.
○ To assess when systems support can assist in successfully responding to these opportunities.

Threats

Loss of new and returning students.

Collaborations

○ Information Technology
○ Academic Affairs
○ Student Affairs

What's New

Enrollment Operations Group

Critical Activities

○ Establish all service metrics.
○ Review of all policies, process and procedures within admissions, financial aid and registration. (Concurrent with work of the Council on Student Engagement and Success.)

Operational Values

Accountability

Service

Competitive Practice

Teamwork

Targets

Meet metrics
(to be established) for service and processes.

Key Indicators

Improved service metrics – telephone calls, email messages, and in-person visits.

Improved processes such as admission application review and scholarship awarding.

> "...administrative functions of the academic enterprise have to be service-oriented. We have to define what we mean by service to students and make it a priority to ensure that service is exemplary."
>
> — Monthly Diagnostic, Academic Impressions December 2012, page 7

Early FAFSA

SWOT Analysis

Strengths
Over time, early Free Application for Federal Student Aid (FAFSA) will allow students the opportunity to understand aid options earlier in the college search process.

Weaknesses
According to one report, as of spring 2016, the majority of students and parents do not know about the availability of early FAFSA.

Opportunities
- To educate prospective and current students, along with families, about the early FAFSA, costs of a Radford education, aid options and the process to award financial aid.
- To create and distribute financial aid awards as early as possible; award kicks off targeted communication strategy.

Threats
Students can truncate the search process and apply to fewer schools than has traditionally been the case.

Collaborations
- Information Technology
- Admissions

What's New
- 2017-18 FAFSA can be submitted starting October 1, 2016.
- New freshman packages provided via paper (mailing) and online.

Critical Activities
- Systems support required to allow for early aid packaging.
- Award modeling.
- Test system and award generation.

Operational Values

Access
Affordability
Service
Engagement
Competitive Practice

Targets

Begin awarding financial aid for 2017-2018 by December 1, 2016

Key Indicators

Volume and flow of FAFSA records to Radford University.

Volume and timing of creation and distribution of financial aid packages.

Track response to financial aid packages.

Fall 2017 applications for aid and yield on offers.

Transfer Students

SWOT Analysis

Strengths
- Radford University is highly regarded in the Virginia Community College system.
- Viewed as transfer-friendly with Virginia Community Colleges.

Weaknesses
- Viewed less transfer-friendly to out-of-system transfers due to credit evaluation process.
- Fall 2016 transfer enrollment (719) down 100 students since fall 2016 (818).

Opportunities
- Enhancing communication with prospective transfer students.
- Involving faculty in recruitment process.
- Latino enrollment at Virginia community colleges has grown by almost one-third from fall 2011, with 17,772 students in fall 2015.
- Improving transfer credit evaluation process.
- Adapting territory management to transfer recruitment.

Threats
- Declining enrollment at Virginia community colleges. From fall 2012 through fall 2015, system enrollment is down 8 percent; Virginia Western is down 6 percent; New River is down 12 percent; Northern Virginia Community College is flat.
- Local employment picture is positive – traditionally a negative impact on community college enrollment.

Collaborations
- Virginia Community Colleges
- Current transfer students
- Academic Affairs

What's New
- Self-service transfer equivalencies for Virginia (launched September 2016); provide options to add out-of-state colleges and universities.
- Creation of transfer counselor advisory board (spring 2017).

Critical Activities
- Assessing and enhancing transfer communication flow through Hobsons.
- Assess our ability to build top-of-funnel to fuel transfer student recruitment.
- Evaluate current transfer credit evaluation procedures — assess opportunity to improve process for out-of-state community colleges and four-year colleges and universities.

Operational Values

Accountability

Service

Competitive Practice

Teamwork

Targets

Fall 2017:
Enrolled new transfers (+10% over fall 2016) = 791

Increase yield to 30%+ (of admitted students)

Key Indicators

Ongoing assessment of progress toward all goals.

Fall 2017 new student applications/admits/deposits/ enrolled.

Latino Students

SWOT Analysis

Strengths
- Recent growth in Latino student enrollment – undergraduate enrollment grew from 484 (fall 14) to 577 (fall 15) to 590 (fall 16) – overall growth of 22%.
- NoVA and Houston, Texas based recruiters – NoVA recruiter is Spanish speaking.

Weaknesses
- Latino transfer enrollment is low; recent growth is encouraging. In fall 2014 there were 29; in 2015, 28; in 2016, 37.
- From fall 2011 to fall 2016, Latino freshman enrollment grew by 23 percent, but it has been somewhat flat over the past few years.

Opportunities
- While the top states for Latino population (California, Texas, Florida, New York and Illinois) are distant from Virginia, the university can take advantage of its proximity to states projected to experience the fastest-growing Latino populations, including Tennessee, South Carolina and Kentucky as well as Virginia.
- To engage families of Latino students through partnership with Royall & Co. and our own outreach strategies.
- Fifty percent of students enrolling in college choose to start at a community college.
- Building a culture to further embrace diversity and diversity collaborations.

Threats
- Retention of Radford Latino students is below that of their peer cohorts.
- Latino students are highly recruited by all colleges and universities.
- Real and perceived costs of higher education is a deterrent to college enrollment.
- Fifty percent of Latino students enrolling in college choose to start in community colleges (see opportunities) and often stay closer to home (the highest share of any race or ethnicity).

Collaborations
- Academic Affairs
- Community Based Organizations (CBOs)
- Academic Affairs Student Affairs/Latino Student Alliance (LSA)

What's New

Latino-specific outreach and programming

Critical Activities
- Reinforce value of and desire for diversity in recruitment and marketing activities.
- Monitor Latino students throughout the scholarship and financial aid awarding processes.
- Explore options to conduct targeted programming for Latino and first generation families.

Operational Values

Accountability

Engagement

Competitive Practice

Access

Latino Targets

Fall 2017:

Enrolled new freshmen (+10% over fall 2016) = 649

Enrolled new transfers (+22% over fall 2016) = 45

Key Indicators

Fall 2017 Latino new student applications/admits/deposits/enrolled.

Growth in recruitment activities providing opportunity to connect with Latino students and families.

"Hispanics are making big inroads in college enrollment. In 2014, 35% of Hispanics ages 18 to 24 were enrolled in a two- or four-year college, up from 22% in 1993 – a 13-percentage-point increase. That amounted to 2.3 million Hispanic college students in 2014. By comparison, college enrollment during this time among blacks (33% in 2014) increased by 8 percentage points, and among whites (42% in 2014) the share increased 5 points. Among Asians, 64% were enrolled in college in 2014, a nearly 9-point increase over 1999 (no data are available for Asians before 1999)."

— Pew Research Center, Factank – News in the Numbers, 5 Facts About Latinos and Education, Jens Manuel Krogstad, July 28, 2016

CONCLUSION

Work on each of the activities outlined in the Fall 2017 Recruitment Plan is well underway, as are a number of efforts not included in the plan. As we move forward, we will hold to the principles identified in the introduction, and by doing so, we will benefit our students and the university community.

As we go, activities, processes, and messages will be refined, monitored and evaluated. Updates will be provided to various audiences throughout the 2016-17 academic year.

As mentioned in the introduction, this plan is deliberately short-term in nature. In the future, we look forward to creating an intentional and integrated framework to guide us in our long-term enrollment management efforts.

Radford University's ability to recruit, enroll, retain and graduate a diverse, high-quality student body is significantly enhanced by a plan and a planning process that includes both a short-term and long-term focus. The short-term focus offered in this document will serve as an effective launching point for longer-term planning efforts.

An enrollment management operation cannot do its work in isolation. The Offices of Enrollment Management, Admissions, Financial Aid, and Registrar welcome and appreciate the insight and support of many partners from within the Radford University community and external partners as well.

We are excited to share the Radford story with prospective students and their families along with school and transfer counselors. In addition, we look forward to enhancing our activities and processes and providing the best possible service to all of our constituent groups.

"The higher ed landscape is changing fast, and sticking to enrollment planning methods from the past will likely not yield the kind of results most college and university leadership teams are looking for. Participation rates for direct from high school students are actually in decline, and combined with shifting demographics overall, we are in a zero-sum environment. Every bit of enrollment growth for one institution is likely to mean a corresponding decline at another. Competition is increasingly fierce, and not just for traditional, on-ground students."

