

RADFORD UNIVERSITY

**RADFORD UNIVERSITY
BOARD OF VISITORS
STUDENT AFFAIRS COMMITTEE MEETING
BROAD ROOM - MARTIN HALL
RADFORD, VIRGINIA
8:30 A.M.
FEBRUARY 16, 2017**

**AMENDED AND
APPROVED**

MINUTES

COMMITTEE MEMBERS PRESENT

Mr. Mark Lawrence, Chair
Dr. Susan Whealler Johnston, Vice Chair
Dr. Debra McMahon
Mr. Kevon DuPree, (non-voting Student Representative)

COMMITTEE MEMBERS ABSENT

Dr. Jay Brown
Mr. Steve Robinson

BOARD MEMBERS PRESENT

Mr. Christopher Wade, Rector

OTHERS PRESENT:

Dr. Irvin Clark, Interim Vice President for Student Affairs
Ms. Ashley Shumaker, Chief of Staff
Mr. Ken Bonk, Associate Vice President for Student Life
Ms. Susan Trageser, Interim Dean of Students
Mr. David Stuart, Director of Student Standards and Conduct
Mr. Al Wilson, Senior Assistant Attorney General, Commonwealth of Virginia
Ms. Jacinda Jones, President, Student Government Association

CALL TO ORDER

Mr. Mark Lawrence, Chair, formally called the meeting to order at 8:35 a.m. in the President's Conference Room, Third Floor, Martin Hall on the campus of Radford University.

APPROVAL OF AGENDA

Mr. Lawrence asked for a motion to approve the February 16, 2017, meeting agenda for the Student Affairs Committee, as published. Dr. Susan Whealler Johnston so moved, and Dr. Debra McMahon seconded the motion and the motion carried unanimously.

APPROVAL OF MINUTES

Mr. Lawrence asked for a motion to approve the minutes of the November 10, 2016 meeting of the Student Affairs Committee, as published. Dr. McMahon so moved, Dr. Susan Johnston seconded the motion and the motion carried unanimously. Minutes are available at <https://www.radford.edu/content/bov/home/meetings/minutes.html>.

REPORT FROM THE PRESIDENT OF THE STUDENT GOVERNMENT ASSOCIATION

Ms. Jacinda Jones, President, Student Government Association (SGA), reported on the progress to date of SGA's Strategic Plan for the 2016-2017 academic year. Her presentation outlined the initiatives and events completed by SGA thus far in the spring semester, which include a sexual assault awareness campaign, a campus wide unity festival, and designated study halls for exam week. The SGA has worked with university administration to pass legislative resolutions such as the creation and signage for gender neutral bathrooms, eliminating Styrofoam use in the dining halls and new modern water fountains for the residence halls. The SGA has focused on retention efforts as well with designated study hall sessions, residence hall visits and student appreciation day. The SGA sponsored the annual Advocacy Day event in Richmond with the largest number of student participants to date. A copy of Ms. Jones's report is attached hereto as **Attachment A** and is made a part hereof.

STUDENT AFFAIRS REPORT

Dr. Irvin Clark, Interim Vice President for Student Affairs, provided the Division of Student Affairs report. His report focused specifically on the collaborative retention efforts made during Fall 2016 compared to the previous four years. His report addressed retention initiatives in the following areas:

- Retention Rates,
- Drop, Fail, Withdraw Rates,
- Stopped Out Students,
- Semester Withdrawals (before and after census),
- New Cancellation/Withdrawal Exit Interview System,
- Starfish Software,
- Outreach Campaigns,
- Retention Program Initiatives (Highlander GUIDES, Highlander Chats, MASH, and LLCs), and
- Spring Retention Plans.

Overall, the collaborative efforts between multiple divisions made a positive impact on Fall to Spring retention compared to previous years. The outlook going forward is very positive. A copy of the report is attached hereto as **Attachment B** and is made a part hereof.

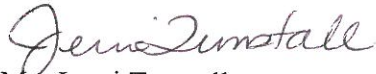
Ms. Susan Trageser, Interim Dean of Students, and Mr. David Stuart, Director of Student Standards and Conduct, gave an overview of the Student Conduct Process, including types of cases and sanctions a student can receive. Al Wilson, Senior Assistant Attorney General, Commonwealth of Virginia was asked if Radford University policies had been vetted and approved by his office. He affirmed they had. A copy of the report is attached hereto as **Attachment C** and is made a part hereof.

Ms. Briana Guest, VA21 student representative, provided an overview of VA21 and the issues that they are currently focusing on such as college affordability and student debt.

ADJOURNMENT

With no further business to come before the Committee, Mr. Lawrence adjourned the meeting at 10:27 a.m.

Respectfully submitted,

A handwritten signature in cursive script that reads "Jenni Tunstall".

