RADFORD UNIVERSITY

RADFORD UNIVERSITY BOARD OF VISITORS
9:00 A.M.**
FEBRUARY 17, 2017
BOARD ROOM
MARTIN HALL – THIRD FLOOR
RADFORD, VIRGINIA

DRAFT

AGENDA

- **CALL TO ORDER**   Mr. Christopher Wade, *Rector*

- **APPROVAL OF AGENDA**   Mr. Christopher Wade, *Rector*

- **APPROVAL OF MINUTES**   Mr. Christopher Wade, *Rector*
  November 11, 2016

- **RECOGNITION OF VOLLEYBALL AND**   Mr. Robert Lineburg, *Director of Athletics*
  MEN'S SOCCER TEAMS

- **PRESIDENT'S REPORT**   Dr. Brian O. Hemphill, *President*

- **REPORTS AND RECOMMENDATIONS**

  o Report to the Board of Visitors from the   Dr. Carter Turner, *Faculty*
     Faculty Representative to the Board   *Representative (non-voting, advisory*
     -COACHE Results: 2016   *member)*

  o Report to the Board of Visitors from the   Mr. Kevon DuPree, *Student*
     Student Representative to the Board   *Representative (non-voting,*
                                                       Advisory Member)

- **ACADEMIC AFFAIRS COMMITTEE**   Dr. Susan Whealler-Johnston, *Chair*

  o Report to the Board of Visitors

  o Review of the Proposal for Doctorate in Education (Ed.D)

- **UNIVERSITY ADVANCEMENT, UNIVERSITY RELATIONS AND ENROLLMENT MANAGEMENT** Mr. Randolph "Randy" J. Marcus, *Chair*

  o Report to the Board of Visitors

- **BUSINESS AFFAIRS & AUDIT COMMITTEE** Ms. Mary Ann Hovis, *Chair*

  o Report to the Board of Visitors

  o Recommendation to Approve the Resolution Certifying Compliance with the Radford University Debt Management Policy

- **GOVERNANCE, ADMINISTRATION AND ATHLETICS COMMITTEE** Ms. Alethea "A.J." Robinson, *Chair*

  o Report to the Board of Visitors

- **STUDENT AFFAIRS COMMITTEE** Mr. Mark S. Lawrence, *Chair*

  o Report to the Board of Visitors

- **REPORT FROM THE RADFORD UNIVERSITY FOUNDATION** Ms. Mary Ann Hovis, *RU Foundation Board Member*

- **DEMONSTRATION OF BOARD SOFTWARE OPTION** Mr. Danny Kemp, *Vice President for Information Technology and Chief Information Officer*

- **RETENTION PLAN** Dr. Irvin Clark, *Interim Vice President for Student Affairs*

  o Approval of Student Success and Retention Action Plan

- **STRATEGIC PLAN UPDATE** Drs. Kenna Colley and Jack Call, *Strategic Planning Task Force Co-Chairs*

- **OTHER BUSINESS** Mr. Christopher Wade, *Rector*
  o Recommendation to Board for Approval of Resolution for the Amended and Restated:
    -Supplemental Defined Contribution Benefit Plan
    -Qualified Governmental Excess Benefit Arrangement

- **ANNOUNCEMENTS**   Mr. Christopher Wade, *Rector*

  o Next Board Meeting, May 4-5, 2017
  o Spring Commencement, May 6, 2017
  o Summer Retreat Date, July 9-11, 2017

- **ADJOURNMENT**   Mr. Christopher Wade, *Rector*

**All start times for committees are approximate only. Meetings may begin either before or after the listed approximate start time as committee members are ready to proceed.

Board Members
Christopher Wade, Rector
Javaid Siddiqi, Ph.D., Vice-Rector
Robert A. Archer
Jay A. Brown, Ph.D.
Krisha Chachra
Callie M. Dalton
Rachel Fowlkes, Ed.D.
Mary Ann Hovis
Susan Whealler Johnston, Ph.D.
Mark S. Lawrence
Randolph "Randy" J. Marcus
Debra K. McMahon, Ph.D.
Alethea "A.J." Robinson
Steve A. Robinson
Georgia Ann Snyder-Falkinham

RADFORD UNIVERSITY

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

DRAFT

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)**

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)

RADFORD UNIVERSITY

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%

RADFORD UNIVERSITY
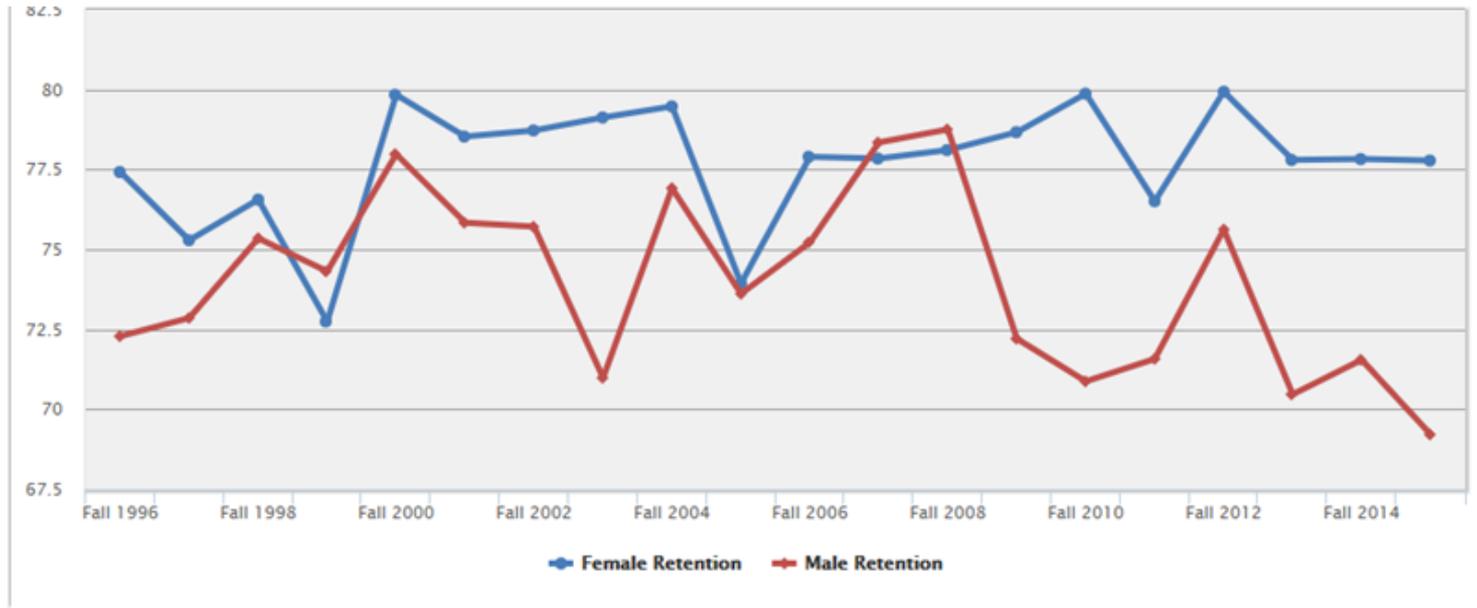
Source: Fall Headcount File

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)

RADFORD UNIVERSITY

VIEWS: Life Through a Different Lens

Powder Puff Football

Sunday Midday 5K

Student Representative

RADFORD UNIVERSITY

Questions?

RADFORD UNIVERSITY

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.

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 B-Supporting Skills and Knowledge	9-11	College Core A-National and International Perspectives	6
		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

7

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)*	
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):*	
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
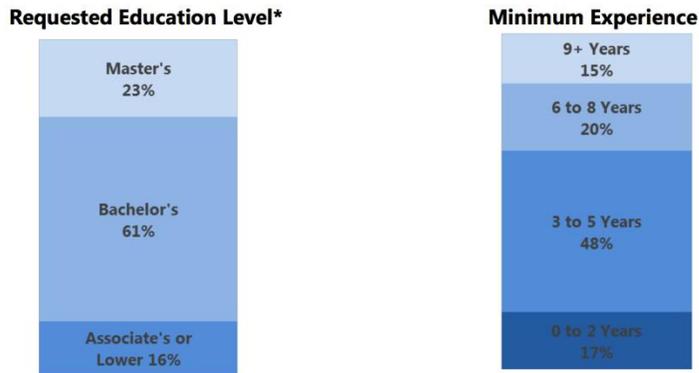
Figure 5: Education level for cybersecurity jobs (courtesy: Burning Glass Report 2016)
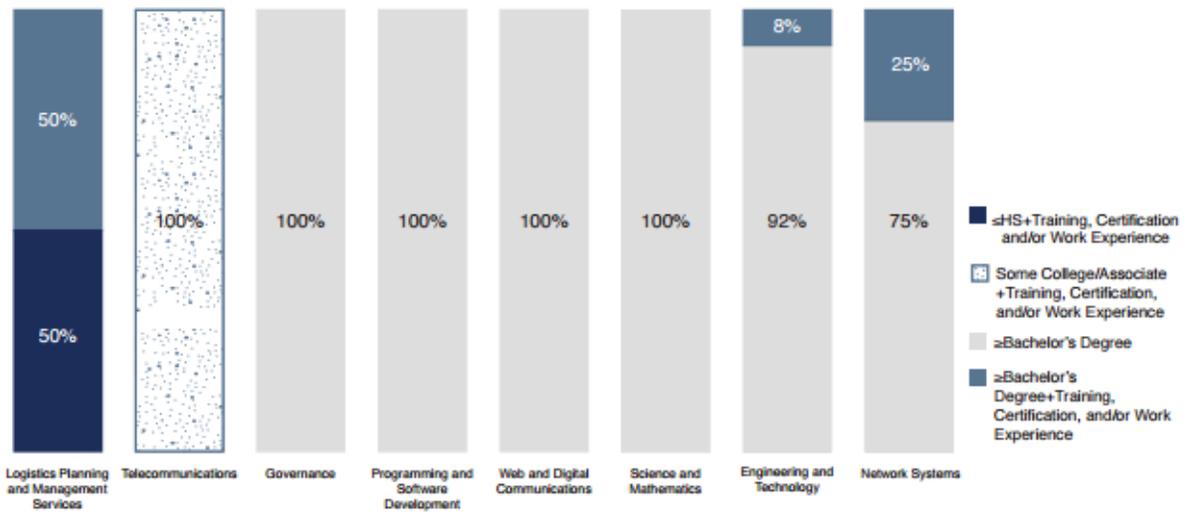
Figure 6: Predominant Education Level for Cybersecurity (source of this image is from the report: Virginia's 21st Century Career Pathway: Cybersecurity Page 12, Figure 4). The image shows that in most employment categories (Governance, Programming, Web, Science and Mathematics, Engineering and Technology 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**

Appendices*

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:
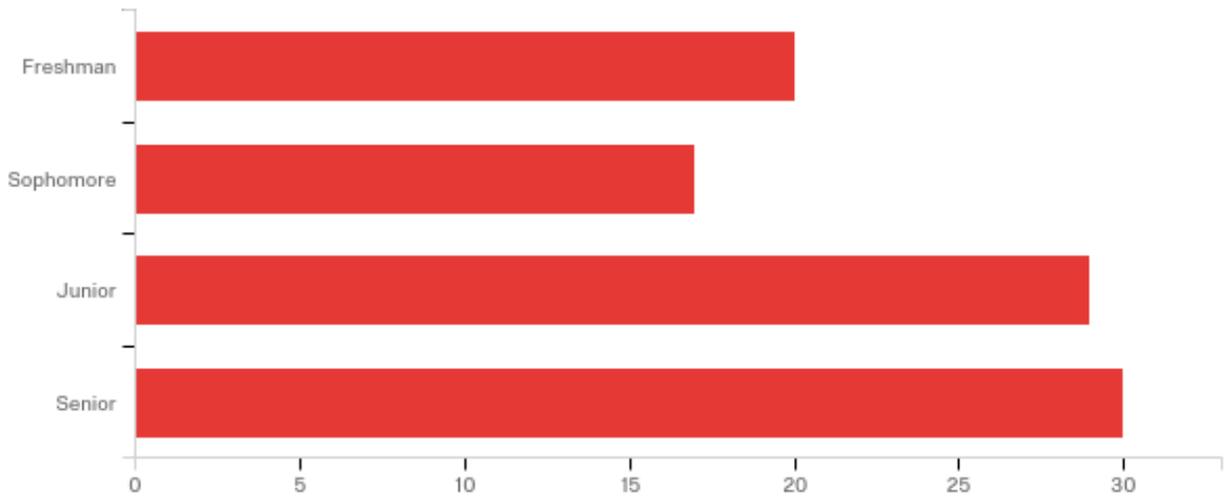
Answer	%	Count
Freshman	20.83%	20
Sophomore	17.71%	17
Junior	30.21%	29
Senior	31.25%	30
Total	100%	96

Q2 - Your Current Concentration (select all that apply):
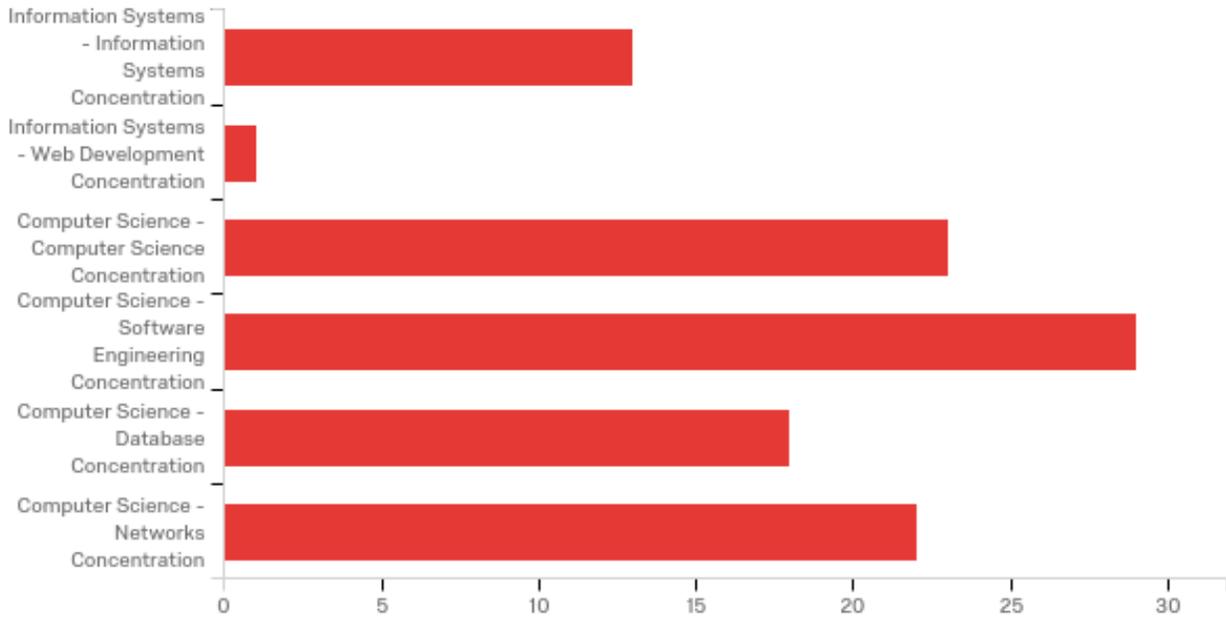
Answer	%	Count
Information Systems - Information Systems Concentration	13.54%	13
Information Systems - Web Development Concentration	1.04%	1
Computer Science - Computer Science Concentration	23.96%	23
Computer Science - Software Engineering Concentration	30.21%	29
Computer Science - Database Concentration	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?
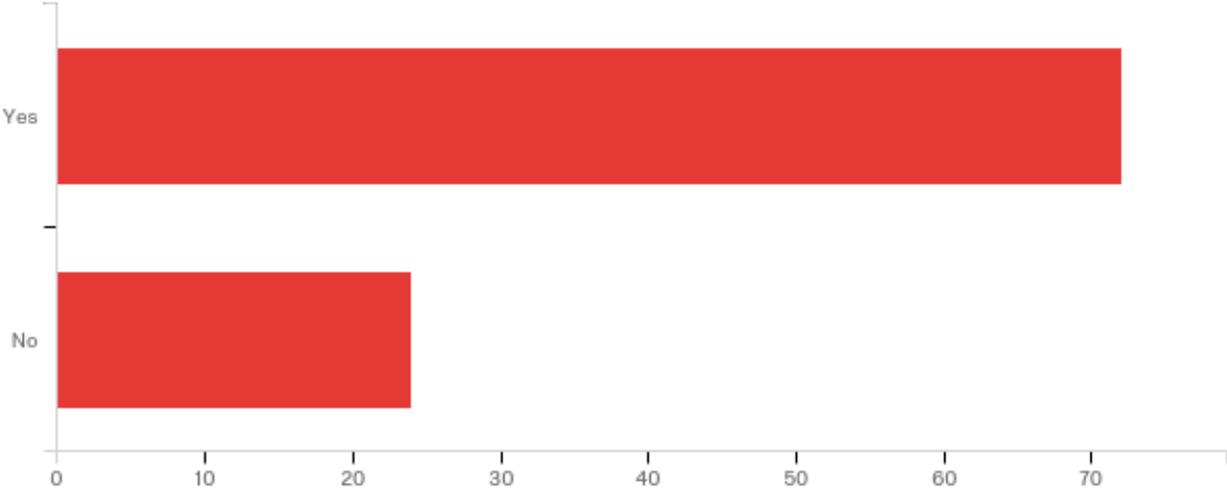
Answer	%	Count
Yes	75.00%	72
No	25.00%	24
Total	100%	96

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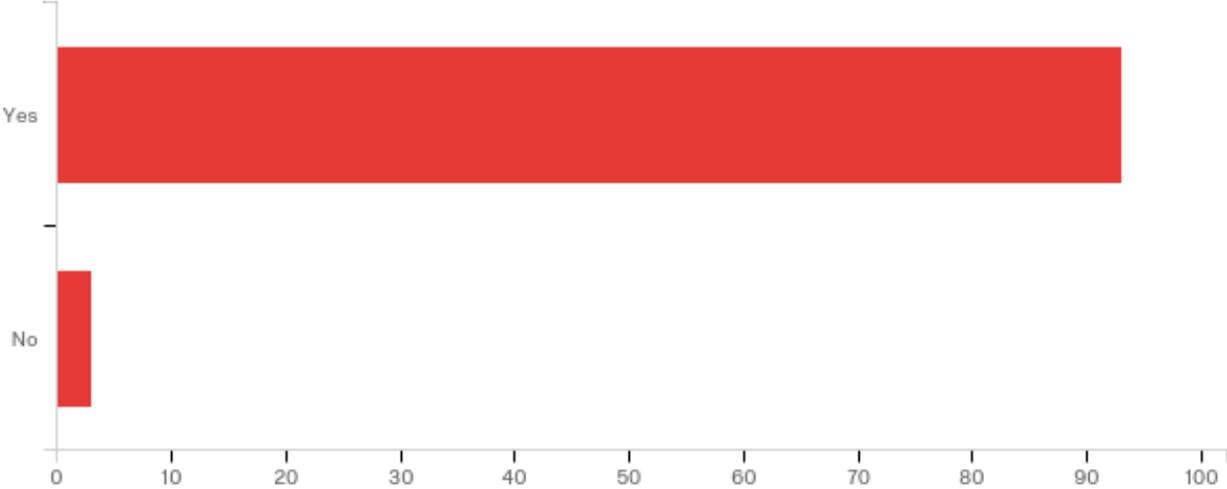
Answer	%	Count
Yes	96.88%	93
No	3.13%	3
Total	100%	96

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?
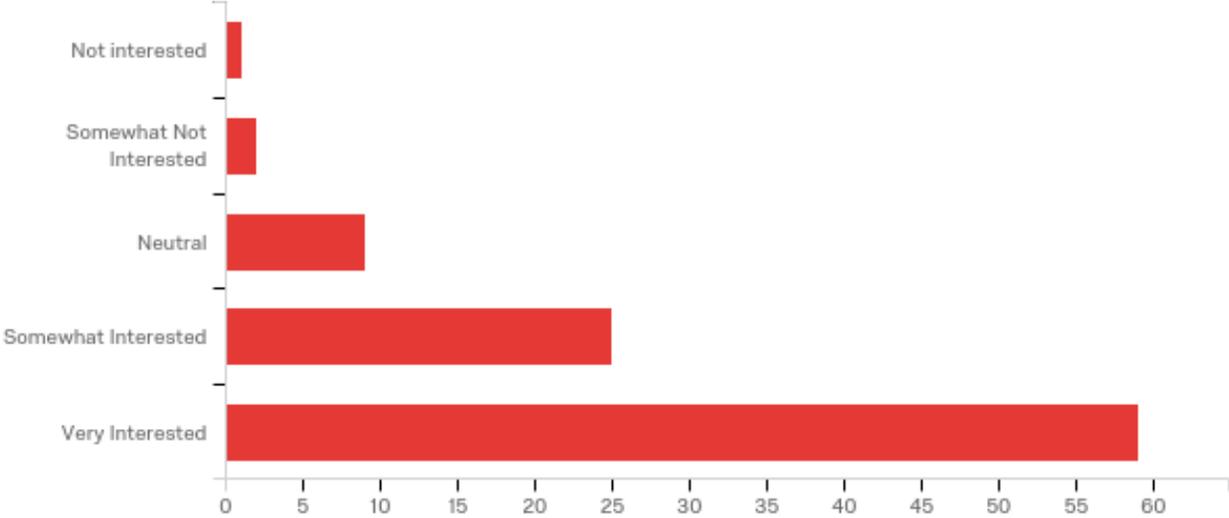
Answer	%	Count
Not Interested	1.04%	1
Somewhat Not Interested	2.08%	2
Neutral	9.38%	9
Somewhat Interested	26.04%	25
Very Interested	61.46%	59
Total	100%	96

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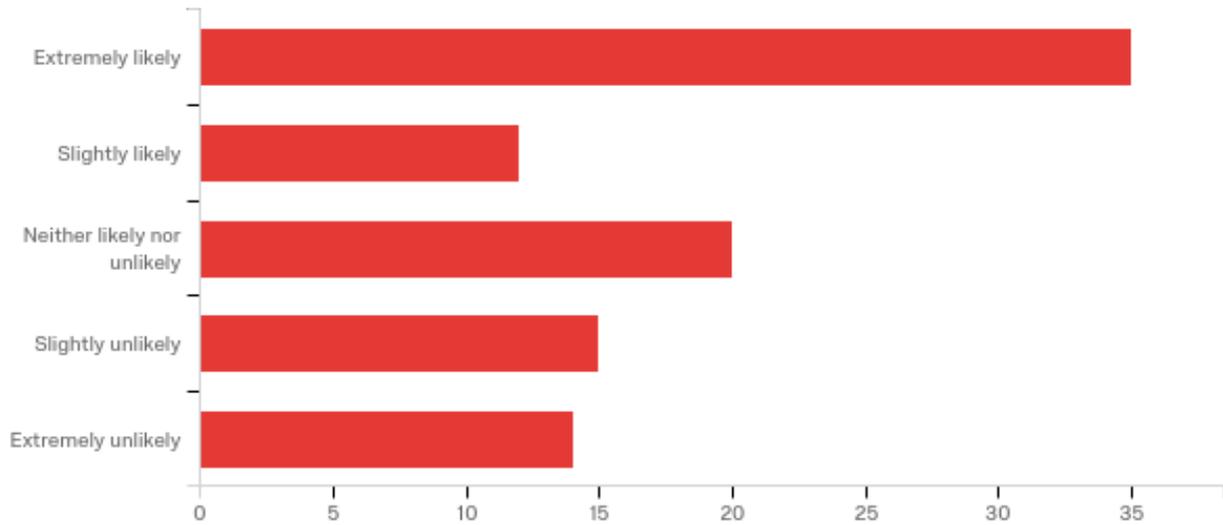
Answer	%	Count
Extremely Likely	36.46%	35
Slightly Likely	12.50%	12
Neither Likely Nor Unlikely	20.83%	20
Slightly Unlikely	15.63%	15
Extremely Unlikely	14.58%	14
Total	100%	96

Default Report
CC Student Survey - Security Degree
September 29th 2016, 9:04 am EDT

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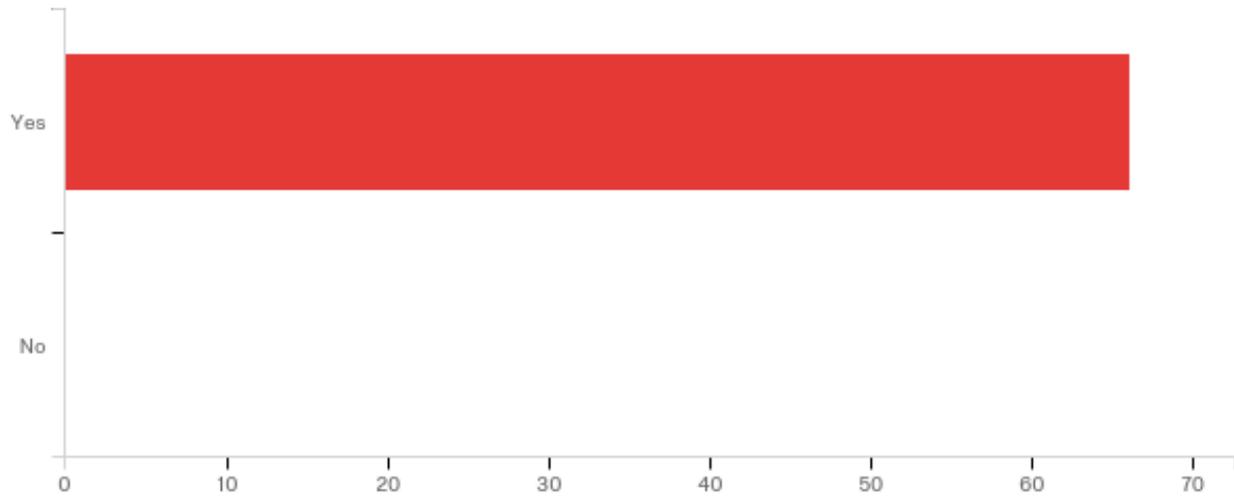
Answer	%	Count
Yes	100.00%	66
No	0.00%	0
Total	100%	66

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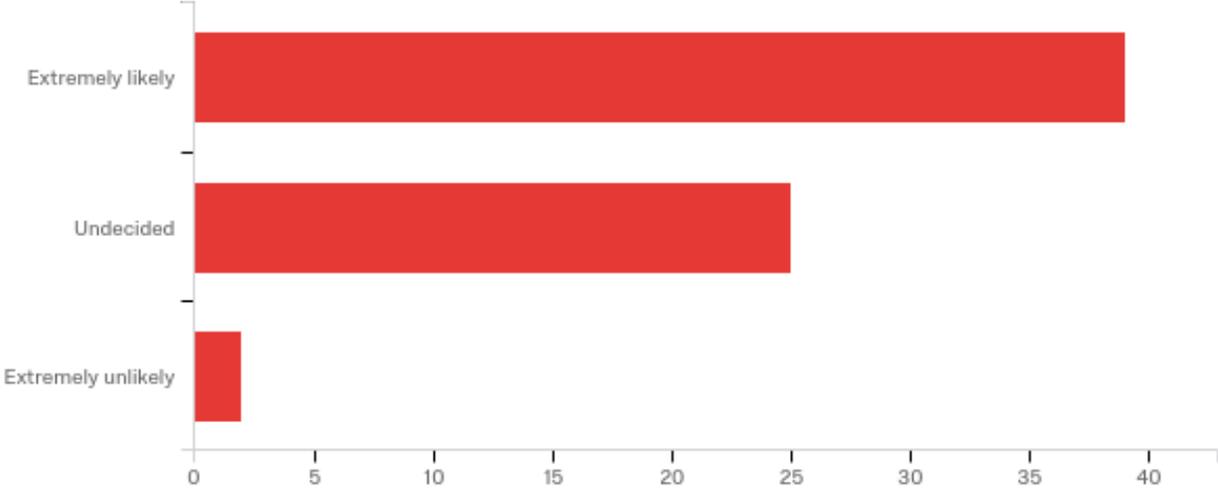
Answer	%	Count
Extremely Likely	59.09%	39
Undecided	37.88%	25
Extremely Unlikely	3.03%	2
Total	100%	66

Q3 - How interested would you be in a Bachelor of Science degree in Computer Science and Cybersecurity?
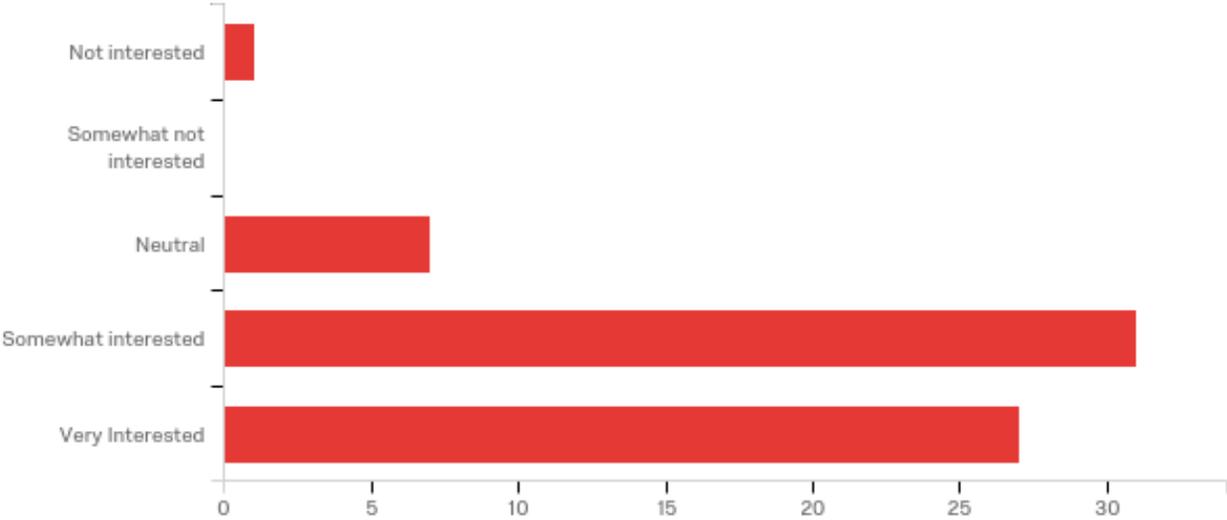
Answer	%	Count
Not Interested	1.52%	1
Somewhat Not Interested	0.00%	0
Neutral	10.61%	7
Somewhat Interested	46.97%	31
Very Interested	40.91%	27
Total	100%	66

Q4 - Would you be interested in a degree program in Computer Science and Cybersecurity at Radford University?
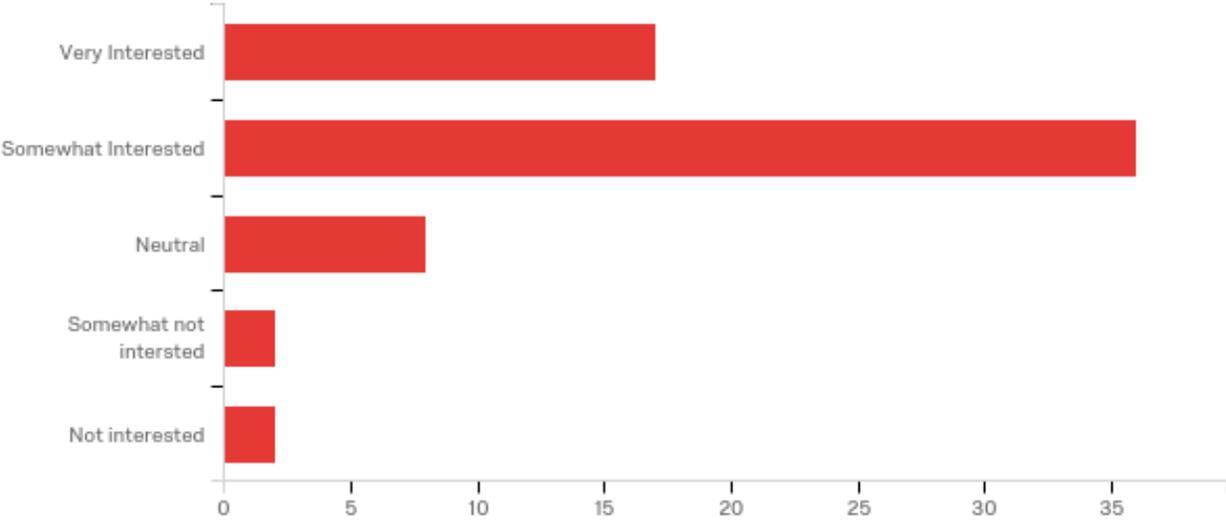
Answer	%	Count
Very Interested	25.76%	17
Somewhat Interested	54.55%	36
Neutral	12.12%	8
Somewhat Not Interested	3.03%	2
Not Interested	3.03%	2
Total	100%	66

Q5 - Please select the response that best suits your situation.
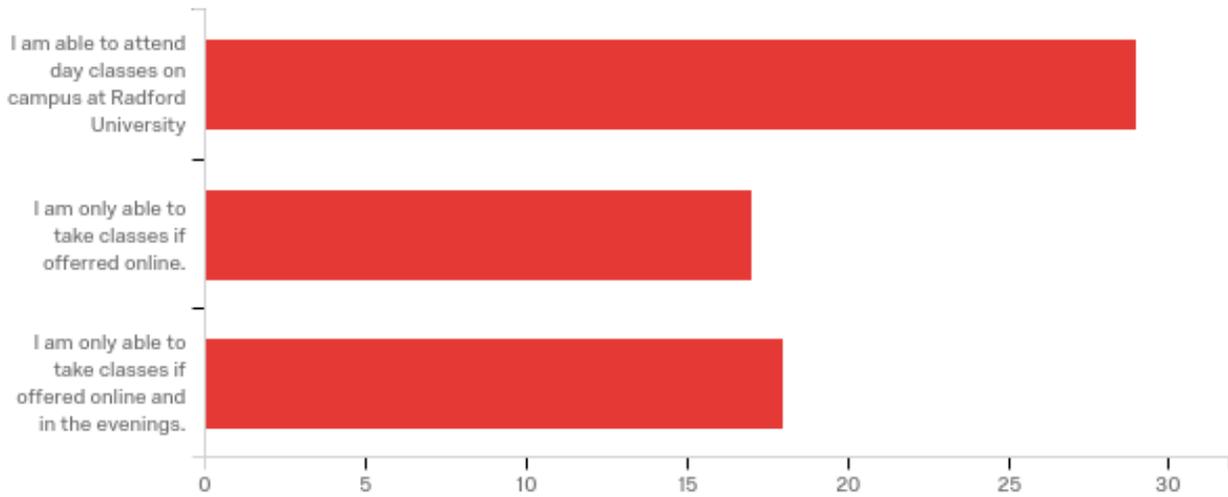
Answer	%	Count
I am able to attend day classes on campus at Radford University.	45.31%	29
I am only able to take classes if offered online.	26.56%	17
I am only able to take classes if offered online and in the evenings.	28.13%	18
Total	100%	64