— Ruffalo Noel Levitz blog, Lew Sanborne, August 15, 2016
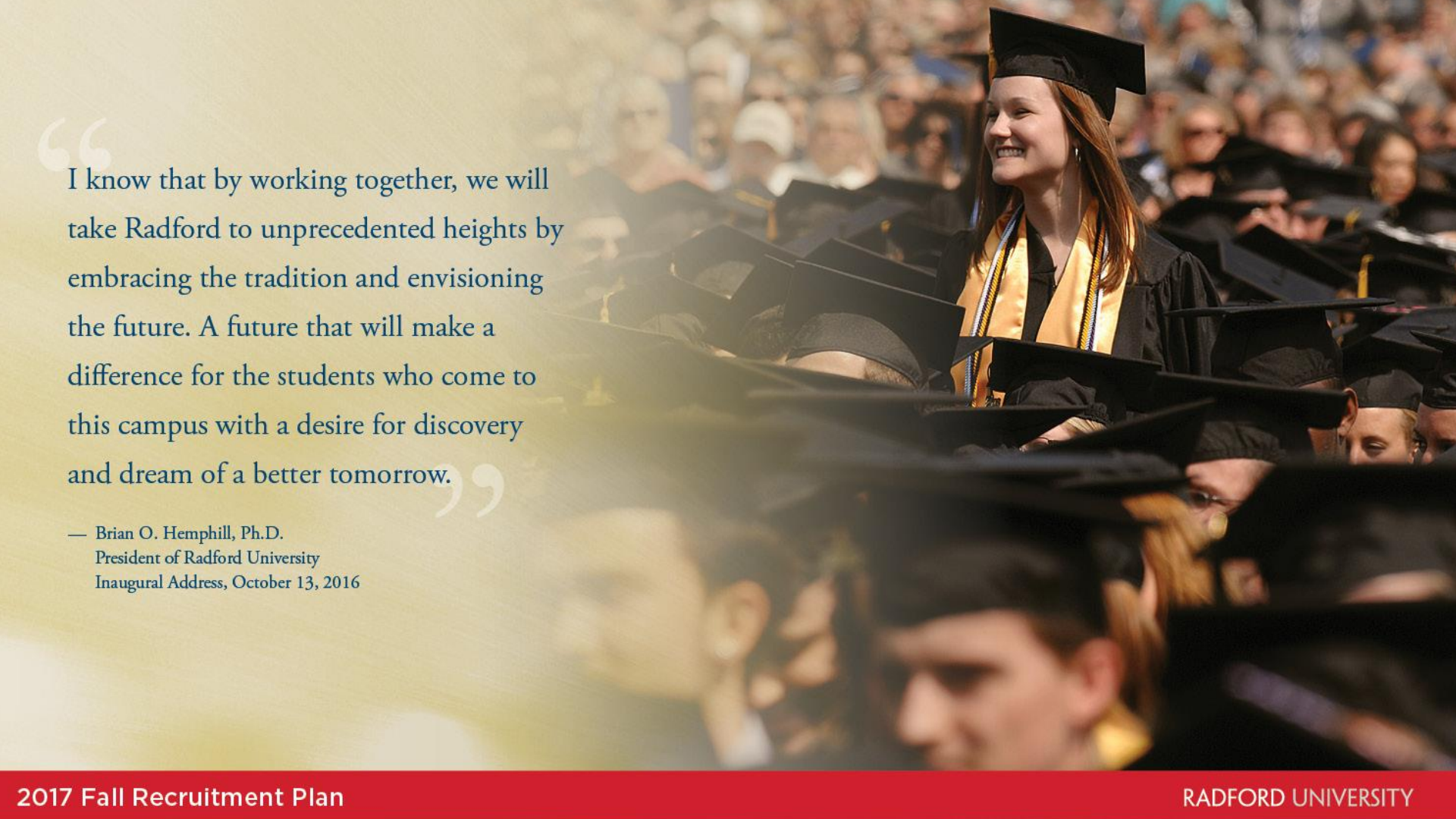
RADFORD UNIVERSITY

Fall 2017
Student Recruitment Plan

RADFORD
UNIVERSITY

> " I know that by working together, we will take Radford to unprecedented heights by embracing the tradition and envisioning the future. A future that will make a difference for the students who come to this campus with a desire for discovery and dream of a better tomorrow. "

— Brian O. Hemphill, Ph.D.
President of Radford University
Inaugural Address, October 13, 2016

2017 Fall Recruitment Plan

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Plan Characteristics

- One Year
- Tactical
- Data Informed
- Collaborative
- Goal Oriented
- Competitive Practice
- Urgency

Territory Management

- Territory managers have created a territory profile and received fall 2017 enrollment targets.
- Outreach targets are established on an ongoing basis.
- Data library will be created.
- More frequent group and individual conversations regarding progress.

Operational Values

Accountability

Engagement

Data-informed

Competitive Practice

Targets

Fall 2017:

Enrolled new freshmen (+10% over fall 2016) = 1926

Enrolled new transfers (+10% over fall 2016) = 791

To increase yield (of admitted students) to 30%+

Key Indicators

Fall 2017 new student applications/admits/deposits/enrolled – as a whole and by territory.

Scholarships

- Merit scholarship model has been created.
- Application process eliminated.
- First awards are expected to be in the mail by mid-November.
- Opportunity to engage others in outreach.

Operational Values

Recognition of student achievement

Affordability

Competitive Practice

Targets

Award scholarships within two weeks of admission offer.

Make first awards in early November.

Key Indicators

Number of awards offered/accepted/enrolled.

Feedback from award recipients.

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Marketing and Communications

- Two contexts – work with University Relations and use of CRM.
- Matching branding and marketing efforts with Royall & Co. outreach.
- Create more robust communication plans with specific measurable calls to action.
- Include faculty, students and staff in communication with prospective students.

Operational Values

Engagement

Competitive Practice

Targets

Growth in volume of communications, usage of a variety of delivery vehicles, and partners providing messages.

Ongoing assessment of University Relations' marketing efforts to impact new student recruitment.

Key Indicators

Feedback from target audiences.

Enhanced communication paths.

Measure responses to calls for actions.

Application Growth (Freshmen)

- Royall & Co. partnership serves as foundation (top of funnel).
- Royall's online application is intuitive and easy to complete.
- Application completion support though sendEDU.
- Opportunity to update and enhance all recruitment practices.
- Early results are encouraging.