Ms. Jenni Tunstall
Secretary to the Committee

2016- 2017

Attachment A

**Student Government Association
Strategic Plan Follow Up**

**RADFORD
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Campus Safety

- Spring Semester Campus Safety Walk
 - Date TBA

Sexual Assault Awareness

- Tim Mosseau
 - Personal experiences
 - April 11th at 7pm in Preston Hall



Events

- **T-shirt Drive**
 - Men's Basketball Game
Thursday, February 23rd
7:00 p.m.
- **UNITY FEST**
 - Morning Community Service
 - Saturday, April 22nd
1:00 -5:00 p.m.
Moffett Lawn

Retention

- Study Halls during Exam Week
 - Preparing for spring semester
- Student Appreciation Day and What Do You Want Wednesday
 - Assess student needs
- You Matter Campaign
- Ring Ceremony
 - Building traditions and connections to campus



STUDY HALL

Monday, December 12th, 2016

5pm-11:30pm

In the Bonnie Combo Room

Snacks, Water, and Study Materials Available!



RADFORD UNIVERSITY
Student Government Association

Grilled Cheese
Sunday December 11, 2016
Study Night

8 PM 4th floor of McConnell Library
Sponsored by Student Government Association and McConnell Library

Legislation

- Radford University Dining Services REDUCE, Reuse, Recycle Resolution of 2016



Legislation Continued

- Gender-Neutral Restroom Signage Resolution of 2016



Legislation Continued

- Residence Life Modernization Act of 2016



Advocacy Day

January 31st - February 1st



Advocacy Day Continued

- **Meet with local delegates and senators**
 - Financial aid, state funding for academic buildings, Reason for Radford, etc.
- **Senator DeSteph**
 - Acknowledged the University
 - Discussed affordability and financial aid



Questions?

Attachment B

Board of Visitors Report

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Fall to Spring Retention

Retention Rates

Fall-to-Spring Retention (New Freshmen)												
Term	Cohort	Retain	Grad	SQ	PB	GS	Retain	Grad	R+G	SQ	PB	GS
Fall 2013	1,986	1,748	0	118	30	90	88.0%	0.0%	88.0%	5.9%	1.5%	4.5%
Fall 2014	2,015	1,778	0	121	32	84	88.2%	0.0%	88.2%	6.0%	1.6%	4.2%
Fall 2015	1,962	1,689	0	123	33	117	86.1%	0.0%	86.1%	6.3%	1.7%	6.0%
Fall 2016*	1,751	1,549	0	96	24	82	88.5%	0.0%	88.5%	5.5%	1.4%	4.7%

Fall-to-Spring Retention (New Transfer)												
Term	Cohort	Retain	Grad	SQ	PB	GS	Retain	Grad	R+G	SQ	PB	GS
Fall 2013	770	706	0	26	5	33	91.7%	0.0%	91.7%	3.4%	0.6%	4.3%
Fall 2014	698	605	0	34	14	45	86.7%	0.0%	86.7%	4.9%	2.0%	6.4%
Fall 2015	723	657	0	24	6	36	90.9%	0.0%	90.9%	3.3%	0.8%	5.0%
Fall 2016*	719	658	0	20	7	34	91.5%	0.0%	91.5%	2.8%	1.0%	4.7%

Fall-to-Spring Retention (Other Freshmen)												
Term	Cohort	Retain	Grad	SQ	PB	GS	Retain	Grad	R+G	SQ	PB	GS
Fall 2013	255	224	0	3	21	7	87.8%	0.0%	87.8%	1.2%	8.2%	2.7%
Fall 2014	258	193	0	46	12	7	74.8%	0.0%	74.8%	17.8%	4.7%	2.7%
Fall 2015	285	226	0	30	15	14	79.3%	0.0%	79.3%	10.5%	5.3%	4.9%
Fall 2016*	256	212	0	23	13	8	82.8%	0.0%	82.8%	9.0%	5.1%	3.1%

*Fall 2016 to Spring 2017 retention data as of 2-1-2017

SQ: Suspension PB: Probation GS: Good Standing R+G: Retention + Graduation

Retention Rates

Fall-to-Spring Retention (Sophomore)												
Term	Cohort	Retain	Grad	SQ	PB	GS	Retain	Grad	R+G	SQ	PB	GS
Fall 2013	1,785	1,710	0	4	14	57	95.8%	0.0%	95.8%	0.2%	0.8%	3.2%
Fall 2014	1,703	1,591	0	42	17	53	93.4%	0.0%	93.4%	2.5%	1.0%	3.1%
Fall 2015	1,685	1,567	0	49	17	52	93.0%	0.0%	93.0%	2.9%	1.0%	3.1%
Fall 2016*	1,621	1,490	0	49	20	62	91.9%	0.0%	91.9%	3.0%	1.2%	3.8%

Fall-to-Spring Retention (Junior)												
Term	Cohort	Retain	Grad	SQ	PB	GS	Retain	Grad	R+G	SQ	PB	GS
Fall 2013	1,759	1,696	1	4	17	41	96.4%	0.1%	96.5%	0.2%	1.0%	2.3%
Fall 2014	1,816	1,758	0	5	7	46	96.8%	0.0%	96.8%	0.3%	0.4%	2.5%
Fall 2015	1,759	1,687	0	13	9	50	95.9%	0.0%	95.9%	0.7%	0.5%	2.8%
Fall 2016*	1,809	1,730	0	22	16	41	95.6%	0.0%	95.6%	1.2%	0.9%	2.3%