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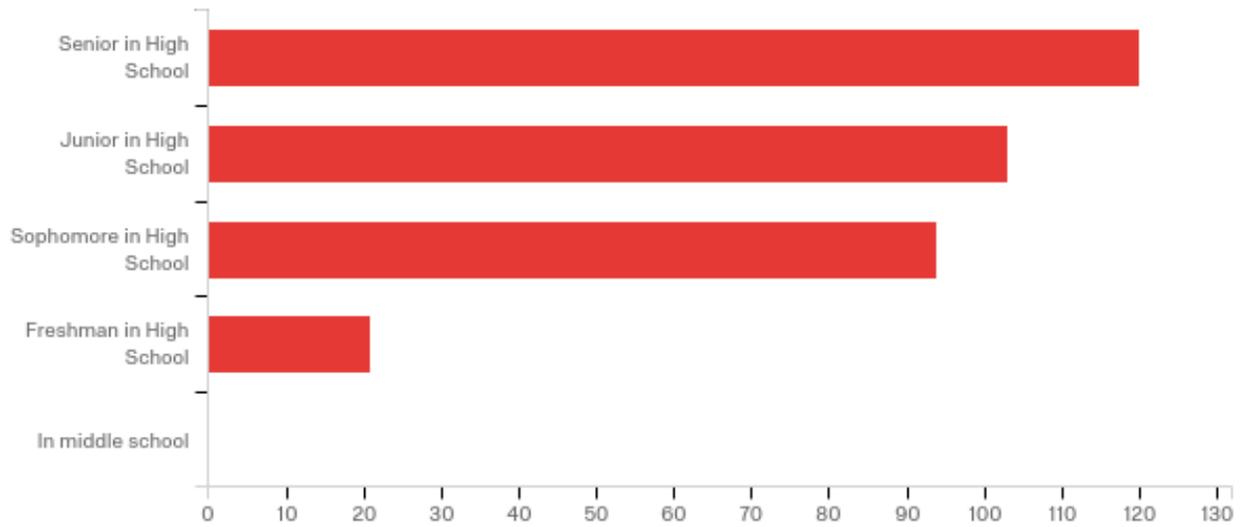
Answer	%	Count
Senior in High School	35.50%	120
Junior in High School	30.47%	103
Sophomore in High School	27.81%	94
Freshman in High School	6.21%	21
In Middle School	0.00%	0
Total	100%	338

Q2 - How likely are you to major in either computer science or information systems in college?
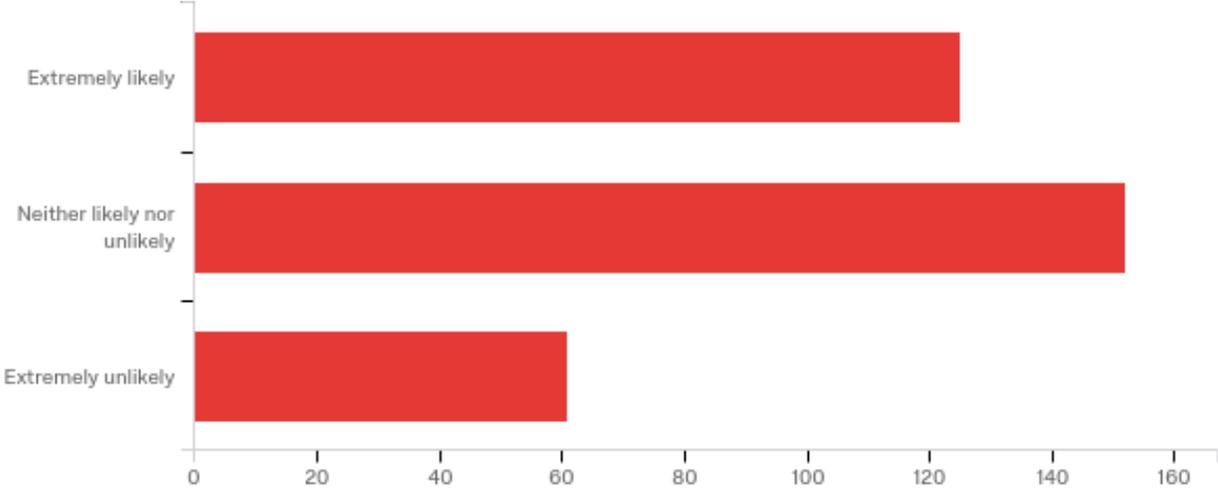
Answer	%	Count
Extremely Likely	36.98%	125
Neither Likely Nor Unlikely	44.97%	152
Extremely Unlikely	18.05%	61
Total	100%	338

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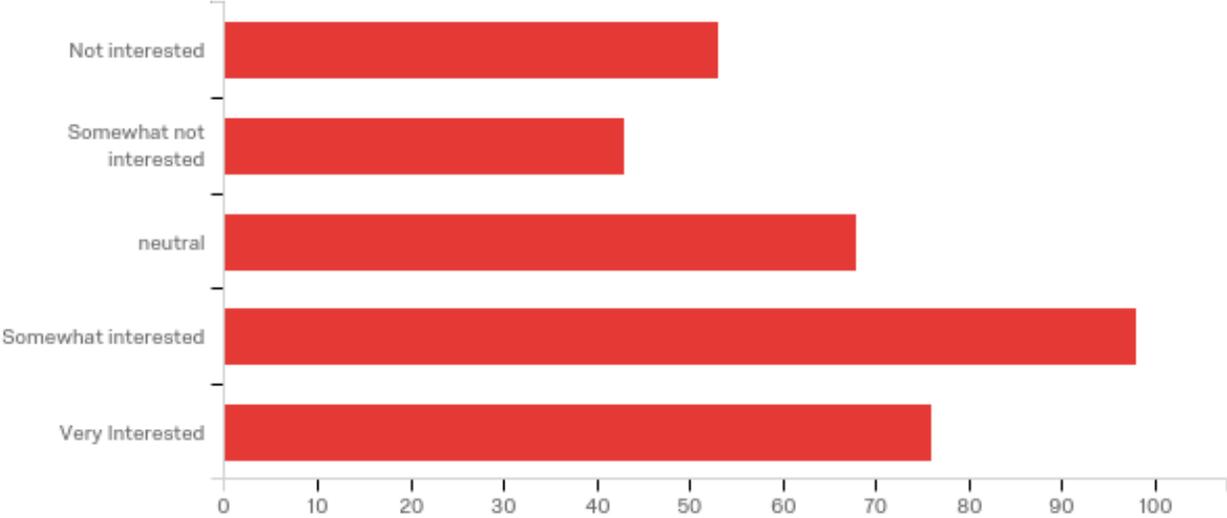
Answer	%	Count
Not Interested	15.68%	53
Somewhat Not Interested	12.72%	43
Neutral	20.12%	68
Somewhat Interested	28.99%	98
Very Interested	22.49%	76
Total	100%	338

Q4 - Would the development of a degree program focusing on cybersecurity increase your interest in Radford University?
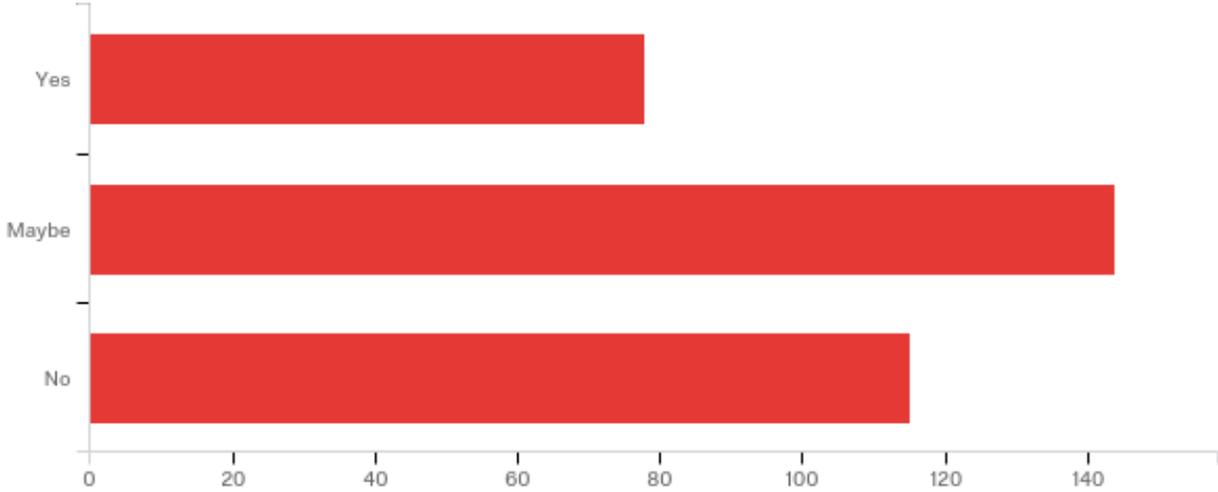
Answer	%	Count
Yes	23.15%	78
Maybe	42.73%	144
No	34.12%	115
Total	100%	337

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~~*

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.

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.

Passed March 3, 2016

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
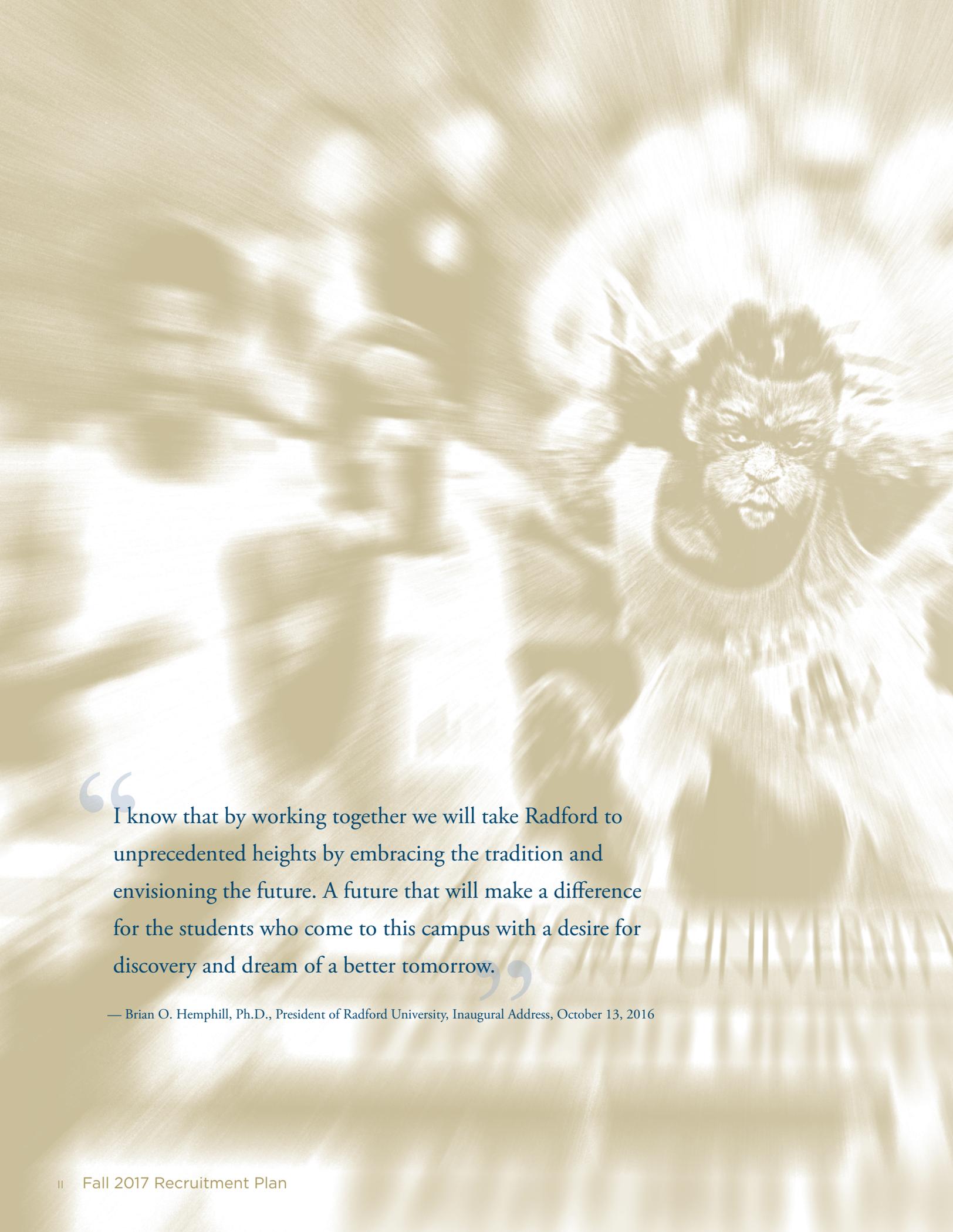
RADFORD UNIVERSITY

"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

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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
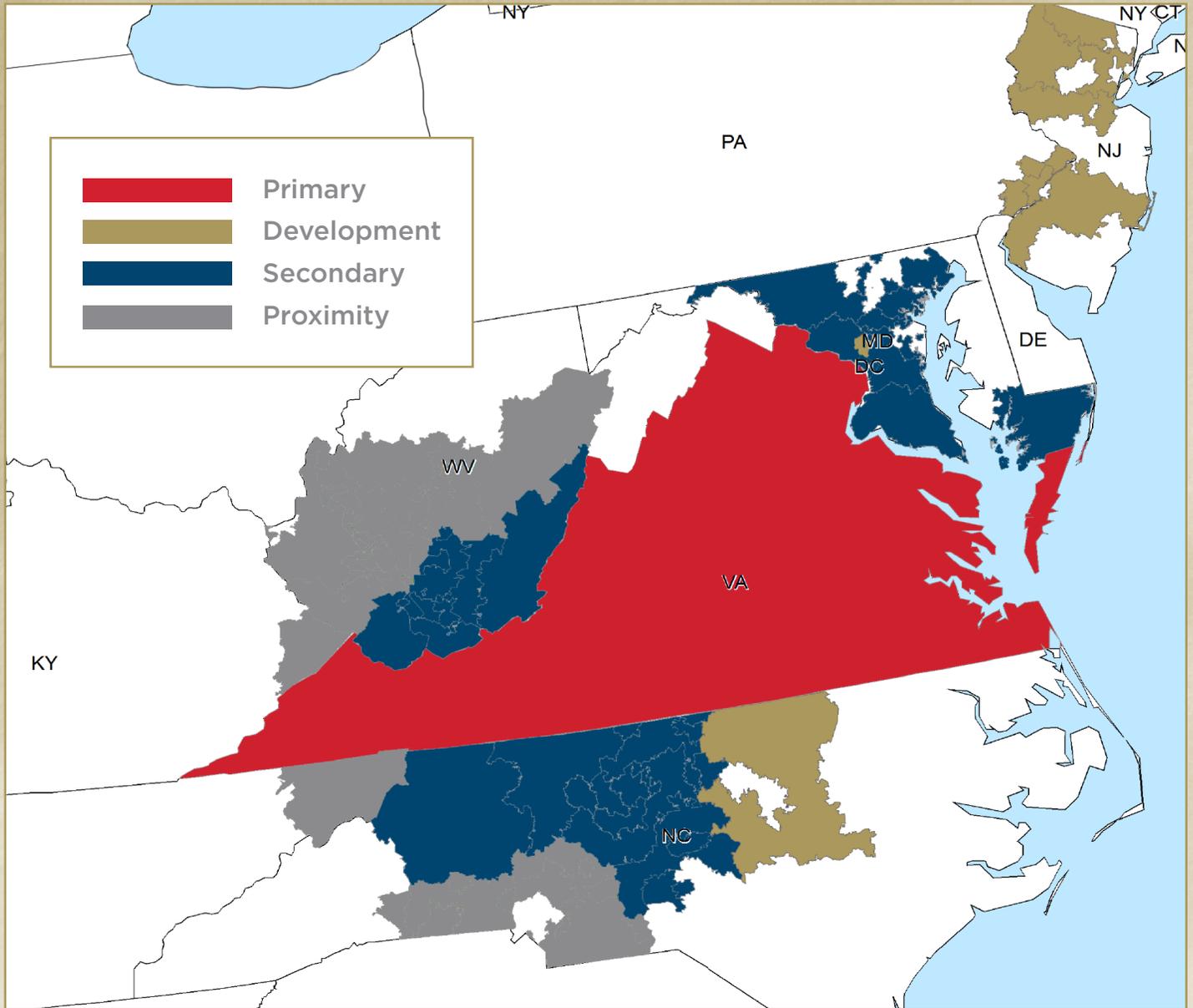
Source: Royall & Co.

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

> " 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

RADFORD UNIVERSITY

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.

RADFORD UNIVERSITY

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.

2017 Proposed Search Markets
Sophomores, Juniors, and Seniors

Search Markets
- Proximity
- Secondary
- Development
- Primary

Fall 2017 Recruitment Plan

RADFORD UNIVERSITY
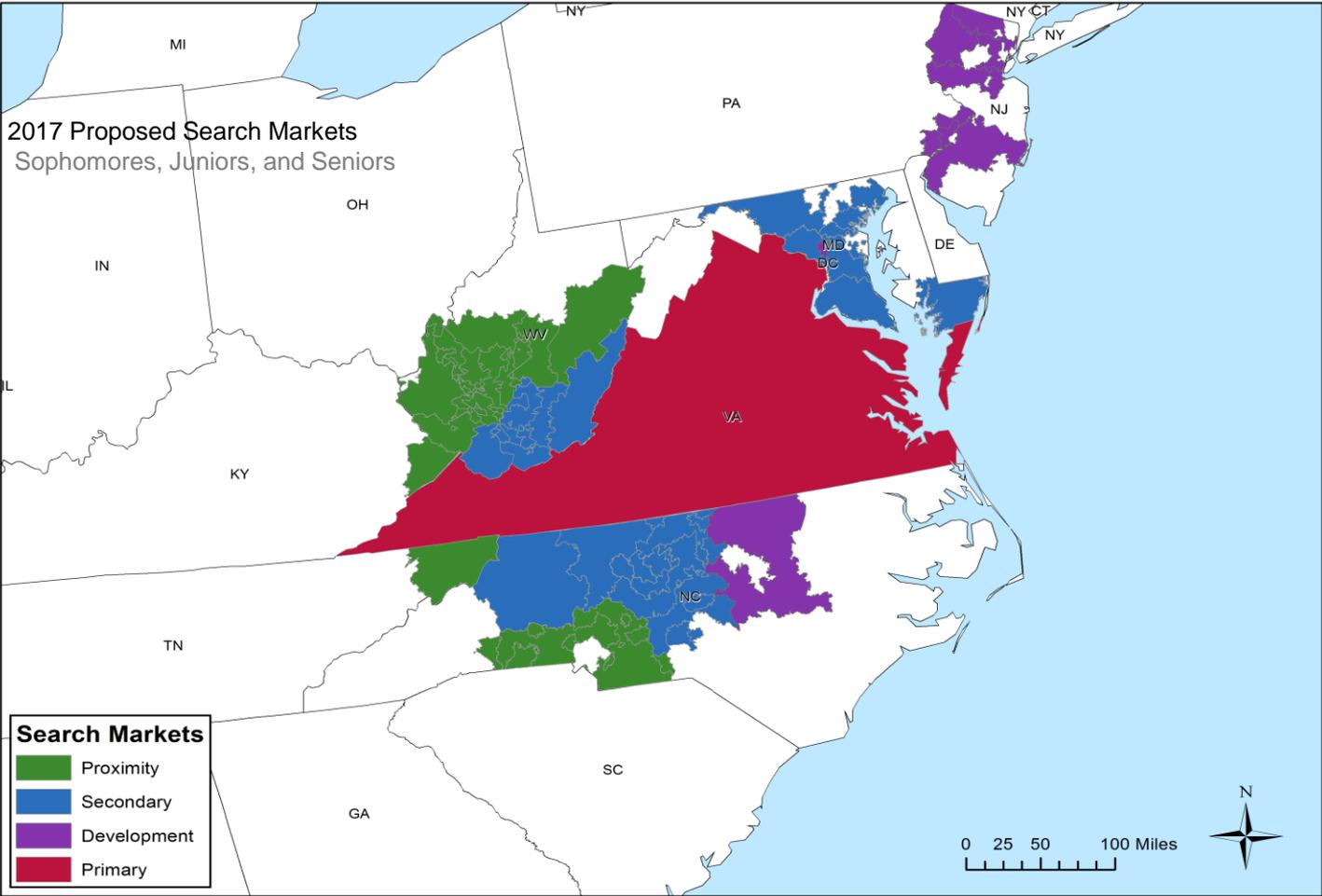
Processes and Service

- 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.

RADFORD UNIVERSITY

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.

RADFORD UNIVERSITY

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.

RADFORD UNIVERSITY

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.

RADFORD UNIVERSITY
BOARD OF VISITORS BYLAWS

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:

a. Develop and recommend to the Board a statement of governance setting forth the Board's role;

b. Periodically review the Board's Bylaws and recommend amendments;

c. Provide advice to the Board on committee structure, appointments, and meetings;

d. Develop an orientation and continuing education process for Board members that includes training on the Virginia Freedom of Information Act;

e. 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;

f. Develop a set of qualifications and competencies for membership on the Board for approval by the Board and recommendation to the Governor.

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
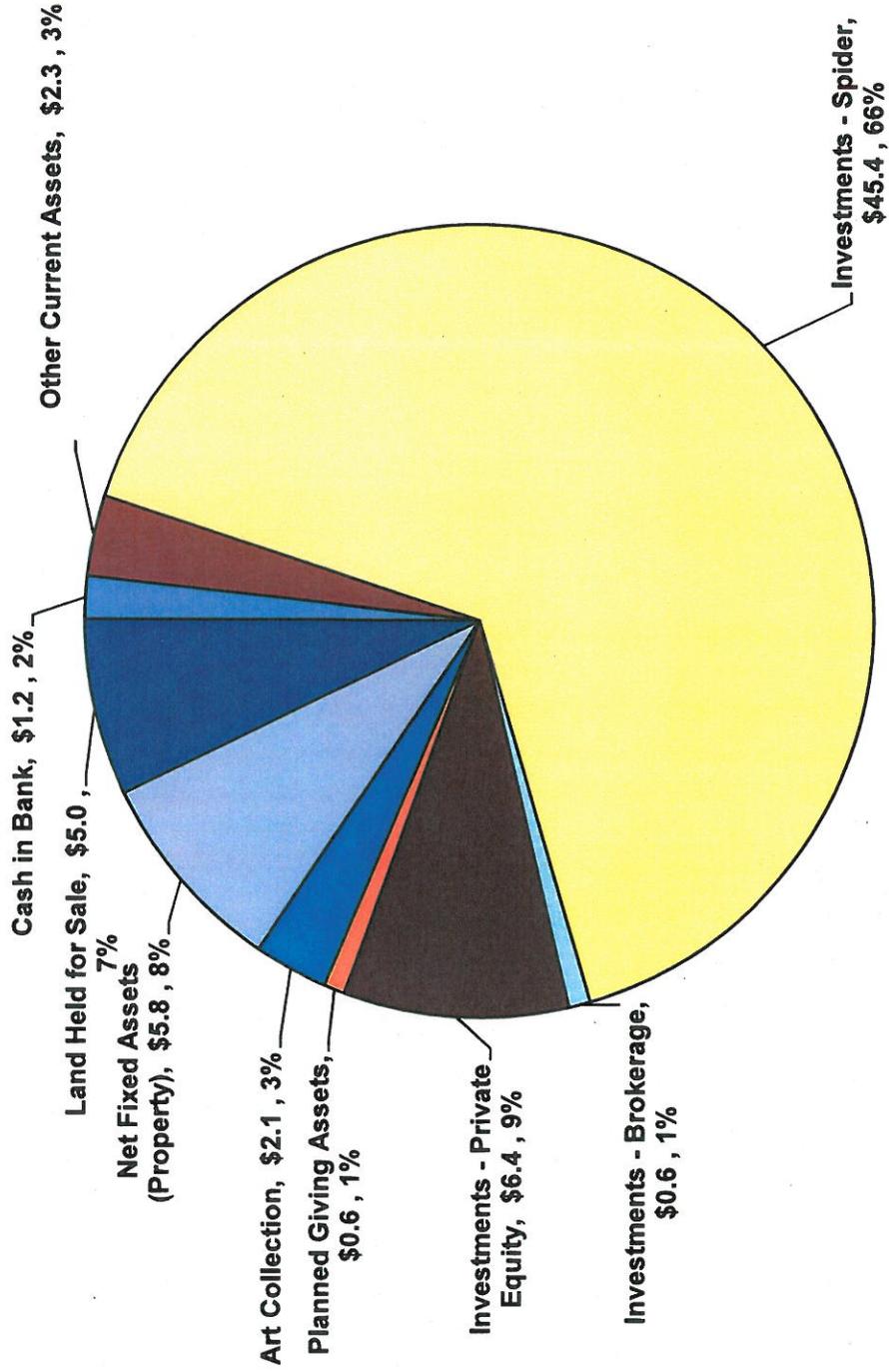
(in millions)
Total Assets: $69.4M

Investments - Spider, $45.4 , 66%

Other Current Assets, $2.3 , 3%

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%

SMIPO

Student Managed Investment Portfolio Organization

Presentation to Radford University

Board of Visitors

November 11, 2016

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

- ## Brief History

  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.

- ## Organization

  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

6

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

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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!

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.

Christopher J. Wade
Rector

Brian O. Hemphill, Ph.D.
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.

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

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COACHE Results: 2016

RADFORD
UNIVERSITY

What is COACHE?

- Collaborative On Academic Careers in Higher Education (COACHE) is a nationally administered survey through the Harvard University Graduate School of Education.
- Comparisons are available for up to five peer institutions, to highlight Radford's relative strengths and areas of concerns, Peer institutions for 2016 were:
  – Appalachian State University
  – James Madison University
  – Old Dominion University
  – Virginia Commonwealth University
  – Western Carolina University

- In 2016, 22 of 207 institutions participated nationally.

What Areas Are Included?

- Research, teaching, and service
- Resources in support of faculty work
- Benefits, compensation, and work/life
- Interdisciplinary work and collaboration
- Mentoring
- Tenure and promotion practices
- Leadership and governance
  - Governance was split out into several subcategories in 2016 (but not in 2013)
- Department collegiality, quality, and engagement
- Appreciation and recognition

Response Rates: 2016

		overall	tenured	pre-ten	ntt	full	assoc	men	women	white	foc	asian	urm
Radford University	population	341	248	93	0	133	122	171	170	291	50	28	22
	responders	184	123	61	0	66	64	82	102	164	20	13	7
	response rate	54%	50%	66%	0%	50%	52%	48%	60%	56%	40%	46%	32%
Selected Comparison Institutions	population	4482	2263	828	1391	1161	1284	2376	2106	3603	879	397	482
	responders	2277	1264	442	571	628	719	1116	1161	1889	388	172	216
	response rate	51%	56%	53%	41%	54%	56%	47%	55%	52%	44%	43%	45%
All	population	74883	44540	13008	17335	24965	22452	44684	30188	56475	17758	8599	9159
	responders	35288	21703	6559	7026	11949	11122	19495	15787	28058	7191	3273	3918
	response rate	47%	49%	50%	41%	48%	50%	44%	52%	50%	40%	38%	43%

*Due to some missing gender and race/ethnicity data, the numbers may not sum to the total populations.

- Radford University's 2016 response rate was down from 62% response rate in 2013.

	mean	overall	tenured	pre-ten	ntt	full	assoc	men	women	white	foc	asian	urm
Nature of Work: Research	3.17				N/A								
Nature of Work: Service	3.35				N/A								
Nature of Work: Teaching	3.71				N/A								
Facilities and Work Resources	3.56				N/A								
Personal and Family Policies	2.92				N/A								
Health and Retirement Benefits	3.63				N/A								
Interdisciplinary Work	2.86				N/A								
Collaboration	3.49				N/A								
Mentoring	3.00				N/A								
Tenure Policies	3.30		N/A		N/A	N/A	N/A					N<5	N<5
Tenure Expectations: Clarity	3.34		N/A		N/A	N/A	N/A					N<5	N<5
Promotion to Full	3.86			N/A	N/A								N<5
Leadership: Senior	2.63				N/A								
Leadership: Divisional	3.42				N/A								
Leadership: Departmental	3.80				N/A								
Leadership: Faculty	3.19				N/A								
Governance: Trust	2.93				N/A								
Governance: Shared sense of purpose	2.81				N/A								
Governance: Understanding the issue at hand	2.73				N/A								
Governance: Adaptability	2.64				N/A								
Governance: Productivity	2.87				N/A								
Departmental Collegiality	3.95				N/A								
Departmental Engagement	3.67				N/A								
Departmental Quality	3.63				N/A								
Appreciation and Recognition	3.30				N/A								

INTERPRETING RESULTS

AREAS OF STRENGTH

Radford's faculty rated higher than faculty at selected comparison institutions and the cohort on five of the 30 COACHE benchmarks.

➤ Nature of Work: Service
➤ Interdisciplinary Work
➤ Leadership: Divisional
➤ Leadership: Departmental*
➤ Departmental Collegiality

*Also, an area of strength in 2013 survey.

AREAS OF CONCERN

Radford's faculty rated lower than faculty at selected comparison institutions and the cohort on four of the 30 COACHE benchmarks.

➢ Tenure Policies
➢ Leadership: Senior*
➢ Governance: Shared Sense of Purpose
➢ Governance: Understanding

*Also, an area of concern in 2013 survey.

NOTABLE DIFFERENCES WITHIN RU FACULTY

➤ Differences by rank
  o Tenured faculty were more likely to give lower ratings than pre-tenure faculty
     -Marked differences in Governance & Leadership
  o Associate professors were more likely to give lower ratings than full professors; the most marked difference was in Promotion to Full
➤ Differences by gender
  o Women were more likely to give lower ratings than men
     -Marked differences in Clarity of tenure expectations
➤ Differences by race/ethnicity
  o White (non-Hispanic) gave lower ratings than faculty of color, in general
     -Marked differences in Senior Leadership
  o Faculty of color gave lower ratings than white (non-Hispanic) faculty in the areas of Collaboration and Faculty Leadership

# TOP 4 BEST AND WORST ASPECTS OF WORKING AT RU

Best Aspects

- Quality of colleagues*
- Geographic location*
- Cost of living
- My sense of "fit" here*

Worst Aspects

- Lack of support for research/creative work*
- Protection from service/assignments
- Teaching load*
- Quality of leadership*
- Compensation*

* Also on the 2013 list of best/worst aspects.

Faculty Senate Executive Council   RADFORD UNIVERSITY

NAME ONE THING YOUR INSTITUTION CAN DO TO IMPROVE
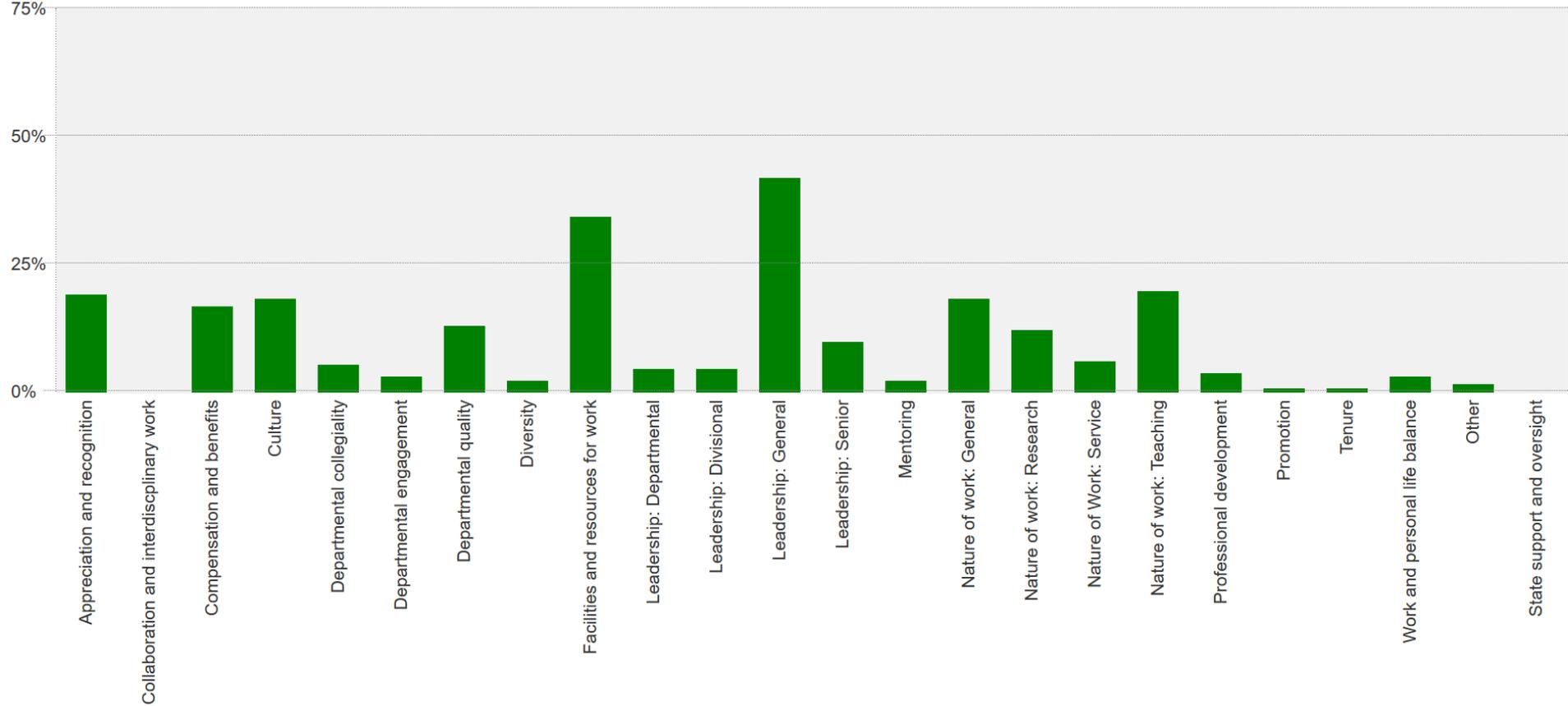
Questions?