Operational Values

Accountability

Engagement

Data-informed

Competitive Practice

Targets

Enrolled new freshmen (+10% over fall 2016) = 1926

Enrolled new transfers (+10% over fall 2016) = 791

Key Indicators

Successful launch of Royall application and marketing campaign; monitor activity.
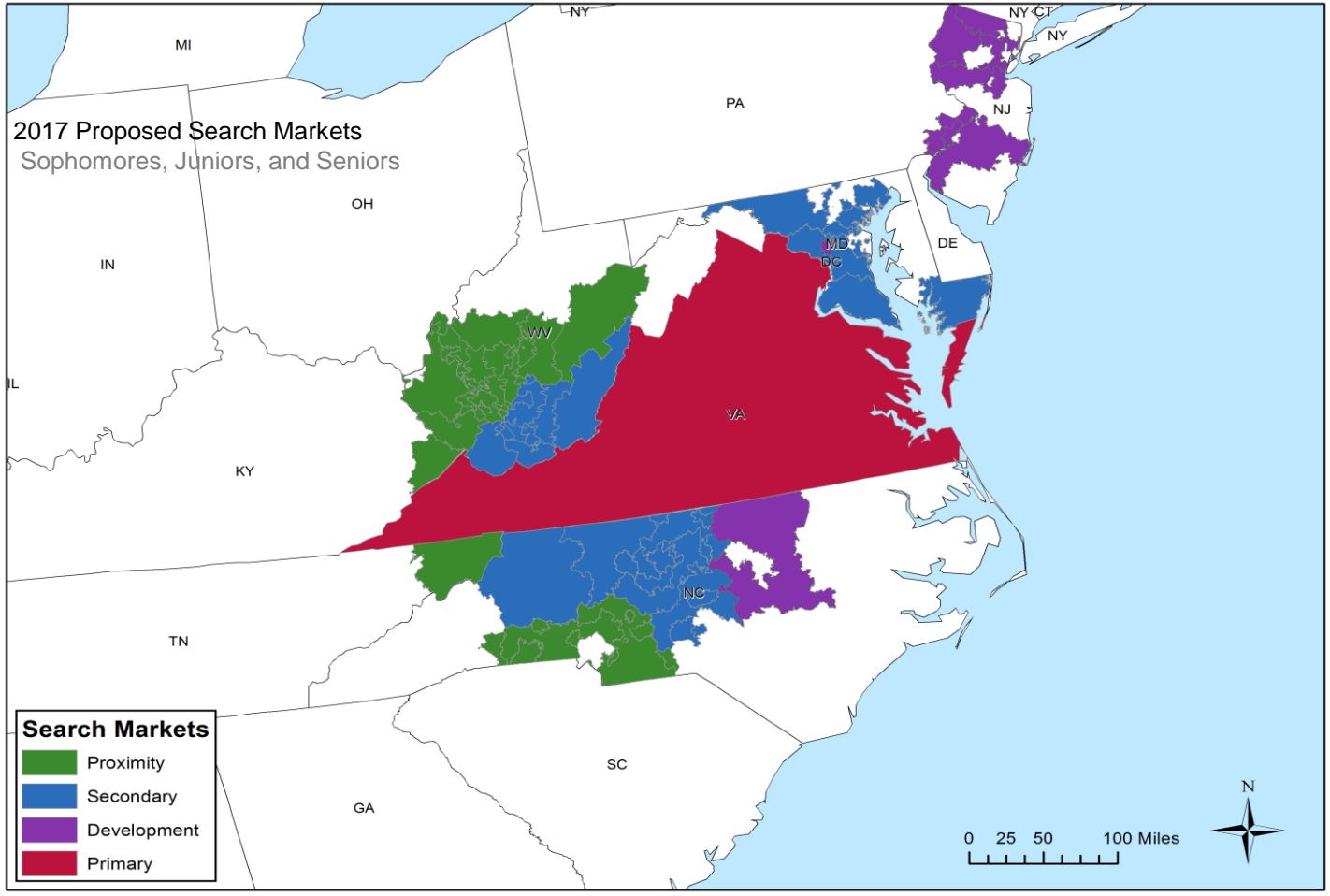
Ongoing assessment of progress toward all goals.

Key Indicators

Processing efficiencies – meeting 10-14 day decision time frame.

Fall 2017 new student applications/admits/deposits/enrolled.

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2017 Proposed Search Markets
Sophomores, Juniors, and Seniors

Search Markets
- Proximity
- Secondary
- Development
- Primary

Fall 2017 Recruitment Plan

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Processes and Service

- Processes and service support achievement of all goals.
- Examples: application review, scholarship awarding, and financial aid.
- Data analysis – what do we track, when do we track it, how do we use data?

Operational Values

Accountability

Service

Competitive Practice

Teamwork

Targets

Meet metrics
(to be established)
for service and processes.

Key Indicators

Improved service metrics – telephone calls, email messages, and in-person visits.

Improved processes such as admission application review and scholarship awarding.

Early FAFSA

- First year of new timing for FAFSA availability and submission.
- As of November 4:
  2,938 FAFSAs submitted
  1,050 FTF/271 admitted
- On track to begin awarding for admitted freshmen on December 1.

Operational Values

Access

Affordability

Service

Engagement

Competitive Practice

Targets

Begin awarding financial aid for 2017-2018 by December 1, 2016.

Key Indicators

Volume and flow of FAFSA records to Radford University.

Volume and timing of creation and distribution of financial aid packages.

Key Indicators

Track response to financial aid packages.

Fall 2017 applications for aid and yield on offers.

Transfer Students

- Utilize territory management model.
- Opportunities to build top-of-funnel and create a user-friendly transfer credit evaluation process.
- Establish more robust communication flows.

Operational Values

Accountability

Service

Competitive Practice

Teamwork

Targets

Fall 2017:
Enrolled new transfers
(+10% over fall 2016) = 791

Increase yield to 30%+
(of admitted students)

Key Indicators

Ongoing assessment of progress toward all goals.

Fall 2017 new student applications/admits/deposits/enrolled.

Latino Students

- Latino population growth.
- Keen competition including community colleges.
- Radford's presence in Northern Virginia.
- Enhance outreach efforts.

Operational Values

Accountability

Engagement

Competitive Practice

Access

Latino Targets

Fall 2017:
Enrolled new freshmen
(+10% over fall 2016) = 649

Enrolled new transfers
(+22% over fall 2016) = 45

Key Indicators

Fall 2017 Latino new student applications/admits/ deposits/enrolled.

Growth in recruitment activities providing opportunity to connect with Latino students and families.

Discussion

RESOLUTION

**ADOPTION OF THE PROPOSED REVISIONS TO THE RADFORD UNIVERSITY
BOARD OF VISITORS BYLAWS**

November 11, 2016

WHEREAS, the Radford University Board of Visitors previously determined that the Bylaws of the Radford University Board of Visitors should be updated and revised and further that this review of the Bylaws, including any proposed revisions, should be conducted by the Governance and Administration Committee; and

WHEREAS, at the Governance and Administration Committee meeting on September 15, 2016 the committee, with the assistance of Allen Wilson, Senior Assistant Attorney General for the Commonwealth of Virginia, distributed the proposed revisions to the Bylaws and requested that any further revisions or comments be submitted to the Committee Chair, Ms. Alethea "A.J." Robinson prior to the November meeting; and

WHEREAS, at the Radford University Governance and Administration Committee meeting on November 10, 2016, the Committee voted to recommend the revised Bylaws to the Board of Visitors for review and approval at the Board of Visitors meeting on November 11, 2016; and

NOW THEREFORE BE IT RESOLVED that the Radford University Board of Visitors hereby adopts the proposed revised Bylaws, dated November 11, 2016, which are attached hereto, as the official Bylaws for the Radford University Board of Visitors.

PREAMBLE

The Board of Visitors of Radford University ("the Board") adopts these Bylaws to provide for the orderly, consistent and efficient conduct of its business as the governing body of Radford University ("the University").

As public trustees the Board has the responsibility and authority, subject to constitutional and statutory limitations, for the continuing operation, development of evolving policies, and financial oversight of the University. Much of this authority necessarily is delegated to the President, who serves as the agent of the Board and as Chief Executive Officer of the University.

It is acknowledged and understood that the University and the Board are at all times subject to the control and legislative enactments of the General Assembly of the Commonwealth of Virginia.

Article I – The Board of Visitors

Section 1 – Legal Status, Composition, and General Operation

A. Legal Status and Composition. The Board of Visitors of Radford University is created by Va. Code §23.1-2100. Membership of the Board, method and terms of appointment, and the method of filling vacancies are provided by statute (Va. Code §23.1-1300).

B. General Operations. The Board is required by law to, and does:

1. Strive to be transparent in its operations, and operate entirely openly to the extent required by law.

2. Comply with the Commonwealth of Virginia's Freedom of Information Act (Code of Va. §2.2-3700, et seq.), including but not limited to the following:

   a. Record minutes of each open meeting and post the minutes on the Board's website in accordance with subsection 1 of §2.2-3707 and §2.2-3707.1;

   b. Conduct all discussions and actions on any topic not specifically exempted by §2.2-3711 in open meeting;

   c. Give public notice of all meetings in accordance with subsection C of §2.2-3707; and

   d. Approve in open meeting any action taken in closed meeting before it can have any force and effect in accordance with subsection B of §2.2-3711.

3. Notify and invite the Attorney General's appointee or representative (the legal counsel of the institution) to all meetings of the Board, Executive Committee, and other Board committees.

C. Annual Executive Summary. The Board is required by statute to submit to the General Assembly and the Governor an annual executive summary of its interim activity and work no later than the first day of each regular session of the General Assembly. This report shall be submitted in accordance with procedures stipulated by law.