*Fall 2016 to Spring 2017 retention data as of 2-1-2017

SQ: Suspension PB: Probation GS: Good Standing R+G: Retention + Graduation

Retention Rates

Fall-to-Spring Retention (Senior)												
Term	Cohort	Retain	Grad	SQ	PB	GS	Retain	Grad	R+G	SQ	PB	GS
Fall 2013	2,311	1,911	297	3	7	93	82.7%	12.9%	95.5%	0.1%	0.3%	4.0%
Fall 2014	2,353	1,960	285	5	6	97	83.3%	12.1%	95.4%	0.2%	0.3%	4.1%
Fall 2015	2,425	1,943	352	8	14	108	80.1%	14.5%	94.6%	0.3%	0.6%	4.5%
Fall 2016*	2,270	1,818	322	8	9	113	80.1%	14.2%	94.3%	0.4%	0.4%	5.0%

Fall-to-Spring Retention (Total)												
Term	Cohort	Retain	Grad	SQ	PB	GS	Retain	Grad	R+G	SQ	PB	GS
Fall 2013	8,913	8,012	298	158	95	350	89.9%	3.3%	93.2%	1.8%	1.1%	3.9%
Fall 2014	8,885	7,906	285	253	88	353	89.0%	3.2%	92.2%	2.8%	1.0%	4.0%
Fall 2015	8,880	7,795	352	247	94	392	87.8%	4.0%	91.7%	2.8%	1.1%	4.4%
Fall 2016*	8,453	7,470	323	218	86	356	88.4%	3.8%	92.2%	2.6%	1.0%	4.2%

*Fall 2016 to Spring 2017 retention data as of 2-1-2017

SQ: Suspension PB: Probation GS: Good Standing R+G: Retention + Graduation

Grading 'D' 'F' 'W' Rates

DFW Rates															
Level	Fall 2014					Fall 2015					Fall 2016				
	#	D	F	W	%DFW	#	D	F	W	%DFW	#	D	F	W	%DFW
New Freshman	11,469	859	849	612	20%	11,119	902	801	712	22%	10,059	705	575	849	21%
New Transfer	3,199	238	200	193	20%	3,330	186	174	190	17%	3,323	188	143	209	16%
Freshman	1,210	140	197	136	39%	1,337	160	172	148	36%	1,207	129	129	127	32%
Sophomore	8,179	622	451	473	19%	8,135	594	450	385	18%	7,912	495	403	528	18%
Junior	8,881	529	403	378	15%	8,366	483	383	345	14%	8,723	474	359	414	14%
Senior	10,457	390	272	255	9%	10,757	446	260	220	9%	10,090	363	216	309	9%
Unclassified	112	0	1	2	3%	155	3	1	12	10%	76	0	0	0	0%
Total	43,507	2,778	2,373	2,049	17%	43,199	2,774	2,241	2,012	16%	41,390	2,354	1,825	2,436	16%

Stopped-Out Students

- These are students who are eligible to continue their education at Radford and have not attended another institution.
- Action Plan
 - During their first full semester away from Radford, students will receive a letter inviting them to reenroll, explaining the readmission process, and providing personal contact.
 - Every semester a letter will be sent to students encouraging their return.
 - Any responses to the emails or letters will be tracked and periodic checks will be done to see if any of these students re-enroll at Radford.
 - When students reenroll, the Office of Student Success and Retention will reach out to offer support and resources.

Term	Stopped-out
Fall 2013	445
Fall 2014	441
Fall 2015	486
Fall 2016	411

Semester Withdrawals

University Withdrawals						
Level	Before Census			After Census		
	Fall 2014	Fall 2015	Fall 2016	Fall 2014	Fall 2015	Fall 2016
New Freshman	23	16	10	22	36	38
New Transfer	8	9	9	16	15	15
Freshman	1	3	4	9	14	7
Sophomore	8	7	7	28	14	18
Junior	8	4	8	18	12	15
Senior	11	10	8	12	10	13
Total	59	49	46	105	101	106

Semester Withdrawals

University Withdrawals		
Level	Fall 2016	
	After Census Withdrawal	Returned for Spring 2017
New Freshman	38	8
New Transfer	15	0
Freshman	7	2
Sophomore	18	3
Junior	15	5
Senior	13	7
Total	106	25

- Letters sent to students who withdrew Fall 2016
 - Invited to reenroll for Spring 2017
 - Explained readmission process
 - Provided personal contact
- Student Success and Retention will offer support and resources to 25 students who returned for Spring 2017.
- New Withdrawal/Cancellation Exit Interview procedures in place for Spring 2017 ensuring continued communication with students who withdraw.

Cancellation/Withdrawal Exit Interview

- New for the Spring 2017 semester
- On-line Process
 - Student will meet with the of Office of Student Success and Retention
 - Before the form is started
 - Questions will be asked to see if the student should stay enrolled,
 - Resources will be discussed, and
 - All options will be addressed.
 - Students who completely withdraw from Radford
 - An automated email will be sent to their Radford and preferred email.
 - Two weeks after the university withdrawal deadline, students will receive a follow-up email and a physical letter.
 - During their first full semester away from Radford, students will receive a letter.
 - An annual letter will be sent to students who have stopped-out.
 - Any responses to the emails or letters will be tracked and periodic checks will be done to see if any of these students reenroll at Radford.