HARVARD
GRADUATE SCHOOL OF EDUCATION

The Collaborative on Academic Careers in Higher Education

August 11, 2016

Dr. Joseph P. Scartelli
Radford University
331 Martin Hall
801 E. Main Street
Radford, VA 24142

Dear Dr. Scartelli,

On behalf of the COACHE Team, I am pleased to inform you that your COACHE Chief Academic Officer's Report is complete and ready for you and your team to review. We are particularly excited about the newest iteration of the report which offers all of the robust features of our previous report with new interactive features. In the next few days, you will receive an email with a copy of this letter and a secure link to access COACHE's new digital report. You should receive this email no later than Monday, August 15, 2016. Our new report design, with customizable views, will allow institutions to quickly and intuitively explore your survey findings. We are very excited about the potential of our new reporting platform.

The delivery of this report signals a shift in your work with your faculty and in your partnership with COACHE. This letter will provide with some of the top level results. Your next step is to schedule a call with our team for a personalized walk through of your findings. This guided tour to your report will touch on the key findings from your results, instruct you on the functionality of our new digital report design, and offer you the opportunity to strategize with our team about the most effective ways to disseminate these results and engage you faculty.

High Level Findings

Your report summarizes the findings from 54% of your faculty. With an average survey completion time of twenty-two minutes, this report constitutes approximately 67 hours of your faculty's time and, more importantly, their candor. As you read this report, consider these investments your faculty have already made in this project.

Selected Comparison Institutions

As a university, Radford is benchmarked in the *CAO Report* against all participating institutions in the Carnegie "research" and large and mid-sized "Master's" categories. Any mention of your "cohort" includes this range of institutions. In addition, you chose five comparison institutions – referred to as "peers" in the report – to represent those nearer to you in the faculty labor market. They are:

- ▶ Appalachian State University
- ▶ James Madison University
- ▶ Old Dominion University
- ▶ Virginia Commonwealth University
- ▶ Western Carolina University

Historical Trends

Compared to your results in 2013, twelve benchmarks averages are higher and none are lower. Improvements of the largest magnitude were noted on the Departmental engagement benchmark.

Areas of Strength

Your report highlights areas of strength and areas of concern relative to your faculty's ratings of the twenty-five benchmarks in the COACHE Faculty Job Satisfaction Survey. An area of strength is defined as any benchmark where your institution scored in the top 30 percent of the cohort and first or second among your peers. Based on these criteria, Radford has five "areas of strength," listed below:

▶ Nature of work: Service ▶ Leadership: Departmental
▶ Interdisciplinary work ▶ Departmental Collegiality
▶ Leadership: Divisional

Areas of Concern

Conversely, an area of concern is noted when your faculty rated a benchmark lower than 70 percent of the cohort and fifth or sixth compared to your peers. Based on these criteria, Radford has four "areas of concern," listed below:

▶ Tenure policies ▶ Governance: Shared sense of purpose
▶ Leadership: Senior ▶ Governance: Understanding

Notable differences among your faculty

Keep in mind that COACHE "strengths" and "concerns" are based on *overall* scores; between-group differences could alter your conclusions about these aspects of academic life on your campus (and suggest tailoring your approaches to improving them). At Radford, the following faculty sub-groups were more likely than their counterparts, on average, to give lower ratings in their survey responses: tenured faculty compared to pre-tenure faculty, associate professors compared to full professors, women compared to men, and white (non-Hispanic) faculty compared to faculty of color, in general, and Asian/Asian American faculty, in particular.

The display at right summarizes these differences by tenure track status, rank, gender, and race/ethnicity across the benchmark themes. Each subgroup's bar represents the proportion of benchmarks in which that population gave *lower* ratings. (We use generally-accepted ranges of effect size magnitude to distinguish between "small," "moderate" and "large"; we do not report trivial differences.)

Number, direction, and magnitude (effect size) differences between groups
% of benchmarks with lower ratings by subgroup
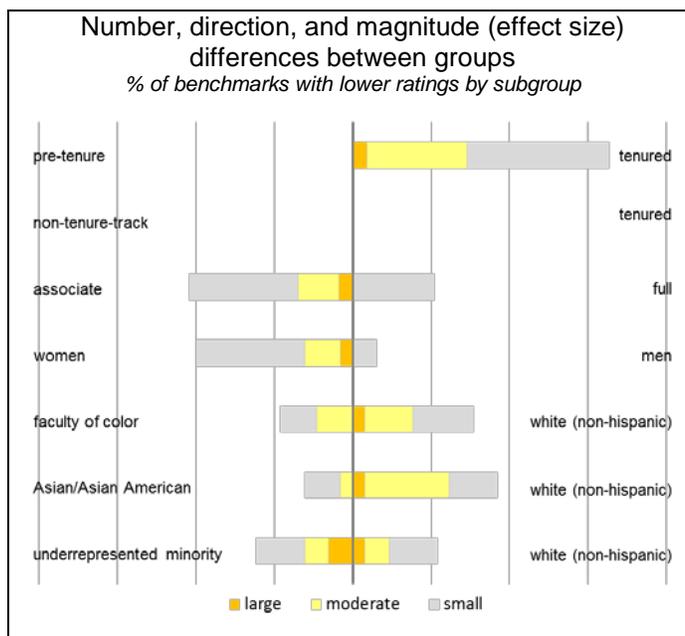
Next steps

The next phase your relationship with COACHE begins as soon as you use our secure link to download your institutional report. This newly developed reporting platform brings together thousands of data points about your faculty with millions more about the national faculty labor market to help you make informed

decisions about next steps. Please email coache@gse.harvard.edu to schedule your personal guided tour of our new report design.

Your commitment to COACHE's research-practice partnership is a commitment to engage your faculty in collective sense-making around these results. When engaged constructively, your faculty will ask better questions, add important context, and help you to prioritize the work that follows. In the experience of our longstanding partners, engaging with faculty in an open and transparent manner increases their receptivity to change. Consider, then, the best strategies for sharing these findings with your faculty. A good first step is to decide who among the faculty can serve as ambassadors for the COACHE results. Are there established or aspiring leaders who bring expertise and credibility to the process?

Once you have identified your faculty leaders, they can utilize these results as a tool for engagement. Consider the data as the start, not the end, of your discussion with faculty. Instead of producing a report or a PowerPoint presentation that pushes results out, ask yourself and your team how you can use the data to draw your faculty into a dialog. Rather than an outline, build a list of generative questions you hope to explore with your faculty (visit our website for examples that other COACHE partners have used).

After your introductory webinar, we know that there will be much more work to do and the COACHE team will continue to engage and support you through the process.

Sincerely,

R. Todd Benson, Ed.D.
Associate Director, Collaborative on Academic Careers in Higher Education
Deputy Director, COACHE Faculty Job Satisfaction Survey
Harvard Graduate School of Education

Your results compared to PEERS ◄
Your results compared to COHORT ►

Areas of strength in GREEN
Areas of concern in RED

	mean	overall	tenured	pre-ten	ntt	full	assoc	men	women	white	foc	asian	urm
Nature of Work: Research	3.17				N/A								
Nature of Work: Service	3.35				N/A								
Nature of Work: Teaching	3.71				N/A								
Facilities and Work Resources	3.56				N/A								
Personal and Family Policies	2.92				N/A								
Health and Retirement Benefits	3.63				N/A								
Interdisciplinary Work	2.86				N/A								
Collaboration	3.49				N/A								
Mentoring	3.00				N/A								
Tenure Policies	3.30		N/A		N/A	N/A	N/A					N<5	N<5
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Governance: Productivity	2.87				N/A								
Departmental Collegiality	3.95				N/A								
Departmental Engagement	3.67				N/A								
Departmental Quality	3.63				N/A								
Appreciation and Recognition	3.30				N/A								

COACHE Dashboard Guide

This is the overall score (between 1 and 5) for all faculty respondents at your institution.

These columns describe how your faculty's responses compare to similar faculty at other COACHE institutions: tenured vs. tenured, men vs. men, faculty of color vs. faculty of color, etc.

These columns compare groups on your campus: pre-tenure/tenured, associate/full, women/men, white/faculty of color.

	mean	overall	tenured	pre-ten	full	assoc	men	women	white	foc	tenure	rank	gender	race	2008
Health and retirement benefits	3.43	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	pre-ten	full	women		
Interdisciplinary work	3.00	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	pre-ten	assoc	women	white	
Collaboration	3.48	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	tenured		women	white	
Mentoring	3.19	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	◄►	tenured	assoc		foc	
Tenure policies	3.64	◄►	N/A	◄►	N/A	N/A	◄►	◄►	◄►	N<5	N/A	N/A			+
Tenure clarity	3.33	◄►	N/A	◄►	N/A	N/A	◄►	◄►	◄►	N<5	N/A	N/A	men		

What do these triangles mean?

These symbols represent results that fit COACHE's criteria (adjustable in Excel) for "areas of strength" (in green) and "areas of concern" (in red).

Your ranking among peers:
- 1st or 2nd ◄
- 3rd or 4th ◄
- 5th or 6th ◄
- insufficient data for reporting ◁

Your percentile among all members:
- ► Top 30%
- ► Middle 40%
- ► Bottom 30%

This result, for example, shows that your female faculty are *less satisfied* than are women at your peers (◄), but *more satisfied* than are women at 70% of other institutions (►). Although the women at your institution are "less satisfied" than women at peers, they still fare better than most.

And these results?

Here, the faculty subgroup with the *lower* rating appears. Shading conveys the *magnitude* of subgroup differences: small effects appear as text only, moderate effects are shaded yellow, and large effects are shaded orange. Trivial differences remain blank. Change over time appears as +/-.

Regardless of your results compared to peers and others (on the left), you should direct your concern to subgroups who consistently appear here in yellow or orange shaded cells.

Response Rates

		overall	tenured	pre-ten	ntt	full	assoc	men	women	white	foc	asian	urm
Radford University	population	341	248	93	0	133	122	171	170	291	50	28	22
	responders	184	123	61	0	66	64	82	102	164	20	13	7
	response rate	54%	50%	66%	0%	50%	52%	48%	60%	56%	40%	46%	32%
Selected Comparison Institutions	population	4482	2263	828	1391	1161	1284	2376	2106	3603	879	397	482
	responders	2277	1264	442	571	628	719	1116	1161	1889	388	172	216
	response rate	51%	56%	53%	41%	54%	56%	47%	55%	52%	44%	43%	45%
All	population	74883	44540	13008	17335	24965	22452	44684	30188	56475	17758	8599	9159
	responders	35288	21703	6559	7026	11949	11122	19495	15787	28058	7191	3273	3918
	response rate	47%	49%	50%	41%	48%	50%	44%	52%	50%	40%	38%	43%

*Due to some missing gender and race/ethnicity data, the numbers may not sum to the total populations.

	Within-Campus Differences						
Effect Size:	small (0.1)		med (0.3)		lrg. (0.5		

	Overall Mean	Ten. vs. Pre-ten	ten vs ntt	Full vs. Assoc.	Men vs. Women	White vs. FOC	White vs. Asian	White vs. U.R.M.	2016 vs. 2013
Nature of Work: Research	3.17	tenured	N/A	assoc					+
Nature of Work: Service	3.35	tenured	N/A	assoc	women	white	white		+
Nature of Work: Teaching	3.71	tenured	N/A		women		white		+
Facilities and Work Resources	3.56		N/A	assoc	women	white	white	white	+
Personal and Family Policies	2.92	tenured	N/A	assoc		white	white	white	+
Health and Retirement Benefits	3.63	tenured	N/A	assoc	women		asian	white	+
Interdisciplinary Work	2.86	tenured	N/A			white	white	urm	+
Collaboration	3.49		N/A	assoc	women		white	urm	+
Mentoring	3.00	tenured	N/A	assoc	women		white	urm	+
Tenure Policies	3.30	N/A	N/A	N/A	women	foc	N<5	N<5	
Tenure Expectations: Clarity	3.34	N/A	N/A	N/A	women	foc	N<5	N<5	
Promotion to Full	3.86	N/A	N/A	assoc	men	white		N<5	
Leadership: Senior	2.63	tenured	N/A	full	men	white	white		
Leadership: Divisional	3.42	tenured	N/A					urm	
Leadership: Departmental	3.80	tenured	N/A	assoc				urm	
Leadership: Faculty	3.19	tenured	N/A	full		foc	asian	urm	N/A
Governance: Trust	2.93	tenured	N/A	full	women	white	white	white	N/A
Governance: Shared sense of purpose	2.81	tenured	N/A	full	women	white	white	white	N/A
Governance: Understanding the issue at hand	2.73	tenured	N/A	full		white	white	white	N/A
Governance: Adaptability	2.64	tenured	N/A	full			white	urm	N/A
Governance: Productivity	2.87	tenured	N/A			foc		urm	N/A
Departmental Collegiality	3.95	tenured	N/A	assoc	women	foc	asian		+
Departmental Engagement	3.67		N/A	assoc	women				+
Departmental Quality	3.63	tenured	N/A	assoc		foc	asian	urm	+
Appreciation and Recognition	3.30	tenured	N/A		women	white	white		

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Student Representative Report to the Board of Visitors

RADFORD UNIVERSITY

Omicron Delta Kappa (OΔK)

- Recognized as a new student organization (12/8)

- Membership invitations sent via e-mail (1/21)

RADFORD UNIVERSITY

Male Student Leadership Initiative

- **African-American Male Summit (2/4)**

VIRGINIA BEACH CITY PUBLIC SCHOOLS

Department of School Leadership/Office of Opportunity and Achievement

"I Am the Dream"

10th Annual African American Male Summit

Princess Anne High School Saturday, January 7, 2017 8:00 a.m. 1:00 p.m.

4400 Virginia Beach Boulevard Virginia Beach, VA 23462

Campus Unity Fest

- Committee has continued to meet on a biweekly basis (11/16 – Present)

- Committee has been divided into various subgroups

- "Save the Date" flyers circulated throughout campus

QUESTIONS?

RADFORD
UNIVERSITY

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RADFORD UNIVERSITY

Office of the Provost

December 9, 2016

Joseph DeFilippo, Ph.D.
Director of Academic Affairs and Planning
State Council of Higher Education for Virginia
101 N. 14th Street - 9th floor
Richmond, VA 23219

Dear Dr. DeFilippo:

Radford University requests approval from State Council of Higher Education for Virginia (SCHEV) for a new Doctorate in Education degree program. The anticipated start date for this degree program is fall 2017. The proposed degree would be located in the College of Education and Human Development.

As the institution's chief academic officer, I fully support the proposal to initiate this program. Program graduates will be able to use inquiry and collaboration as tools to solve complex problems impacting academic performance that are unique to each school, community and region. They will be able to design solutions that will consider and interact with the social, economic, and political contexts outside of school. This is because the program is designed to prepare leaders in education through coursework, field experiences, and applied research activities. The required foundation courses reflect the unique needs of individuals who serve diverse schools and communities and must be prepared to implement evidence based practices to improve learning outcomes. In contrast to typical doctoral programs, the research courses extend beyond the more typical quantitative and qualitative methods offerings to include courses specifically geared towards practitioner-based, applied research. Another distinction of the proposed program is that research is complemented by planned, supervised field experiences. The proposed degree program was so designed specifically because traditional doctoral programs focus on the study of theory and academic research while those working in schools need pedagogy focused on making positive and sustainable changes in the practice of education.

Retirements and population growth are increasing the demand for new curriculum leaders, program area/service coordinators, principals, superintendents and other school leaders. Prospective students are demanding a program that will prepare them to solve problems of practice in schools and do so in a manner that is flexible and responsive to their needs as adult learners working full-time. These include many Radford University alumni.

The Doctorate in Education will build upon Radford University's history of successful professional education programs and is aligned with the current mission by preparing experienced practitioners to address compelling issues in their field and to become professionals with advanced skills impacting their profession and their communities. Radford University is committed in its mission statement to "...encouraging students to discover their leadership styles and fostering their growth as leaders."

A combination of new and existing faculty will teach and advise in the proposed program. Initially, a full-time doctoral director will be hired and new faculty members will be added in each of years one and two of the program. Revenue generated by new and increasing enrollments will be used to fund the additional faculty positions.

Please feel free to contact me or the SCHEV liaison, Dr. Dennis Grady at (540) 831-7163 or dgrady4@radford.edu with questions about this proposal or the degree program. Thank you for the attention your staff always gives to our proposals.

Sincerely yours,

Dr. Joseph P. Scartelli
Interim Provost and Vice President for Academic Affairs
Radford University

Enc.

1. Institution Radford University	2. Program action (Check one): New program proposal ✓____ Spin-off proposal ____ Certificate proposal ____
3. Title of proposed program Ed.D in Education	4. CIP code 13.0101 (Education, general)
5. Degree designation Doctor of Education (Ed. D.)	6. Term and year of initiation Fall 2017

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

7b. CIP code (existing program)
N/A

8. Term and year of first graduates Spring 2021.	9. Date approved by Board of Visitors

10. For community colleges: N/A
    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)

    N/A

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

    Departments(s) or division of <u>School of Teacher Education and Leadership</u>

    School(s) or college(s) of <u>College of Education and Human Development</u>

    Campus(es) or off-campus site(s)<u> Main Campus</u>

    Online Delivery (web-based, satellite, etc.) <u>Online delivery</u>

13. Name, title, telephone number, and e-mail address of person(s) other than the institution's

- Dr. Dennis Grady, Dean, College Graduate Studies and Research, dgrady4@radford.edu , 540-831-7163.
- Dr. Kenna Colley, Dean, College of Education and Human Development, kcolley@radford.edu, 540-831-5208.
- Dr. Amanda Bozack, Director, School of Teacher Education and Leadership, abozack@radford.edu , 540-831-5736.
- Dr. Brad Bizzell, Associate Professor, Educational Leadership, School of Teacher Education and Leadership, bbizzell@radford.edu, 540-831-5140.

Table of Contents

Description of the Proposed Program

Program Background

      The purpose of the Ed.D in Education is to prepare new generations of executive-level leaders in education with the scholarship and leadership skills to identify and solve challenging interrelated problems associated with educational organizations and their surrounding local communities. Problems of low academic achievement, low graduation rates, poor preparation for careers and further education, high rates of suspension, teacher and administrator turnover, and rapid technological change present challenges to school district leaders that cannot be solved by schools working in isolation. This program is designed with the purpose of preparing leaders through coursework, field experiences, and applied research activities to work collaboratively within their communities to improve outcomes for all students. The program proposes to enroll its first cohort of students in the Fall of 2017 and graduate its first degree holders in the Spring of 2021.

      The Ed.D. in Education will develop leaders who can foster practical and constructive partnerships between schools and communities to improve student achievement while creating positive impacts on the quality of life and social and economic vitality of those communities. The educational professionals completing this program will be prepared to research, plan, implement, and evaluate innovative approaches to critical school and community problems and needs. Program graduates will know how to use inquiry and collaboration as tools to solve complex problems impacting academic performance that are unique to each school, community, and region relating to such issues as, poverty, disability, physical and mental health, and increasing student diversity including growing numbers of students who are English Language Learners. While all of these issues contribute to problems within schools program graduates will work collaboratively with both school and community stakeholders to design solutions that consider and interact with the social, economic, and political contexts outside of school.

      The development of this program was prompted by several factors. The first factor is the poor fit between the traditional doctoral programs focusing on the study of theory and academic research and the needs of those working in schools for inquiry and pedagogy focused on making positive and sustainable changes in the practice of education[1]. Second, is the continued growth in demand for new curriculum leaders, program area/service coordinators, principals, superintendents and other school leaders due to retirement and population increases. Third, Radford University's current undergraduate and graduate programs in education have created a large number of alumni who desire to continue their education at the doctoral level at Radford. Prospective students are demanding a program that will prepare them to solve problems of practice in schools and do so in a manner that is flexible and responsive to their needs as adult learners working full-time.

Relationship to Radford University's Mission

      Radford University was formed in 1910 as the State Normal and Industrial School for Women for the purpose of preparing teachers in an effort to expand Virginia's public school

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[1] Golde, C.M., & Walker, G.E. (2006). *Envisioning the future of doctoral education: Preparing stewards of the discipline.* San Francisco: Jossey-Bass

system. Radford University's first master's degree program was a Master's in Education and was launched 52 years ago in 1964. This doctoral program will build upon this history of successful professional education programs and is aligned with Radford University's current mission by preparing experienced practitioners to address compelling issues in their fields and to become professionals with advanced skills impacting their professions and their communities.

The current Radford University mission statement[2] includes "The University is committed to helping students develop creative and critical thinking skills, teaching students to analyze problems and implement solutions, encouraging students to discover their leadership styles, and fostering their growth as leaders". The proposed program is designed to develop executive level school division leaders who will use creative and critical thinking skills to analyze and solve problems of schools and their communities.

Accreditation

The accrediting agency for the educator preparation programs at Radford University is the Council for the Accreditation of Educator Preparation (CAEP, previously operating as NCATE). Radford earned full accreditation in Spring of 2012 and will be reviewed in the Fall of 2018 for continuing accreditation. CAEP is revising the accreditation process and has not yet established the standards for the advanced programs that would apply to this degree.

The university requires the program to establish student learning outcomes and a program assessment plan and to report results of the candidate assessments and other program assessments each year to the Dean and to the university Academic Assessment Office and to report how program assessment results lead to program improvement. This process is aligned with requirements for CAEP accreditation. CAEP does not require specific courses, but they do expect the program to include "knowledge of the literature of the discipline and to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences"[3]. This is solidly addressed in the curriculum and assessment plans.

Admission Criteria

Admission into the doctoral program will be competitive and based upon several criteria. In order to be considered for acceptance into the ED.D. program, applicants must complete the following:
1. Submit a complete application on the Graduate College website.
2. Hold a master's degree.
3. Provide official transcripts from all postsecondary schools.
4. Submit three letters of recommendation addressing the applicant's potential as a doctoral student:
   - at least one must be from a current or most recent employer;
   - at least one must be from a professor or instructor familiar with applicant's academic work;
5. Submit a current full resume with links to any published articles or texts.
6. Submit a writing sample describing career goals and how an advanced graduate credential through this program will assist the applicant in meeting those goals (3-5

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[2] http://www.radford.edu/content/radfordcore/home/about.html
[3] SACS 3.6.2

page narrative).

7. International applicants whose native language is not English must achieve an acceptable score on the TOEFL examination. They must also submit an approved credential report for coursework completed outside the United States. Minimal acceptable TOEFL scores:
   - Paper Based 575
   - Internet Based 88-89
   - Computer Based 230.

8. Complete a personal interview with graduate education faculty.

9. If candidates intend to apply for state licensure in educational administration, they may be required to verify specific immunization records as well as complete a criminal background check. Applicants are reminded that a felony conviction may affect a graduate's opportunities to attain state licensure and/or administration of certification exams. Applicants seeking additional information are encouraged to review information on the following website: Virginia State Police Criminal Records Check.

Consideration of the student's professional background and experiences along with a transcript review will factor into the student's program of study. Final admission decisions will be made based on a holistic review of each applicant.

Target Population

This degree program would serve the following target populations.

- Educators who wish to work towards an advanced degree in educational leadership and licensure as a school superintendent.
- Professionals in the field who seek to advance their knowledge and earning potential through the attainment of a terminal/graduate degree.
- Professionals in the field who wish to refocus their expertise on the development of leadership skills and the management of school-based teams and issues.
- Teachers, community leaders and those in human development fields who work collaboratively with public schools who wish to enhance their skill sets in these roles.
- Geographically, the primary focus will be students from southwest Virginia making Radford the only institution offering this degree with such a primary focus. The demand data from Superintendent's Regions VI and VII detailed later in this proposal supports this focus.

Program candidates will bring a critical component: several years of practical experience in their fields and master's degrees (already acquainted with research and research-based practices) upon which they can build executive levels of professional leadership knowledge and skill.

Time to Degree

Part time students can complete the program in 3-4 years. The program design allows students to maintain competitive, full-time employment while working on an advanced degree. Coursework will be offered year round.

Curriculum

Radford University's proposed Ed.D. in Education program will require a minimum of 63 credit hours of graduate-level courses, an internship, and an applied dissertation.
The required foundations courses reflect the unique needs of individuals who serve diverse schools and communities and who must be prepared to implement evidence-based practices to improve learning outcomes of all students through collaboratively planned improvement efforts. The course, Models of Change for School and Community Leaders, is unique in its design explicitly preparing leaders to work collaboratively between school and community to implement improvement.

Foundations Courses (4 courses; 3 credit hours per course for 12 credit hours)

- EDEF ___ Models of Change for School and Community Leaders (3)
- EDEF ___ Social and Cultural Foundations of Education (3)
- EDEL ___ Leadership in the 21st Century (3)
- EDEF ___ Advanced Learning Sciences (3)

The research courses extend beyond the more typical Quantitative and Qualitative Methods courses to include two courses geared specifically towards practitioner-based, applied research. These include Applied Research Methods and Program Evaluation. In combination, these four courses prepare school district leaders with the practical research skills to evaluate and improve conditions for learning for students.

Research Courses (4 courses; 3 credit hours per course for 12 credit hours)

- EDEF ___ Applied Research Methods (3)
- EDEF ___ Quantitative Methods I (3)
- EDEF ___ Qualitative Methods I (3)
- EDEF ___ Program Evaluation (3)

In contrast to typical doctoral programs, the proposed program includes planned, supervised field experiences for students. Students, in consultation with faculty, will engage in field experiences during either two or three semester to extend and complement course work and research activities. 180 clock hours of activities will be completed for each three credit hour internship course.

Field Components (6-9 credit hours. Internship and Electives combined must total 15 credit hours)

- EDEL ___ Internship in School District Leadership: (3)

The Educational Leadership Core courses address the content required for licensure as a superintendent and prepare students for multiple, district-level positions including superintendent, assistant superintendent, and director of such areas as instruction, human resources, finance, and special education,.

Educational Leadership Core (5 courses; 3 credit hours per course for 15 credit hours)

- EDEL ___ Advanced School Law (3)
- EDEL ___ Leadership for Human Resources (3)
- EDEL ___ Leadership for Teaching and Learning (3)
- EDEL ___ Policy and Governance of Schools (3)
- EDEL ___ School Finance and Operations (3)

In order to meet the specific needs of each student, two to three elective courses will be selected that will better prepare students for the specific, planned career path or research interest. Courses, including independent studies, will be selected by students in consultation with faculty.

Flexible Electives (6 to 9 credit hours, Internship and Electives combined must total 15 credit hours)

Students will complete an applied dissertation as the capstone experience of the program. They will research, plan, implement, and evaluate innovative approaches to a critical school district problem. Students will be focused throughout the program on developing and refining their research topics. Assignments and comprehensive exams will continuously monitor progress towards and support the development of the professionally anchored dissertation. Students will work with a variety of stakeholders associated with the dissertation, such as faculty, school and community members, and other graduate students.

Dissertation Hours (minimum of 9 credit hours)

- EDUC ___ Doctoral Research (3)

Graduate degree requirements and a sample curriculum (plan of study) for part-time students are provided in tables 1 and 2 below. It is anticipated that all students will be part-time.

Table 1. Graduate Degree Requirements

Milestone	Occurrence in Program	Purpose/Description
Pre-prospectus qualifying comprehensive exam Student will also submit an electronic portfolio for review and feedback.	• Successful completion of first 12 credits of course work	• To determine readiness for continuing in the program. • The written exam will constitute an analysis of a student's understanding of course content outcomes and a student's general technical writing ability.
Identify chair and committee	• Successful completion of pre-prospectus	• Student will begin to formulate research question(s).
Prospectus exam (a second comprehensive exam) Student will also submit an electronic portfolio for review and feedback.	• Successful completion of 36 credits of course work	• This written exam will be the basis of the first chapter of the professionally anchored dissertation. • Evaluation of the exam will include an analysis of content knowledge, skills, and dispositions related to student's proposed dissertation topic. • The exam process will require an adequate oral presentation to the student's committee presented as part of the student's electronic portfolio.
Dissertation proposal	• Successful completion of 54 credits of course work	• Student will submit and present the dissertation proposal (first three chapters) to their committee for approval.
Dissertation defense	• Approval of dissertation proposal	• Upon successful completion of all course and comprehensive exams, a dissertation defense will be conducted. • The electronic portfolio will be incorporated into the defense.

Table 2. Sample Plan of Study – Part Time Students (63 Credits)

Year	Fall	Spring	Summer
Year One **18 Credit Hours**	Social and Cultural Foundations of Education (03) Leadership in the 21st Century (03) **Total Cr. Hrs. 6**	Advanced Learning Sciences (03) Models of Change for School and Community Leaders (03) **Total Cr. Hrs. 6**	Applied Research Methods (03) Internship or Elective (03) **Total Cr. Hrs. 6**
Year Two **18 Credit Hours**	Qualitative Methods I (03) Leadership for Teaching and Learning (03) **Total Cr. Hrs. 6**	Quantitative Methods I (03) Policy and Governance of Schools (03) **Total Cr. Hrs. 6**	Program Evaluation (03) Internship or elective (03) **Total Cr. Hrs. 6**
Year Three **18 Credit Hours**	Leadership for Human Resources (03) Internship or Elective (03) **Total Cr. Hrs. 6**	Advanced School Finance and Operations (03) Internship or elective (03) **Total Cr. Hrs. 6**	Advanced School Law (03) Dissertation Credit Hours (03) **Total Cr. Hrs. 6**
Year Four **9 Credit Hours**	Internship or elective (03) Dissertation Credit Hours (03) **Total Cr. Hrs. 6**	Dissertation Credit Hours (03) Diss. Defense **Total Cr. Hrs. 3**	

Online Delivery Format

Radford University's Ed.D. program will utilize a unique blended-online format accessible to students anywhere there is an Internet connection. The online format provides the flexibility necessary to meet the needs of fulltime professionals completing doctoral study part-time. The program will use a combination of synchronous learning activities where the students and faculty will engage each other in real time in an online classroom as well as asynchronous activities in which the students complete work according to their individual schedules. Strategically planned and timed face to face sessions will extend and support the online activities. Radford University's Master's of Science in Educational Leadership program has successfully used this blended-online model for four years with excellent student outcomes.

Each student enrolled in the program will be responsible for maintaining a digital portfolio of artifacts representing the successful learning and application of all program outcomes. This portfolio may include all assessment results from specific courses, as well as individual rubrics and general feedback provided within performance evaluations for projects, course exams, papers, comprehensive exams, and dissertation components.

Resources to Support the Delivery Format: The coursework described will be delivered online using a variety of technologies within a comprehensive Learning Management System (LMS) and utilizing Adobe Connect for synchronous, online class meetings. Currently, Radford University employs the Desire2Learn (D2L) LMS. D2L provides a space for the delivery of content asynchronously, discussion board participation, assessment, digital portfolio management, and assignment submission, grading, and feedback. Adobe Connect is used to conduct class sessions in real time using audio, video, chat, and document and desktop sharing. All software needed to develop online course materials/resources is readily available to faculty through Radford University's Division of Information Technology.

Faculty Development Resources: All faculty teaching in online programs participate in training in online education through Radford University's Center for Innovative Teaching and Learning (CITL). CITL staff provide learning opportunities relating to the use of D2L, Adobe Connect, and in the application of Quality Matters standards to online course development. CITL employs instructional designers to assist faculty in the development of online courses. All faculty teaching in online programs have completed Quality Matters training and future faculty will be expected to do so.

Student Retention and Continuation Plan

Students enrolled in the program must meet all requirements for continuance as detailed in the *Graduate Catalog*. In addition, specific criteria have been identified to measure success in achieving each of the goals outlined for the program:

1. Upon acceptance into the program, all students will be assigned a faculty advisor from the graduate faculty. The advisor will assist with degree planning, course scheduling, pre-prospectus and prospectus exams, professional and academic guidance, and mentoring until a dissertation chair is selected. Students will work closely with their advisor on all aspects of the program until a dissertation chair is selected. The dissertation chair may or may not be the faculty advisor.
2. The dissertation chair will be responsible for guiding the student through development, implementation, and final defense of the dissertation. The chair will also assist students with the selection of a committee to advise the student through the dissertation proposal and final defense.
3. Students will develop and maintain an electronic portfolio. It will detail their work, experiences, and reflections as related to criteria specified by the director of the Ed.D. program and an advisory council to be established by the director to guide the degree implementation and progression. Portfolios will be submitted and reviewed periodically throughout the program of studies. The portfolio will be maintained within the Learning

Management System used to facilitate coursework, and artifacts from individual courses, such as exam performances and research papers, will be included in the portfolio.

4. Course-specific student outcomes will be assessed through various course assignments, activities, and examinations.
5. Specific degree progression requirements are described in the previous section (Table 1).

Faculty

The Ed.D in Education program is housed in Radford University's School of Teacher Education and Leadership. The number of faculty in STEL is as follows:

Full-time Teaching and Research Faculty: 36

Part-time Teaching Faculty: 0

Adjunct Faculty: 38

Radford University's School of Teacher Education and Leadership faculty teach in the areas of Early Childhood/Early Childhood Special Education; Educational Leadership; Educational Technology; Elementary Education; Foundations; Human Development; Literacy Education; Mathematics Education; Middle Education; Secondary Education – Mathematics, Science, and Social Studies; and Special Education – Adapted Curriculum K-12, General Curriculum K-12, Hearing Impairment, and Visual Impairment.

The proposed program will have nine core education faculty members committed to the program. The minimal qualifications for faculty will be an earned doctorate and graduate level faculty status. A director will be hired to manage the program and teach. Two educational leadership faculty members will design and manage the majority of the educational leadership courses, while three different faculty members will teach research and evaluation courses. Additionally, an educational technology faculty member and two foundations/literacy faculty members will manage the design and teaching of other coursework. All nine faculty members will share advisor responsibilities.

Support faculty include those faculty members whose primary responsibilities are within other areas of STEL's various education programs, yet who possess extensive experience and credentials in specific competency areas within the Ed.D. program of study. Support faculty may teach in the areas of foundations, research, educational leadership, or an elective course.

Program Administration

The Ed.D. in Education program will be administered by the Dean of the College Education and Human Development as one of seven schools/departments/programs within the College. A director will be hired to oversee curriculum development, student recruitment, and operational activities for the program. In year two of the proposed program a part-time administrative assistant will be hired to work directly with the director, faculty and students.

The program's curriculum will be developed and approved through established policy and practice that includes review and approval at the school, college, and graduate college levels. The students will be subject to all policies established and enumerated through the graduate catalog and program handbook administered by the program director and College of Graduate Studies and Research administration.

<center>**Student Assessment**</center>

Learning Outcomes

      All students who successfully complete the program must demonstrate specific skills within eight distinct competency areas. These competency categories were derived from an analysis of graduate program requirements at universities within the United States offering advanced degrees in areas such as educational leadership and education reform. Specific learning outcomes aligned with these eight general categories are presented in Table 3. Student achievement of outcomes will be assessed both through course-based assessments and through the comprehensive electronic portfolio maintained within the LMS. Results of the assessments will be compiled into program area reports that are distributed to the dean and Director of Academic Assessment for inclusion in College and University reports to external accrediting agencies and for internal improvement planning and accountability.