D. Removal of Board Members. If any member of the Board fails to attend (i) the meetings of the Board for one year without sufficient cause, as determined by a majority vote of the Board, or (ii) the educational programs for governing boards presented by the State Council of Higher Education for Virginia, and required by Virginia Code §23.1-1304 in the member's first two years of membership without sufficient cause, as determined by a majority vote of the board, the remaining members of the Board shall record such failure in the minutes at the Board's next meeting and notify the Governor, and the office of such member shall be vacated. However, no member serving as of January 1, 2015 shall be removed for failing to attend the educational programs required by Virginia Code § 23-9.14:1 in the members first two years of membership if the member attends such training by January 1, 2016.

In accordance with Virginia Code §23.1-1300(C), the Governor has the authority to remove from office for malfeasance, misfeasance, incompetence, or gross neglect of duty any member of the Board and fill the vacancy resulting from the removal. Each appointment to fill a vacancy will be subject to confirmation by the General Assembly. The Governor will set forth, in a written public statement, the Governor's reasons for removing any member pursuant to this statute at the time the removal occurs. The Governor will be the sole judge of the sufficiency of the cause for removal as set forth in this statute.

E. Resignation. Any Board member may resign at any time by providing notice of the date of resignation to the Governor. Notice also shall be provided to the Rector so that the Board can take measures to accommodate said resignation. Such resignation shall take effect at the time specified in such notice and, unless otherwise specified therein, the acceptance of the resignation shall not be necessary for it to take effect.

Section 2 – Powers and Responsibilities

Responsibilities of the Board include, but are not limited to, the following:

1. Control and expend funds of the University;

2. Establish fees, tuition, and other charges imposed on students;

3. Approve the University's budgets;

4. Appoint the President of the University;

5. Approve the strategic plans of the University;

6. Confer degrees;

7. Promote the purpose and mission of the University;

8. Adopt rules and regulations for governing employment and employees, and approve promotions, tenure, salaries of employees;

9. Name buildings and other major facilities;

10. Approve certain real property transactions; and

11. Adopt rules and regulations governing student conduct.

Section 3 – Meetings

A. Regular Meetings. The Board meets in regular session four times each fiscal year, on dates established by the Board. The last regular meeting of each fiscal year is designated as the "annual meeting" of the Board.

B. Special Meetings. Special meetings may be called by the Rector or upon the request of any five voting members of the Board. Requests for a special meeting must be submitted to the Secretary to the Board ("Secretary"), who has the ministerial responsibility for making arrangements for the special meeting.

C. Notice. Notice of meetings must be published and provided to the Board and the public by the Secretary in accordance with these Bylaws and state law.

D. Quorum and Votes. A simple majority of the Board constitutes a quorum. Unless otherwise required by statute, actions of the Board are taken by simple majority of those present and voting.

E. Member(s) Participation via Electronic Communications.

    1.   A member can participate via electronic communication means from a remote location that is open to the public in accordance with the Code of Virginia §2.2-3708 and provided that:

        a.   A quorum of the Board is physically assembled at one primary location.

        b.   Notice of the meeting has been given at least three working days in advance of the date scheduled for the meeting in accordance with Virginia Code §2.2-3708(C).

        c.   The remote location from which the member is participating is open to the public. All agenda packets and, unless exempt, all materials that will be distributed to Board members shall also be made available to the public at the remote location.

        d.   Interruption in the telephonic or video broadcast of the meeting shall result in the suspension of action at the meeting until repairs are made and public access is restored.

    2. A member may also participate via electronic communication means from a remote location that is not opened to the public in the event of an emergency, personal matter, or medical condition that prevents the member from attending in person, in accordance with the Code of Virginia §2.2-3708.1 and provided that:

        a.   If, on or before the day of the meeting, the member notifies the Rector that such member is unable to attend the meeting due to an emergency, personal matter, or medical condition that prevents the member's physical presence, and the member identifies with specificity the nature of the emergency or personal matter.

        b.   The Board shall record the reason for the member to participate from a remote location together with the remote location from which the member participates in the minutes of the meeting.

        c.   There must be a quorum of the Board physically assemble at the primary location of the

meeting.

     d.   The Board shall make arrangements for the voice of the remote participant to be heard by all persons at the primary location.

     e.   If any request for participation via electronic communication from a remote location is denied, the decision and rationale will be reflected in the minutes.

F. Agenda. The draft agenda for each meeting is to be prepared by the President or the President's designee, and approved by the Rector. Matters that any member requests to be placed on the agenda should be brought to the attention of the President as far in advance of the meeting as possible. The President may assign a matter to the chair of the appropriate committee of the Board for review prior to placement on the Board agenda.   The agenda and other meeting materials are to be made public as required by law, and delivered to each member of the Board as far in advance of the meeting as feasible.

Matters which arise after publication of the agenda may be placed on the agenda at the President's discretion, after consultation with the Rector, or by the Board's amendment of the agenda.
The first order of business at every meeting is approval of the agenda. Proposed amendments to the agenda may be considered at that time.

Section 4 – Officers

A. Officers. The officers of the Board are Rector and Vice Rector.

B. Election and Terms. The officers are elected by the Board at the annual meeting of the Board and shall serve a term of one year.

     1. **Nominating Committee.** The Governance, Administration and Athletics Committee acts as the Nominating Committee for officers of the Board. The Committee is to call for nominations from members of the Board annually, following the last regular meeting of the Board. Nominations from members are to be submitted in writing to the Chair no later than ten days after that call. The Committee will meet prior to the annual meeting to determine which nominations will be presented to the Board. The Committee may offer more than one nominee for an office.

     2. **Nominations from the Floor.** Nominations from the floor will be taken.

     3. **Term.**   Newly elected officers assume office on July 1 following their election. Each officer holds office for a term of one year ending the following June 30 or until the successor is elected, whichever is later. Officers may serve up to two consecutive terms; however, there is no limitation on the number of non-consecutive terms an officer may serve. In the event the Vice Rector assumes the office of Rector for a period of 180 days or more, that period will count as a full term.

C. Rector. The Rector is charged with promoting a level of interest, involvement and activity among the members of the Board as will best contribute to (1) the establishment of proper policies, (2) wise planning, (3) intelligent and considerate observance of the rights of the faculty, administration, staff, and student body, and (4) the maintenance of the independence of the Board, all of which will enhance the future welfare of the University.

Specific responsibilities include presiding at Board meetings; appointing all committees, unless otherwise provided in the Bylaws or directed by the Board; acting as the Board's primary spokesperson or representative; and performing such other duties as are generally expected of the presiding officer or are imposed by statute, Bylaws, or action of the Board.

D. Vice Rector. If the Rector is temporarily absent or unavailable, the Vice Rector presides over meetings and assumes all powers, duties and functions of the Rector. In the event of the death, permanent disability or resignation of the Rector, or should the Rector become otherwise permanently unable to perform the duties and functions of the office, the Vice Rector will become Rector for the remainder of the term, and a new Vice Rector will be elected.

Section 5 -- Advisory Representatives

A. Appointments. The Board is to appoint one faculty member and one student as non-voting, advisory representatives to the Board. Representatives are appointed at the annual meeting which is the last meeting of the fiscal year, and serve one-year terms commencing July 1 following their appointment and ending June 30.

The faculty representative shall be the President of the Radford University Faculty Senate (Faculty Senate President), provided that said individual shall serve no more than two consecutive terms as faculty representative to the Board of Visitors. If the same individual shall serve more than two consecutive terms as Faculty Senate President, the faculty representative to the Board shall be appointed from a list of three faculty members submitted by the Faculty Senate. Should the faculty representative resign as faculty senate president during his/her term on the Board of Visitors, the new faculty senate president shall fill the remaining term on the Board of Visitors of the individual who resigned; in the event an individual assumes the role as faculty representative for a period of 180 days or more, that period will count as one full term.

The student representatives are appointed from a list of three students submitted by the President after consultation with appropriate members of the administration and such other individuals as the President deems necessary. The three nominees for student representative shall make a brief presentation to the Board of Visitors at the annual meeting at which the student representative will be appointed.

B. Responsibilities. Advisory representatives have the responsibility to support the best interests of the University and to work with members of the Board for the continuing operation and development of the institution as a comprehensive state university. They are expected to participate in all regular meetings of the Board. Each advisory representative will be appointed as a non-voting member of at least one standing committee, but may not chair a committee. Advisory representatives may submit agenda items for discussion and information to be considered by the Board by presenting them to the President in advance of meetings, but may not make motions or introduce new items at meetings. Advisory representatives may not attend closed meetings except by invitation of the Board.