Starfish

- Introduced in August 2016
- Academic advising, early alert, and retention tool
- Benefits include:
 - A central location to view student information and add meeting notes
 - Students can schedule appointments with advisors and others
 - Advisors can effectively communicate with students.
 - Invested parties can communicate with each other to help students.
 - Early warning flags for students in academic or social distress
 - Kudos praise students for a job well done

Starfish Usage

January Number of full-time and part-time faculty in each college	FT	PT
Academic Programs, Assistant Provost	14	14
Business & Economics-E&G	47	12
Education & Human Development	68	54
Health & Human Services	65	47
Human Behavior Sciences-E&G	128	67
Science & Technology	94	26
Visual & Performing Arts	50	32
January Starfish usage percentage by academic college		
Academic Programs,Assistant Provost	86.67	
Business & Economics-E&G	83.87	
Education & Human Development	71.43	
Health & Human Services	44.00	
Human Behavior Sciences-E&G	82.78	
Science & Technology	82.03	
Visual & Performing Arts	68.89	

Plans to increase usage:

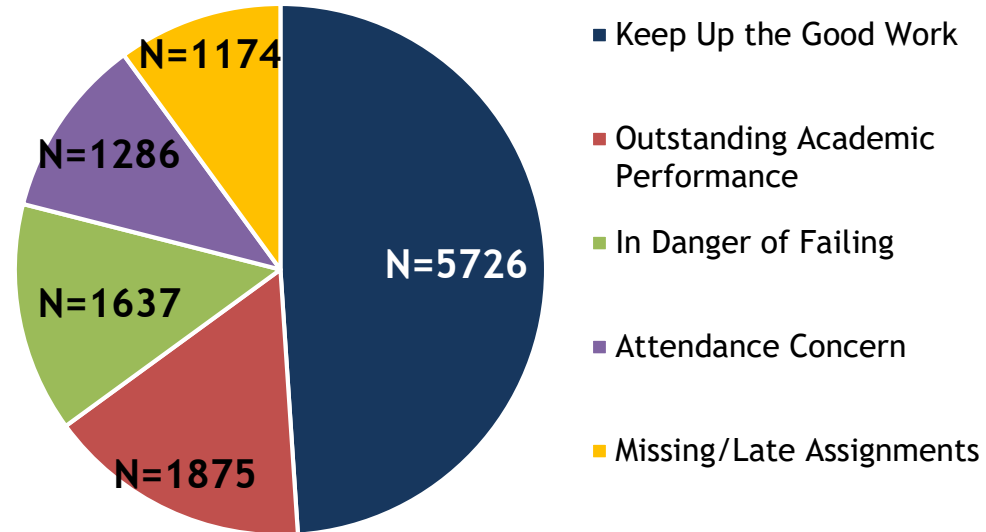
- New website with training materials, “how to” guides, and FAQs.
- Regular e-newsletter featuring training opportunities, updates, tips, and new features.
- Survey faculty and advisors to assess usage and gather feedback.
- Targeted training to colleges and departments:
 - 20 trainings offered in Fall 2016
 - 165 faculty, advisors, and other users attended in-person training sessions

Starfish Flags and Kudos

Fall 2016 Tracking Item Summary
Raised/Cleared by Category

Category	Raised	Cleared	% Cleared
ACADEMIC FLAGS	4332	1785	41
SOCIAL FLAGS	150	111	74
REFERRAL	86	56	65
KUDO	7617	53	1
TO DO	1	0	0

Top Five Most Raised Tracking Items



Starfish Challenges

- No formal, approved protocol in place.
- *3,198 academic flags were raised in a two-week time period.*
 - Busiest time of the semester for academic advisors (midterm grades; registration advising).
 - Difficulty managing the volume of flags with other responsibilities.
- Some Flag Managers were not adequately trained to handle the volume or specific types of flags.
- Confusion about who was dealing with what.
- Meaningful interactions and multiple contacts are time-consuming.
- Inadequate number of staff members trained to manage flags.
- Flag Raisers often did not clear the flag once the issue was addressed.