Table 3. Student Learning Outcomes Including Workplace Competencies

Competency Area	Specific Student Learning Competencies
1. General principles of educational leadership, teaching and learning	Discuss the meaning and purpose of public education in a democratic society and the role of education in social change movements.
	Describe the community context of education in America, including the early socialization of the child, stratification of the population, the political control of education, and the informal impact of community on local education agencies.
	Analyze the effects of key phases of K-12 school reform in America, including the Progressive Era, the civil rights movement, and the current period of standards-based reform.
	Analyze curriculum and instruction practices and principles in America, including the various roles of the professional teacher in curriculum development, problems of curriculum design, and interrelationships between current issues and social forces.
	Compare and contrast contemporary educational theory and practice reflected in the national educational systems of a number of countries, emphasizing international reform policies, comparative assessments, and the influence of globalization.
	Evaluate the historical, philosophical and sociological events and theories that have influenced the development of current trends in educational systems.
	Describe the fundamental characteristics of learning.

	Describe the fundamental components of instruction.
	Explain the role of assessment in the teaching and learning process.
	Compare and contrast competing theories and models of learning.
	Gain knowledge and understanding of theories, models, and principles of organizational development.
	Develop an annual school district budget that conforms to state and local requirements.
	Understand how to effectively manage human, fiscal, and technological resources to ensure student learning.
	Monitor and evaluate management and operational systems.
	Promote policies and procedures that protect the safety and welfare of students and staff.
	Articulate the legal and ethical basis of their chosen profession.
	Apply legal principles as they affect leadership of schools and organizations within their communities.
	Follow general principles of law, both criminal and civil, as they apply to the state/community in which they are employed or expect to be employed.
	Evaluate the potential moral and legal consequences of decision making as it applies to their communities.
	Model principles of ethical behavior.
	Use comprehensive planning strategies as they apply to human resources to create quality organizational structures and continuous program improvement with the involvement of local school personnel and community members.
	Articulate current issues in human resources management.
	Locate and use research and educational literature to understand problem-based and other issues in human resources management.
	Apply human resources concepts and analyses to instructional supervision and improvement in their own district.

	Locate and use literature to understand selected issues in governance and policy in education.
	Apply governance and policy concepts and analyses to public education reform and improvement in local, state, and national contexts.
	Act in ways that influence local, state, and national decisions affecting schools.
	Articulate multiple social and political contexts for governance and policy in schools in communities.
	Identify and describe crucial current educational issues in governance and policy.
2. General knowledge of community-based education (strategies, components, history, current models, challenges)	Describe the general components of community- based education.
	Compare and contrast contemporary efforts to link schools more firmly to their communities, such as civic education, contextual education, service learning, environmental education, workplace education, and experiential learning.
	Articulate rationales for specific leadership strategies in urban as well as rural environments.
	Discuss the benefits of community-focused education for students, teachers, parents, and other community members.
	Critically examine and evaluate the roles played by the following elements of effective leadership implementations: funding, higher education institution relationships, community-based learning centers, professional development, community development services, community-based projects, technology resources, and evaluation needs/requirements.
3. Skills associated with designing and implementing school-based and community-based leadership	Develop productive working relationships with teachers through sustained professional support.
	Foster connections between school, community, and resource specialists.
	Define public and private organizations as community resources required to successfully design and implement educational initiatives.
	Apply knowledge of key relevant funding sources and grant application procedures related to school reform.

	Apply basic principles of project and time management to the successful design, implementation, and evaluation of a school reform project.
4. Conducting scholarly assessment, evaluation, and research activities	Compare and contrast the roles of sociology and anthropology in the study of education.
	Describe the relevance of research in society and the potential impact of research on individuals, groups, and society.
	Comprehend, design, and implement appropriate research methodologies that address specific research questions.
	Effectively interpret research results in light of specific research problems, hypotheses, and research methodologies employed.
	Evaluate school reform initiatives using appropriate models of evaluation.
	Conduct research in accordance with federal guidelines for the "responsible conduct of research."
	Select, apply, interpret, and evaluate appropriate statistical methods and results in social science research.
	Apply appropriate quantitative and qualitative research methodologies
	Design and implement comprehensive formative and summative assessment practices to inform learning and teaching.
5. Research/evaluation ethics and social understanding of educational change initiatives	Improve outreach and collaborations among and between schools, families, and other members of the community.
	Make intentional choices around instruction, assessment, evaluation, and research that are sensitive to and inclusive of differences in class, race, culture, and learning difference.
	Demonstrate, where appropriate, knowledge of health and safety procedures and their application in the research environment.
	Understand and apply principles of ethical conduct of research, including avoidance of plagiarism and allocation of credit and authorship.
6. General professional communication	Demonstrate key rhetorical skills, including how to persuade others of a viewpoint's merits while communicating credible suggestions to achieve project goals.

skills	Apply effective writing and publishing skills to all aspects of scholarly work.
	Effectively use and decide on appropriate forms and levels of communication in a variety of settings.
	Communicate and explain research to diverse audiences, including both specialist and non-specialist.
7. Educational leadership and innovation	Solicit, select, and manage effective project design, implementation, and support teams consisting of students, teachers, administrators, parents, community members, higher education partners, and funding agencies.
	Effectively communicate a clear and consistent vision to all stakeholders within a project.
	Build consensus in the face of uncertainty and develop and maintain effective relationships with project stakeholders.
	Cultivate successful collaborative work environments, recognizing the strengths of team members and working effectively to achieve mutual goals.
	Delegate project responsibilities to appropriate team members.
	Apply skills required for the development of educational enterprises in the public and private sectors.
8. Technology	Use technology to manage all aspects of a scholarly endeavor, including the design, development, implementation, and evaluation of a leadership initiative.
	Use technology to help cultivate constructive collaboration among all stakeholders within an initiative.
	Identify various instructional roles technology might play within an education reform movement.
	Use technology to support personal professional development needs related to the field of education.

Program Assessment

The mission statement of Radford University states: "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"[4]. This statement exemplifies the work of the School of Teacher Education and Leadership in providing quality programs at both the undergraduate and graduate levels.

Program evaluation for the new Ed.D. program will have two phases. The first phase focuses on start-up and development activities needed to create a high-quality program. The second phase is a planning and evaluation process designed to meet both internal Radford University program review requirements and external CAEP and SACS accreditation requirements.

The developmental experiences proposed within the creation of this applied Ed.D. degree in Education include specific goals as well as a clear timeline to fully support the development of a high-quality program. These operational activities include:

- interviews with school and community leaders currently working on education and/or community reform initiatives,
- a survey of current RU graduate students, and
- a survey of Radford University alumni.

These interviews and surveys will assist in ensuring optimal parameters for implementing the program based on professional and personal needs, for course development and program approval, for faculty hiring, for student recruitment, and for admissions. Quality measures (including admission standards, faculty qualifications, and evidence of student achievement based on teaching-learning outcomes) are further detailed throughout this proposal. The doctoral leadership committee will continue to work on and monitor this initial phase of development. Regular updates and findings will be presented to the STEL faculty. Co-chairs of this committee will provide regular progress reports to the College of Education and Human Development dean, the graduate dean, and the provost. The overall purpose of this phase of development is to monitor and document the progress of this new program as it becomes approved and operational.

Institutional reviews of this program by the Academic Program Review Committee, including reporting to and review by the Board of Visitors, will occur every five years. The first formal review of this program would be in academic year 2021-22.

Benchmarks of Success

The proposed program has established the following benchmarks of success:
- Enrollment of 18 new candidates per academic year
- 80% of the students who begin the program will successfully complete the program.
- 80% of students will be satisfied with the program as determined by exit interviews and the university's graduate student survey.
- 80% of graduates will be employed in positions using knowledge acquired in their graduate studies within two years of graduation.

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[4] Radford University. (2007). Forging a bold new future: RU 7-17 strategic plan [PDF document]. Retrieved from Radford University website: http://www.radford.edu/content/radfordcore/home/about/strategic-plan.html

- 50% of students will have published work using knowledge acquired in their graduate studies within five years of graduation.
- 80% of employers of graduates, surveyed two years after graduation, will rate their satisfaction with the graduate's contributions as "Excellent" or "Highly Satisfactory."

Factors related to faculty and administrative issues that might reduce student satisfaction and thus student success will be carefully identified and evaluated by the program director and core faculty regularly to ensure the highest quality program possible. The program will be monitored by the Director of the School of Teacher Education and Leadership and the Dean through annual program evaluation processes. Actively measuring student satisfaction and other factors contributing to student success and failure will be a regular part of the program's culture, ensuring all students' voices are heard. Such reviews will be managed by the program director at intervals corresponding with new semesters of study.

Expansion of Existing Programs

This program is not an expansion of an existing program, certificate, option, concentration, track, major, or minor.

Collaboration or Standalone

This is a stand-alone program. No other university was involved in its development, and no other university will collaborate in its operation.

Relationship to Existing Degree Programs

The proposed Ed.D. program will initiate and operate without compromising existing programs in the School of Teacher Education and Leadership. The Ed.D. program will be built upon strong, existing M.S. in Educational Leadership and M.S. in Education programs at Radford University, with shared resources from the M.S programs joining the Ed.D. No degree programs will close as a result of the initiation of the proposed program nor will any existing program be compromised.

Need for the Proposed Program

Justification
Response to Current Needs (Specific Demand)

Leadership Preparation

School and community leaders face unique, complex problems. Barriers to solving these problems and to broader educational reform are compounded by complicated social conditions. Accomplishing reform requires creative, innovative leaders who can work effectively with diverse populations and create equitable learning environments to promote student engagement and success. Such leaders must possess the ability to cross the boundaries of education, government, public, private, and community-based agencies and engage these groups in collaborative ways. The failure to work collaboratively or to ignore family, community, and

economic factors puts already vulnerable children and youth at greater risk[5]. Current statistics suggest that children of color and poverty have consistently been at greater risk for school success than other populations of children. Educational leaders are needed who, as Gooden and Dantley[6] stress, situate their work in "a more critical and progressive conceptual frame that seriously interrogates these discrepancies and creates strategies to do something proactively about them" (p. 238).

In a leadership and educator preparation program that includes problem-based learning strategies, case studies, simulations, action research, field experiences, and self-reflection on experiences, a number of important factors can be challenged and potentially transformed. These include practices, beliefs, and policies that promote inequity, such as racism, cultural bias, and privilege[7]. Graduates of such a program will have a worldview based on study, critical reflection, and experiences that prepare them to take transformative action in leadership practice. Perhaps more important, these new leaders will possess the educational knowledge and skills they need to be able to address community problems through the culture and curricula of the schools in need of improvement.

There is a growing body of educational research that identifies the abilities and skills most needed by educational leaders if they are to affect long-term student success, whether working in rural, urban, or suburban regions. For example, Masumoto and Brown-Welty[8], in a study of three high-performing, high-poverty, rural California high schools with high percentages of English language learners, showed significant improvements in student engagement and success. This improvement was attributed to leaders' transformational instructional styles and commitment to focused school-community relationships. In each school, there was a combined focus on professional learning, expectations, use of multiple assessments, and data-driven instructional decisions. Each high school established multiple formal and informal partnerships with community organizations and agencies. The three most important factors contributing to school success were (1) clear and direct focus on instructional practices and expectations, (2) strong teachers as a result of long-term professional development, and (3) multiple support systems – for students with various needs – that incorporated community assets.

In a large-scale, multi-strand investigation of urban systems (Atlanta, Georgia; Oakland, California; Portland, Oregon; New York City; Springfield, Massachusetts; and Norwalk-La

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[5] Blank, M.J., Berg, A.C., & Melaville, A. (2006). *Growing community schools: The role of cross-boundary leadership*. Washington, DC: Coalition for Community Schools.
Masumoto, M., & Brown-Welty, S. (2009). Case study of leadership practices and school-community interrelationships in high-performing, high-poverty, rural California high schools. *Journal of Research in Rural Education, 24*(1). Retrieved from http://jrre.psu.edu/articles/24-1/pdf
Renee, M. & McAlister, S. (2011). The strengths and challenges of community organizing as an education reform strategy: What the research says. *Community Organizing as an Education Reform Strategy Series*. Prepared by the Annenberg Institute for School Reform at Brown University. Quincy, MA for the Nellie Mae Education Foundation.
[6] Gooden, M.A., & Dantley, M. (2012). Centering race in a framework for leadership preparation. *Journal of Research on Leadership Education, 7*(2), 237-253. doi: 10.1177/1942775112455266
[7] Gooden, M.A., & Dantley, M. (2012). Centering race in a framework for leadership preparation. *Journal of Research on Leadership Education, 7*(2), 237-253. doi: 10.1177/1942775112455266
Pounder, D., Reitzug, U., & Young, M.D. (2002). Preparing school leaders for school improvement, social justice, and community. *Yearbook of the National Society for the Study of Education*, 101(1), 261-288.
[8] Masumoto, M., & Brown-Welty, S. (2009). Case study of leadership practices and school-community interrelationships in high-performing, high-poverty, rural California high schools. *Journal of Research in Rural Education, 24*(1). Retrieved from http://jrre.psu.edu/articles/24-1/pdf

Mirada, California), Knapp, Coplan, Honig, Plecki, and Portin[9] also reported on relationships between leadership and student success. In particular, the study focused on understanding instructional shared leadership for "powerful, equitable learning" that was emphasized at both school and district levels. The researchers concluded that to enhance student learning, leadership must be focused on instructional improvement for both the students and the teachers and that sustainability depends on a multi-level system of leadership support at both the school and district levels. Most important, the researchers pointed out that success was most prevalent when stakeholders were willing and able to:

- deal with a steep learning curve (their own and others'),
- work effectively with people who possess diverse world-views,
- be prepared for major changes in practice and organization, and
- make a long-term commitment.

A large, six-year study funded by the Wallace Foundation[10] focused on the nature of successful educational leadership and how leadership can improve educational practices and student learning. The researchers noted, "to obtain large scale effects, educators need to create synergy … among all the parents, teachers, and policy makers" (p. 9). For this study, data was collected in nine states, 43 school districts, and 180 elementary, middle, and secondary schools. Data included surveys, observations, and interviews conducted with a wide range of stakeholders from within school systems, state education agencies, and local community and business organizations. Joint researchers from the University of Minnesota and the University of Toronto conducted the large-scale investigation examining leadership at each organizational level from the classroom to the community to the statehouse. Two important findings were (1) the need for differentiated, collaborative administrative staffing that allows principals to truly serve as instructional leaders and (2) the need for parents and the community to be involved in any school-improvement efforts.

In a study of 11 urban sites with successful community schools, Blank, Berg, and Melaville[11] described the strategies and attitudes of successful "cross-boundary" leaders from those schools and school districts. Cross-boundary leaders, they found, garner support that brings about diverse, sustained funding from traditional and non-traditional funding agencies; view school leadership as collaboration among all participants rather than top-down, isolated direction; drive success for all students by collecting and using multiple sources of data to effect positive academic achievement. Those described as cross-boundary leaders possessed the ability to build broad-based public support. Key to the success of all leaders in the study was the ability to work effectively with education, government, and public and private community-based agencies to face challenges posed by race, inequity, and poverty.

These studies collectively illustrate the essentiality of leaders and educators who are creative, innovative, and work effectively with diverse populations both within and outside the school setting in order to create equitable learning environments, promote student engagement,

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[9] Knapp, M.S., Copland, M.A., Honig, M.I., Plecki, M.L., & Portin, B.S. (2010). *Learning-focused leadership and leadership support: Meaning and practice in urban systems.* University of Washington.

[10] Louis, K.S., Wahlstrom, K.L., Michlin, M., Gordon, M., Thomas, E., Leithwood, K., Anderson, S.E., Mascall, B., Strauss, T., & Moore, S. (2010). *Learning from leadership: Investigating the links to improved student learning. Final Report of Research to the Wallace Foundation.* University of Minnesota.

[11] Blank, M.J., Berg, A.C., & Melaville, A. (2006). *Growing community schools: The role of cross-boundary leadership.* Washington, DC: Coalition for Community Schools.

and foster academic success.

Education-Based Solutions to School and Community-Based Problems

The proposed program addresses all facets of educational leadership, including teaching and learning, school finance and operations, school law, human resources management, school policy and governance, and school improvement processes, within comprehensive school improvement models. Graduates will be knowledgeable about school and community needs and how to lead all stakeholders to improve learning and to serve the community. This program will produce graduates who are knowledgeable about local, regional, state, and national factors affecting communities' well- being and future growth. They will be capable of leading collaborative processes to assess, plan, implement, monitor, and evaluate improvement efforts in educational organizations. Radford's Ed.D. program will develop top, executive-level leaders who recognize the power of connections between school and community and who work to create collaborative relationships that result in achievement of school and community goals.

Schools in the U.S. have had very little success eliminating educational inequity working in isolation. When basic human needs are not met, problems and issues manifest and far exceed the capacity of any school/school system or educational agency alone[12]. Contemporary educational researchers suggest that solutions for many of today's education-related problems might best be solved through the formation of coalitions comprising policy-makers and administrators, teachers, community-based organizations, and civil society organizations focused on educational improvement[13]. Coordinated efforts across daycare, medical services, and community outreach programs are needed to ensure that students will benefit from attending school and are able to do so[14]. Complex problem solving that crosses traditional boundaries of school and community has become a necessity, not a luxury.

In 2002, The U.S. Department of Education (DOE) established 10 Regional Advisory Committees (RAC) to assess the educational needs of different U.S. regions. While acknowledging that Virginia has a "sizeable number of urban and suburban districts" in addition to its varied rural communities, Virginia was placed in the Appalachian region along with West Virginia, Tennessee, and Kentucky. The Appalachian Regional report identified seven distinct needs:
1. Closing the achievement gap.
2. Improving instructional leadership and effectiveness.
3. Building and sustaining systemic capacity.
4. Addressing legislation.
5. Ensuring equity.
6. Promoting family/community engagement and understanding of socio-economic status factors.
7. Re-thinking education[15]

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[12] Smith, G.A., & Sobel, D. (2010). *Place- and Community-based Education in Schools.* New York, NY: Routledge.
[13] Hargreaves, A., & Shirley, D. (2011).*The Far Side of Educational Reform.* Canadian Teacher's Federation.
[14] Ready, D.D. (2010). Socioeconomic disadvantage, school attendance, and early cognitive development. *Sociology of Education,* 83(4), 271-286. doi 10.1177/0038040710383520
Renée, M., Welner, K., & Oakes, J. (2010). Social movement organizing and equity-focused educational change: Shifting the zone of mediation." In Hargreaves, A., Lieberman, A., Fullan, M, & D. Hopkins, D. (Eds.). *International Handbook of Educational Change, 2nd Ed.* (pp. 153 – 168). New York: Springer.
[15] U.S. Department of Education Regional Advisory Committee (RAC) (July, 2011). *Appalachian region: A Report Identifying and Addressing the Educational Needs. www2.ed.gov/about/bdscomm/list/rac1/appalachia.pdf*

Both the Association for Supervision and Curriculum Development and the American Association of School Administrators have similarly identified closing the achievement gap, educating the whole child, the impact of poverty on student learning, and the need for cooperation and collaboration across agencies and organizations as national educational needs.[16] Because of the extensive preparation graduates will receive in Radford University's proposed Ed.D. program, these leaders will be able to advance community well-being and civic engagement alongside academic achievement.

While Radford's program will be available to students throughout the Commonwealth, many will come from the areas closest to our campus in southwest Virginia where the demand for persons with such a degree is particularly high. In Virginia's Superintendent's Regions VI and VII, there are 34 school divisions. In the past three years 22 of those school divisions have hired new superintendents, some more than once, exceeding the national average turnover rate of 15%[17].

The need for a comprehensive program beyond a master's degree in teaching or administration to prepare leaders in executive roles is warranted, particularly since the most successful students in the proposed program will likely be those with ample real-world teaching and community-service experience in our region of Virginia. The proposed program is designed to serve the educational needs of students who are already graduate degree-holding, practicing professional educators. The proposed program goes far beyond typical master's level educational leadership programs by employing rigorous research and evaluation methods along with project management skills to design, implement and evaluate school-wide and community-based improvement initiatives.

Employment Demand

Graduates of the Ed.D. in Education will be prepared to serve as reform-oriented leaders in preK-12 public and private school systems. The program is designed to fulfill the requirements described in the Licensure Regulations for School Personnel, (Virginia Board of Education, 8VAC20-22-10 et seq.) for the position of Division Superintendent (8VAC20-22-600).

The Bureau of Labor Statistics shows definite positive national trends in future job opportunities for graduates of this innovative new degree. Tables 4 and 5 provide specific data on projected job growths for educational administrators and instructional coordinators.

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[16] American Association of School Administrators (2011). Position Statement: Educating the Total Child. *http://www.aasa.org/content.aspx?id=118.*
Association for Supervision and Curriculum Development (2006). Position Paper....http://www.ascd.org/news-media/ASCD-Policy-Positions/ASCD-Positions.aspx.
[17] American Association of School Administrators (n.d.). Superintendent and district data. http://www.aasa.org/content.aspx?id=740

Table 4. Projected National Job Growth for Educational Administrators

Occupational Title	SOC Code	Employment (2014)	Projected Employment (2024)	Change (2014-24)
Education Administrators, Elementary, Middle and Secondary school	11-9032	240,000	254,000	14,000 +6%

US Bureau of Labor Statistics, Occupational Outlook Handbook, 2016-17 Edition

Table 5: Projected National Job Growth for Instructional Coordinators

Occupational Title	SOC Code	Employment (2014)	Projected Employment (2024)	Change (2014-24)
Instructional Coordinators	25-9031	151,100	161,600	10,500 +7%

US Bureau of Labor Statistics, Occupational Outlook Handbook, 2016-17 Edition

From 2014 to 2024, job increases in education are projected to grow:
- 6% for administrators,
- 7% for instructional coordinators,

For administrators and instructional coordinators this growth is due in part to increasing job requirements and educational leader responsibilities. Also driving the creation of jobs that require a doctorate is growth in the for-profit education sector and the changing face of education, with more non-traditional students entering the field[18].

Similar to the Bureau of Labor Statistics data, the Virginia Employment Commission data in Table 6 show definite positive trends in future job opportunities for graduates of this innovative new degree.

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[18] US Bureau of Labor Statistics. (2014, January 8). Occupational outlook handbook. Retrieved October 12, 2014 from http://www.bls.gov/ooh/

Table 6. Virginia Labor Market Information

Occupational Title	2012 Estimated Employment	2022 Projected Employment	Total 2012-2022 Employment Change	Annual Avg. Percent Change (%)	Total Percent Change (%)
Education Administrators, All others	1,269	1,369	100	.8%	8.5%
Education Administrators, Elementary/Secondary	6,488	7,208	720	1.1%	11.7%
Instructional Coordinators	4,089	4,726	637	1.46%	15.58%

*https://data.virginialmi.com/vosnet/analyzer/results

Student Demand

Student interest in the proposed program is high and clearly demonstrates an overwhelming preference for the type of program proposed over currently available programs at other institutions. A survey to determine potential applicants for the proposed program was conducted during March and April, 2016. An email link to a survey was sent to building and central office level administrators believed to not already have a doctorate in public school divisions in Virginia's Superintendent's Regions VI and VII through publicly available email addresses. The survey was sent to 644 individuals and was responded to by 240. Of those 240 respondents, 192 indicate a preference for the proposed program at Radford University in comparison with 12 who express a preference for current programs available through other Virginia public universities.

Below is the single survey prompt and the results of the survey as administered through Qualtrics online survey software. Sample letters of support are in Appendix D.

Survey Prompt

The Radford University proposed Doctorate in Education is a practitioner oriented, cohort based professional education degree program delivered in a blended format and resulting in preparation for school division level leadership and licensure, positions in higher education, and positions in other educational organizations. The program is designed to be flexible and responsive to the needs of working professionals. The action research and dissertation component focus on solving problems of educational practice in the schools and school divisions in which the students work. The blended format utilizes a variety of online distance technologies to engage students and faculties in collaborative learning experiences through communities of inquiry. Face to face options will be offered at strategic times to support the online learning communities. The program is designed to not compete with existing doctoral programs where students participate in traditional classes on campus or in a regional higher education center and with a theoretical research focus.

Interest in Pursuing Doctoral Degree

Which of the following best describes your current interest in pursuing a doctoral degree in education as proposed by Radford University? You may choose more than one option.

[Radio button choices]
I would definitely apply for admission to this program when available.
I would likely apply for admission to this program when available.
I would likely apply for admission to this program within the next five years.
I would not be likely to apply for admission to this program.
I am currently considering a doctoral degree but would prefer a more traditional program with classes on campus or in a regional higher education center and with a theoretical research focus.
I am currently considering a doctoral degree and plan to apply at the University of Virginia, The College of William and Mary, Virginia Tech, or Virginia Commonwealth University.
I already have a doctoral degree.

Results

Following are the results of the survey.

Answer	# Selecting Answer
I would definitely apply for admission to this program when available.	58
I would likely apply for admission to this program when available.	75
I would likely apply for admission to this program within the next five years.	59
I would not be likely to apply for admission to this program.	43
I am currently considering a doctoral degree but would prefer a more traditional program with classes on campus or in a regional higher education center and with a theoretical research focus.	4
I am currently considering a doctoral degree and plan to apply at the University of Virginia, The College of William and Mary, Virginia Tech, or Virginia Commonwealth University.	8
I already have a doctoral degree.	10

Projected Enrollments

Table 7 provides a summary of the projected enrollments for the first five years of the program. Note that the program plans to begin with an enrollment of 18 part-time students.

Table 7. Summary of Projected Enrollment by Year (First 5 Years)

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
18	12	35	23	51	34	66	37	--	66	37	15

Assumptions:

Retention percentage: 83% (18 new students per year with one student per cohort, per year exiting without completion in years 2, 3 and 4)
Full-time students 0% Part-time students 100%
Part-time students credit hours per semester: 6
Part-time students graduate in 4 years (11 semesters)

Duplication

While there are leadership based Ed.D. programs in five public universities in the Commonwealth, the proposed Ed.D. degree program in Education (CIP Code 13.0101-Education, General) at Radford University is innovative and does not replicate any existing programs. The online, applied research, practitioner-based program emphasizes leadership from a contextualized teaching and learning perspective that is unique in Virginia.

The program's goal is to prepare leaders and educators with local, national, and global perspectives as well as action-based strategies for improving education and school communities through applied coursework, field experiences, and action research. Such preparation is well outside the purview of traditional Ed.D. programs.

Radford University's closest neighbor, Virginia Tech, offers a more traditional degree in Educational Leadership and Policy Studies focused on preK-12 school administration preparation (CIP Code 13.0499-Educational Administration and Supervision, Other) without an online, applied research option.

William and Mary, Virginia Commonwealth University (VCU) and University of Virginia all offer programs that must be completed on-site and are not responsive to working professionals that must continue to work full-time yet need a program that will teach them to design programs and practices for school change and improvement. These programs are not geographically accessible for many of the prospective students for this program from southwest Virginia.

Table 8. Degree Conferrals for Comparison Programs across Five Years

Degrees Awarded	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Virginia Tech CIP 13.0499 Ed.D. and Ph.D. Educational Leadership and Policy Studies	29	27	15	28	35
College of William and Mary CIP 13.0499 Executive Ed.D. in K-12 Administration	14	18	18	24	32
Virginia State University CIP 13.0401 Ed.D. in Education Administration	6	3	2	4	15
University of Virginia CIP 13.0401 Ed.D. in Education	19	5	9	8	4
Virginia Commonwealth University CIP 13.0401 Ed.D. in Leadership	19	*	*	41	15

*http://research.schev.edu/Completions/C14_Report.asp shows no degrees awarded

Unique Design: Radford University's proposed Ed.D. in Education is unique in the Commonwealth of Virginia. This proposal represents an emerging field of study currently available at only a few other universities in North America. The uniqueness of this degree and its relevance are discussed throughout this document. Inherent in all aspects of this program is the development of interdisciplinary, in-depth knowledge, skills, and dispositions contextualized by local, regional, national, and global school and community needs through a applied coursework, field experiences, and applied, action research.

The proposed Ed.D. program similarly focuses on graduate students' understanding the reciprocal roles of schools and communities in creating healthy individuals and sustainable institutions. Doctoral student learning in this program is grounded in inquiry, exploration, and action. This Ed.D. program clearly exemplifies the goals of Radford University's QEP.

Building Upon Existing Successful Programs: Derek Bok, a former Harvard University president and a leader in the field of education, recommends that when universities venture into new waters, they should do so with programs in which they are already successful and are well prepared to take to the next level[19]. Since opening its doors to students in 1913, Radford University has built a powerful reputation for producing top-quality educators and educational leaders. Faculty in the School of Teacher Education and Leadership are themselves, top-quality educators, deeply engaged in research, highly respected among their peers across the Commonwealth and the nation, and valued by the region's preK-12 schools and communities.

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[19] Bok, D. (2013). Higher education in America. Princeton, NJ: Princeton University Press.

Radford is one of only 13 institutions in the U.S. named by the National Council on Teacher Quality as having "multiple strong [teacher education] programs"[20]. Moreover, Radford STEL faculty are highly engaged with their students – so much so that many of their current graduate students, in survey responses, expressed confidence in and eagerness to become involved in the new doctoral program

Radford University has many in-house resources that will adeptly support the proposed doctoral program. Foremost, STEL's faculty possess valuable education-related skills to support the students in the program. Most have come from the public education arena and have executed the "practitioner" role. Our faculty can skillfully coach and mentor practitioners because they know the roles and understand the real world of public schools. They can guide action research and engage these practitioners in higher levels of scholarly work. More specifically, the educational leadership faculty at Radford University have exceptionally strong track records of leadership in public education organizations. These faculty members are active in school and local communities through work with the state department of education, international accrediting agencies, regional education consortia, university/preK-12 partnerships, and educational leadership professional organizations. Faculty in the educational leadership program likewise are known for excellence in teaching. They provide quality online instruction, both synchronously and asynchronously, to aspiring education leaders. They are known for producing strong, informed educational leaders through a rigorous M.S. in Educational Leadership cohort program. The M.S. in Educational Leadership will serve as a strong feeder program from which the best and brightest students can enter the Ed.D. program. Graduates from our M.S. in Education program, who have been working in schools and communities for five to ten years, are also optimum candidates.

Our faculty's networks of colleagues serve as a valuable resource. The faculty is part of routine meetings with a local consortium of school superintendents, who are invited to campus monthly by the dean of the College of Education and Human Development to share insights and challenges faced by both school divisions and the University. Over the past 10 years many cooperative grants have been written, with resource sharing, among the superintendents and university faculty. The educational leadership faculty are also connected with an informal group of key instructional leaders from area public schools. Faculty are involved with the Virginia Association of School Superintendents and work with new superintendents across the Commonwealth on special instructional audits and projects. The School of Teacher Education and Leadership works in the arena of professional development with its own Professional Development Center. Much of the Center's work is in collaboration with consortia members. Educational leadership faculty participate in Virginia's school improvement efforts as consultants to schools struggling to meet achievement targets. Students in the proposed doctoral program will have rich opportunities to develop collaborative projects through the strong network that educational leadership faculty have established.

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[20] National Council on Teacher Quality. (2013). Teacher prep review [PDF document]. Retrieved from National Council on Teacher Quality website: http://www.nctq.org/dmsStage/Teacher_Prep_Review_2013_Report

Projected Resource Needs

Full-time Faculty

A combination of new and existing faculty will teach and advise in the proposed program. A full-time doctoral director (12 month position) has been established in the budget by the Provost's office with a salary range of $85,000 to $105,000. The director will be hired in Year 0. A new faculty member will be hired in each of years one and two of the program. Faculty members teaching in the doctoral program will teach a total of 18 credit hours (six credit hours each semester through fall, spring, and summer), advise/chair dissertation committees, and participate in scholarly activities.

Adjunct Faculty

No adjunct faculty will be needed for this program.

Graduate Assistants

No graduate students will be used to initiate or sustain the program.

Classified Positions

A part time (0.5 FTE) administrative assistant will be added in year zero to assist the Director of the program. Annual salary for this position will range from $14,000-16,000.

Targeted Financial Aid

Radford University's School of Teacher Education and Leadership receives the highest number of grant awards each year across the university. The greatest contributors are in the Special Education program faculty. Faculty will continue to pursue traineeship and fellowship awards via the US Department of Education and the Virginia Department of Education. Candidates will also seek out scholarship opportunities.

Equipment

Computer hardware will be provided for all new faculty members. No additional equipment will be needed for the program. The present equipment budget supporting STEL is adequate.

Library

McConnell Library collection specialists reviewed current holdings and made recommendations for the acquisition of books, journals, and databases to enhance our holding for the Ed.D. program. We have made purchasing recommendations to the library based on our course needs. We anticipate needing approximately $4,000 of new books and DVDs other than the current library holdings.

Telecommunications

Four telephones and service will be needed for the new faculty members and the administrative assistant.

Space

Office space will be needed for new faculty and an administrative assistant.

Part A: General budget information

- Has or will the institution submit an addendum budget request to cover one-time costs?   Yes _____ No __X__
- Has or will the institution submit an addendum budget request to cover operating costs?   Yes _____ No __X__
- Will there be any operating budget requests for this program that would exceed normal operating budget guidelines (for example, unusual faculty mix, faculty salaries, or resources)?   Yes _____ No __X__
- Will each type of space for the proposed program be within projected guidelines?   Yes __X__ No _____
- Will a capital outlay request in support of this program be forthcoming?   Yes _____ No __X__

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 2022 - 2023	
	On-going and reallocated	Added (New)	Added (New)***	Total FTE positions
Full-time faculty FTE*	0.00	1.00	2.00	3.00
Part-time faculty FTE**	0.00	0.00	0.75	0.75
Adjunct faculty	0.00	0.00	0.00	0.00
Graduate assistants (HDCT)	0.00	0.00	0.00	0.00
Classified positions	0.00	0.50	0.00	0.50
TOTAL	0.00	1.50	2.75	4.25

*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	0.00	1.00	2.00	3.00
salaries	$0	$91,500	$166,500	$241,500
fringe benefits	$0	$29,354	$55,944	$81,144
Part-time faculty (faculty FTE split with unit(s))	0.00	0.00	0.75	0.75
salaries	$0	$0	$48,750	$48,750
fringe benefits	$0	$0	$16,575	$16,575
Adjunct faculty	0.00	0.00	0.00	0.00
salaries	$0	$0	$0	$0
fringe benefits	$0	$0	$0	$0
Graduate assistants	0.00	0.00	0.00	0.00
salaries	$0	$0	$0	$0
fringe benefits	$0	$0	$0	$0
Classified Positions	0.00	0.50	0.50	0.50
salaries	$0	$10,500	$10,500	$10,500
fringe benefits	$0	$2,425	$2,425	$2,425
Personnel cost				
salaries	$0	$102,000	$225,750	$300,750
fringe benefits	$0	$31,779	$74,944	$100,144
Total personnel cost	$0	$133,779	$300,694	$400,894
Equipment (one-time cost)	$0	$0	$0	$0
Library				
one-time cost	$4,000	$0	$0	$4,000
recurring cost	$0	$0	$0	$0
Telecommunication costs				
one-time cost	$0	$0	$0	$0
recurring cost	$166	$0	$499	$665
Other costs				
one-time cost	$3,500	$0	$7,000	$10,500
recurring cost	$5,900	$0	$77	$5,977
Total Program Cost				
Total Cost by Target Year	**$13,566**	**$133,779**	**$308,270**	**$422,036**
Annual Recurring cost after Target Year	**$6,066**	**$133,779**	**$301,270**	**$407,536**

Part D: Certification Statement(s)

The institution will require additional state funding to initiate and sustain this program.