Section 6 – Committees

A. Executive Committee. The Executive Committee is comprised of the Rector, the Vice Rector, and the chairs of the standing committees. The Rector serves as Chair of the Committee.

    1. The Executive Committee is authorized and required to:

<ol type="a">
Develop and recommend to the Board a statement of governance setting forth the Board's role;
Periodically review the Board's Bylaws and recommend amendments;
Provide advice to the Board on committee structure, appointments, and meetings;
Develop an orientation and continuing education process for Board members that includes training on the Virginia Freedom of Information Act;
Create, monitor, oversee, and review compliance by Board members with the University's Code of Ethics, adopted August 23, 2007, which Code is equally applicable to Board members as well as other members of the University community;
Develop a set of qualifications and competencies for membership on the Board for approval by the Board and recommendation to the Governor.

<ol start="2">
Additionally, the Executive Committee is authorized to convene and exercise the full power and authority of the Board between meetings of the Board whenever circumstances require immediate action to address matters of an urgent nature, or as the Board may otherwise direct.

A simple majority constitutes a quorum. In the event that a quorum is not present, other members of the Board may be appointed by the Rector to serve in the place of absent members on an *ad hoc* and temporary basis in order that a quorum may be attained.

The Secretary to the Board is to inform promptly all members of the Board of any action taken by the Executive Committee. The Rector is to report actions taken by the Executive Committee at the next full meeting of the Board.

B. Standing Committees. Each standing committee is comprised of the Rector and Vice Rector plus not fewer than three additional Board members appointed by the Rector during or after the annual meeting. The Rector designates the chair and vice-chair of each committee and, on recommendation of the President, appoints an administrative assistant to staff each committee.

A simple majority of the members of a committee constitutes a quorum. In the event that quorum is not present, other members of the Board may be appointed by the Rector to serve in the place of absent members on an *ad hoc* and temporary basis in order that a quorum may be attained.

Matters may be referred to standing committees by the President, the President's designee, the Rector, or the full Board. In addition to the specific responsibilities provided by these Bylaws, the standing committees shall have any other duties and responsibilities assigned by the Board or the Rector.

The standing committees are:

1. **Business Affairs and Audit.** This committee is generally responsible for reviewing and recommending action to the Board regarding the financial and business affairs of the University, including but not limited to, capital projects, grants, contracts, and the naming of facilities. This committee also oversees the internal audit function of the University; receives

the annual financial audit report of the Auditor of Public Accounts; and performs studies of financial matters as directed by the Board.

2. **Student Affairs.** This committee is generally responsible for reviewing and recommending action to the Board on matters pertaining to students, including but not limited to, student retention, student support services and activities, student health and safety, student conduct and disciplinary standards, residential life, student organizations and activities, and the general quality of student life.

3. **Academic Affairs.** The committee provides guidance to the Board on matters essential to academic quality. This committee is generally responsible for reviewing and recommending action to the Board on matters regarding the University's academic mission, purpose, plans, and programs, including, but not limited to the creation or elimination of academic programs and of colleges and schools and academic departments within the University; faculty appointments, and the policies and procedures governing the award of tenure; academic standards and policies for student admissions, progression and graduation; and the conferring of meritorious awards and honorary degrees.

4. **Governance, Administration, and Athletics**. This committee is generally responsible for considering and recommending action to the Board on policy matters pertaining to the administrative operations of the University, including personnel matters, and shall advise and consult with the President of the University on matters of human resources policy in regard to classified employees, university staff and other non-instructional faculty members employed by the University.

   The committee shall also conduct an annual evaluation of the President as required by these Bylaws in a closed meeting and present its findings and recommendations to the Board.

   This committee is responsible for reviewing recommendations and offering motions to the Board on matters and policies pertinent to the Division of Information Technology including implementation of new technologies and systems affecting the University's computer systems, websites and telephone systems.

   This committee is also responsible for reviewing recommendations and offering motions to the Board on matters pertaining to all aspects of University intercollegiate athletics including, but not limited to, recruitment of personnel, development of new athletic programs, and maintenance and/or construction of athletic facilities.

5. **University Advancement, University Relations, and Enrollment Management.** This committee is generally responsible for oversight of programs that promote private donations for, and alumni support of, the University, including related activities undertaken by the University directly and by affiliated foundations on the University's behalf. It also oversees the University's public and community relations programs, which are designed to enhance the University's stature and reputation, and its efforts to publicly disseminate news about the University. This committee is also responsible for reviewing recommendations and offering motions to the Board on matters and policies pertinent to the university's enrollment management strategy.

C. Special Committees. Special or *ad hoc* committees are established by the Board or the Rector for an expressed purpose and limited duration. Special committees may have no fewer than four members

appointed by the Rector, who may change the membership at any time. The Rector designates the Chair of special committees.

Section 7 – Policies and Procedures.

Subject to state law and these Bylaws, the Board may adopt rules and regulations and may establish specific policies or procedures for the operation of the University and, to the extent not inconsistent with these Bylaws, for the Board's own governance. All such policies and procedures in existence on the date of the adoption of these Bylaws, and all policies and procedures subsequently adopted by the Board must be published and are binding on all affected university constituents. The President shall be responsible for the publication and implementation of all policies and procedures of the Board.

Article II – Employees

Section 1 – The President

The President serves at the pleasure of the Board of Visitors or pursuant to contract with the Board. The President is the Chief Executive Officer of the University and oversees the overall operation of the University. The President is expected to provide leadership to the University community in the development of its mission and programs. The President directs the University's administration, faculty and staff, and oversees the financial affairs of the University and the use and maintenance of its physical facilities. The President supports the fund-raising and advancement efforts of public and private entities on behalf of the University and serves as the University's representative and official spokesperson. The President must act in accord with the policies and direction of the Board. The President must perform the duties and exercise the authority of the office in accordance with all applicable federal and state laws and regulations.

The President may delegate specific duties, in whole or in part, to other employees of the University. However, the President remains responsible for the performance of the delegate as to all matters within the President's authority.

The Board shall meet with the President, at least annually, in a closed meeting, and deliver an evaluation of the President's performance.   A preliminary evaluation report is to be submitted by the Governance, Administration and Athletics Committee to the Board, which report serves as the initial basis for the Board's review and evaluation. Objectives for the coming year will also be presented to the Board by the President at the time of the evaluation.

Any changes to the President's contract shall be made only by vote of a majority of all members of the Board.

Section 2 – Provost, Vice Presidents, Vice Provosts, and Direct Reports to the President

The Provost, Vice Presidents, Vice Provosts, and all direct reports to the President are selected by the President, subject to approval by the Board, and serve at the pleasure of the President, or upon such other terms as agreed by the employee, the President, and the Board.

Section 3 – University Auditor

The University Auditor is responsible for the University's internal audit function, which provides independent appraisals and reviews of University operations. The University Auditor is administratively