Starfish Recommendations

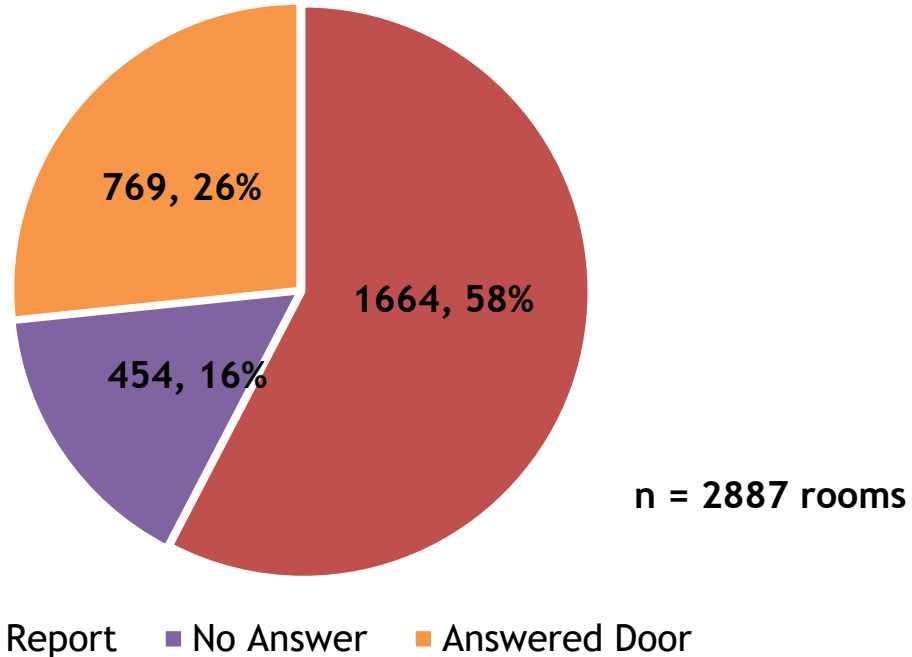
- New protocol and work flow is more proactive and concrete.
 - Introduced in the first few weeks of Spring 2017.
 - Developed with input and approval from the Starfish Governance Committee, stakeholders, and university administrators.
 - Specifies expectations for contact and maps out who will contact specific populations.
- Divided work load so Advising Centers are not handling every flag for every major within their college.
- Flag Managers attend an in-depth and detailed training.
- Better communication and updates with tips, feedback, and assistance.
- Message templates updated and customized to Radford University.
- Trainings and instructional materials include more information about how to raise flags, when to raise flags, and what happens after a flag is raised.

You Matter Campaign

- 41 individuals volunteered on one or both of the days of the campaign.
- Pairs of faculty/staff were assigned to a residence hall/floor to cover a two hour period on each day of the two-day campaign (September 13th and 14th).
- Pairs were provided a draft script for consistency.
- The pairs knocked on every resident's door, spending 2-3 minutes with the students.
- The pairs left a resource sheet with each student explaining the available university resources and opportunities.