__Yes _____
                        Signature of Chief Academic Officer
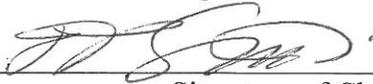
_X_ No _____
                        Signature of Chief Academic Officer

If "no," please complete Items 1, 2, and 3 below.

1. Estimated $$ and funding source to initiate and operate the program.

Funding Source	Program initiation year 2017 – 2018	Target enrollment year 2022 – 2023
Reallocation within the department *(Note below the impact this will have within the department.)*		
Reallocation within the school or college *(Note below the impact this will have within the school or college.)*	$120, 854.00	
Reallocation within the institution *(Note below the impact this will have within the institution.)*		
Other funding sources *(Specify and note if these are currently available or anticipated.)*		$201,790.00

2. Statement of Impact/Funding Source(s). A separate explanation is required for each source used.

Reallocation within the department

Reallocation within the school or college- Salary and benefits for one full-time program director already established within current budget.

Reallocation within the institution – Salary and benefits for two full-time faculty members to be hired as enrollment increases and funded by tuition.

Other Funding Sources

3. Secondary Certification.

If resources are reallocated from another unit to support this proposal, the institution will **not** subsequently request additional state funding to restore those resources for their original purpose.

   __X__   Agree   _____
                                Signature of Chief Academic Officer

   ____   Disagree   _____
                                Signature of Chief Academic Officer

Appendix A: Course Descriptions

Foundations Courses

EDEF ___: Social and Cultural Foundations of Educational Institutions
In this course the student analyzes fundamental questions about the meaning, purpose, and significance of educational institutions in society. It explores education from the perspective of the humanities and liberal arts, using tools of analysis based in history and philosophy. Student learning is grounded in inquiry, exploration and discussion. Students develop a sense of commitment to preserving the resources that sustain a school and a community.

EDEF ___: Advanced Learning Sciences
In this course students will examine current research in cognitive science and educational psychology as well as its application through state of the art learning technologies.

EDEL ___: Leadership in the 21st Century
In this course students will examine the historical development of leadership models into the 21st century with an emphasis on selecting and applying models appropriate to working with diverse stakeholders in both school and community settings.

EDEF ___: Models of Change for School and Community Leaders
This course focuses on developing the capacities needed for effective school leaders to act as agents of responsible change to impact academic achievement and school reform.

Research Courses

EDEF ___: Applied Research Methods
This course involves study of the integral role of applied research in educational leadership, policy formation, advocacy, and change projects. This course introduces the role of applied methods in the identification of community issues and various stakeholders through to the evaluation/impact of interventions, policy formation or advocacy efforts. This introduction of applied research includes an overview to the general methods of inquiry, research designs, and research models commonly used in educational leadership education, community change and community studies, i.e., statistical, non-statistical, naturalistic, mixed-method, action research, community based participatory research, project-based research, project-based service learning, community capacity, and assessment of community issues.

EDEF ___: Quantitative Methods I
The primary goal of this course is to develop skills in using basic tools of quantitative research: descriptive and inferential statistics. Students will learn the mechanics of the most widely used procedures and how to use these to design and interpret educational research.

EDEF ___: Qualitative Methods I
This course is designed for doctoral level students. This course will provide a comprehensive overview of how qualitative methods and research are enacted, applied, utilized, and disseminated for place-based education and community change. This course focuses on the role of applied qualitative methods in interdisciplinary work, policy analysis, advocacy, assessment of educational issues, outreach, and individual, institutional and community level change. A major focus of this course is the role of stakeholders, knowledge, and action in educational environments. As such, students will be introduced to qualitative methods of data collection that follow, trace, or map particular topics or problems through different field sites, i.e., geographically and/or socially. Likewise, students will be introduced to notions of public dissemination and inquiry.

EDEF ___: Program Evaluation
This course provides doctoral students with foundational skills and knowledge associated with the evaluation of instructional programs. Students learn differences and similarities between research and evaluation efforts, along with an overview of how different types of instructional goals are typically measured and evaluated in research and evaluation studies. Evaluation skills are applied in the analysis of case studies representing situations common to educational researchers and evaluators today. Particular emphasis will be made on the manner in which place-based educational programs might be typically designed and implemented. Applying program evaluation methods and strategies to such endeavors will be explored in some detail.

Educational Leadership Courses

EDEL ___: Advanced School Law
This course will provide a comprehensive review of the law that governs the American public school system. The course will provide an in-depth study of federal, state and local law as it relates to the operation and management of schools. Students will study the law through examination of statutes and legal precedent established in case law, and evaluate the legal consequences of school/district decision making.

EDEL ___: Leadership for Human Resources
This online course focuses on current issues associated with the management of school personnel. The course relates theoretical and practical bases to contemporary human resources administration in education with a focus on district-level leadership to enhance student learning.

EDEL ___: Leadership for Teaching and Learning
This course is designed for doctoral level students. Students will apply knowledge that promotes the success of every student by sustaining a district culture conducive to collaboration, trust and a personalized learning environment with high expectations for students through creation and evaluation of a comprehensive, rigorous and coherent curricular and instructional program.

EDEL ___: Policy and Governance of Schools
This course provides an overview of policy issues and governance of schools and school districts. Local, state and national perspectives will be examined. Educational reform issues will be examined through the lens of policy and governance.

EDEL ___: School Finance and Operations
The course content focuses on federal, state and local laws and regulations related to financing, purchasing, and contracting; planning and maintaining school facilities; working collaboratively with governmental entities, professional organizations and community members to advocate for adequate resources for schools; and providing for the safety and welfare of students and school staff. The content is aligned with Educational Leadership Constituency Council (ELCC) Standard 3.

Appendix B: Abbreviated CV's for Faculty

- Altieri, Elizabeth, PhD, 2001, Virginia Polytechnic Institute and State University, Tenured, Full Professor of Special Education. Specialization Area: special education, children and youth with multiple and severe disabilities.

- Bizzell, Brad, PhD, 2011, Virginia Polytechnic Institute and State University, Tenure Track, Associate Professor, Educational Leadership. Specialization Area: educational leadership, inclusive education, school improvement.

- Talbot, Patricia, PhD, 1998, Virginia Polytechnic Institute and State University, Associate Professor, Educational Leadership. Specialization Area: educational leadership, elementary education, school improvement.

- Jones, Jennifer, EdD, 2001, University of Virginia, Tenured, Professor of Literacy Education. Specialization Area: literacy education and response to intervention.

- Schneider, Sandra, PhD, Virginia Polytechnic Institute and State University, Tenure-track, Assistant Professor of Foundations Education. Specialization Area: issues of equity and diversity in mathematics education and educational research.

- Sherman, Gregory, PhD, 1994, Arizona State University, Tenured, Associate Professor of Educational Technology. Specialization Area: learning and instructional technology and science education.

Potential Hires

Degree Level	Rank	Focus Area	Other
PhD/EdD	Associate/Full	Founding Director of Ed.D. program	
PhD/EdD	Assistant/Associate	Educational Leadership/Foundations/ C & I	
PhD/EdD	Assistant/Associate	Educational Leadership/Foundations	
	Administrative Asst		

Extramural Funding Secured by Core Program Faculty: Since, 2006, the thirty-six faculty members of the School of Teacher Education and Leadership have been awarded 124 external and internal grants, totaling over $21 million. The four core faculty members have been awarded the following.
- Dr. Elizabeth Altieri (full tenured professor): over $1.5 million in funded grants
- Dr. Jennifer Jones (full tenured professor): over $900,000
- Dr. Sandra Schneider (4th year tenure track, assistant professor): $20,000
- Dr. Gregory Sherman (associate tenured professor): $1.365 million

Core Faculty	Granting Organization	Name of Grant	Value	Brief Description
Altieri, E.	Federal 325T Special Education Preservice Training Improvement Grant	*Project MERGE: Merging Expertise for Results in the General Education Curriculum*	$500,000.00	<u>Project MERGE</u> focuses on preparing special education and general education teachers who can work together in K-12 classrooms to meet the needs of all children — with and without disabilities.
Jones, J.	SCHEV/NCLB Title II, Part A, Improving Teacher Quality	*Integration station: Bridging best practices in literacy and science*	$95,520.00	<u>Integration Station</u> is designed to creatively integrate science and literacy instruction with the use of non-fiction texts to enhance students' learning in science, reading, and writing.
Schneider, S.B.	Radford University, Intra-university, College Research Grant, College of Education and Human Development	*Feminized Choices and Masculinized Market Reform: Choice in Unschooling Communities*	$20,000.00	Grant is designed to examine the lives of homeschooling mothers of children ages 4-18.
Sherman, G.P.	Preparing Tomorrow's Teachers to Use Technology (PT3) U.S. Department of Education	*Consortium Building: The AZ K-12 Center/Northern Arizona University Teaching And Learning With Technology PT3 Project*	$1.3 Million	Grant is designed to build consortia between state governing and funding entities and other universities in their efforts in preparing future teachers.

Appendix C: Employment Demand Job Descriptions

VSBA
Virginia School Boards Association
Leadership · Advocacy · Support

200 Hansen Road, Charlottesville, VA 22911
Tel: 434-295-8722 Fax: 434-295-8785

[GO]

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SERVICES

Board Training & Development

Policy Services

Legal Services

Superintendent Search Assistance

    Current Superintendent
    Searches

VSBA Council of School Attorneys
(COSA)

BoardDocs Paperless Agenda
Systems

VACORP Insurance

U.S. Communities

JASON Learning

Current Superintendent Searches

If you would like to be notified when superintendent positions become available, please e-mail Gina G. Patterson, executive director, at gina@vsba.org.

Important Notice: The Virginia School Boards Association is assisting the school boards below with the search process. Candidates should not make contact with individual school board members. Inquiries should be directed to Gina G. Patterson, executive director, Virginia School Boards Association, 200 Hansen Road, Charlottesville, VA 22911, 434-295-8722, or gina@vsba.org.

Applitrack

To view a list of all positions that are **currently accepting applications**, please visit http://applitrack.com/vsba/onlineapp   Applications for specific positions are linked below when available.

Bristol City Public Schools

The School Board of Bristol City (VA) Public Schools invites applications and nominations for the position of Superintendent.

THE CITY

Strategically situated in the southeastern United States, Bristol Tennessee-Virginia is a twin city located directly on the Tennessee-Virginia state line. Bristol is part of the metropolitan statistical area of Bristol, Johnson City, and Kingsport, commonly called the Tri-Cities.

THE DIVISION

Mission: Bristol Virginia Public Schools, in partnership with students, families, and community, promotes educational excellence through rigorous programs to inspire thoughtful, productive, and responsible citizens for the 21st Century.

Schools: 1 high school, 1 middle school, 4 four elementary schools

Total Student Enrollment: 2,321

Total Division Budget: $26,150,000

Full Time Employees: 262

On-time Graduation Rate: 88.6%

Web Site: http://www.bristolvaschools.org/

QUALIFICATIONS

The board has established the following qualifications for the next superintendent of Bristol City Public Schools:

- Experience as a principal is preferred.
- Classroom teaching experience is preferred.
- An earned doctorate or working towards a doctorate is preferred.
- Residency in the school division will be required.

Leadership and Management Skills – The successful candidate is a team player and comfortable with shared decision-making. The candidate is a visionary, creative thinker and a decisive leader.

Community Relations- The successful candidate effectively advocates school issues and needs; and communicates effectively on both private and public levels.

Personal Characteristics – The successful candidate is a good listener, accessible, enthusiastic and caring.

Staff Relations – The successful candidate maintains open channels of communication to and from staff and creates an atmosphere of trust and mutual respect.

Board-Superintendent Relations – The successful candidate presents a united front to staff and community and is willing to assume a lead role in decision-making while keeping the Board informed.

School Finance – The successful candidate lobbies for school funding on behalf of the school division.

Areas of Expertise – The successful candidate has expertise in curriculum and instruction, budget and finance and school reform (e.g.

strategic planning, total quality management, etc.).

Candidates must meet the legal requirements to be licensed or be eligible for licensure as a superintendent in Virginia. *Questions concerning the eligibility requirement should be directed to Patty S. Pitts, Office of Professional Licensure, State Department of Education, P.O. Box 2120, Richmond, VA 23218-2120*, Telephone: (804) 371-2522.

SALARY

Commensurate with experience and qualifications.

APPLICATION PROCEDURES

Apply online: https://phl.applitrack.com/vsba/onlineapp/default.aspx?AppliTrackJobID=136&ref=

Completed applications are due by August 26, 2016

Candidates should not make contact with school board members. Inquiries should be directed to Gina Patterson, executive director, Virginia School Boards Association, 200 Hansen Road, Charlottesville, VA 22911, 434-295-8722 or gina@vsba.org.

Equal Opportunity Employer

Smyth County Public Schools

The School Board of Smyth County (VA) Public Schools invites applications and nominations for the position of Superintendent.

THE COUNTY

Smyth County is located in the lower portion of the Great Valley of Western Virginia. Interstate 81 runs through the county's central valley, and intersects with Interstate 77 approximately 25 miles northeast of the Town of Marion. Three towns are located in Smyth County: Marion (the county seat), Chilhowie, and Saltville.

THE DIVISION

Mission: The mission of Smyth County Schools is to ensure a quality education so that students succeed to their maximum potential. This will be achieved through the collective effort of students, staff, families, and community.

Schools: 3 high schools, 3 middle schools, 7 elementary schools, 1 career and technical center

Total Student Enrollment: 4,507

Total Division Budget: $48,865,150

Full Time Employees: 682

On-time Graduation Rate: 93.3%

Web Site: http://www.scsb.org/

QUALIFICATIONS

The board has established the following qualifications for the next superintendent of Smyth County Public Schools:

- An earned doctorate is preferred.
- Experience as a superintendent or associate/assistant superintendent is preferred.
- Teaching or public school administration experience in Virginia is preferred.
- Previous experience as a Principal is required.
- Residency in the school division will be required.

Leadership and Management Skills – The successful candidate is a visionary, creative thinker and a decisive leader.

Personal Characteristics – The successful candidate is a good listener, accessible and consistent.

Board-Superintendent Relations – The successful candidate understands differences between policy and administration and acts accordingly, and effectively mediates and accommodates different perspectives.

Staff Relations – The successful candidate maintains open channels of communication to and from staff and creates an atmosphere of trust and mutual respect.

Community Relations – The successful candidate relates well to a variety of community groups and effectively advocates school issues and needs.

School Finance – The successful candidate closely supervises budget development and procedures, and develops and explains the rationale for the budget to the board and local officials.

Areas of Expertise – The successful candidate has expertise in curriculum and instruction, budget and finance and school reform (e.g. strategic planning, total quality management, etc.).

Candidates must meet the legal requirements to be licensed or be eligible for licensure as a superintendent in Virginia. Questions concerning the eligibility requirement should be directed to Patty S. Pitts, Office of Professional Licensure, State Department of Education, P.O. Box 2120, Richmond, VA 23218-2120, Telephone: (804) 371-2522.

SALARY

Commensurate with experience and qualifications.

APPLICATION PROCEDURES

Apply online: https://phl.applitrack.com/vsba/onlineapp/default.aspx?AppliTrackJobID=137&ref=

Completed applications are due by September 23, 2016.

Candidates should not make contact with school board members. Inquiries should be directed to Gina Patterson, executive director, Virginia School Boards Association, 200 Hansen Road, Charlottesville, VA 22911, 434-295-8722 or gina@vsba.org.

Equal Opportunity Employer

Eligibility Requirements for Virginia Superintendents

IMPORTANT NOTE: To be appointed as a superintendent in VIRGINIA, one must be listed on the "Eligible List of Division Superintendents" approved by the Virginia Board of Education or possess necessary qualifications for certification. For information regarding this list, contact Ms. Patty Pitts, Office of Professional Licensure, State Dept. of Education, P.O. Box 2120, Richmond, VA 23218-2120, telephone (804) 225-2022.

Guidelines for Uniform Performance Standards and Evaluation Criteria for Superintendents

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Click here for Virginia searches not being conducted by VSBA.

Superintendent Vacancies Search (Outside of Virginia)

Select a state to search:

Select State ○

Virginia School Boards Association (VSBA) | Clerks Homepage

Visit the NSBA website

Like Amy Quesenberry Nester and 570 others like this.

Award-Winning Virginia District Searching for a Superintendent

Goochland
COUNTY PUBLIC SCHOOLS

The position - The School Board of Goochland County Public Schools seeks an outstanding educational leader to serve as superintendent. The start date for the new superintendent will be July 1, 2016. Goochland County Public Schools is an equal opportunity employer.

The district - Goochland County is strategically located between Richmond and Charlottesville, north of the James River in central Virginia, and is located within minutes of major East Coast transportation systems. Goochland is an award-winning school division that exemplifies innovation in education. The school division is comprised of five schools, which are all **Fully Accredited by the Commonwealth of Virginia**. The curriculum emphasizes the core subjects of language arts, math, science and social studies with high emphasis on the use of the latest instructional technology. The division has one high school, one middle school, and three elementary schools. Goochland Schools have a student enrollment of 2,560 supported by 400 employees, of which 200 are teachers.

Goochland's next superintendent has a great opportunity to work with a dedicated school board, an excellent staff, and a supportive community to provide an educational program that enables all students to grow, learn and prepare for success in a complex and changing world. More information about the district is available on the BWP & Associates' website at www.bwpassociates.com.

Qualifications - The Goochland School Board seeks a forward-thinking and dynamic instructional leader. Successful candidates will illustrate a commitment to collaboration with the School Board, staff and community; will be visible throughout the schools and community; and will take advantage of a positive working relationship between the School Board, Board of Supervisors, County Administration, and a supportive and engaged community. The new Superintendent will continue the implementation of our Board approved 2014-2020 Strategic Plan.

The Board seeks candidates who possess the following qualities:

VISIONARY EDUCATOR

- A courageous, innovative educator who understands the dynamics of change, demonstrates commitment to work with staff and community, and supports comprehensive educational programs that balance accountability demands with the creative learning process.
- An optimistic servant leader who is actively engaged and visible in schools and the community, and exhibits a "students first" philosophy in all decisions and messages.
- A dynamic, inquiring leader who understands teaching and learning, values a multifaceted educational program, and understands the constructive application of technology to enhance students' preparation for success.
- A problem solver who can think strategically, encourage the appropriate involvement of others, and facilitate open discussion to discover and evaluate the best way forward.

EFFECTIVE COMMUNICATOR

- An open, approachable communicator whose key message is student-centered and works cooperatively with the School Board, staff, students, parents, higher education, county government and the Goochland community.

- An effective leader who encourages and practices transparency.

- An active listener who communicates effectively both inside and outside the system, creates a positive culture of respect, maintains a presence in the schools and community, and models a team-oriented approach to problem solving.

COLLABORATIVE MANAGER

- An insightful leader with a management style who can engage, motivate, and delegate authority appropriately while maintaining accountability, and identifies and selects staff that will advance the district's vision and goals.

- A decisive leader with integrity who uses a participatory process to solve complex issues and will make difficult decisions when needed in the best interests of students.

- An ethical manager who demonstrates fiscal and operational expertise and the ability to lead a system that efficiently and effectively assigns its fiscal and human resources to priority initiatives and programs.

Application / selection procedure / salary / licensure - Individuals

considered for this position will complete an online BWP Applicant Data Form at www.bwpassociates.com. The application must include a letter of interest indicating reasons for interest, a current resume, and three letters of reference. Candidates must send these materials electronically with the online Applicant Data Form. Official transcripts will be required from candidates who are invited to interview with the school board.

Salary for the successful candidate will be regionally competitive in the range of $160,000. The final salary and benefits for the successful candidate will be negotiated and determined based upon proven experience, qualifications and meeting Board criteria.

Applicants are required to hold or provide evidence of eligibility for the Virginia Superintendent Certificate. Candidates are encouraged to obtain information about requirements for certification from the State Department of Education at www.doe.virginia.gov.

Application Deadline - May 4, 2016 - Letters of application and other required

materials must be received by BWP & Associates no later than May 4, 2016. The Board expects to finalize the search by mid May 2106. The new superintendent will officially assume this position on July 1, 2106 or as soon thereafter as possible.

BWP search team:		For more information:
Dr. Kevin Castner	434-531-8171	www.bwpassociates.com
Dr. Wayne Harris	540-761-1488	

Excellent Virginia School Division
Searching for a Superintendent

LEARNING FOR ALL

The position - The Winchester Public School Board seeks an outstanding educational leader to serve as Superintendent of Winchester Public Schools. The start date for the new superintendent will be approximately July 15, 2016. WPS is an equal opportunity employer.

The District — Located in Northern Virginia in the beautiful Shenandoah Valley, Winchester is a thriving city in an historic and cosmopolitan setting. This successful district of over 4,400 students in six schools serves a diverse population and provides strong instructional support and technology to a wide spectrum of students.

Winchester's next superintendent has a great opportunity to work with a dedicated School Board, an excellent staff, and a supportive community to provide an educational program that enables all students to grow, learn, and prepare for success in a complex and changing world. More information about the district is available at www.wps.k12.va.us and on the BWP & Associates' website at www.bwpassociates.com.

Qualifications — The Winchester School Board seeks a highly visible, forward thinking superintendent who will maintain and enhance the school division's collaborative, innovative and diverse culture. The candidate the Board seeks will be a visionary educator, an instructional leader, a collaborative manager, and an effective communicator who will provide the leadership for the continued implementation of their 2015 Strategic Plan.

Application / selection procedure / salary / licensure - Individuals who wish to be considered for this position will complete an online BWP Applicant Data Form at www.bwpassociates.com. An application file must include a letter of interest indicating reasons for interest in the position, a current resume, and three letters of reference. Candidates must send these materials electronically with the online Applicant Data Form. Official transcripts will be required from candidates who are invited to interview with the School Board.

Salary for the successful candidate will be regionally competitive. The final salary and benefits for the successful candidate will be negotiated and determined based upon proven experience, qualifications and meeting Board criteria.

Applicants are required to hold or provide evidence of eligibility for the Virginia Division Superintendent License. Candidates are encouraged to obtain information about requirements for licensure from the Virginia Department of Education at www.doe.virginia.gov.

Application Deadline — June 15, 2016 - Letters of application and other required materials must be received by BWP & Associates no later than June 15, 2016. The Board expects to finalize the search by July 1, 2016. The new superintendent will officially assume this position on or before July 15, 2016.

BWP search team:		For more information:
Dr. Kevin Castner	434-531-8171	www.bwpassociates.com
Dr. Wayne Harris	540-761-1488	

Premier Virginia School Division
Searching for a Superintendent

Williamsburg-James City County Public Schools

The Position – The School Board of Williamsburg-James City County Public Schools seeks an outstanding educational leader to serve as superintendent. The new superintendent will be appointed on or before February 11, 2017.

James City County and the City of Williamsburg are independent localities that collectively boast a population of approximately 80,000. The region is home to the College of William & Mary, Colonial Williamsburg and Jamestown Settlement in addition to several other prestigious educational and cultural assets.

The Division – Williamsburg-James City County Public Schools serves 11,500 students in a joint city-county school division. The superintendent reports to a seven-member board – five elected board members from districts in James City County and two appointed board members from the City of Williamsburg. WJCC employs over 1,800 professional and operational staff, and the FY17 Operating Budget is over $125 million.

WJCC is comprised of fifteen (15) schools – nine (9) elementary schools, three (3) middle schools and three (3) high schools – and is one of the few school divisions in the region that has had an increase in student enrollment every school year. With a vision of "pursuing excellence and championing the success of all students," WJCC is focused on the individual needs of each student. Highlights of recent achievements include:

- Full state accreditation of all schools and the division for the last 10 years
- Students consistently outperform state and national achievement on standardized tests and college entrance exams
- Virginia Innovation Grants awarded to all division high schools to develop programs for 21st century learners
- Trailblazer Award presented by the Virginia Department of Education for WJCC's commitment to implementing a tiered system to support student social, emotional and academic needs
- Positive impact on the economic health of the community: one dollar from the Operating and CIP budgets generates $1.63 in regional spending and each $1 million spent supports 13.4 local jobs
- High academic performance results in local residential property values that are $28.6 million more per year
- Named one of the "2016 Best Communities for Music Education" by the NAMM Foundation
- Teachers awarded over $28,000 in Innovative Learning Grants through the recently chartered WJCC Schools Foundation
- Finance and PR & Engagement departments earned a combined total of seven national awards for achievement in financial reporting and for communications initiatives launched in 2015-16

- Staff members dedicate more than 2,500 hours a week in support of co- and extra-curricular activities – more than 43,000 hours per year
- Strong community partnerships result in support of division programs that enhance the classroom experience for students – examples include Manufacturing Day and the Outdoor Foundation's $25,000 grant to support a new program for 4th graders developed in partnership with the Colonial National Historic Park

More information about the division is available at www.wjccschools.org and on the BWP & Associates' website at www.bwpassociates.com.

Qualifications – The Williamsburg-James City County School Board seeks a forward-thinking, dynamic instructional leader. The successful candidate will be known for a commitment to collaboration with the School Board, staff and community with a proven record of visibility throughout the schools and of taking advantage of a positive working relationship between the School Board, Board of Supervisors, City Council and an engaged community.

Application/Selection Procedure/Salary/Licensure — Individuals who wish to be considered for this position will complete an online BWP Applicant Data Form at www.bwpassociates.com. An application file must include a letter of interest indicating reasons for interest in the position, a current resume, and three letters of reference. Candidates must send these materials electronically with the online Applicant Data Form. Official transcripts will be required from candidates who are invited to interview with the School Board.

Salary for the successful candidate will be regionally and nationally competitive. The final salary and benefits for the successful candidate will be negotiated and determined based upon proven experience, qualifications and meeting Board criteria.

Applicants are required to hold or provide evidence of eligibility for the Virginia Division Superintendent License. Candidates are encouraged to obtain information about requirements for licensure from the Virginia Department of Education at www.doe.virginia.gov.

WJCC is an equal opportunity employer.

Application Deadline – January 18, 2017 Letters of application and other required materials must be received by BWP & Associates no later than January 18, 2017. The Board expects to finalize the search by February 2017. The School Board will make an appointment on or before February 11, 2017. Start date is negotiable.

BWP search team:		For more information:
Dr. Kevin Castner	434-531-8171	www.bwpassociates.com
Dr. Wayne Harris	540-761-1488	

Assistant Superintendent

Caroline County Public Schools | Bowling Green VA 22427 USA | Full Time - 12 Month | Revised: 04/26/2016

Description Details Job Contact
Similar Jobs

JOB DESCRIPTION_{top}

JOB DESCRIPTION

TITLE: Assistant Superintendent of Instruction

QUALIFICATIONS:

1. At least five years successful experience in teaching
2. A minimum of three years' experience as an instructional supervisor, director, or building administrator
3. A post-graduate professional license and Master's degree with an administration and supervision endorsement (Doctorate Preferred)
4. A Virginia Superintendent's license (Preferred)
5. Experience as a school principal (Preferred)
6. Such alternatives to the above qualifications as the Board may find appropriate and acceptable

REPORTS TO: Division Superintendent

JOB DESCRIPTION: The primary responsibility of the Assistant Superintendent   is to supervise and/or oversee the many facets of instruction in the school division.

SUPERVISES: Such staff members as the Superintendent may designate to include but not limited to: Director of Special Education, Director of School Leadership and Improvement, Coordinator of Testing, Director of Curriculum and Instruction, Director of Educational and Federal Programs, and Director of Human Resources

ESSENTIAL DUTIES AND RESPONSIBILITIES:

1. Advises and assists the school board and Superintendent in setting a vision and clear objectives for the school division's PK-12 Instructional Program.
2. Oversees all leadership, administration, evaluation, and reporting requirements of the PK-12 instructional program.
3. Provides oversight for the Human Resources Department, Pupil Personnel, and Student Services.
4. Approves reimbursement requests and applications for all grant programs prior to submission to VDOE or in OMEGA.
5. Oversees the development, implementation, evaluation, and the final assessment of the Strategic and Division-wide Plans.
6. Oversees the completion and maintains all division level, VDOE, or other required reports.
7. Manages the Single Sign-on Web System (SSWS) and all reports, completes required information, and division reports.
8. Oversees the development, interpretation and implementation of curriculum and courses.
9. Works with the Finance Director to complete and approve all necessary reimbursements for grants or special programs.
10. Manages the instructional budget for the school division to include: programs, textbooks,

supplies, assessment resources, software and equipment.

11 Assists the Superintendent in the development and coordination of the sections of the budget that pertain to PK-12 curriculum, instruction, assessments, professional development, technology and staffing.

12 Evaluates and reviews the performance of all staff members assigned to the Assistant Superintendent.

13 Participates in the recruitment, screening, hiring, training, and assigning of instructional personnel.

14 Maintains active participation with educational leaders in curriculum and instruction at regional, state and national levels.

15 Keeps abreast of changes and developments in the profession by attending professional meetings, reading professional journals and other professional materials, and discussing problems of mutual interest with others in the field.

16 Stays informed on all laws, regulations, statutes, rules, and policies affecting the division.

17 Maintains all division-wide policies and regulations, reviews all policy changes recommended by VSBA, and presents them to the School Board.

18 Plays a significant leadership role in fostering professional growth and building of staff morale throughout the district.

19 Responds to questionnaires, surveys, and correspondence from research or professional organizations requesting information for areas of supervision.

20 Responsible for final approval of all leave forms for all supervised staff.

21 Reviews, distributes, and ensures staff compliance for all State Superintendent's Memos.

22 Reviews and approves purchase orders for all areas of supervision.

23 Assists the School Board and Superintendent in increasing educational partnerships that provide increased opportunities for students.

24 Serves as the Superintendent's designee for signature authority and during the absence of the Superintendent.

25 All other duties and tasks as assigned by the Superintendent.

EVALUATION: Performance of this job will be evaluated in accordance with provision of the Board's policy on evaluation of professional personnel.

SALARY: Salary will be commensurate with years of service and experience.

JOB DETAILStop

Location	Bowling Green, VA, United States
Categories	Deputy/Assistant Superintendent
Organization Type	Public School
Experience Years	8 yrs

Job Opportunities

Job Title: Chief of Staff

Closing Date/Time: Continuous

Salary: $92,816.00 - $158,489.00 Annually

Job Type: Full-Time, 12 months

Location: 9900 Krause Road, Chesterfield, Virginia

Print Job Information | Apply

General Description	Benefits	Supplemental Questions

Serve as executive administrator to the Superintendent. Position works collaboratively with the Superintendent, the Chief Academic Officer, Assistant Superintendent Human Resources and Admin Services, Chief Operating Officer, Assistant Superintendent Business and Finance and other key leaders to ensure aligned support and services to schools. Sets daily priorities based on knowledge of the overall functions of the department.

Essential Job Functions:

- Plans, initiates, and manages administrative activities and processes for the Superintendent.
- Serves in a project supervisory role as assigned by the Superintendent.
- Oversees the development and revision of School Board policies and regulations. Chairs the Superintendent's Policy Advisory Committee. Interprets existing School Board policies.
- Prepares and/or reviews correspondence, reports, charts, spreadsheets and other related materials for the Superintendent.
- Coordinates with the Clerk and Deputy Clerk of the School Board, providing guidance on and responses to operational issues that come to the attention of Board members. Apprises the Superintendent of issues or concerns coming to the attention of individual Board members, following up at the direction of the Superintendent. Reviews Board agendas and minutes.
- Attends meetings and conferences on Superintendent's behalf and relays pertinent information to him and the appropriate members of the superintendent's cabinet.
- Responds in person, via telephone, email or in writing to inquiries directed to Superintendent as assigned.
- Screens correspondence prepared for Superintendent's signature as directed.
- Provides direction and guidance to senior staff and school administrators on the application of law, policy and administrative direction regarding specific operational issues. Consults with School Board attorney as needed on legal interpretation. Consults and communicates with Assistant Superintendents as needed on issues

- arising in their particular areas of responsibility.
- In complex matters requiring a decision by the Superintendent, compiles, analyses and ensures the completion of staff work needed to inform the Superintendent's decision. Ensures follow-up and communication once decision is made.
- Prioritizes issues coming to the Superintendent's Office, redirecting certain issues to the appropriate principal, director or assistant superintendent for response. Apprises the Superintendent and School Board of sensitive or controversial issues and communicates with Board on sensitive issues as directed by the Superintendent.
- Provides oversight to Director of Pupil Placement and Student Conduct.
- Assists the preparation of school board meetings; agenda, preparing action items of routine and priority nature, as well as timely reports.
- Provides administrative assistance to the Superintendent in execution of school district operations; coordinates and facilitates a wide variety of projects; assists in the development and prioritization of program planning for improvement.
- Serves as the acting administrator at the request of or in the absence of the Superintendent.
- Works with appropriate staff to resolve parent, staff, or community concerns and complaints; manages the complaint resolution process.
- Establishes and maintain effective working relations with community and state agencies, area business, industries and other organizations.
- Collaborates and work cooperatively with advisory boards. Organizes and/or chairs various committees as directed.
- Maintains constant communication and contact with the Superintendent concerning the day-to-day operation of the division. Represents the division as assigned by the Superintendent; serves as a sounding board for various issues; and makes public presentations.
- Develops cabinet's agendas and compiles reports, information and recommendations as necessary. Coordinate meetings of the Cabinets and Executive Leadership teams.
- Performs other duties as assigned.