responsible to the President, but is functionally accountable to the Board of Visitors. The University Auditor is appointed by, and reports to, the Board or a Board committee, as directed by the Board. In addition to the general responsibilities of the position, the University Auditor performs such duties incidental to the office as assigned by the Board or the President.
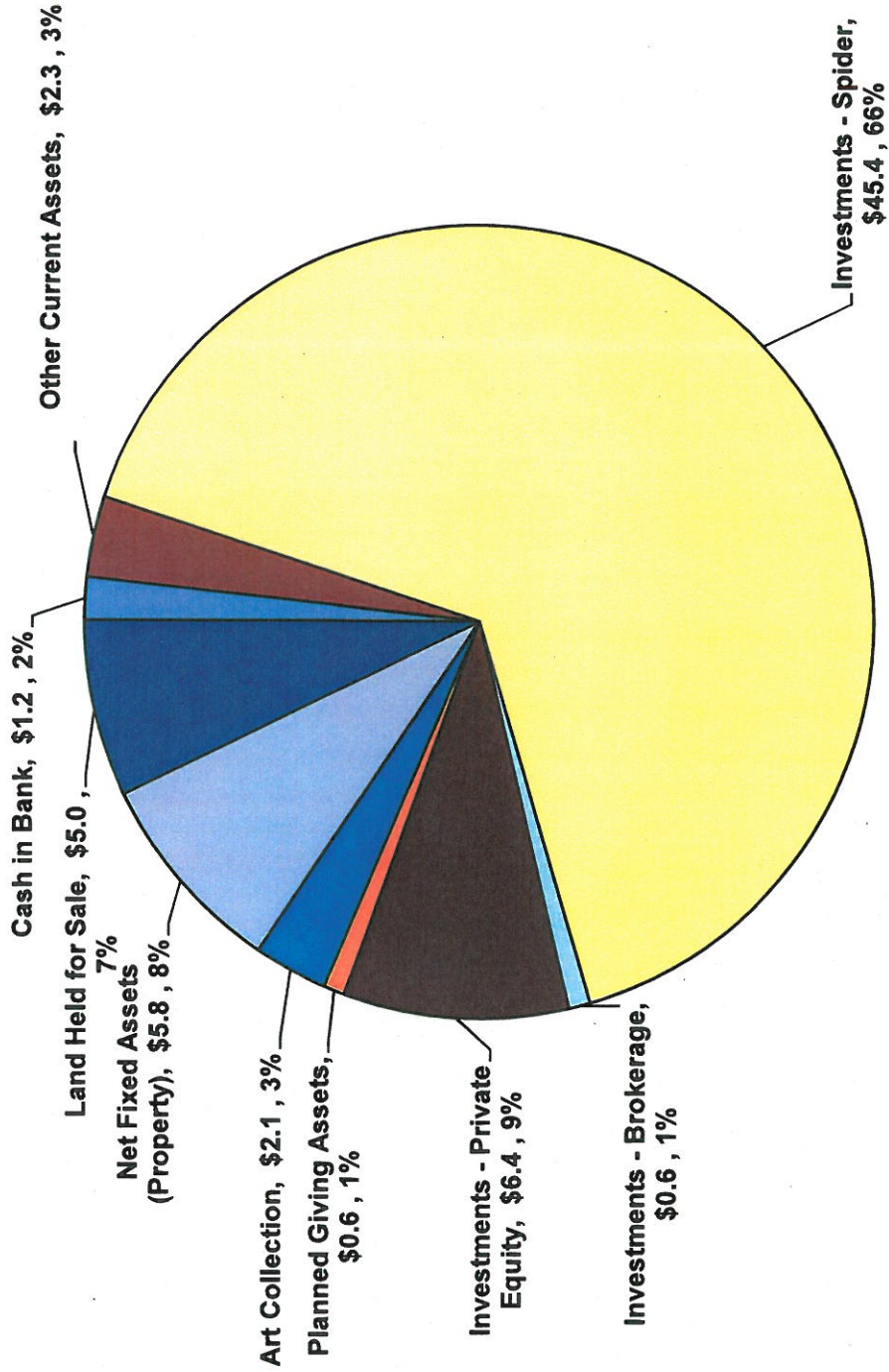
Article III – Miscellaneous

Section 1 – Suspension or Amendment of Bylaws

These Bylaws may be suspended or amended in whole or in part at any meeting of the Board of Visitors.

Section 2 – Parliamentary Authority

Unless otherwise specified by these Bylaws, all Board and committee meetings, actions, and rulings will be guided by the most current edition of *Robert's Rules of Order Newly Revised (most recent edition)*.

Radford University Foundation
Asset Composition as of 09/30/16

Other Current Assets, $2.3 , 3%

Investments - Spider, $45.4 , 66%

Cash in Bank, $1.2 , 2%

Land Held for Sale, $5.0 , 7%

Net Fixed Assets (Property), $5.8 , 8%

Art Collection, $2.1 , 3%

Planned Giving Assets, $0.6 , 1%

Investments - Private Equity, $6.4 , 9%

Investments - Brokerage, $0.6 , 1%

(in millions)
Total Assets: $69.4M

SMIPO Presenters & Advisors

- ## Student Presenters
  - Collin Beckham, President
  - John Keller, Chief Economist

- ## SMIPO Faculty Advisors
  - Dr. Clarence Rose, Professor of Finance
  - Dr. Steven Beach, Professor of Finance
  - Dr. Abhay Kaushik, Associate Professor of Finance

- ## Dean
  - Dr. George Low, Dean; College of Business and Economics

Brief History & Organization

- ## <u>Brief History</u>

  SMIPO was established in 2001 with an $100,000 allocation into the SMIPO investment account to be invested by the Radford University SMIPO students under the guidance of SMIPO Advisors: Dr. Clarence Rose, Professor of Finance, and Dr. Steven Beach, Associate Professor of Finance. In 2010, Dr. Abhay Kaushik, Associate Professor of Finance, was added as an advisor.

- ## <u>Organization</u>

  Under the direction of SMIPO faculty advisors, SMIPO students are responsible for the entire operation of all organizational and investment activities.

SMIPO's Investment Decision Making Process

- At the beginning of each new investment cycle, and as otherwise needed, SMIPO members perform the following activities:
  - Investment Economic Analysis for the entire economy and investment sectors.
  - Adjust current sector investment allocations, if needed.
  - Examine existing investment holdings in each sector and search for investment opportunities in desired sectors.
  - Evaluate companies for investment using discounted cash flow analysis and other investment techniques.
  - Keep track of investment holdings and reevaluate when stocks go up or down by predetermined percentages.

4

Investment Decision Making Process Continued

- Research new companies in which to invest funds from through a stock screening process on the Morningstar Direct investment platform.

- Perform analysis of sub-industries within the sectors.

- Oversee, evaluate, and review stock presentations made by analyst teams.

- Use of Morningstar Direct API enabled Excel Workbooks to derive Intrinsic Stock price and identify undervalued opportunities.

Certifications

 Morningstar Direct Certification of Achievement

 Bloomberg Market Concepts

 Microsoft Office Excel Expert 2013

SMIPO SM-MD Cap Value

Portfolio Snapshot

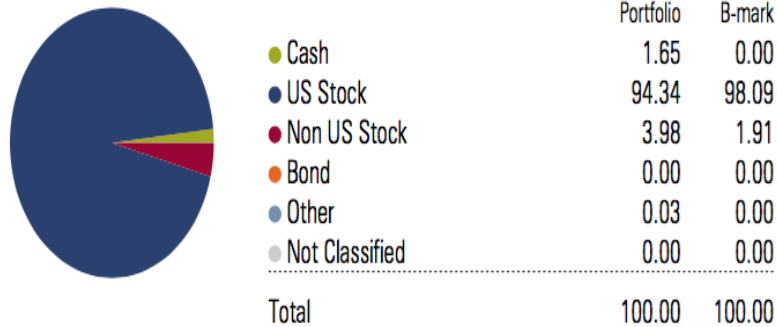**Benchmark**
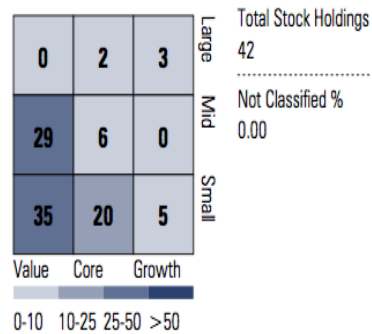Morningstar US Small-Mid Val TR USD
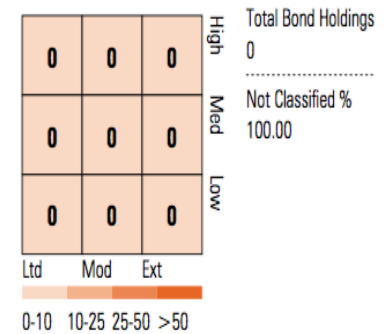
Account Number

Report Currency
USD

Analysis

Asset Allocation

	Portfolio	B-mark
● Cash	1.65	0.00
● US Stock	94.34	98.09
● Non US Stock	3.98	1.91
● Bond	0.00	0.00
● Other	0.03	0.00
● Not Classified	0.00	0.00
Total	100.00	100.00