You Matter Campaign

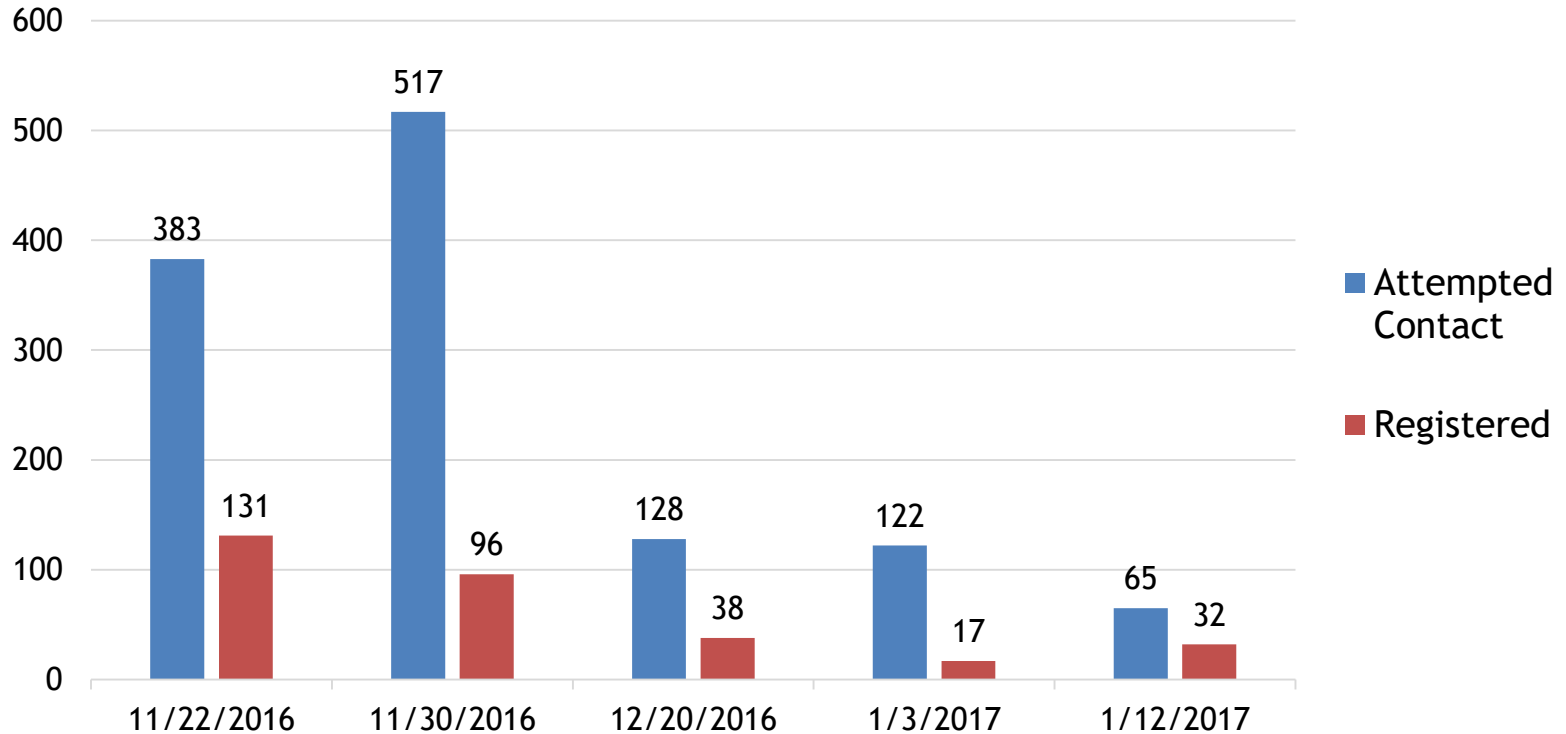
You Matter Campaign Results



Next Semester Registration

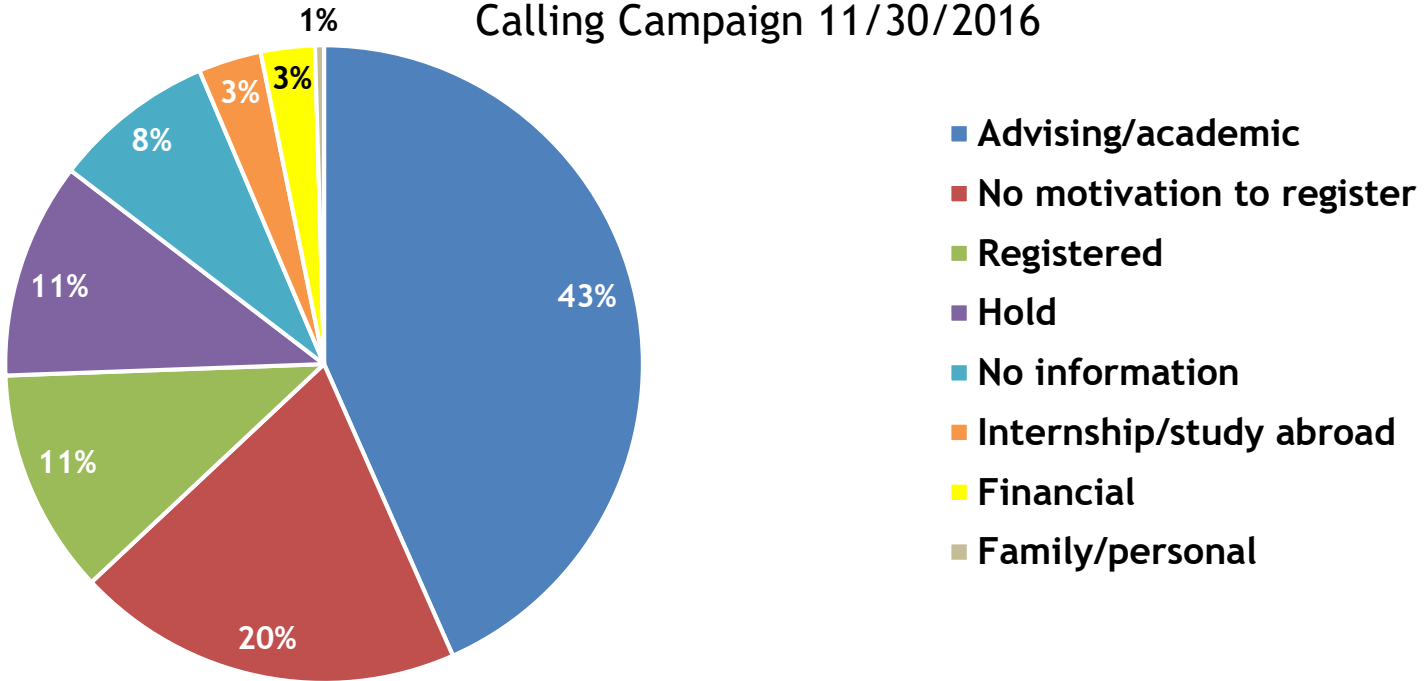
- Door-to-door campaign (11/22/16): Students in the Residence Halls who were not registered full time.
- Calling Campaign (11/30/16): Students who were not registered.
- Calling Campaign (12/20/16): Students who we were unable to make contact with in the original door to door and calling campaigns.
- Calling Campaign (1/3/17): Students who stated in the original door to door and calling campaign they were returning in the Spring, but had not registered yet.
- Calling Campaign (1/12/17): Students who we had not made contact with in the 12/20/16 campaign.