Qualifications:

Extensive knowledge of the principles, concepts and methodologies of school administration. Extensive knowledge of related school laws, State Department of Education policy and regulation, and School Board policy and regulation. Demonstrated ability to analyze data, summarize and present alternatives to the Superintendent and School Board for consideration. Demonstrated ability to handle sensitive and difficult situations and information. Must possess highly developed interpersonal, problem solving, decision-making, and leadership skills. Ability to communicate effectively at various levels, both orally and in writing. Ability to work with the Superintendent's management team to accomplish mission and goals. Experience in policy development and analysis; experience in planning. Extensive administrative experience at local or state government levels; or an equivalent combination of education, training, or experience sufficient to demonstrate the required knowledge, skills and abilities.

Master's Degree required, doctorate preferred. Extensive administrative experience preferably in a school system. A comparable amount of training and experience may be substituted for the minimum qualifications. Valid VA Driver's License. This position is designated as a driving position. In accordance with Policy 5431, driving record checks are performed annually on individuals occupying driving positions.

SUPERINTENDENT OF SCHOOLS SOUGHT
CHAPEL HILL-CARRBORO
NORTH CAROLINA

The Chapel Hill-Carrboro City Schools Board of Education is seeking a superintendent to lead the school system as it continues its pursuit of excellence. Candidates must meet the legal requirements to be licensed as a superintendent in North Carolina or be qualified to serve under the State Board of Education's alternative guidelines. Central office and building-level experience are preferred. A doctorate degree or progress toward a doctorate degree is preferred but not required. A successful candidate will be required to live within the boundaries of the Chapel Hill-Carrboro City Schools attendance area. Applications are due by **September 1, 2016**.

A successful candidate must demonstrate ability and success in (1) visionary educational leadership along with an understanding of equity factors and the influence of equity on educational outcomes; (2) curriculum and instruction; (3) goal-setting and monitoring achievement; (4) fostering community and intergovernmental partnerships; (5) administration and organization of short-term and long-term strategic planning, budgeting, and personnel and facility management; (6) strong communication skills and effective team-building; (7) procuring additional funding; (8) visibility and involvement in community activities; (9) leadership in maintaining safe and orderly school environments; (10) planning and funding of school facilities; and (11) decision-making, delegation, and follow-through. The board's Long Range Plan includes five goals, which are available online at https://sites.google.com/a/chccs.k12.nc.us/long-range-plan/.

The Chapel Hill-Carrboro City Schools are governed by a seven-member non-partisan elected board of education. The school system operates 20 schools that serve over 12,000 students from pre-kindergarten through grade twelve. The system includes 11 elementary schools, 4 middle schools, 3 traditional high schools, 1 alternative high school, and 1 hospital school. The school system is considered to be one of the best in the nation and consistently ranks at the top of the state in student test scores. Large percentages of the school system's teachers and principals hold advanced degrees and over 250 teachers hold National Board Certification. The system also boasts one of the state's lowest dropout rates, one of the state's highest graduation rates, and one of the state's highest local per pupil expenditures. For more school system information, please visit http://www.chccs.k12.nc.us/ or follow the school system on social media via https://www.facebook.com/Chapel-Hill-Carrboro-City-Schools-109355980479/ and https://twitter.com/chccs.

The Chapel Hill-Carrboro community continually receives accolades for being a top location in which to live and work. Located in central North Carolina, Chapel Hill and Carrboro are just hours from the beaches of eastern North Carolina and the mountains of western North Carolina. Chapel Hill, known as the "Southern Part of Heaven," is home to the University of North Carolina at Chapel Hill, and Carrboro is commonly referred to as the "Paris of the Piedmont." Both Chapel Hill and Carrboro are known for their commitments to educational excellence as well as social and economic diversity. As part of the Research Triangle with Raleigh and Durham, the area offers access to world-renowned healthcare facilities, bio-pharmaceutical research, and a cutting edge technology sector. Approximately 60,000 people reside in Chapel Hill and approximately 21,000 residents call Carrboro home. Additional area information is available online at www.visitchapelhill.org; www.townofchapelhill.org; www.townofcarrboro.org; www.carrboro.com; and www.carolinachamber.org. Local news can be found at www.chapelhillnews.com; www.chapelboro.com; and www.dailytarheel.com.

Applicants must complete the board's required application form, accessible online via the North Carolina School Boards Association's webpage at www.ncsba.org/super-search/north-carolina-vacancies. Inquiries can be directed to Allison Schafer, Legal Counsel/Director of Policy, North Carolina School Boards Association, P.O. Box 97877, Raleigh, NC 27624-7877. Phone: (919) 841-4040. FAX: (919) 841-4020. E-mail: aschafer@ncsba.org. All inquiries will be kept confidential.

Posting Number: 0619229
Location: Charlottesville
Richmond
Fairfax
Online Instruction
Department: Curry School of Education

Minimum Education
No Response

Minimum Experience
No Response

The University of Virginia's Curry School of Education seeks applicants to teach and provide content expertise for programs in the Department of Educational Leadership, Foundations and Policy in the following disciplines:

Administration and Supervision

Education Policy

Research, Statistics and Evaluation

Social Foundations

A terminal degree in an appropriate field of study for the course to be taught is required. Applicants must have a strong commitment to teaching excellence. Previous K-12 and higher education teaching experience or career experience in the course content area is strongly preferred.

To apply, visit http://jobs.virginia.edu and search on Posting Number 0619229. Complete a Candidate Profile online, attach a cover letter, curriculum vitae, statement of teaching philosophy, and contact information for three references. Please indicate in your cover letter the discipline(s) that you are interested in teaching. Positions will be filled on an on-going basis according to curriculum needs.

For questions about this posting please contact Ted Keefe, HR Associate at twk7b@virginia.edu.

Please note: This is an at-will faculty wage position which does not carry benefits. Most hires are made for part-time appointments.

The Curry School of Education and the University of Virginia are Equal Opportunity/Affirmative Action employers. We seek to build a culturally diverse intellectual environment and welcome applications from women, minorities, veterans, and persons with disabilities.

APPLICATION INFORMATION

Contact:	University of Virginia
Phone:	434-982-0123 (staff positions)
Fax:	434-924-6911 (staff positions)
TDD:	434-923-5189
Online App. Form:	**https://jobs.virginia.edu/applicants/Central?quickFind=79704**

Visiting Assistant Professor, Educational Leadership

Institution:	**Virginia Tech**
Location:	Richmond, VA
Category:	Faculty - Education - Edu. Admin and Leadership (study of)
Posted:	07/11/2016
Type:	Full Time

Faculty Rank: Visiting Assistant Professor
Posting Number: TR0160066
Percent Employment: Full-time
Pay Range: Commensurate with Experience
Department: School of Education

VirginiaTech
Invent the Future

About Virginia Tech:

Virginia Tech, founded in 1872 as a land-grant institution, is currently ranked as a Top 25 Public University by US News & World Report and a Top 25 Public Research University by the National Science Foundation. Through a combination of its three missions of learning, discovery, and engagement, Virginia Tech continually strives to accomplish the charge of its motto: Ut Prosim (That I May Serve). As the Commonwealth's most comprehensive university and its leading research institution, Virginia Tech serves a diverse population of 30,000+ students and 8000+ faculty and staff from over 100 countries, and is engaged in research around the world. Invent the Future at Virginia Tech.

Position Summary:

The School of Education at Virginia Tech is seeking applications for the position of Visiting Assistant Professor in the Educational Leadership (EDEL) program, with a start date of August 10, 2016. The term of the appointment is one year. This position will be based in the Richmond, Virginia, area.

The successful applicant will teach two graduate courses in Educational Leadership each term. These may vary but are likely to include Instructional and Curriculum Leadership, Foundations of K-12 Educational Leadership, and Supervision of Internship for Masters and EdS students. The successful candidate is expected to chair doctoral committees, maintain office hours, participate in program meetings, and to commit some time to service responsibilities for the School of Education and EDEL program.

Required Qualifications:

Candidates must have an earned doctorate in Educational Leadership or in a related field in education that involves advanced coursework in Educational Leadership by the time of employment. Experience serving as the primary instructor for graduate level courses and chairing doctoral committees is also required. Prior K-12 administrative experience is required, as is evidence of strong written and verbal communication skills and a strong interest in teaching.

Preferred Qualifications:

Experience serving as a supervisor of internships, familiarity with schools and school divisions in Virginia, experience in curriculum revision and development, and experience teaching in a blended environment.

Must have a conviction check?

Yes

Employment Comments:

For more information, contact Dr. Carol Cash, Program Leader, at ccash48@vt.edu.

How to Apply for this Job:

Applications must be submitted online at http://jobs.vt.edu (click on Search Postings, and choose posting number ___. Submit your online application, cover letter, vita, and a statement of your teaching philosophy. Three professional letters should be confidentially submitted directly from the reference using the following link ___.

Employee Category:

Instructional/Research Faculty

Appointment Type:

Restricted

Online Adjunct Faculty (Education)

Institution:	**Virginia International University**
Location:	Fairfax, VA
Category:	Faculty - Education - Edu. Admin and Leadership (study of)
Posted:	07/11/2016
Type:	Full Time

Virginia International University is seeking experienced Adjunct Faculty to join our online faculty in our School of Education in Fairfax, VA. We are seeking candidates with a background in Education (secondary, higher education, education leadership, etc.) programs.

VIU VIRGINIA INTERNATIONAL UNIVERSITY
DREAM. DISCOVER. ACCOMPLISH.

These part-time, adjunct faculty positions will teach our online courses for our graduate level courses. The teaching faculty we seek will provide quality education and service to our diverse student body to meet the objectives of our programs and prepare our students to effectively participate in the global community and the global workforce. Our adjunct faculty team supports relevant University initiatives and is provided with a variety of opportunities for professional development.

Required Skills:

Knowledge, Skills, & Abilities

- Ability to design academic courses
- Ability to teach courses at the Master's Level
- Experience with software related to teaching in your discipline
- Experience with Moodle or a similar LMS required
- Excellent oral and written English communication skills
- Excellent organizational and time management skills
- Ability to work with a highly diverse staff, faculty, and student body
- Ability to excel in a demanding, outcome-oriented, and dynamic work environment
- Ability to carry out projects through to completion with minimal supervision

Required Experience:

Education

- PhD, EdD, or equivalent in Education

Experience

- At least one year of experience teaching education at the graduate level

SUPERINTENDENT OF SCHOOLS SOUGHT
CASWELL COUNTY, NORTH CAROLINA

The Caswell County Board of Education is seeking a superintendent to lead the school system as it continues its pursuit of excellence. Candidates must meet the legal requirements to be licensed as a superintendent in North Carolina or be qualified to serve under the State Board of Education's alternative guidelines. Central office and building-level experience are preferred. A doctorate degree or progress toward a doctorate degree is preferred but not required. A successful candidate will be required to be domiciled in the Caswell County School District. Applications are due by **August 23, 2016.**

A successful candidate must demonstrate ability and success in (1) visionary educational leadership; (2) curriculum and instruction; (3) goal setting and monitoring achievement; (4) fostering community and/or intergovernmental partnerships; (5) administration and organization of short-term and long-term strategic planning, budgeting, and personnel and facility management; (6) strong communication and effective team-building; (7) procuring additional funding; (8) visibility and involvement in community activities; (9) leadership in maintaining safe and orderly school environments; (10) planning and funding of school facilities; and (11) decision making, delegation, and follow-through. A general and broad knowledge of all areas of school system operations is desired.

The Caswell County Schools Board of Education consists of seven members elected to four-year terms. The Caswell County School System serves 2,830 students in prekindergarten through twelfth grade. The district operates four elementary schools, one middle school, and one high school. Please visit the school system website at http://www.caswell.k12.nc.us to learn more about the Caswell County Schools.

Caswell County is located in the northern Piedmont region of North Carolina, a short distance from Greensboro, Winston-Salem, and the Raleigh-Durham area. Caswell County has a population of approximately 23,700 citizens and is known for its beautiful landscapes and small town charm. Caswell County offers something for everyone, whether it is visiting the local museums and historic sites, strolling through Maud Gatewood Memorial Park, catching a race at the nearby Virginia International Raceway, fishing and boating on Hyco Lake, or golfing at Caswell Pines Golf Course. Suggested websites for further area information include: http://www.caswellcountync.gov; www.caswellnc.com; http://www.yanceyvillenc.gov; and www.caswellmessenger.com.

Applicants must complete the board's required application form, accessible online via the North Carolina School Boards Association's webpage at www.ncsba.org/super-search/north-carolina-vacancies. Inquiries can be directed to Allison Schafer, Legal Counsel/Director of Policy, North Carolina School Boards Association, P.O. Box 97877, Raleigh, NC 27624-7877. Phone: (919) 841-4040. FAX: (919) 841-4020. E-mail: aschafer@ncsba.org. All inquiries will be kept confidential.

Superintendent of Schools

Superintendent - Allentown S D

Job Number:
PSBA0004903

Address:
Allentown PA

Description:
? General Qualifications • PA Letter of Eligibility for Superintendent certification or eligibility for same • Central office and building-level administrative experience strongly preferred • Leadership experience with urban education preferred • Doctorate preferred • Demonstrated experience and commitment to social justice and equity in working in a culturally diverse community • Evidenced experience with business and community partnerships including the Baldridge model. – Ideal Candidate Characteristics: The ASD Board of School Directors seeks a visionary, student-centered educational leader who will: • Improve student performance for all students with special emphasis on closing the gaps among under-achieving groups • Work closely with the Board of School Directors as the leadership team of 10 • Foster positive working relationships with all constituent groups • Employ strong collaborative and visionary leadership skills • Demonstrate exceptional interpersonal and communication skills • Communicate openly and fairly with staff, students, parents, guardians, families, and community members • Work closely with business partners on behalf of school district, city and community to meet student and family needs • Embrace an effective strategic planning process with involvement from business and community leaders • Manage district resources and demonstrate knowledge of sound fiscal procedures • Work closely with local, state and national political leaders on behalf of ASD and public education • Demonstrate high levels of emotional intelligence and a commitment to servant leadership and stewardship • Create an atmosphere of trust and mutual respect through open communication with all stakeholders.– Search Timeline: August 8 – October 3, 2016 with the goal of electing a new Superintendent of Schools in early 2017 with a start date on or about July 1, 2017. Applying for Position: Interested candidates will need to provide a letter of inquiry, resume, application, transcripts, and university credentials. Finalists must also provide Act 24 (PDE form 6004) clearance, Current Act 34, Act 114 and Act151 clearances and FBI fingerprints. The Allentown School District is an Equal Opportunity Employer. A regionally competitive salary and benefit package will be offered to the successful candidate. To access application for this position please go to www.allentownsd.org/content/superintendent-search. For information on the position or to nominate a candidate, contact Transition Consultants: Dr. George White—215-696-7768; gpw4152@gmail.com or Dr. Louise Donohue—610-657-7125; led395@lehigh.edu.

Contact Information:
Dr. Louise Donohue
(610)-657-7125
led395@lehigh.edu

The Position

The West Carroll Special School District is seeking an experienced, highly qualified and visionary leader as its next Superintendent. The person chosen by the Board will assume the Director's role, effective November 1, 2016.

The Superintendent will serve as chief executive officer of West Carroll Special Schools and will be responsible for carrying out all school board policies and supervising the operations of the school system. Minimum qualifications include: a professional educator's license, a master's degree with preference for a doctorate degree, three years of successful experience in school administration and such other qualifications the Board deems desirable.

The Selection Criteria

The following criteria were adopted and approved by the West Carroll Special School District.

- Has the ability to listen carefully and process individual and community concerns of people who will be affected by a decision. One who has demonstrated effective listening abilities and who has a commitment to accessibility and a willingness to maintain an open-door policy.

- An effective communicator who speaks and writes effectively to communicate the successes as well as the needs of the school system; is seen as an advocate for children and for public education; can build support, confidence and pride in the school system.

- Proven ability to develop and administer a comprehensive school budget, including allocation of resources; understands federal, state and local funding issues; has a record of success in obtaining funding for quality schools.

The Selection Criteria, cont.

- Has a record of working effectively with a school board and of keeping the Board well informed, sharing credit for accomplishments and enhancing the reputation and effectiveness of the Board.

- One who has experience in working with a community, staff and students in developing long-range goals for the school system and a determination to accomplish those goals.

- Seeks information and ideas relative to the problem. Makes decisions that show fairness, mature judgment, appropriate analysis and sensitivity for those affected by the decisions.

- One who has the wisdom to know when change is necessary and the ability to generate such change. Builds support within the community and within the school system for change prior to implementation and has a record of leadership through planned change.

- Successful experience as a teacher. Constantly seeks better ways to effectively educate students.

- Skilled evaluator of instructional programs and personnel. One who can determine the effectiveness and efficiency of school personnel and programs and take the necessary action to enhance operations.

- A respected instructional leader with a strong academic background, understanding of day-to-day operations of the classroom, and sound knowledge of instruction, curriculum and educational programs for elementary as well as secondary schools.

The District

The district was formed in August 1981 when the Atwood and Trezevant Special School Districts were consolidated. Included in the merger were three elementary schools operated by the county. Currently, the district is a unitary system and voluntarily complies with the Civil Rights Act of 1964. The racial make-up of the system is approximately 88% white, 12% black/African American, and less than 1% all other minorities. Mandatory busing is not necessary.

Seventy-seven certified staff members serve the students of the district. All faculty members hold at least a bachelor's degree with 35% having an advanced degree. The staff-student ratio is less than 13 to 1. The district strives to maintain a staff composition that is balanced in terms of race and gender. Each professional staff member is evaluated annually using a program approved by the Tennessee Department of Education and adopted by the local school board.

Students have the option of attending classes at the Carroll County Technical Center operated by the Carroll County Board of Education. Transportation to the Technical Center, as well as all general transportation services, are provided by the Carroll County Board of Education.

The West Carroll Board of Education is comprised of six members. Two members are elected from each district: Old Atwood District, Old Trezevant District, Old County District. Board members serve four year staggered terms with one member elected from each district every two years.

For more information about West Carroll Special Schools go to: http://www.wcssd.org/

System Facts

Grades Served: K through 12 in 3 Schools
Student Population: 941
Administration, Faculty and Staff: 123
2015-16 Budget: $13,577,581
2014-15 Funding Provided by:
Local - 23.40%, Federal - 12.56%, State - 64.04%

SALARY AND BENEFITS

Competitive compensation including salary, health benefits, and other incentives will be offered to the successful candidate.

- High Performance state rating for district, past four years
- Recent major facilities upgrades, including sports complex
- Promethean Boards in all classrooms district-wide
- Art education in every school
- Music / band / dance options
- Varied after-school programs
- MS College and Career Readiness Standards
- Improvement to safety infrastructure
- Vocational course options - from mechanics to graphic design

APPLICATION PROCESS

The Board of Trustees expects the new superintendent to assume leadership of the Bay St. Louis-Waveland School District on or before January 1, 2017. The official superintendent application and other information are available on the Mississippi School Boards Association website, www.msba-online.org, under the "Superintendent Searches" link. For more information, potential candidates may contact MSBA at 601.924.2001 or toll free at 888.367.6722. Applicants should <u>not</u> contact the Bay St. Louis-Waveland School District School Board of Trustees directly.

Qualified and interested candidates should submit the following information no later than 5:00 p.m., or postmarked by midnight on September 30, 2016.

- ▶ formal letter of interest
- ▶ completed superintendent application
- ▶ current résumé
- ▶ <u>official</u> copy of all college/university transcripts *(in a sealed envelope as sent from college/university or emailed directly from college/university)*
- ▶ copy of valid Mississippi Educator's License with Administrator Endorsement

Postage mailed application packages should be addressed to:

Bay-Waveland Superintendent Search
Dr. E. Harold Fisher, Consultant
P. O. Box 2933
Ridgeland, MS 39158-2933

Emailed application packages should be sent to:
ehfisher@bellsouth.net
and to: eshipp@msbaonline.org
subject line "Bay-Waveland Superintendent
Search Application"

Emailed application package documents must be in PDF format.

Announcing the position of

SUPERINTENDENT OF SCHOOLS
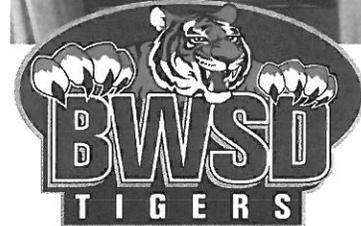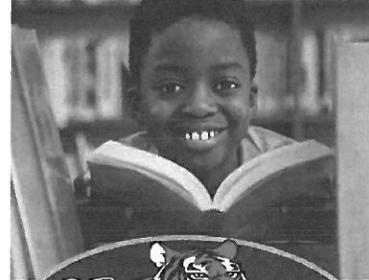
BAY ST. LOUIS WAVELAND SCHOOL DISTRICT

200 N. Second St. | Bay St. Louis, MS 39520

Application Deadline: September 30, 2016

56

ABOUT OUR DISTRICT

With nearly 2,000 student, our district is large enough to offer strong academic, athletic, and art programs yet small enough for every student to feel at home. Educated in a named High Performing District by the Mississippi Department of Education, BWSD students graduate from an A-rated high school that's one of the top 10 schools for the state's graduation rates.

- Bay High School top-rated "A" by MS Department of Education
- Best High Schools in America Bronze Award, US News & World Report, past five years
- Over $10 million in 2016 scholarship offerings
- National Merit Scholar recognitions
- Dual credit college enrollment
- One of the top graduation rates in the state, past four years
- Nationally ranked ROTC program
- Ranked in the top 10% in the state for kindergarten readiness
- Ranked 5th in the state on 3rd reading tests

- Traditional and multi-age elementary classroom instruction
- Gifted program for grades 2-6
- A.P. classes include - Environmental Science, English III & IV, Calculus, Chemistry, US History, US Government, Economics, Biology
- Recent 4A State Championships in soccer, dance, and girls basketball
- All teams designated Scholar Athlete (team 3.0 GPA)
- All Superior band and dance programs
- Statewide awards in art
- National awards for cheer

The Bay St. Louis-Waveland School District is an Equal Opportunity Employer and complies with all state and federal laws. Applicants are subject to financial and criminal background checks as required by Mississippi law.

APPLICANT QUALIFICATIONS

- Mississippi Administrator License.
- Ph.D. in Education Administration preferred; Specialist Degree or Master's Degree in Education Administration required.
- Five years successful experience as an educational administrator. Building level experience required. Central office experience preferred.
- An effective communicator with public bodies, public officials, civic organizations, business leaders, parent and teacher groups and public media.
- Skilled in curriculum development and management, school district fiscal management, school district personnel management and educational planning.
- Proven track record of the ability to improve student achievement.
- Extensive experience with public school policy development, reformation and aligning with current state accreditation standards preferred.
- Extensive experience with strategic planning in public school setting preferred.
- Extensive experience with implementation of school district accountability models and instructional development processes preferred.
- Extensive experience with team building, staff development, school culture and climate cultivation and professional development preferred.
- Experience in various school and school district settings with process change development, implementation and effectiveness evaluation.
- Varied professional experiences in educational settings, working with schools and school districts with diversified populations.
- Alternative or supplementary requirements as the Board of Trustees may find appropriate and necessary.

Our City

Situated in the picturesque and hospitable setting of southwest Missouri, Joplin has easy access to a number of lakes, rivers, and vacation spots. Located at the strategic crossroads of the four-state region, it serves as a trade, educational, health, and cultural center for residents of Arkansas, Kansas, and Oklahoma, as well as Missouri. Several large cities are within convenient driving distance, including Tulsa, Oklahoma (100 miles); Kansas City, Missouri (150 miles); and Springfield, Missouri (65 miles).

Within the city of Joplin are two fine hospitals with a wide range of healthcare professionals. A daily newspaper and three local television stations, along with a number of radio stations, keep residents well informed. Excellent cable television services are also available. A shopping mall and an active downtown area draws shoppers from throughout the four-state region. Restaurants are abundant and cover a wide range of cuisine.

Several outstanding institutions of higher education are available to residents. Missouri Southern State University, located in Joplin, offers one of the best educational values of any college or university in the country. Crowder College, located in Neosho, 20 miles south of Joplin, provides career, community service, and vocational training courses to students seeking to advance. Pittsburg State University, located in Pittsburg, Kansas, 25 miles away, provides graduate programs in a number of different fields of study. With its diverse yet mild climate, attractive parks, and many cultural opportunities, Joplin offers a quality lifestyle in a relaxed and enjoyable atmosphere.

Our District

Welcome to Joplin Schools! Located in Joplin, Missouri, Joplin Schools serves more than 7,700 students from pre-kindergarten through 12th grade. We also offer adult education and lifelong learning opportunities through Franklin Technology Center. Joplin Schools is committed to providing a high-quality education to all students. We offer diverse and exciting educational opportunities to ensure that students obtain the knowledge, skills, and attitudes they need to be successful in school and in life. Joplin Schools also prides itself in providing a strong sense of community. Joplin parents, teachers, administrators, the Board of Education, and community members partner together to support Joplin students and to make their success possible.

Vision
Joplin Schools will engage a community of learners through high expectations, integrity, empowerment, and opportunity.

Mission
Joplin Schools will build a high-performing community of learners engaged in their futures through a culture of continuous improvement involving all stakeholders.

Check us out at: http://www.joplinschools.org

Deadline to Apply: September 23, 2016

Joplin Schools Seeks a Superintendent Who:

❖ Possesses excellent people skills, presents a positive image of the district and will listen to input and make a decision when necessary.

❖ Inspires trust, self-confidence, and models high standards of integrity and personal performance with the ability to develop and communicate a vision of quality education for the future to the board, staff and community.

❖ Is a strong communicator; speaking, listening and writing.

❖ Has knowledge of and successful experience in sound fiscal practices and management of district resources, including appropriate participation of others in planning and decision-making.

❖ Is able to delegate authority appropriately while maintaining accountability.

❖ Is strongly committed to a "student first" philosophy in all decisions.

❖ Promotes positive student behavior conducive to a healthy learning environment.

❖ Has demonstrated strong leadership skills in previous positions.

❖ Is able to use data-driven decisions to lead a large organization dedicated to goals of continuous improvement.

❖ Possesses the ability to enhance student performance, especially in identifying and closing or narrowing the gaps in student achievement.

❖ Is able to build consensus and commitment among individuals and groups with emphasis on parental involvement.

Check us out at: http://www.joplinschools.org

Salary and Benefits

The salary will be in the range of $180,000 plus an excellent benefit package. The final salary for the successful candidate will be determined based upon proven experience, qualifications, and meeting Board of Education criteria.

Requirements

The candidate must have superintendent credentials. A candidate with an earned Ed.D or Ph.D is preferred. More information about Missouri's superintendent accreditation process is available at the Department of Education website at **https://dese.mo.gov/**.

Apply online at:
www.rayassoc.com
Questions should be directed to:
Ray & Associates, Inc.
4403 First Avenue SE, Suite 407
Cedar Rapids, IA 52402
Phone: 319-393-3115   Fax: 319-393-4931
glr@rayassoc.com

Please do not contact the Board of Education or District directly.

Deadline and Selection

All materials submitted as part of the Superintendent application will remain confidential to the fullest extent allowed by law, which includes board review in a closed session of the Board of Education. After all applications have been reviewed and preliminary interviews conducted by the consulting firm, the names of the top candidates will be presented to the Joplin Schools Board of Education for its consideration. Selection of candidates for interviews is the sole responsibility of the Board. Persons wishing to be considered for the position should submit an application file online including:

▪ A letter of application stating personal qualifications, experiences, and reasons for interest in the position.

▪ The online application form and a resume.

▪ 4 current letters of recommendation.

Deadline to Apply: September 23, 2016

Tomorrow's Leaders Today
Northwest Leadership Associates

an invitation to apply for the position of
SUPERINTENDENT
Northwest Educational Service District 189
Anacortes, Washington

ABOUT THE POSITION

The Board of Directors of Northwest Educational Service District 189 invites you to apply for the position of Superintendent. Dr. Jerry Jenkins, who has served NWESD with distinction for the past 16 years, will retire July 2016. The Board is seeking a recognized "leader of leaders" to fill this position of importance at the local, regional, and state levels. Applications for this unique leadership opportunity will be accepted through **January 31, 2016**.

Dennis Ray
Northwest Leadership Associates

BOARD OF DIRECTORS

Dr. Alan Erickson, President

Claudia Buxton

Linda Byrnes

Gordon W. Griggs

Merle Kirley

Claudia Talmadge

Dr. Jack Thompson

Mark Venn

About Washington Educational Service Districts

Northwest Educational Service District 189 (NWESD) is one of nine Educational Service Districts (ESDs) serving the needs of K-12 school districts in Washington State. The ESD structure was established in 1969 by the State Legislature to assure that quality services are available to all public and private schools in their respective service areas.

ESDs are a vital link between the public schools, private schools, and various state and federal agencies, including the Office of the State Superintendent of Public Instruction (OSPI). Minimal duplication of support services results in significant cost savings to participating school districts, allowing the greatest use of taxpayer dollars for instructional purposes.

ESD Funding

Unlike local school districts, which receive the majority of their funding from the state, ESDs are largely self-supporting organizations sustained by competitive grants, cooperatives, and fees for services.

Core Funding - the amount allocated by the state - accounts for only 2% of NWESD funding. Core funding is based on the number of school districts and the size of the geographic region served. For NWESD, core funding totaled $510,851 in 2013/2014.

Other Program Payments $2,017,230 · Local Sources $1,488,766 · State Government $2,265,993 · Core Funding $510,851 · Federal Government $1,729,961 · Cooperative Programs $13,235,657
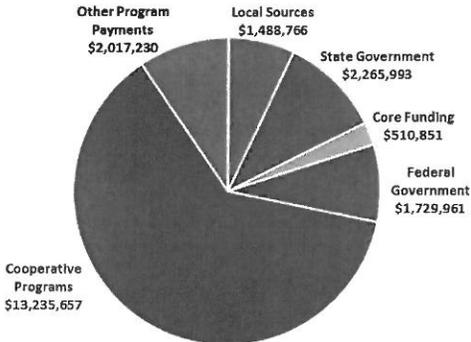
NWESD core funding allocation was leveraged to provide $21,248,458 in services for students in the region's 35 school districts. For every $1 of core funding provided NWESD, students in the region are provided $41 dollars of service.

Application Procedures and Timeline

Please submit the following material by **January 31, 2016:**

- A formal letter of application
- A completed application form (available from Dennis Ray; contact information below)
- A current resume
- As least five, but no more than seven, letters of recommendation
- A statement explaining how the applicant's qualifications and experience prepares him or her to meet the challenges and opportunities outlined in this vacancy announcement

Application material should be submitted electronically (PDF or Word format preferred) to: **dennisray@superintendentsearch.com**

Inquiries may be addressed to Dr. Dennis Ray, President,
Northwest Leadership Associates
dennisray@superintendentsearch.com
(509) 979-5561

Forward email

✉✔ SafeUnsubscribe

School Board
The five Boaz City Board of Education members are appointed by the city council to five-year terms.

Search Timeline

Application deadline	September 6, 2016
Interviews	September 26-30, 2016
Announce selection	October 2016
Superintendent begins	November 2016

The salary range for the position is approximately $115,000 to $130,000 and is negotiable based on experience and proven success.

Application Process
This search is being conducted by the Alabama Association of School Boards. All applications will be taken through AppliTrack, AASB's online application system, at http://www.applitrack.com/alabamaschoolboards/onlineapp.

All new applicants will need to create a username and password, fully complete the applicant profile and upload a cover letter and resume. Also, you must have an *official* transcript from the institution that granted your highest degree. It should be sent directly to AASB by mail or email:

PO Box 230488
Montgomery, AL 36123
SuperintendentSearch@AlabamaSchoolBoards.org

If you have previously applied in an AASB-led search and already have an AppliTrack account, simply log in, choose to apply for this search, answer the questions specific to this search and upload a cover letter. Also, it is not necessary to have another transcript sent.

Applications must be completed and transcripts received by September 6, 2016.

A search committee will review all applications and recommend finalists to the board. The board may interview some or all of the finalists. State law requires that these interviews be public.

For additional information, please contact
Dr. Terry Jenkins at 334-332-1253 or
jterryjenkins@gmail.com.

BOAZ CITY SCHOOLS
alabama
SUPERINTENDENT SEARCH

**Application Deadline:
September 6, 2016**

EXPECTATIONS • EXCELLENCE • EVERYDAY • EVERYONE
BOAZ PIRATE

The Search for a Visionary Leader

The Boaz City Board of Education is seeking an innovative, experienced leader with strong interpersonal and personnel management skills. Desired traits include:

- Ability to create a vision and goals for the school system and lead strategic planning;
- Strong analytical and problem solving skills;
- Ability to evaluate personnel and programs and effectively lead the administrative team;
- Strong communication skills;
- Ability to work with and generate support from the school board and stakeholders; and
- Understanding of Alabama school finance laws and experience managing budgets and financial affairs.

Qualifications

Alabama law requires the superintendent be chosen for general fitness and character and that he or she have a recognized ability as a school administrator. The successful candidate also must have or be eligible for the appropriate state certification to serve as an Alabama superintendent and must have a degree from a recognized four-year college or university. A master's degree is required but a doctorate is preferred.

Community

Located atop Sand Mountain, Boaz is a thriving community with a population of approximately 10,000 and a growing business community. The area is home to a respected two-year college and abundant recreational

activities, including the nearby Lake Guntersville and the Tennessee River. Offering small-town Southern life, it has easy access to metropolitan areas such as Huntsville (50 miles) and Chattanooga (90 miles).

The Boaz City Schools

The mission of the Boaz City Schools is to expect excellence everyday by everyone. Its vision is to provide a safe, nurturing environment to develop and empower productive citizens with the knowledge, skills and character to achieve their full potential in a rapidly changing world. The school system believes in effective instruction, effective use of resources and effective technology to create effective schools.

The strength of the BCS teaching program and staff shows in:

- Boaz High H3 Academies, offering instruction in banking, health science, engineering and culinary arts;
- Participation in the A Plus College Ready program to give students access to more AP courses;
- Project Lead the Way, a comprehensive approach to STEM education which gives students in elementary, middle and high school the chance to apply what they know through identifying problems, finding solutions and leading their own learning;
- Participation in the Alabama Math, Science and Technology Initiative; and
- Implementation of formative assessments in grades 2-4, 6-7 and 9-10.

Schools		Personnel	275
Elementary (PreK-1)	1	Certified	160
Elementary (2-3)	1	Support	115
Intermediate (4-5)	1		
Middle (6-8)	1	**Operating Budget**	
High (9-12)	1	2015-2016	$21,000,000
		Per student expend.	$9,362
Enrollment	**2,243**		
Free or reduced lunch	67%	**Revenue**	
English as a second		State	62%
language	40%	Local	26%
		Federal	11%
		Other	1%

Assistant Professor in Educational Leadership Studies

Institution:	**University of Kentucky**
Location:	Lexington, KY
Category:	Faculty - Education - Edu. Admin and Leadership (study of)
Posted:	09/01/2016
Application Due:	Open Until Filled
Type:	Full Time

Department Name
8G010:Educational Leadership Studies

Work Location
Lexington, KY

Type of Position
Faculty

Position Time Status
Full-Time

Required Education
Qualifications include an earned doctorate (PhD, EdD) in educational leadership and administration or a closely related field.