Equity Investment Style %

	Value	Core	Growth	
Large	0	2	3	
Mid	29	6	0	
Small	35	20	5	

Total Stock Holdings
42

Not Classified %
0.00

0-10 10-25 25-50 >50

Fixed-Income Investment Style %

	Ltd	Mod	Ext	
High	0	0	0	
Med	0	0	0	
Low	0	0	0	

Total Bond Holdings
0

Not Classified %
100.00

0-10 10-25 25-50 >50

Stock Analysis

Stock Sectors

▲ Benchmark
◉ Portfolio

Sens
Defen
Cycl

Stock Regions

Greater Asia   Americas   Greater Europe

<25   25-50   50-75   >75%

Performance

Investment Growth Chart

— Portfolio   Initial Mkt Value: 10,000.00
— Benchmark   Final Mkt Value: 13,174.19

13.8K
11.0
8.3
5.5
2.8
0.0

2011   2012
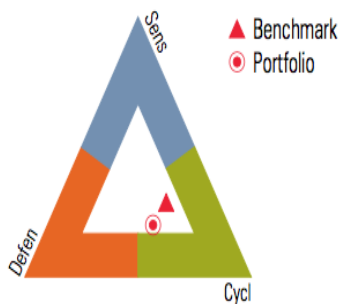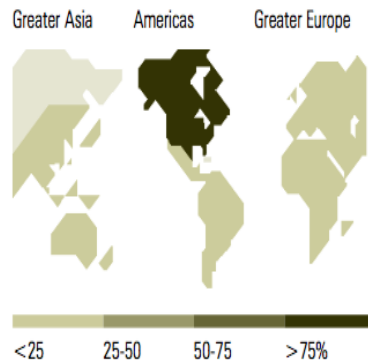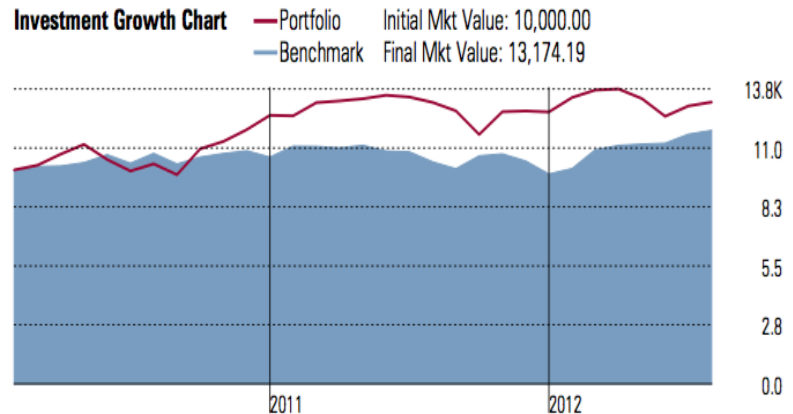
Recent National Success!

- SMIPO earned the top fund ranking for the Value Fund Category – Undergraduate Division at the Quinnipiac University 2016 Global Asset Management Education (G.A.M.E.) Forum.

- SMIPO earned the same ranking at the Redefining Investment Strategy Education (RISE) forum in 2011.

Advantages to SMIPO Students

- Gives students hands on experience
- Attracts talented students to the school of business
- Scholarship Opportunities
- Leadership Opportunities
- Alumni Networking
- Resume Builder

Successful Alumni

Matthew B. Crisp
President & CEO at Benson Hill Biosystems
Raleigh-Durham, North Carolina Area | Biotechnology

Current — Benson Hill Biosystems, Inc., Edison Agrosciences, Inc., Crisp & Company, LLC
Previous — Radford University Foundation, Inc., Intrexon Corporation, Synchrony, Inc.
Education — Radford University - College of Business and Economics

Sam Saunders
President & CEO of Harvest Development Group
Virginia Beach, Virginia | Marketing and Advertising

Current — The Harvest Development Group
Previous — Virginia Retirement Services & Wealth Management, NEXT Financial Group, Inc., The Frieden Agency / John Hancock Financial
Education — Radford University - College of Business and Economics

George P. Kite III
Chief Financial Officer
Richmond, Virginia Area | Banking

Current — Call Federal Credit Union, Wellville Farm, GPK3, LLC
Previous — Morgan Stanley, Call Federal Credit Union, Time Warner Inc.
Education — Cornell University - Johnson Graduate School of Management

Jennifer Kelly
Portfolio Analytics at FactSet
Greater New York City Area | Capital Markets

Current — FactSet
Previous — FactSet, Willis Towers Watson, S&P Global
Education — Radford University

Future Plans to Further Develop SMIPO and COBE

- Publicize more to make SMIPO nationally known and to attract more outstanding students to COBE.

- Promote SMIPO's success in awards, employment placement of graduates, and learning opportunities for new students.

- Establish additional SMIPO scholarships programs for future members to attract new high quality students.

- Create and offer Basic Investment Camps/Workshops for High School Students and High School Educators teaching personal finance in Virginia.

- Develop and host conferences and investment workshops for regional and/or national student managed investment organizations' members and advisors.

11

QUESTIONS?

Thank You!

12

RADFORD UNIVERSITY

Board of Visitors

Resolution Recognizing
Ruby W. Rogers

WHEREAS, Ruby W. Rogers served the Commonwealth of Virginia with distinction as a member of the Radford University Board of Visitors from 2012 to 2016; and

WHEREAS, throughout her tenure, Ms. Rogers provided exemplary service, leadership, insight and advice to the Board of Visitors, several Board committees and the University's President; and

WHEREAS, Ms. Rogers served on the following Board committees: the Academic Affairs Committee from 2012 to 2016, as Vice Chair from 2013 to 2016 and as Chair for the May 2016 meeting; and the Student Affairs Committee from 2012 to 2016, as Vice Chair from 2013 to 2014; and

WHEREAS, during her tenure on the Board of Visitors, Ms. Rogers loyally demonstrated her support of Radford University by her patronage and attendance at numerous university events; and

WHEREAS, Ms. Rogers faithfully attended events and meetings, many times supported and accompanied by her husband, Mr. Stanley Rogers; and

WHEREAS, Ms. Rogers always had a calm demeanor and joyful presence during all Board of Visitors meetings and deliberations; and

WHEREAS, Ms. Rogers, throughout her professional career, has served her community with distinction through her commitment to education as Coordinator for Gifted Education in the Scott County (Virginia) Public Schools and previously as a kindergarten and a second grade teacher; and

NOW, THEREFORE, BE IT RESOLVED, that on the 11th day of the month of November in the year two thousand sixteen, the Radford University Board of Visitors does hereby consider and pass this resolution of commendation and appreciation for the extraordinary service Ruby W. Rogers has rendered to the University and the Commonwealth of Virginia, and furthermore that this resolution be preserved in perpetuity in the permanent business records of the Board of Visitors of Radford University and a copy presented to Ms. Rogers.

Christopher J. Wade
Rector

Brian O. Hemphill, Ph.D.
President

RADFORD UNIVERSITY

Board of Visitors

Resolution Recognizing
Mary Waugh Campbell

WHEREAS, Mary Waugh Campbell served the Commonwealth of Virginia with distinction as a member of the Radford University Board of Visitors from 2012 to 2016; and

WHEREAS, throughout her tenure, Ms. Campbell provided exemplary service, leadership, insight and advice to the Board of Visitors, several Board committees and the University's President; and

WHEREAS, Ms. Campbell is a loyal and dedicated alumna, a member of the class of 1971, having earned a Bachelor of Science degree and a Master of Science degree in Family and Consumer Sciences Education; and

WHEREAS, Ms. Campbell demonstrated commitment and leadership to the alumni of the Washington D.C. region by hosting events including the introduction of and interaction with the university's new leader, President Brian O. Hemphill and his wife, First Lady Marisela Rosas Hemphill, to the region's alumni; and

WHEREAS, Ms. Campbell served on the following Board committees: the Academic Affairs Committee from 2012 to 2016; and the Student Affairs Committee from 2012 to 2016, as Chair from 2014 to 2016; and

WHEREAS, Ms. Campbell served as Vice Rector of the Board of Visitors from 2013 to 2014 and on the Executive Committee from 2013 to 2016; and

WHEREAS, Ms. Campbell demonstrated additional leadership and commitment to the university as Vice Chair of the Presidential Search Committee resulting in the selection of Radford University's seventh president; and

WHEREAS, Ms. Campbell developed Board of Visitors training materials, thus enabling new board members to advance their understanding of the university, the Board and their duties and responsibilities; and

WHEREAS, during her tenure on the Board of Visitors, Ms. Campbell loyally demonstrated her support of Radford University by her patronage and attendance at numerous university events; and

NOW, THEREFORE, BE IT RESOLVED, that on the 11th day of the month of November in the year two thousand sixteen, the Radford University Board of Visitors does hereby consider and pass this resolution of commendation and appreciation for the extraordinary service

Mary Waugh Campbell has rendered to the University and the Commonwealth of Virginia, and furthermore that this resolution be preserved in perpetuity in the permanent business records of the Board of Visitors of Radford University and a copy presented to Ms. Campbell.