Next Semester Registration



Next Semester Registration

Reasons for Not Registering
Calling Campaign 11/30/2016



Hold Campaign

- 1,066 students could not register for classes due to a hold on their record
 - 547 residential students
 - 519 off-campus students
- Types of holds
 - Conduct
 - Health records
 - Parking
 - Student accounts
- Ways to decrease the number of holds
 - Earlier deadline to place holds on student accounts
 - Increase the dollar amount for financial holds
 - Create a process to mitigate holds

Highlander GUIDES

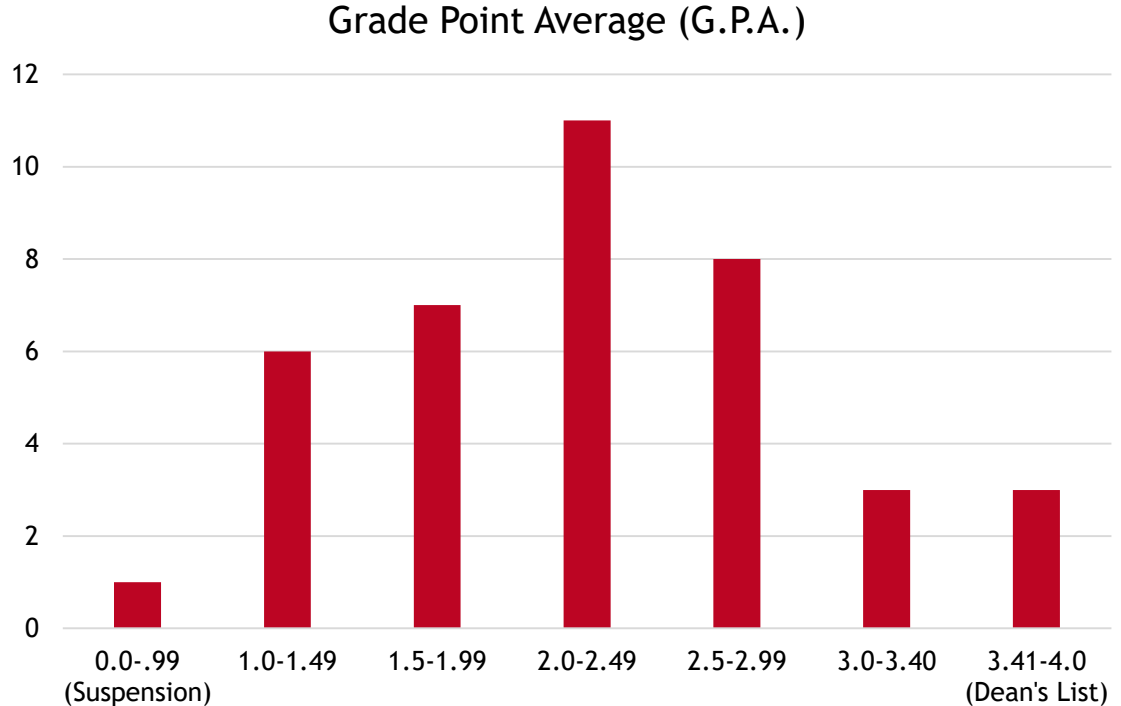
Purpose: GUIDEs will be an active role in the students' success networks by serving as additional touch points, sounding boards, sources of support and information, and role models.

- First generation students were contacted via email and phone
 - The target was 50 students; 42 students participated
 - Throughout the semester, students were paired and added to the GUIDE list if they expressed interest in the program.
- GUIDE Mentors
 - 76 faculty/staff members sign-up to be GUIDES
 - 42 faculty/staff members were paired
- Meetings: 16 out of 42 pairs met
 - 10 pairs met 1-2 times
 - 6 pairs met 3 or more times
- Support for students
 - Approximately one-third of the pairs met during the semester.
 - At mid-term, students below a 2.0 G.P.A. were contacted.

Highlander GUIDES

Final Grades

- 2.26 was the average G.P.A.
- 2 are suspended
- 13 are on probation
- 25 are in good academic standing
- 3 are on the Dean's List



Highlander Chats

Purpose:

- Highlander Chats provides students the opportunity to connect with their professors, mentors, and advisors outside the confines of a classroom, lab, studio, or office hours.
- Studies show engaging students through better faculty/staff-student interaction bolsters retention and academic success for a diverse set of students.

How it works?

- During the first full week of every month, students can invite a faculty or staff member of their choice to dine with them for free at Dalton Dining Hall.
- Students or their guests get a meal ticket from the Hurlbert Student Center information desk.
- 106 students participated in the program in Fall 2016.
- A brief follow-up survey and focus group invitation to share feedback will be sent to participants.

Mentoring Academically Successful Highlanders

MASH

- Conditionally-admitted students are required to participate in the program.
- Fall 2016 cohort had a lower profile, especially in regards to G.P.A.
- Prior to census date, there were 78 students enrolled in the MASH program.
- 76 students finished the semester (2 withdrew from the university)
 - 9 students were academically suspended
 - 16 were placed on academic probation
 - 51 received above a 2.0 G.P.A.
- Fall 2016 cohort has an 83.0% retention rate from Fall to Spring.