Required Related Experience
Expertise is required in two or more of the following areas: direct school leadership experience, the capacity to teach core courses across educational leadership programs, competency to teach quantitative research methods, ability to teach online and advise doctoral students.

MONTCLAIR STATE UNIVERSITY

Montclair State University

Building on a distinguished history dating back to 1908, Montclair State University is a leading institution of higher education in New Jersey. Designated a Research Doctoral University by the Carnegie Classification of Institutions of Higher Education, the University's nine colleges and schools serve more than 20,000 undergraduate and graduate students with over 300 doctoral, master's and baccalaureate level programs. Situated on a beautiful, 252-acre suburban campus just 14 miles from New York City, Montclair State delivers the instructional and research resources of a large public university in a supportive, sophisticated and diverse academic environment.

Montclair State University is an Equal Opportunity/Affirmative Action institution with a strong commitment to diversity. Additional information can be found on the MSU website at montclair.edu

V-F6

Overview

Tenure-track position in Educational Leadership in a vibrant program serving diverse communities. Appointment includes teaching a range of graduate courses for prospective leaders and supervisors with an emphasis on instructional leadership, using data in decision-making, and developing professional learning communities, as well as contributing to the vision and growth of the program and department. Faculty members are expected to be active scholars; advise students; contribute to accreditation process; participate in department, college, and university committees; and teach in a variety of settings and formats.

Qualifications

Earned doctorate in Educational Leadership or related field, a well-defined research agenda, evidence of scholarly activities, and success in or potential for publications. Demonstrate aptitude for or evidence of excellence in teaching. Must be ready to develop and teach online courses as demonstrated through experience or interest. Experience with online teaching and as an educational leader preferred. Desired areas of expertise include supervision, curriculum development, finance, education law, organizational leadership, and school/district leadership. The department and the College of Education and Human Services are committed to student and faculty diversity and value the educational benefits that derive from such diversity. We are seeking candidates who demonstrate the ability to work collaboratively in and with socially, culturally, and economically diverse communities; have a commitment to education for social justice, democratic practice, and critical thinking; and/or are interested in addressing issues of inclusive education in research, teaching, and curriculum development. Experience as a leader in a K-12 school a plus.

Assistant Professor - Educational Leadership and Administration

Institution:	**Creighton University**
Location:	Omaha, NE
Category:	Faculty - Education - Edu. Admin and Leadership (study of)
Posted:	08/31/2016
Type:	Full Time

Creighton University's Department of Education invites applications from highly motivated, successful, collaborative, and innovative PK-12 school leaders for an Assistant Professor tenure-track position in educational leadership and administration beginning August 2017. The Education Department at Creighton is CAEP-accredited, and its mission is to educate teachers, leaders, and counselors in the Jesuit tradition for public, Catholic, and other private PK-12 schools. Responsibilities: Primary responsibility will be to teach in the online master's degree program in educational leadership that leads to PK-12 principal certification and the online graduate certificate program in Catholic school leadership. The course load will be 3 in the fall and 3 in the spring with one course release the first year. Summer teaching for additional compensation is anticipated due to the cohort model of our online leadership programs. This person will also be expected to establish a record of scholarship in the field of Catholic education and provide service to the University and to the profession. Candidates are strongly urged to familiarize themselves with our programs at https://gradschool.creighton.edu/program/Educational-Leadership-MS

https://www.creighton.edu/program/catholic-school-leader-post-mast ers-certificate

Earned doctorate in educational leadership or related discipline, a record of success as a PK-12 Catholic school or school system leader, demonstrated excellence in teaching, a scholarship agenda that is focused on research in Catholic school education, and evidence of, or potential for recruiting students and enhancing Creighton's profile in the field of Catholic educational leadership at the national level.

Potential for qualifying for an Administrative certificate in Nebraska

BLACKSBURG HIGH SCHOOL BRUINS

3401 BRUIN LANE
BLACKSBURG, VA 24060
PHONE (540) 951-5706
FAX: (540) 951-5714
www.mcps.org/bhs/

To Whom It May Concern,

The Doctorate program in Educational Leadership proposed by Radford University is very different from Virginia Tech's in design, delivery, and focus. As a Hokie alum and high school principal, located a mile away from the Blacksburg campus, the program at VT cannot compare to the program delivery that Radford University is proposing.

I would apply for this program immediately and feel the program at Radford would better meet the needs of many aspiring, working professionals for the following reasons:

Radford University has a rich history of outstanding education programs,

RU's expertise in the online/blended delivery format allows for flexibility,

RU's partnerships with and understanding of the needs of local Virginia school divisions,

RU's approach provides a research focus that is about improving schools and solving school problems rather than expanding the theoretical knowledge base.

In closing, this program would fill a great void in the New River Valley and provide and unique, and much needed, alternate approach to the Doctorate in Education. I look forward to applying and working with the initial cohort to further my knowledge and move into a school Superintendent role within the Commonwealth.

Please feel free to call upon me if any additional information is needed!

Respectfully,

Brian L. Kitts, Principal
V.P.I Class of 2001, RU Class of 2005

My name is Adam Joyce. I am the principal at Dublin Middle School in Pulaski County. I'm in my second year here after having been an assistant principal at Carroll County High School in Hillsville, VA. In the years previous, I was a middle school teacher in Carroll. I consider myself blessed to have worked in 2 very solid systems and have very fond memories of my time spent in each. But, as I have progressed up the ladder in education, I have wondered how far I might want to go.

As I encounter more and more people along the way, I see that some of my colleagues have secured the terminal degree in our field and are putting it to great use; central office staff, division superintendent, becoming college professors, etc. So, naturally, I have given that option some serious thought. I have studied several programs in this region and attended several "informational meetings." One thing that I can't ignore as I sit in these meetings is how much I wished that Radford University offered just such a program.

Being familiar with RU through the two degrees I have acquired there thus far, I have no doubt that a terminal degree from the school of which I am so fond would, frankly, make my career complete. It only seems natural that a university with such a rich history of producing quality school teachers would be a place to reach the pinnacle of your education.

I appreciate the faculty and staff at RU. Their willingness to do whatever it takes to help students achieve their goals is a large part of what make the school so popular in this part of the state. Their approach to preparing students for better, more meaningful careers is not found quickly on other campuses in the region. Their size and fit in our professional community makes them the natural choice for undergraduate work and higher degrees.

If given the opportunity, I would likely pursue my Ed.D. from Radford University for several reasons. The care that the faculty and staff have for their students, the proximity to our (region for travel reasons) and the scheduling flexibility that has been offered as far as on-line learning mixing with more traditional methods would all be factors in a what is a very big decision. But a decision that would be easier made when you consider the long-standing tradition of excellence consistently shown by Radford University.

ANDREW LEWIS MIDDLE SCHOOL

To Whom It May Concern:

I am writing to express my support and interest in the proposed doctorate program at Radford University College of Education and Human Development. I will most certainly apply for the program once established.

Having already completed a master's degree from Radford University in an online format, I am well aware of Radford's expertise in an online/blended format. (My previous degree was from Virginia Tech). I am completing my third year as an assistant principal and felt more than prepared based on my experiences with Radford. The focus on improving schools and divisions makes it unique from programs already in existence. As a result, this program will not compete with programs already in existence.   This particular program will allow me to pursue my research interests that are rooted in school climate and safety.

Again, I would like to express my support for the establishment of this doctoral program. With the focus on improving schools and communities as opposed to expanding on the already established theoretical knowledge base. The blended format is highly attractive to working professionals with families.

Sincerely,

James F. Garst

James F. Garst
Assistant Principal

GLENVAR
MIDDLE★SCHOOL

May 25, 2016

To whom it may concern:

I am writing to express my support for and interest in the Radford University proposed Doctorate in Education program.

It is my understanding that the Doctoral program proposed by Radford University will be a practitioner oriented, cohort-based professional education degree program. The program will be delivered in a blended format designed to prepare students for school division level leadership and licensure, positions in higher education, and positions in other educational organizations. Most importantly, the program will be flexible and responsive to the needs of working professionals. The action research and dissertation component will focus on solving problems of educational practice. The blended delivery model will utilize a variety of online distance technologies to engage students and faculties in collaborative learning experiences through communities of inquiry. Face to face options will be offered at strategic times to support the online learning communities. As someone who enjoys both online and face to face instruction, the blended format is extremely appealing. The program will not compete with existing doctoral programs where students participate in traditional classes on campus or in a regional higher education center and with a theoretical research focus.

Radford University has a history of outstanding education programs, specific expertise in the online/blended delivery format and significant knowledge of local Virginia school divisions and the problems they face. I believe the Radford Doctoral program will focus on improving schools and solving school problems rather than expanding the theoretical knowledge base. If Radford University's proposal is accepted I would certainly apply for admission.

Sincerely,

James Soltis
Principal GMS

Emails from interested prospective students

From: Michael E. Salomon [mailto:SalomoME@pwcs.edu] **Sent:** Sunday, September 04, 2016 7:44 PM **To:** Colley, Kenna **Cc:** jdhobson@henrico.k12.va.us **Subject:** Phd programs

Hey Kenna,

I hope you are doing well! Jarrod and I have been doing some talking about PhD programs. We both have a goal of starting within the next couple of years. We were wondering if there was an update on the RU PhD program.

Have a good week!

Mike Salomon
Autism Specialist
Office of Special Education
Prince William County Schools
703.791.8059

From: Curtis Bumgardner [mailto:curtis.bumgardner@frco.k12.va.us] **Sent:** Tuesday, August 09, 2016 3:21 PM **To:** Colley, Kenna **Subject:** Proposed Doctor of Education Program

Dr. Colley,
    I hope this email finds you well. I was writing to see if you had any further information on the proposed Doctor of Education program in Education for School and Community Change. A colleague and I are both interested in this program and we are both graduates of Radford University with a M.S. in Educational Leadership. Do you know when or if this program will be offered, what the course work will be, and what the admissions requirement to the program will be? Any information that you have would be great. Thank you so much for your time.

--
Curtis Bumgardner
FCHS - Science
540-483-5418
curtis.bumgardner@frco.k12.va.us August 9, 2016

From: Cox, Elizabeth [mailto:ecox21@radford.edu]
Sent: Sunday, August 07, 2016 12:55 PM
To: Colley, Kenna
Subject: Proposed Doctoral Program

Good morning,

I am interested in the proposed doctoral program at Radford University. I am currently working through the Special Education Masters Program, while I teach in Roanoke. I would like to know when the proposed program might begin and if there will be any opportunities for students currently in the Masters program. I would appreciate any information you have about this program.

Thank you,
Elizabeth Cox mailto:ecox21@radford.edu August 7, 2016

Sent from my iPhone

Good afternoon Dr. Bizzell,
I am writing to express interest in the proposed online Doctoral program. Please include me in future email correspondence and mailings. Thank you.

Tonya Jackson
607 Rosemary Lane
Danville, Virginia 24541

tonya.jackson4712@yahoo.com
434-709-9454

Sent from Tonya Jackson's iPhone July 12, 2016

Has there been any decision made to have the Doctorate in Education program?

Thanks, Amy

--
Amy Johnson
Ramsey Building Administrator
FCHS
540-483-0221
Amy Johnson amy.johnson@frco.k12.va.us July 6, 2016

Thank you Dr. Bizzell. I am very happy to be back in Roanoke County and at Green
Valley. How funny that GV is the school to help you make the move to elementary
school.

Hope you are doing well and have a good group of future administrators. Keep me
posted on the Doctorate program.

Take care,

Julie Sandzimier
Julie Sandzimier juliesandzimier@cox.net June 22, 2016

Hi Dr. Bizzell,

I hope that you are doing well and that you have had a good year! I wanted to check in to see if there has been any
progress with the doctoral program. I am looking forward to furthering my education, and hope that I will be able
to do it at Radford!

Hope to hear from you soon,
Ashley Hale
Hale, Ashley aweddle@radford.edu April 11, 2016

Hi Mr. Bizzell,
I was wondering if you had any degrees offered for Ed.D. You know I finished my VT with my Ed.S. But, really want
to finish out with my doctorate. Thanks!
Meredith Doane
Meredith Doane mdoane@wcs.k12.va.us April 7, 2016

From: Robin Owens <rowens@mail.dps.k12.va.us>
Date: Monday, April 4, 2016 at 12:36 PM
To: Brad Bizzell <bbizzell@radford.edu>
Subject: Re: Proposed Radford University Ed.D. Program

I am very excited that Radford is condering this. I am an alumni and personally love the University!
I am very interested in pursuing my Doctorate in Education.
I have completed my Ed.S at Liberty University and my next step is to take the GRE and apply for admissions to
continue.
Will the students be required to complete the GRE for admission?

Thank you! Robin Owens

Dr. Bizzell,

I hope you are doing well. I just wanted to touch base with you to let you know that I still have some interest in the Ed.D Program through Radford University if the program were to be offered.

I worked at Laurel Park Middle School when we discussed the program earlier. My wife let me know about an email she had received so I thought I would write you to express my interest.

Thank you in advance.
Charles
--

Charles Byrd, NBCT
Assistant Principal
Warrior Tech Academy Director
Athletics/Activities Director
Magna Vista High School
701 Magna Vista School Road
Ridgeway, VA 24148
Work: 276-956-3147
Fax: 276-956-5888 - April 4, 2016

Good afternoon, I would like some information about your doctoral program. Thank you for your time

--

Shane Reed
Carroll County Math Specialist SHANE REED fsreed@ccpsd.k12.va.us March 17, 2016

Hi Brad...good to hear from you and I hope all is well! I'm excited to learn you are working to take Radford to this next level. Very exciting! A quick question...do you have any idea what admission requirements might look like? I ask because my Master's from Virginia Tech did not require GREs, etc. Thanks, in advance, for your thoughts!

Josh Whitlow
Assistant Principal
Hidden Valley High School
5000 Titan Trail
Roanoke, VA 24018
(540) 776-7320
jwhitlow@rcs.k12.va.us March 16, 2016

Brad,
This sounds like an exciting program. I will look forward to hearing more! Thank you for including me in the survey.

Dave Dickinson
Principal, SMS
Go Mustangs! David Dickinson ddickinson@mcps.org March 16, 2016

Hello, Dr. Bizzell! I hope all is well with you and your precious family! I hated that I was not able to talk with you after your excellent presentation during our Recently Appointed Admin. meeting! (I had to take a call from my principal & wasn't available to say my goodbyes.)
I just have a few questions concerning the doctorate program that I received an email

about this evening.
(1) How long would it typically take to complete the program with the cohort?
(2) How many classes & credit hours (& how much $$ per credit hour)?
(3) If RU's proposed plan is accepted, when is it projected that the 1st cohort would begin?
(4) Am I cRaZy for considering it? ▯ (just kidding!)

Thank you for your help in better understanding this anticipated program!! Very exciting!!

Take care!!

Sent from my iPhone Kristen Quesenberry klquesen@ccpsd.k12.va.us March 15, 2016

Dr. Bizzell,
I am very interested in pursuing a doctorate in education in the field of educational leadership as soon as possible. I am currently a principal in Roanoke County Schools and have been for the past 7 years. I received my Master's Degree from Virginia Tech, but haven't found a cohort that has been available recently there, and I can't drive to Charlottesville (UVA) once or twice a week because of the massive amount of driving. Please keep me in mind if you start a program in this area.

Thanks for your time!

Sincerely,
Ashley McCallum

Ashley McCallum
Principal
Green Valley Elementary
(540) 772-7556
amccallum@rcs.k12.va.us March 15, 2016

Brad,

Thank you for the email. I completed the survey. Do you have any information related to the approval timeline?

Robin L. Haymore, M.S., Ed.S, NCSP
Director of Special Education
Nationally Certified School Psychologist
Phone: 434-432-2761 ext. 5035
Fax: 434-432-2893
robin.haymore@pcs.k12.va.us March 15, 2016

Mr. Bizzell,

I hope that you are able to get this program started. I would love to apply and start as soon as possible. Thank you for sending me the survey. Have a great day!

Kind regards,

Marcie Murphy
Assistant Principal
Stuart Elementary School Murphy, Marcie <marcie.murphy@patrick.k12.va.us> March 15, 2016

From: Brian Kitts <bkitts@mcps.org>
Date: Tuesday, March 15, 2016 at 5:14 PM
To: Brad Bizzell <bbizzell@radford.edu>
Subject: Re: Proposed Radford University Ed.D. Program

This is great news! I took the survey and would love for this to come to fruition!

Best of luck,
Brian

Brian L. Kitts, Principal
Blacksburg High School
3401 Bruin Lane
Blacksburg, VA 24060
Phone: (540) 951-5706 March 15, 2016

Hello!

It's so good to hear from you! Please do keep me updated about progress with the program via email--I am extremely interested. I was originally looking at your M.S. in Literacy Education when I noticed the proposed program. It caught my attention *because* it seemed so different than any other doctoral program I have ever seen. My ultimate goal is to teach within the classroom for a few years, then go back to school in order to specialize in student literacy. The level at which I will aim to specialize is yet to be determined, but I would absolutely love to keep in touch as your program develops.

Currently, as I just finished my MAT this past December, I am subbing in local schools and seeking full-time employment for the coming fall. That's why all of this is a few years down the line for me. That being said, Radford comes so highly recommended, whether it be by friends or colleagues, that I want to keep it as a front-runner in my options for the future.

Thanks so much for your reply, and I hope to keep in touch going forward!

Best,
Colleen Morrison Morrison, Colleen camorrison@mail.roanoke.edu February 10, 2016

Dr. Bizzell,

Thank you again for meeting with me today. I appreciate the suggestions and directions! Please keep me posted with the progress of the new EdD program at Radford. I will only have this email address available to me until June. Please feel free to use my personal email for communication. Kammie.galyean@gmail.com

Kammie February 26, 2015

Dr. Bizzell,
I am going to be that student who comes back AFTER graduation asking for further assistance. I have two questions I am hoping you can help me out with. Attached is a College Verification form that, from my understanding, is required by the State for me to add the Administrative Endorsement to my VA license. Is that something you are in a position to complete for me as my advisor or is that something I need to contact someone

else about? If you are able to complete it, my school's fax number is (540)890-7568. Lastly, I was wondering if I receive a paper copy of the degree in the mail or if I have to contact RU because I did not participate in the graduation ceremonies. Also, I was hoping both of you would keep me in mind if a doctoral program begins as I believe I heard talks of that expansion possibility from the program.
Thanks for the years of help and clarifications,

Aric Palazzola

Instructional Technology Resource Teacher
William Byrd High School
2902 East Washington Avenue
Vinton, VA 24179

540-562-3900 ext. 24032
apalazzola@rcs.k12.va.us May 19, 2014

Dr. Bizzell,

I spoke with you last Friday at Radford's job fair. I just wanted you to have my email address for future correspondence about the doctoral program in 2015, I am very interested in this program. Thank you for all the information on Friday.

--
Ben Boone
Principal
John Redd Smith Elementary School - March 3,2014

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Radford University Board of Visitors
Resolution
Compliance with Debt Management Policy

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

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

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

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

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

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

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

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

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Radford University's Student Success and Retention Action Plan

Fall 2017

RADFORD
UNIVERSITY
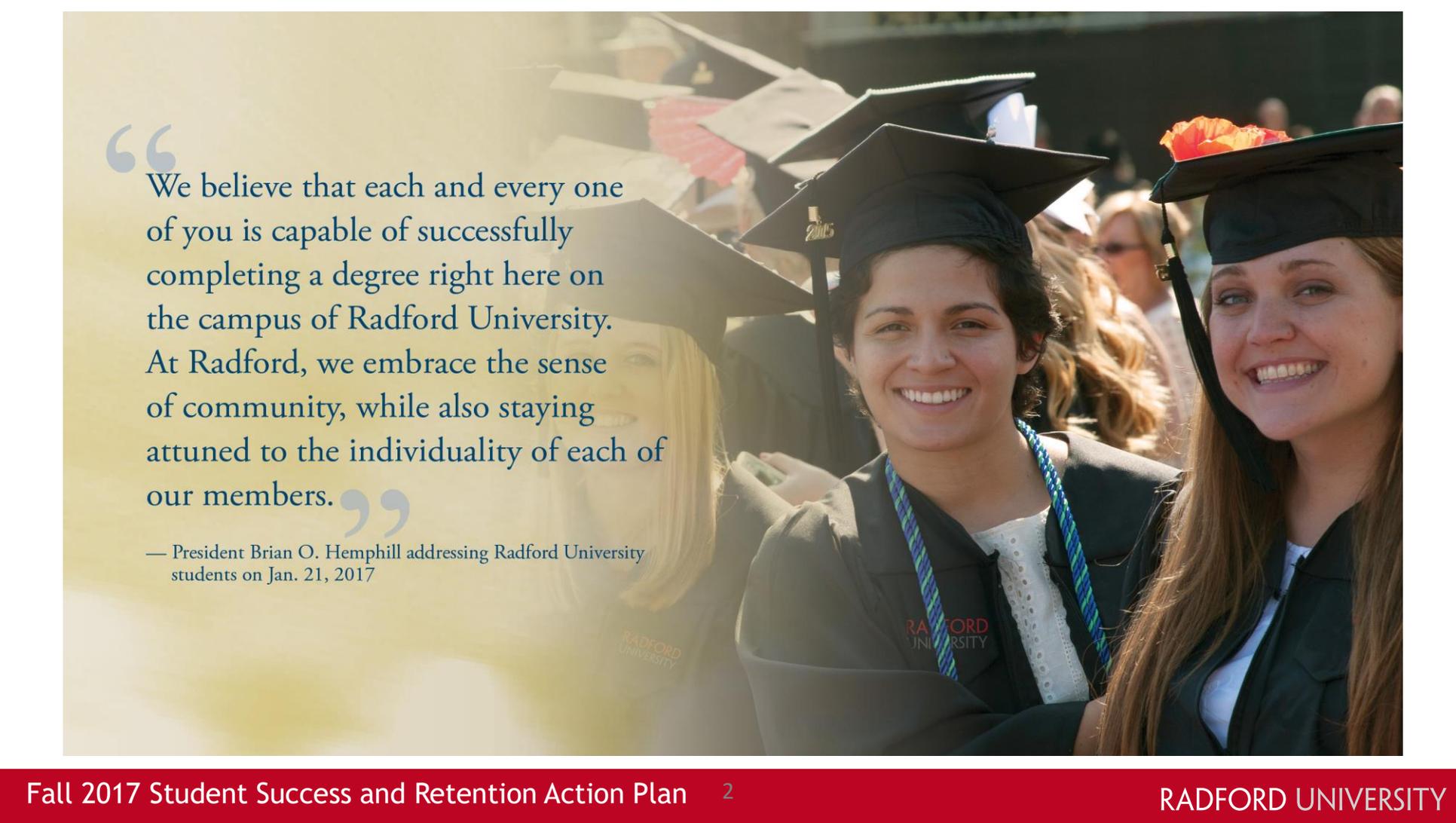
> "We believe that each and every one of you is capable of successfully completing a degree right here on the campus of Radford University. At Radford, we embrace the sense of community, while also staying attuned to the individuality of each of our members."
>
> — President Brian O. Hemphill addressing Radford University students on Jan. 21, 2017

Plan Characteristics

- Statement of Purpose
- Retention and Graduation Rates
- New Goals for Retention and Graduation Rates
- Structure of the Processes
- Proposed Retention Strategies

Statement of Purpose

We believe that all students admitted to Radford University have the ability to be successful and graduate….

New Freshmen Retention & Graduation Rates
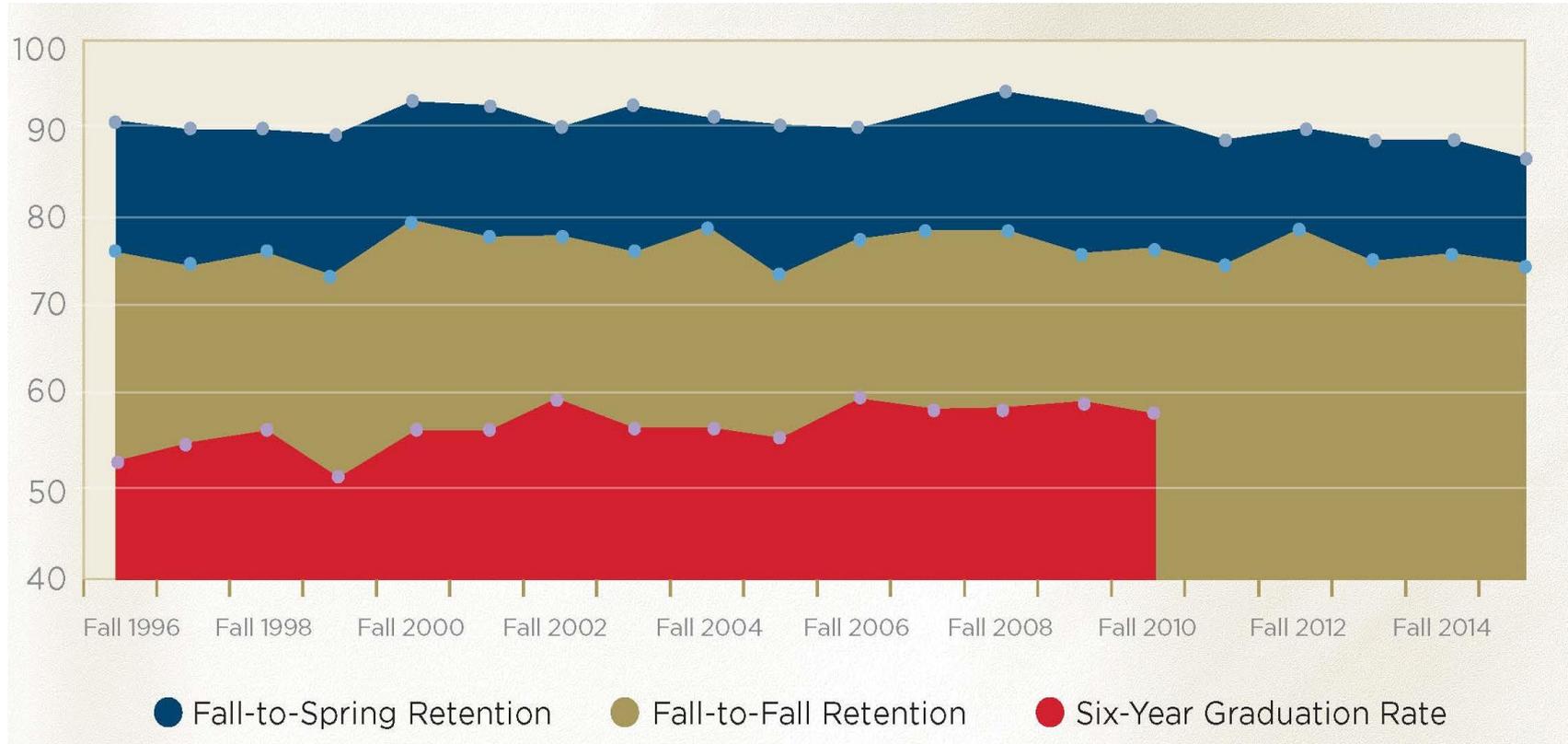
Comparing Retention & Graduation Rates

	1-Year Retention	6-Year Graduation
Virginia 4-Year Public Universities	83.0%	65.8%
Radford University	74.3%	58.3%
National Comparison: Public Masters Large (IPEDS)	75.0%	48.0%
National Comparison: Traditional Selectivity Public Masters (ACT)	70.7%	43.5%

Retention & Graduation Rates
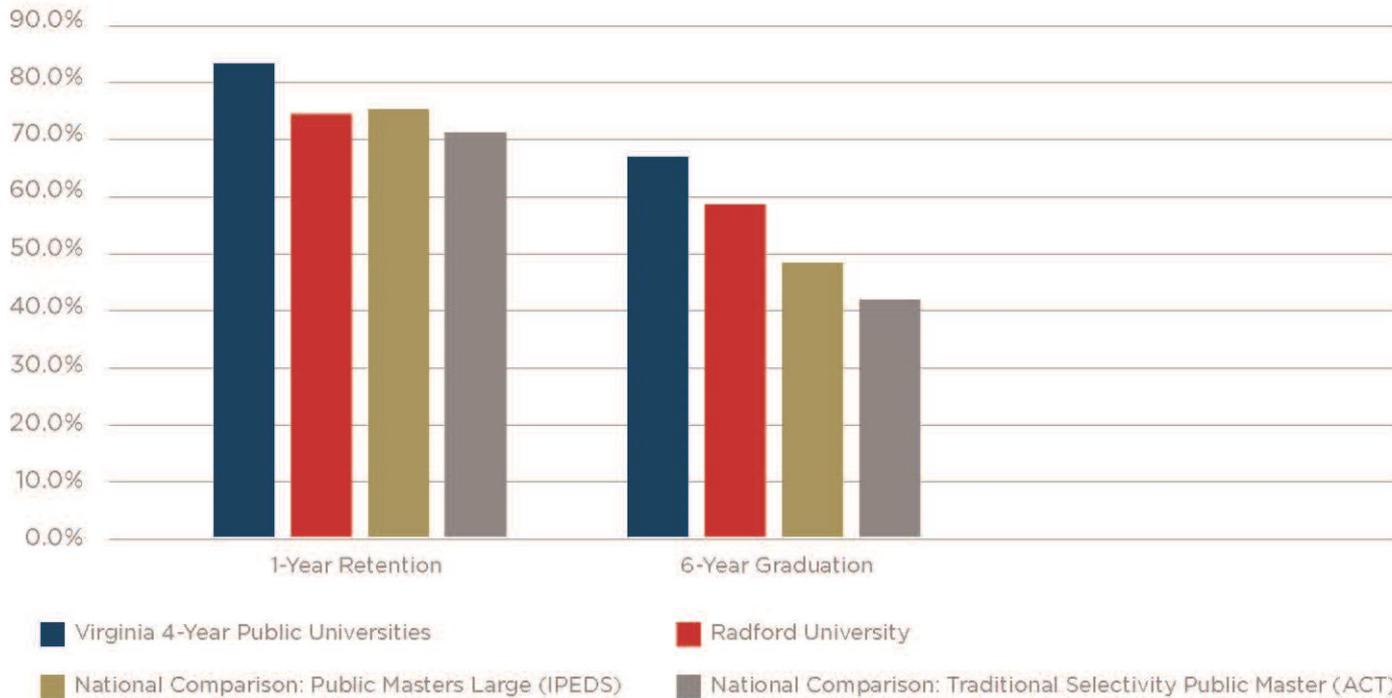
Virginia Public Four-Year Retention & Graduation Rates

VA Public 4-year Institutions	1-Year Retention	4-Year Grad Rate	5-Year Grad Rate	6-Year Grad Rate
University of Virginia	96.5%	86.5%	91.9%	92.5%
College of William and Mary	95.1%	81.4%	88.1%	89.4%
Virginia Tech	93.3%	61.0%	79.6%	82.5%
James Madison University	91.2%	66.4%	80.7%	82.3%
George Mason University	87.0%	45.6%	64.3%	68.6%
Virginia Commonwealth University	86.3%	36.9%	56.6%	61.6%
Christopher Newport University	86.1%	56.8%	68.5%	69.9%
Virginia Military Institute	84.3%	60.7%	72.3%	74.2%
University of Mary Washington	82.5%	60.4%	70.3%	72.0%
Longwood University	78.6%	45.0%	62.2%	65.0%
Old Dominion University	76.7%	25.5%	46.3%	50.6%
Norfolk State University	76.7%	10.4%	24.0%	30.3%
Radford University	74.3%	44.1%	58.0%	59.0%
Virginia State University	73.9%	29.2%	43.8%	46.8%
University of Virginia's College at Wise	62.5%	23.4%	37.5%	41.6%
Average	83.0%	48.9%	62.9%	65.8%

Sources: SCHEV RT01, GRS10

RADFORD UNIVERSITY

RU's Projected Retention & Graduation Rates

Year	Retention	Graduation
2013-14	74.6%	58.7%
2014-15	75.2%	59.0%
2015-16	74.3%	58.3%
2016-17	**75.3%**	**58.8%**
2017-18	**77.0%**	**59.3%**
2018-19	**78.6%**	**59.8%**
2019-20	**80.2%**	**60.3%**
2020-21	**81.8%**	**60.8%**
2021-22	**83.4%**	**61.3%**
2022-23	**85.0%**	**62.0%**

Retention & Graduation Rates with Targets
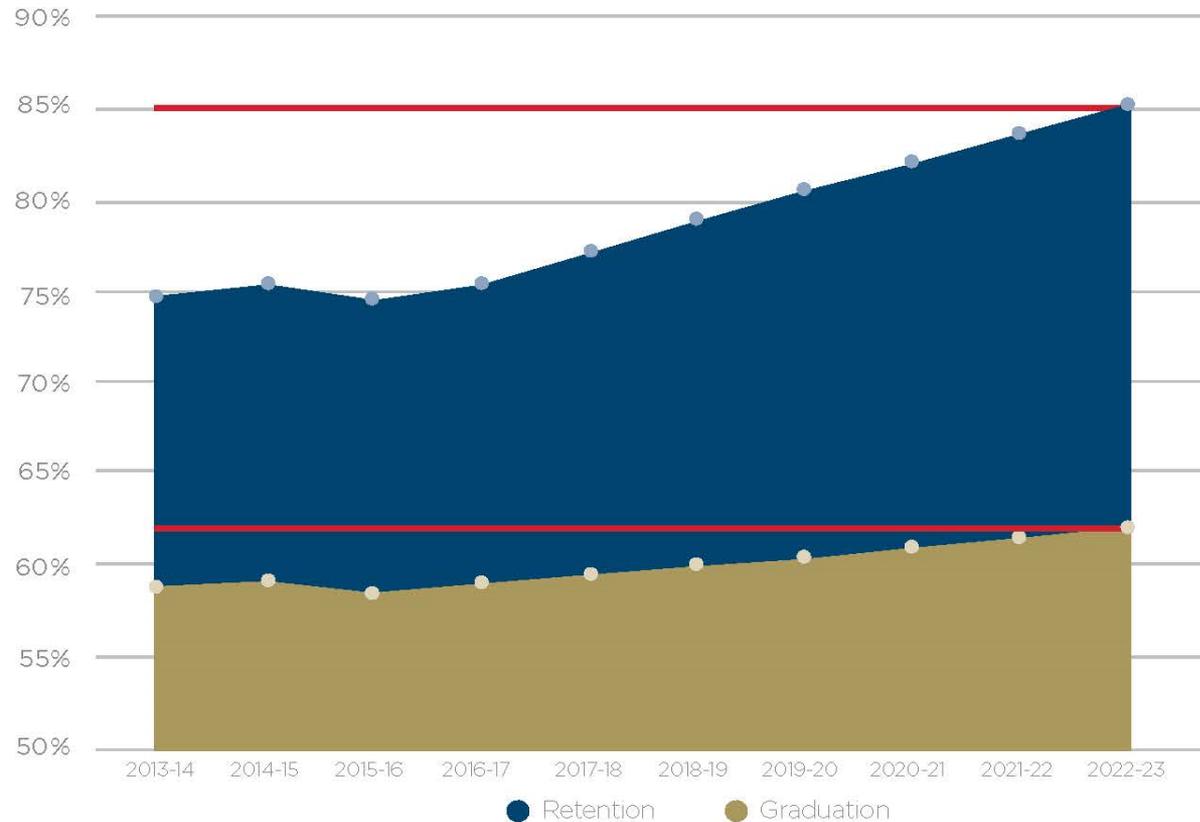
Structure & Process