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Christopher J. Wade   Brian O. Hemphill, Ph.D.
Rector   President

RADFORD UNIVERSITY

Board of Visitors

Resolution Recognizing
Anthony R. Bedell

WHEREAS, Anthony R. Bedell served the Commonwealth of Virginia with distinction as a member of the Radford University Board of Visitors from 2011 to 2016; and

WHEREAS, throughout his tenure, Mr. Bedell provided exemplary service, leadership, insight and advice to the Board of Visitors, several Board committees and the University's President; and

WHEREAS, Mr. Bedell served on the following Board committees: the Academic Affairs Committee from 2011 to 2012; the Student Affairs Committee from 2011 to 2014, and as Vice Chair from 2012 to 2013 and Chair from 2013 to 2014; the University Advancement and Alumni Relations Committee from 2012 to 2014; as Chair of the Governance, Administration and Athletics Committee from 2014 to 2015; and the Business Affairs and Audit Committee from 2014 to 2015; and

WHEREAS, Mr. Bedell served as Rector of the Board of Visitors from 2015 to 2016 and on the Executive Committee from 2013 to 2016; and

WHEREAS, during his tenure on the Board of Visitors, Mr. Bedell loyally demonstrated his support of Radford University by his patronage and attendance at numerous university events; and

WHEREAS, during a critical time of leadership transition, Mr. Bedell provided direction and guidance, thus setting the course for forward momentum and lasting change for Radford University; and

WHEREAS, Mr. Bedell provided strong legislative connections, advancing Radford University within the Commonwealth; and

NOW, THEREFORE, BE IT RESOLVED, that on the 11th day of the month of November in the year two thousand sixteen, the Radford University Board of Visitors does hereby consider and pass this resolution of commendation and appreciation for the extraordinary service Anthony R. Bedell has rendered to the University and the Commonwealth of Virginia, and furthermore that this resolution be preserved in perpetuity in the permanent business records of the Board of Visitors of Radford University and a copy presented to Mr. Bedell.

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Christopher J. Wade   Brian O. Hemphill, Ph.D.
Rector   President

RADFORD UNIVERSITY

Board of Visitors

Resolution Recognizing
Kevin R. Dye, M.D.

WHEREAS, Kevin R. Dye, M.D., served the Commonwealth of Virginia with distinction as a member of the Radford University Board of Visitors from 2012 to 2016; and

WHEREAS, throughout his tenure, Dr. Dye provided exemplary service, leadership, insight and advice to the Board of Visitors, several Board committees and the University's President; and

WHEREAS, Dr. Dye served on the following Board committees: the Governance and Administration Committee from 2012 to 2016, and as Chair from 2013 to 2014; the Business Affairs and Marketing Committee from 2012 to 2013; the Academic Affairs Committee from 2013 to 2014; and as Chair of the Advancement/Alumni Relations and Communications/Marketing Committee from 2015 to 2016; and

WHEREAS, Dr. Dye served as Vice Rector of the Board of Visitors from 2014 to 2015 and on the Executive Committee from 2013 to 2016; and

WHEREAS, during his tenure on the Board of Visitors, Dr. Dye loyally demonstrated his support of Radford University by his patronage and attendance at numerous university events; and

WHEREAS, Dr. Dye provided leadership and guidance enhancing the ongoing relationship between Radford University and Virginia Tech, specifically facilitating the introduction and interaction of the universities' top leaders; and

NOW, THEREFORE, BE IT RESOLVED, that on the 11th day of the month of November in the year two thousand sixteen, the Radford University Board of Visitors does hereby consider and pass this resolution of commendation and appreciation for the extraordinary service Dr. Kevin R. Dye has rendered to the University and the Commonwealth of Virginia, and furthermore that this resolution be preserved in perpetuity in the permanent business records of the Board of Visitors of Radford University and a copy presented to Dr. Dye.

Christopher J. Wade
Rector

Brian O. Hemphill, Ph.D.
President

RADFORD
UNIVERSITY
Board of Visitors

Resolution Recognizing
Georgia Anne Snyder-Falkinham

WHEREAS, Georgia Anne Snyder-Falkinham served the Commonwealth of Virginia with distinction as a member of the Radford University Board of Visitors from 2012 to 2016; and

WHEREAS, throughout her tenure, Ms. Snyder-Falkinham provided exemplary service, leadership, insight and advice to the Board of Visitors, several Board committees and the University's President; and

WHEREAS, Ms. Snyder-Falkinham served on the following Board committees: the Governance and Administration Committee from 2012 to 2013 and from 2014 to 2015; the University Advancement and Alumni Relations Committee from 2012 to 2014; the Business Affairs and Audit Committee from 2013 to 2015; and as Vice Chair of the Student Affairs Committee from 2015 to 2016; and

WHEREAS, Ms. Snyder-Falkinham served as the Board of Visitors liaison to the Radford University Foundation Board of Directors from 2012 to 2015; and

WHEREAS, Ms. Snyder-Falkinham demonstrated additional commitment to the university as a member of the Presidential Search Committee resulting in the selection of Radford University's seventh president; and

WHEREAS, Ms. Snyder-Falkinham further supported Radford University as a loyal member of the Radford University Foundation Board, joining in 1989, later elected to the Radford University Real Estate Board in 2007, and currently serving as President of the Radford University Real Estate Management LLC Board; and

WHEREAS, through Ms. Snyder-Falkinham's vision and generous contributions, the home of former Governor James Hoge Tyler was purchased, renovated and made available as the residence of the Radford University President; and

WHEREAS, during her tenure on the Board of Visitors, Ms. Snyder-Falkinham loyally demonstrated her support of Radford University by her patronage and attendance at numerous university events; and

WHEREAS, Ms. Snyder-Falkinham hosted numerous events in her home during the presidential transition period, thereby helping to reintroduce Radford University across the New River Valley; and

WHEREAS, Ms. Snyder-Falkinham provided her leadership and talents, reaching out to alumni in Southwest Virginia, providing a platform of connection for President-elect Brian O. Hemphill; and

NOW, THEREFORE, BE IT RESOLVED, that on the 11th day of the month of November in the year two thousand sixteen, the Radford University Board of Visitors does hereby consider and pass this resolution of commendation and appreciation for the extraordinary service Georgia Anne Snyder-Falkinham has rendered to the University and the Commonwealth of Virginia, and furthermore that this resolution be preserved in perpetuity in the permanent business records of the Board of Visitors of Radford University and a copy presented to Ms. Snyder-Falkinham.

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Christopher J. Wade   Brian O. Hemphill, Ph.D.

Rector   President

November 2016

WHEREAS, the Code of Virginia requires the State Council of Higher Education for Virginia (SCHEV) to provide educational programs for newly appointed board members at the public institutions of higher education within the first two years of their service. The topics to be covered by SCHEV are contained in the Code of Virginia and range from best practices in governance to future and national trends. The orientation has traditionally been held during autumn in Richmond.

WHEREAS, Code of Virginia§ 23.1-1300(E). requires members of the Board of Visitors of Radford University and all public institutions of higher education in the Commonwealth of Virginia to attend the Board training provided by SCHEV and any member who does not attend such required training within the first two years of membership on the Board is subject to a determination by the Board that the member has sufficient cause for failing to attend .

NOW, THEREFORE, BE IT RESOLVED, that the Board of Visitors of Radford University hereby determines that Steve Robinson, as a member of the Board, has sufficient cause for failing to attend the required SCHEV training.