Mentoring Academically Successful Highlanders

MASH

	Fall 15	Fall 16
Average G.P.A.	2.86	2.58
Average SAT	801	854
Average ACT	16	16

G.P.A range	Fall 15		Fall 16	
	# of students	% of students	# of students	% of students
Below 1.0 (suspended)	1	3%	9	12%
1.0 to 1.49	2	6%	5	7%
1.5 to 1.74	3	10%	6	8%
1.75 to 1.99	0	0	5	7%
2.0 to 2.99	17	55%	31	41%
3.0 and above	9	29%	20	26%

Living Learning Communities

Living Learning Communities connect students sharing a similar interest through classes and the residence hall. Students often share a common class and out of class experiences around the topic. It takes about 18 months to develop a plan for the various communities.

- ARO Accelerated Research Opportunities (Undergraduate Research)-**Floyd Hall**
- Biology Connections (first year Biology majors)- **Stuart Hall**
- Community of Artists* Students in Visual and Performing Arts-**Trinkle Hall**
- ECO* Sustainability Focus-**Stuart Hall**
- Honors Academy (students in Honors)-**Floyd Hall**
- RU Makers* (Innovation, Problem Solving, and interest in Maker's Initiative)-**Perry Hall**

**indicates the first year of the program*

Living Learning Communities

Term	Average G.P.A. in LLC	Average G.P.A. Not in LLC	Difference	Average G.P.A. of All NF
Fall 2014	2.95	2.66	0.30	2.66
Fall 2015	2.69	2.68	0.01	2.68
Fall 2016	3.21	2.71	0.50	2.76

Retention Office Challenges

Many ideas and data, but limited time and resources

- Manage new Withdrawal Exit Interview - meeting individually with all students who plan to withdraw (152 in Fall 2016)
- Meet individually with students who are struggling academically (referrals from professors and administrators)
- Coordinate outreach campaign (letters, emails, phone calls):
 - Students with registration holds
 - Students who have not registered for the next semester
 - Students who withdrew from the university during the semester
 - Students who have withdrawn from more than one class during the semester
 - Former students who have not returned
- Expand outreach and meetings with students who have been readmitted; create and administer a program to help these students
- Expand outreach to students with excessive Starfish flags
- Expand outreach to students who are struggling at midterms; create and administer program to help these students with academic recovery

Director Search

- Tuesday, January 24
 - Search Committee met to discuss candidate reviews (46 applicants)
 - Questions developed for Round 1 interviews
- Thursday, January 26
 - Candidates invited Round 1 interviews
 - Phone/BlueJeans (Thursday, February 2nd- Monday, February 6th)
- Thursday, February 8
 - Candidates invited for On-Campus Interviews
 - Campus interviews (Week of February 20th and 27th)

Spring Retention Plans

Calling Campaigns

You Matter Campaign

Monitoring of Class Withdrawals

Starfish Progress Survey

Mid-Term Academic Support Campaign

Faculty Survey

Fall 2017 Registration Campaign

Question and Answers

Attachment C

Student Conduct Process

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Information is Received

From:

- Residence Life Staff completes an on-line incident report
- On-line Public Report
- Radford University Police Department Referral
- Radford City Police Department Daily Docket/Police Contact
- Other information can be received by email or phone

Action:

1. Report is received
2. Report is reviewed
3. Investigative meetings are scheduled

Types of Conduct Cases

- **Conduct Conference** - A first meeting between the student and the conduct office staff is held. Student will chose to accept or not accept responsibility for any violations.
- **Conduct Board Hearings** are scheduled after the Conduct Conference if there are multiple witnesses or complainants and/or the student or organization did not accept responsibility for the violations or the proposed sanctions.
- **Administrative Hearings** are used in cases where the student does not accept responsibility.
- **Facilitated Resolution Meetings** resolve a conduct violation through alternative methods, primarily focusing on mediation.

Individual Student Cases

- 1) The student is charged.
- 2) A Conduct Conference is scheduled with a member of the Office of Student Standards or Residence Life Staff.
- 3) If the student does not accept responsibility for the charge(s), a Conduct Board is scheduled to meet. The role of the Conduct Board is to determine responsibility and any appropriate sanctions.

Academic Integrity

- 1) The student is charged by the faculty member teaching the course.
- 2) A Conduct Conference is held by the faculty member, evidence is presented, and the student can accept responsibility for the violation and the proposed sanctions.
- 3) If the student does not accept responsibility, or if this is the student's second academic integrity violation, a Conduct Board is scheduled. Typically, a second violation leads to suspension.

Student Organizations

- 1) After an investigation, the Student Organization is charged.
- 2) A Conduct Conference is scheduled with Student Conduct Staff, student organization leadership, and the advisor of the organization. The organization can accept responsibility for the violation and the sanctions. Typical sanctions include action plans and progress reports.
- 3) If the Student Organization does not accept responsibility, a Conduct Board is scheduled to meet in order to determine responsibility and assign any appropriate sanctions.

Appeals

Any student or organization that does not accept responsibility for their violation(s) may file an appeal with the Office of Student Standards and Conduct. The appeal must be submitted within 5 business days.

Students or Organizations can appeal for the following reasons:

- Appeal the Sanction (only suspension, eviction, dismissal, or revocation of degree/admission),
- Student feels process was not followed,
- Student feels there was insufficient evidence, or
- New evidence becomes available.

Questions?

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End of Materials