- Retention Moved to Student Affairs
- Formation of the Council on Student Engagement & Success (CSES)
- CSES Membership
- Action Teams (12)
- Action Plans
  - Short
  - Mid-term
  - Long-range

Proposed Retention Strategies

FROM THIS WORK EMERGED FIVE THEMES:

- o Removing barriers

- o Supporting the classroom experience

- o Ensuring effective, efficient advising

- o Engaging in clear, unified communication

- o Addressing the unique needs of each group of students

Removing Barriers

- Remove barriers that cause unnecessary burdens on students

- Recommendations for change
  - Continuous revisions from the CSES subcommittees and other campus constituents

Operational Values

Clearly defined University policies, procedures and processes

Key Performance Indicators

Streamlined University policies, procedures and processes

Supporting the Classroom Experience

- Continued support to implement High Impact Practices (HIPs)
- Adequately support and celebrate faculty members devoted to student success
- Provide student support in the classroom

Operational Values

Improve student learning environment

Key Performance Indicators

Student success in the classroom

Recognition for and development of innovative pedagogical strategies

Ensuring Effective, Efficient Advising

- Academic advisors to champion student success towards achieving life goals and aspirations
- Plan initiatives based upon academic advising best practices
- Support and celebrate faculty and advisors devoted to student success

Operational Values

Systemized academic advising program to serve all students

Key Performance Indicators

Strategic advising plan

Development of online advising protocols and handbooks

Engaging in Clear, Unified, Targeted Communication

- Targeted and coordinated communication efforts
- Fully implementing Starfish as a communication and information tool

Operational Values

Systems of communication in place to ensure all campus stakeholders are aware of resources and activities

Key Performance Indicators

Effective utilization of Starfish

Number of contacts, response rate and intended outcomes using a variety of communication methods

Addressing the Unique Needs of Each Group of Students

- Unique experiences for each classification of students
  - Freshman
  - Sophomore
  - Junior
  - Seniors
- Tailored activities and programs to address all student needs

Operational Values

Greater value to Radford University learning experience

Key Performance Indicators

More deeply engaged students participating in on-campus activities and student organizations

Discussion

Radford University's
Student Success and Retention

ACTIONPLAN Starting FALL 2017

Improving student retention is critical to growth at Radford University

RADFORD UNIVERSITY
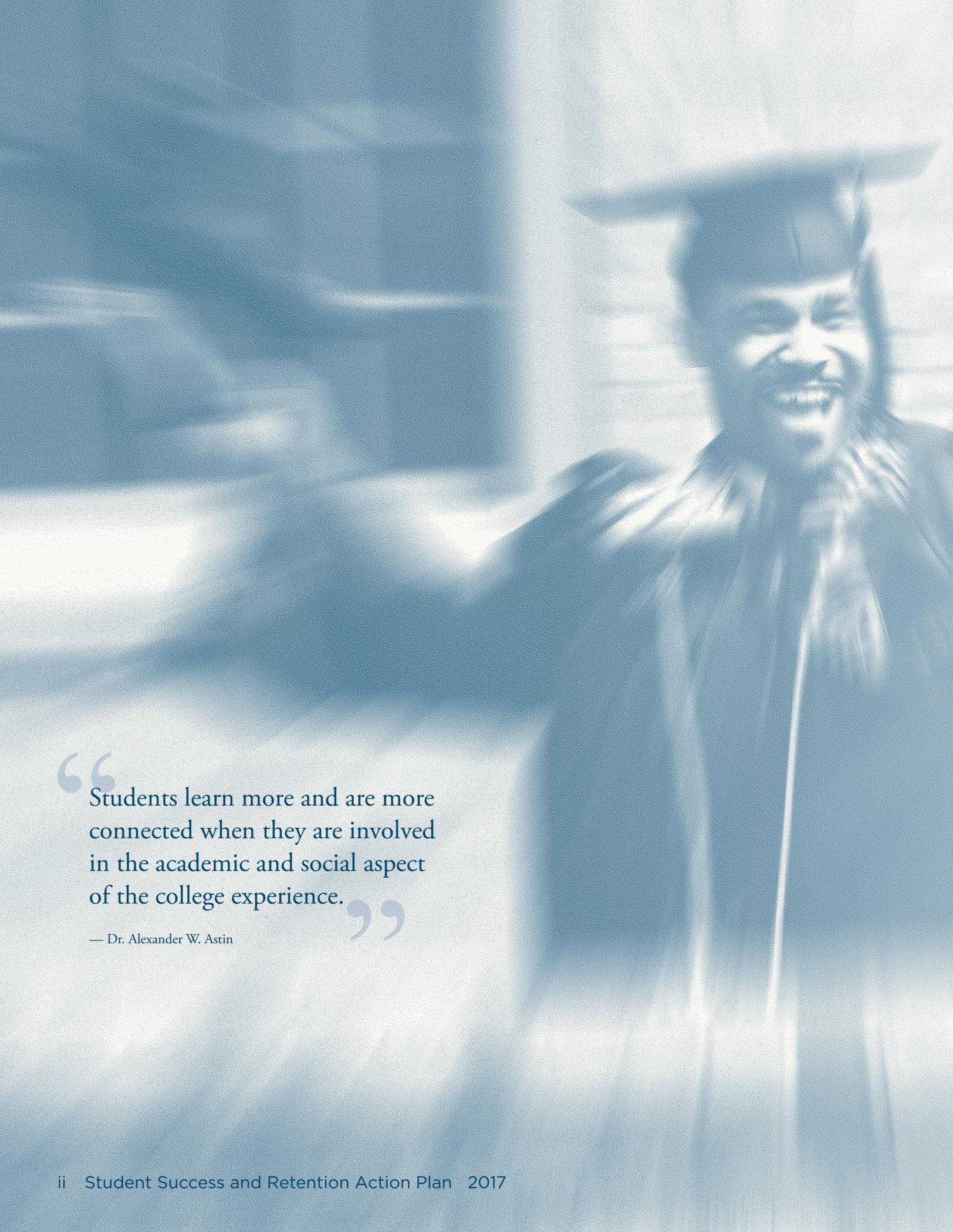
"Students learn more and are more connected when they are involved in the academic and social aspect of the college experience.

— Dr. Alexander W. Astin

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STATEMENT OF PURPOSE

We believe that all students admitted to Radford University have the ability to be successful and graduate. We are committed to giving all students opportunities to develop, grow and thrive. Not everyone's path is straight. Their journeys are not easy. However, we are committed to supporting and guiding students to become successful graduates of Radford University who contribute to our diverse society.

RETENTION AND GRADUATION RATES

Over the years, retention and graduation rates of Radford University students have slipped slightly or remained flat. In the past, new freshman fall-to-spring retention rates hovered around 90 percent. However, return rates for new freshmen in fall of 2015 to spring 2016 declined to 86.1 percent. Fall-to-fall retention rates remain below 80 percent. Of the fall 2015 new freshmen, only 74.3 percent returned in fall 2016. Graduation rates have remained under 60 percent. Of the fall 2010 freshman cohort, only 58.3 percent graduated in 6 years. (See Figure 1.)

When comparing Radford University nationally with institutions classified as Public Master's Large from the Basic Carnegie Classification (awarded at least 200 master's degrees but fewer than 20 research doctorates) or from Traditional Selectivity Public Master's Institutions (admitted a majority from the top 50 percent of the high school class), Radford University has comparable or slightly better retention and graduation rates. (See Figure 2.) However, Radford University falls near the bottom when comparing the current retention and graduation rates among other public four-year institutions in Virginia. Figure 4, on page 4, includes the current retention and graduation rates for the public four-year institutions in Virginia.

Figure 1: Radford University New Freshman Retention and Graduation Rates

Legend:
- ● Fall-to-Spring Retention
- ● Fall-to-Fall Retention
- ● Six-Year Graduation Rate
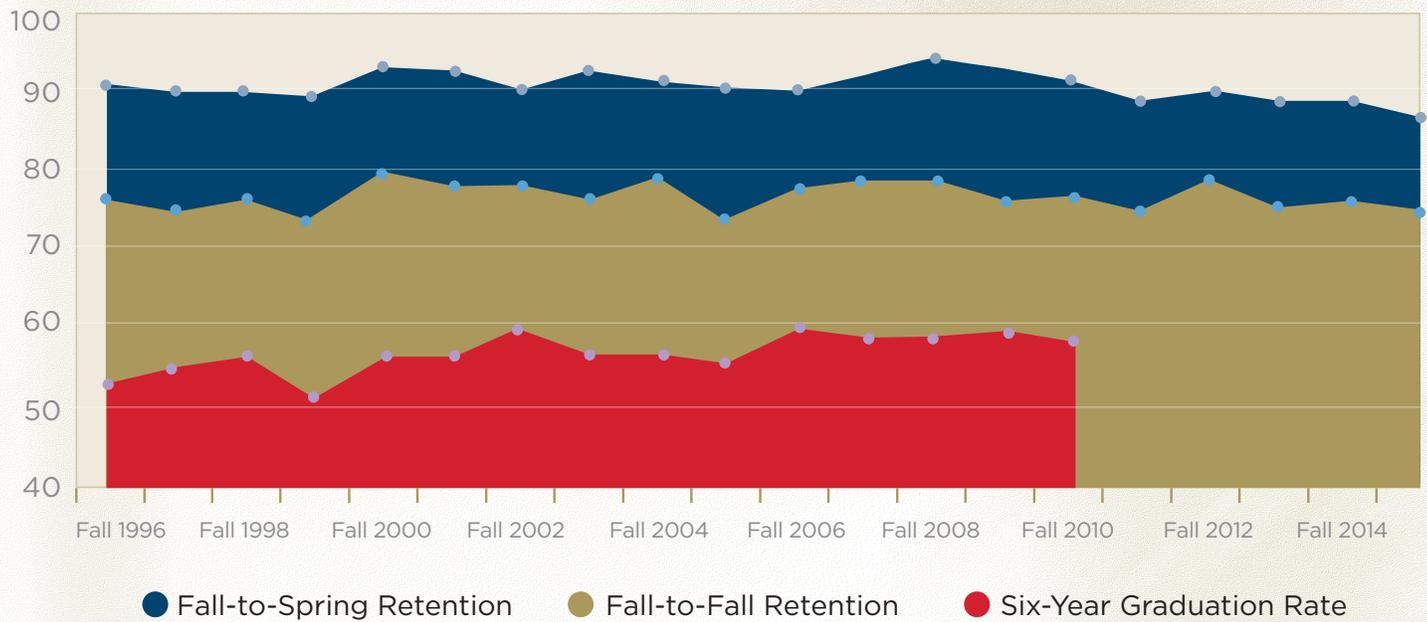
Figure 2: Comparing Retention and Graduation Rates

	1-Year Retention	6-Year Graduation
Virginia 4-Year Public Universities	83.0%	65.8%
Radford University	74.3%	58.3%
National Comparison: Public Master's Large (IPEDS)	75.0%	48.0%
National Comparison: Traditional Selectivity Public Master' s (ACT)	70.7%	43.5%

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

— President Brian O. Hemphill addressing Radford University students on Jan. 21, 2017

Figure 3: Retention and Graduation Rates

Legend:
- Virginia 4-Year Public Universities
- Radford University
- National Comparison: Public Master's Large (IPEDS)
- National Comparison: Traditional Selectivity Public Master's (ACT)
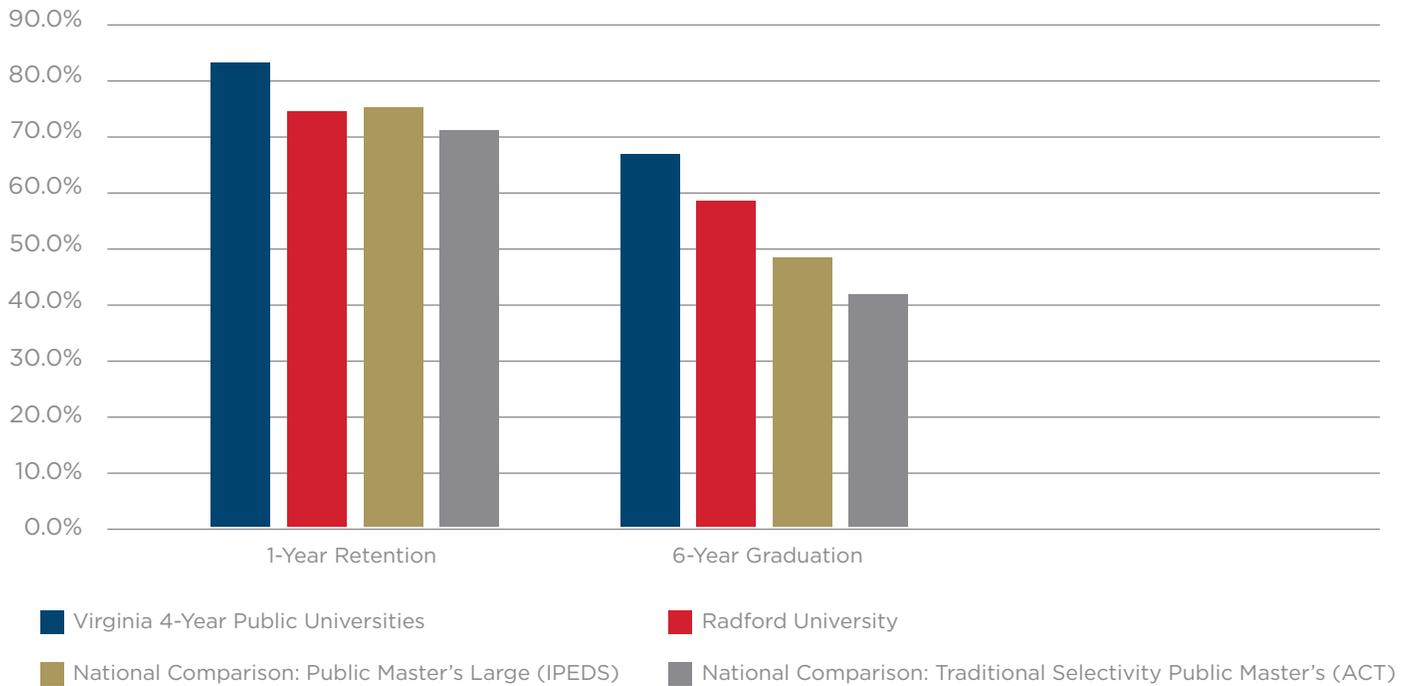
Figure 4: Virginia Public Four-Year Institutions First-Year Retention and Graduation Rates

VA Public 4-year Institutions	1-Year Retention	4-Year Grad Rate	5-Year Grad Rate	6-Year Grad Rate
University of Virginia	96.5%	86.5%	91.9%	92.5%
College of William and Mary	95.1%	81.4%	88.1%	89.4%
Virginia Tech	93.3%	61.0%	79.6%	82.5%
James Madison University	91.2%	66.4%	80.7%	82.3%
George Mason University	87.0%	45.6%	64.3%	68.6%
Virginia Commonwealth University	86.3%	36.9%	56.6%	61.6%
Christopher Newport University	86.1%	56.8%	68.5%	69.9%
Virginia Military Institute	84.3%	60.7%	72.3%	74.2%
University of Mary Washington	82.5%	60.4%	70.3%	72.0%
Longwood University	78.6%	45.0%	62.2%	65.0%
Old Dominion University	76.7%	25.5%	46.3%	50.6%
Norfolk State University	76.7%	10.4%	24.0%	30.3%
Radford University	74.3%	44.1%	58.0%	59.0%
Virginia State University	73.9%	29.2%	43.8%	46.8%
University of Virginia's College at Wise	62.5%	23.4%	37.5%	41.6%
Average	83.0%	48.9%	62.9%	65.8%

Sources: SCHEV RT01, GRS10

NEW GOALS FOR RETENTION AND GRADUATION RATES

Our goal is for all students to be successful, whether they study at the main campus in Radford, at one of our satellite campuses or online. We believe that a degree from Radford University is the best assurance of that success.

Our goal is to increase the retention rate of the incoming class by 1 percentage point each year and increase the six-year graduation rate of the corresponding class by 0.5 percentage point each year. Figure 5 maps out this plan. Our goal for the first-year retention rate for the incoming freshman class of 2022 is 85 percent. During that same academic year, we expect at least 62 percent of the students who entered the University in 2017 to have graduated.

Figure 5: Radford University Projected Retention and Graduation Rates

Year	Retention	Graduation
2013-14	74.6%	58.7%
2014-15	75.2%	59.0%
2015-16	74.3%	58.3%
2016-17	**75.3%**	**58.8%**
2017-18	**77.0%**	**59.3%**
2018-19	**78.6%**	**59.8%**
2019-20	**80.2%**	**60.3%**
2020-21	**81.8%**	**60.8%**
2021-22	**83.4%**	**61.3%**
2022-23	**85.0%**	**62.0%**

Figure 6: Retention and Graduation Rates with Targets
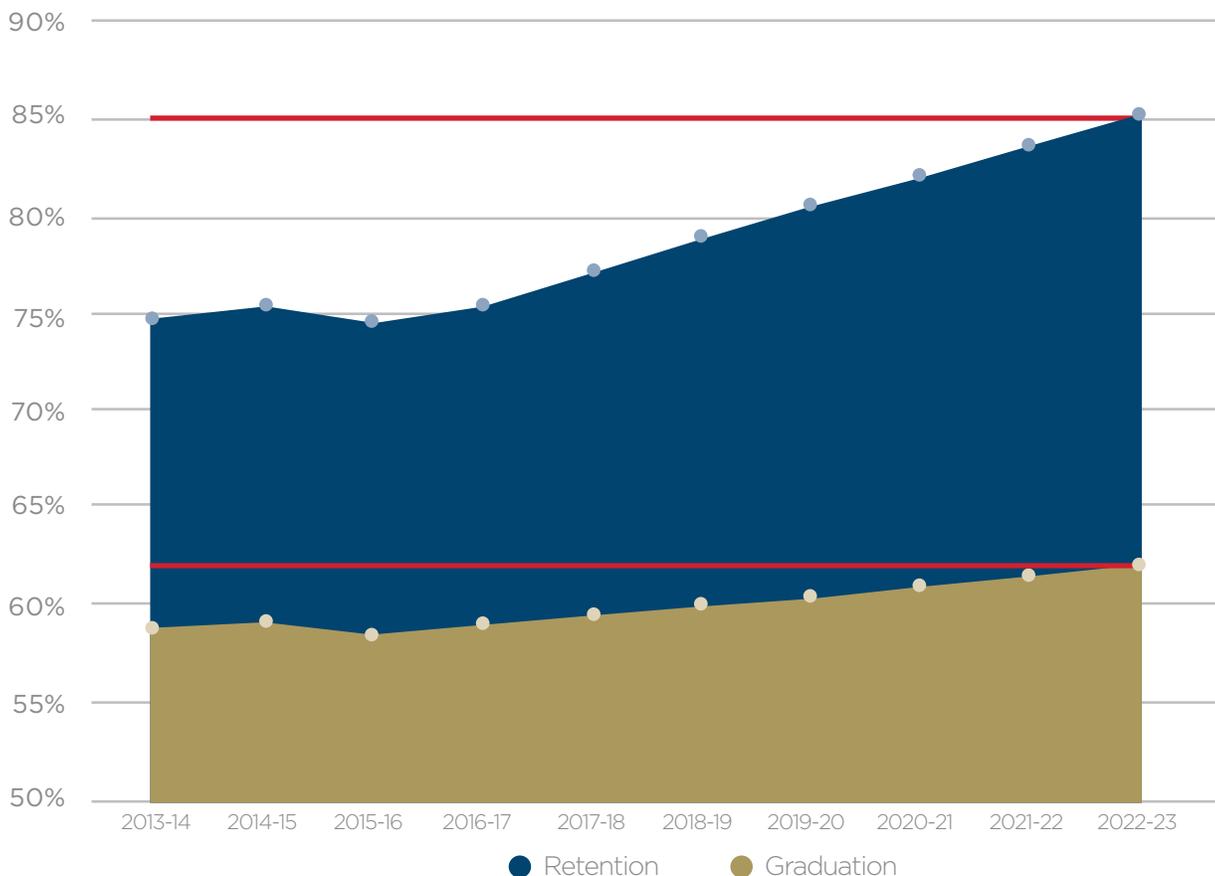
STRUCTURE AND PROCESS

Soon after his arrival on campus in July 2016, President Hemphill moved the Radford University Retention Office from Academic Affairs to Student Affairs. Dr. Clark proposed the formation of the Radford University Council on Student Engagement and Success (CSES) to advise campus leaders in the design, implementation and assessment of strategies and programs that improve student academic success, retention and graduation. The membership of this Council comprises representatives from each academic college, McConnell Library, Enrollment Management, Student Affairs, Information Technology, University Relations, University Advancement, Academic Programs, Athletics, Student Government Association, Institutional Research, Advising, Budgets, New Student Programs, Career Center, Graduate Education, University Services and Starfish administrators.

The Council was divided into 12 action teams focused on the following areas: Best Practices to Improve Retention; Data Collection and Utilization; Mapping and Tracking; Policies, Processes and Procedures; Pedagogies for Student Success; Advising; Outreach Campaigns; Starfish; Freshman Year Experience; Sophomore Year Experience; Junior Year Experience; and Senior Year Experience. Each team generated and presented a Student Engagement and Success

Action Plan that focused on one of these areas. These plans identified different short, midterm and/or long-range initiatives which focused on taking specific actions to empower students to be engaged and successful.

An impressive amount of data was collected and shared concerning student retention, graduation and success from these 12 action teams. Various data sources were examined and methods employed. The electronic factbook on the Radford University Institutional Research website displays much of this data. https://www.radford.edu/content/institutional-research/home.html. In addition, the Council identified campus data available in Banner, Orgsync, Cbord, event tickets, TutorTrac, Degree Audit, D2L, NetTutor, Starfish, NelNet, Parchment, Simplicity, T2 and survey data (NSSE, CSS). They also described how the new IBM Watson Analytics is being engaged. In addition, current literature in best practices on student retention was studied. An inventory of current retention efforts was generated. This comprehensive list comprises the titles of the currently implemented Radford University retention initiatives with the corresponding objectives, office responsible, target audience and implementation term of each. In addition, numerous interviews, focus groups and meetings were conducted with various stakeholders.

PROPOSED RETENTION STRATEGIES

FROM THIS WORK EMERGED FIVE THEMES:

o Removing barriers

o Supporting the classroom experience

o Ensuring effective, efficient advising

o Engaging in clear, unified communication

o Addressing the unique needs of each group of students

The membership was divided into groups to address each of these five themes. The following recommendations, categorized by theme, will remain the focus of our ongoing retention efforts through the spring 2017 semester. In the following pages, these themes are introduced and directions for each retention strategy are identified.

REMOVING BARRIERS

As with any college or university, there exist a number of university policies, processes and procedures, some of which have become an unnecessary burden for students. The Council considered the Radford University policies, processes and procedures that seemed to hinder student success. In addition to outlining recommendations for change, the Council purposed a mechanism to obtain further recommendations from other campus constituents for continuous revision of existing policies, processes and procedures to ensure student success. This mechanism includes a web page form and email address to allow a subcommittee of the Council to collect and address relevant suggestions from campus stakeholders to suggest and execute future changes.

"Any time your students have to walk across campus unnecessarily from one office to another in trying to resolve an issue is an opportunity for them to walk to their car and leave."

— Kevin Pollock, president, Montgomery County Community College

Removing Barriers

SWOT Analysis

Strengths

Ensure University policies, procedures and processes promote student success

Weaknesses

Cumbersome processes, some current policies are unclear to faculty and staff as well as students

Opportunities

- Engage all stakeholders
- Review and edit existing University policies, procedures and processes to ensure that they are consistent, clear, fair streamlined and in the best interest of student success

Threats

Declining retention and persistence

Key Collaborators

Campus policy makers, leaders, faculty, students and administrators

What's New

During the summer and holiday break of 2016, registration was open for longer periods, allowing continuing students to register for classes well in advance of the start of the semester. This flexibility in practice encourages persistence and acknowledges that students engage in the process at different times for different reasons. As analysis of policies and processes continues, we know that we can impact student behavior. Beginning spring 2017, the work group will propose changes to policies, processes and procedures that have been identified as barriers. In addition, this group will develop and implement a vehicle (website and email address) to allow the community to suggest further changes in policies, procedures and/or processes.

Critical Activities

- Identifying policies, procedures and processes that need to be changed
- Identifying stakeholders who can execute and enforce the change

Operational Values

Clearly defined University policies, procedures and processes

Key Performance Indicators

Streamlined University policies, procedures and processes

SUPPORTING THE CLASSROOM EXPERIENCE

Faculty members at Radford University are committed to creating a classroom learning environment that promotes student success. The continued support to implement High Impact Practices (HIPs) is testimony to Radford University faculty's commitment to creating a quality learning environment for our students. HIPs are defined as student-centered, engaged pedagogies such as learning communities, undergraduate research, international education, community engagement, internships and the Honors Academy. As evidenced by research from the National Survey of Student Engagement (NSSE), HIPs have a positive effect on student retention and graduation rates, particularly with underrepresented populations and first-generation students. In addition to implementing additional HIPs in the classroom, members of the Council developed a strategic set of recommendations to improve the learning environment. In addition, the Council argues that faculty members who are devoted to student success must be adequately supported and celebrated for their efforts.

> "Learning is not a spectator sport. Students do not learn much just by sitting in classes listening to teachers, memorizing pre-packaged assignments and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences and apply it to their daily lives."
>
> — Arthur W. Chickering and Zelda F. Gamson, in *Seven Principles of Good Practice in Undergraduate Education*, 1987

Supporting the Classroom Experience

SWOT Analysis

Strengths
- Implementation of HIPs
- Engaged faculty using HIPs

Weaknesses
Competing demands for faculty time

Opportunities
- Mentoring of new faculty members
- Targeted mentoring of students by faculty members
- Faculty professional development activities

Threats
- Understanding and implementing new technologies
- Undervaluing HIPs in the retention of students

Key Collaborators

Faculty, Office of Academic Programs, Campus Leadership, Office of Student Success and Retention and students

What's New

- Explore a new innovative-teaching award
- Collaborate with faculty and LARC to offer Supplemental Instruction (SI) and other activities to support the classroom experience

Critical Activities

- Align faculty, academic and student support services
- Explore the redevelopment of UNIV 100 into a first year experience program
- Identify ideal class guidelines/best practices
- Increase FT faculty-student contact within and beyond the classroom
- Develop a first-semester schedule built toward student success
- Reward faculty for HIPs and innovative teaching practices

Operational Values

Improve student learning environment

Key Performance Indicators

Student success in the classroom

Recognition for and development of innovative pedagogical strategies

ENSURING EFFECTIVE, EFFICIENT ADVISING

Academic advisors at Radford University champion student success. In addition to assisting students in becoming successful graduates of Radford University, advisors coach students toward achieving life goals and aspirations. The Council, in close consultation with the professional advisors, has worked to carefully plan initiatives, based on best academic advising practice, to help ensure student success. The Council believes faculty and advisors who are devoted to student success through academic advisement must be adequately supported and celebrated for their efforts.

"It is the people who come face-to-face with students on a regular basis who provide the positive growth experiences for students that enable them to identify their goals and talents and learn how to put them to use. The caring attitude of college personnel is viewed as the most potent retention force on campus."

— Lee Noel, Co-Founder Ruffalo Noel Levitz, leading expert in student retention

Ensuring Effective, Efficient Advising

SWOT Analysis

Strengths
- Dedication and commitment of the professional advisors
- Collaboration of all campus advisors
- Academic Advising Committee

Weaknesses
- High advisor-to-advisee loads
- Variable advising experience for students

Opportunities
- Professional development for professional and faculty advisors
- Evaluation/assessment of advisors and advising systems
- Greater visibility for the recognition of excellence in faculty advising

Threats
- Students feeling underserved and considering leaving

Key Collaborators
- Professional and faculty advisors, Office of Academic Programs, Office of Student Success and Retention and students

What's New
- Incentivizing faculty advising
- Develop Student Ambassadors peer-mentoring program to assist advisors during drop/add periods (Collaborate with MASH)

Critical Activities
- Hire additional professional advisors
- Design and implement consistent advising protocols

Operational Values

Systemized academic advising program to serve all students

Key Performance Indicators

Strategic advising plan

Development of online advising protocols and handbooks

ENGAGING IN CLEAR, UNIFIED, TARGETED COMMUNICATION

The Council unanimously recognized the need for clear communication. As a result, it compiled a list of strategic, targeted communication efforts to ensure students are informed of all relevant deadlines, options, opportunities and events. Effectively implementing Starfish as a communication and information tool for campus is an imperative part of this plan.

"
Never underestimate the power the personal touch of faculty and staff has on engaging students. Our communications with students must recognize where they live as well as how they receive and consume information.

— #RadfordFamily — Senior Year Experience Action Team
"

Engaging in Clear, Unified, Targeted Communication

SWOT Analysis

Strengths
- Low cost
- High touch

Weaknesses

Staying current with ongoing development of new technologies and social media as methods of communication evolve

Opportunities

Improvements in communication can only lead to greater collaborations to explore new initiatives

Threats

Miscommunication and/or misinformation

Key Collaborators

Campus community and stakeholders

What's New

Purposeful, strategic coordination of communication and monitoring of associated metrics.

Critical Activities

- Full implementation of Starfish, including the Early Alert System
- Train all stakeholders on proper use of Starfish
- Create and employ specific procedures for collecting and responding to information in Starfish
- Create and employ specific targeted procedures for communication with students using social media
- Develop and implement withdrawal/exit interview processes and procedures
- Revise Radford University website to be more intuitive

Operational Values

Systems of communication in place to ensure all campus stakeholders are aware of resources and activities

Key Performance Indicators

Effective utilization of Starfish

Number of contacts, response rate and intended outcomes using a variety of communication methods

ADDRESSING THE UNIQUE NEEDS OF EACH GROUP OF STUDENTS

Cohorts of students classified as freshmen, sophomores, juniors and seniors have unique experiences and different needs as they progress through the educational process. The Council suggests tailored activities and programs to address students' needs while attending Radford University.

" NSSE founding director George Kuh recommends that all students participate in at least two HIPs over the course of their undergraduate experience — one during the first year and one in the context of their major. "

— 2016 NSSE Annual Report

Addressing the Unique Needs of Each Group of Students

SWOT Analysis

Strengths

Faculty and staff committed to student success

Weaknesses

Declining retention and persistence

Opportunities

○ Better coordinate and develop existing programs and services

○ Keep students on task to timely degree completion

○ Celebrate the success of students from first year through graduation

Threats

Students lead complex lives with unique circumstances that prevent them from being successful, including finances, family, intolerance and mental and physical health issues

Key Collaborators

Entire campus community

What's New

○ Develop and implement summer bridge program for at-risk first year students

○ Explore a common free period, no classes one hour per week

○ Create a transfer path for all incoming transfer students

○ UNIV course expansion to be taught to each student cohort:

1. **Sophomores:** UNIV 200 career exploration

2. **Junior:** UNIV 300 experiential learning

3. **Senior:** UNIV 400 capstone course: transition from college to professional life or graduate school

Critical Activities

○ Evaluate, redesign, redevelop, expand and/or focus current programs to address the unique needs of students at each level: freshman, sophomore, junior and senior

○ Facilitate the graduation process through electronic graduation application and timely commencement

Operational Values

Greater value to Radford University learning experience

Key Performance Indicators

More deeply engaged students participating in on-campus activities and student organizations

CONCLUSION

Encouraging conversations about student success have occurred during Council meetings. Many innovative ideas have been explored. The next step is to implement the proposed changes. A search has been launched to hire a new Director of Student Success and Retention who will be charged with working with the Council in leading these changes. In addition, some members of the Council will be named to a smaller steering committee that will assist the director in communication and collaboration with the greater campus community in making the suggested changes. The membership of the steering committee will include the CSES leadership along with representatives from key action teams.

During the spring 2017 semester, the steering committee will also address ongoing data and report needs. Our work throughout the fall has provided insight as to appropriate direction. A schedule of data/reports and points of intervention will be developed and implemented to allow us to monitor student behavior on an ongoing basis. In addition, baselines and targets will be created for the Key Performance Indicators and measures referenced in this plan.

Earning a degree from Radford University can change the trajectory of a student's life. Their success also impacts their families and communities. In addition, successful students and improved retention impact University enrollment.

The initiatives included in this plan can help realize the potentials that already exist at Radford University. The stakes are high and we must act with urgency. Our work together can help Radford University excel as an innovative, premier university focused on its students.

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Strategic Planning Update

RADFORD UNIVERSITY

Timeline

- ✓ **September 2016** – Request for Appointments from Shared Governance Leaders
- ✓ **October 2016** – Formal Appointments to Task Force
- ✓ **October 24, 2016** – Initial Meeting of Task Force
- ✓ **October 2016-October 2017** – Monthly Meetings of Task Force
- ✓ **Early November** – Formal Appointments to Subgroups
- ✓ **November 11, 2016** – Joint Meeting of Task Force and All Subgroups and Initial Meeting of Individual Subgroups
- **November 2016-October 2017** – Monthly Meetings of Task Force and Regular Meetings of Subgroups
- **June/September 2017** – Formation and Work of Writing Team
- **September 14-15, 2017** – Board of Visitors Presentation of *DRAFT Plan* for Review and Feedback
- **December 7-8, 2017** – Board of Visitors Presentation of *Proposed Plan* for Review and Approval
- **TBD** – SCHEV Presentation of *Proposed Plan* for Review and Approval
- **January 2018** – Formal Implementation

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Organizational and Reporting Structure

RADFORD UNIVERSITY
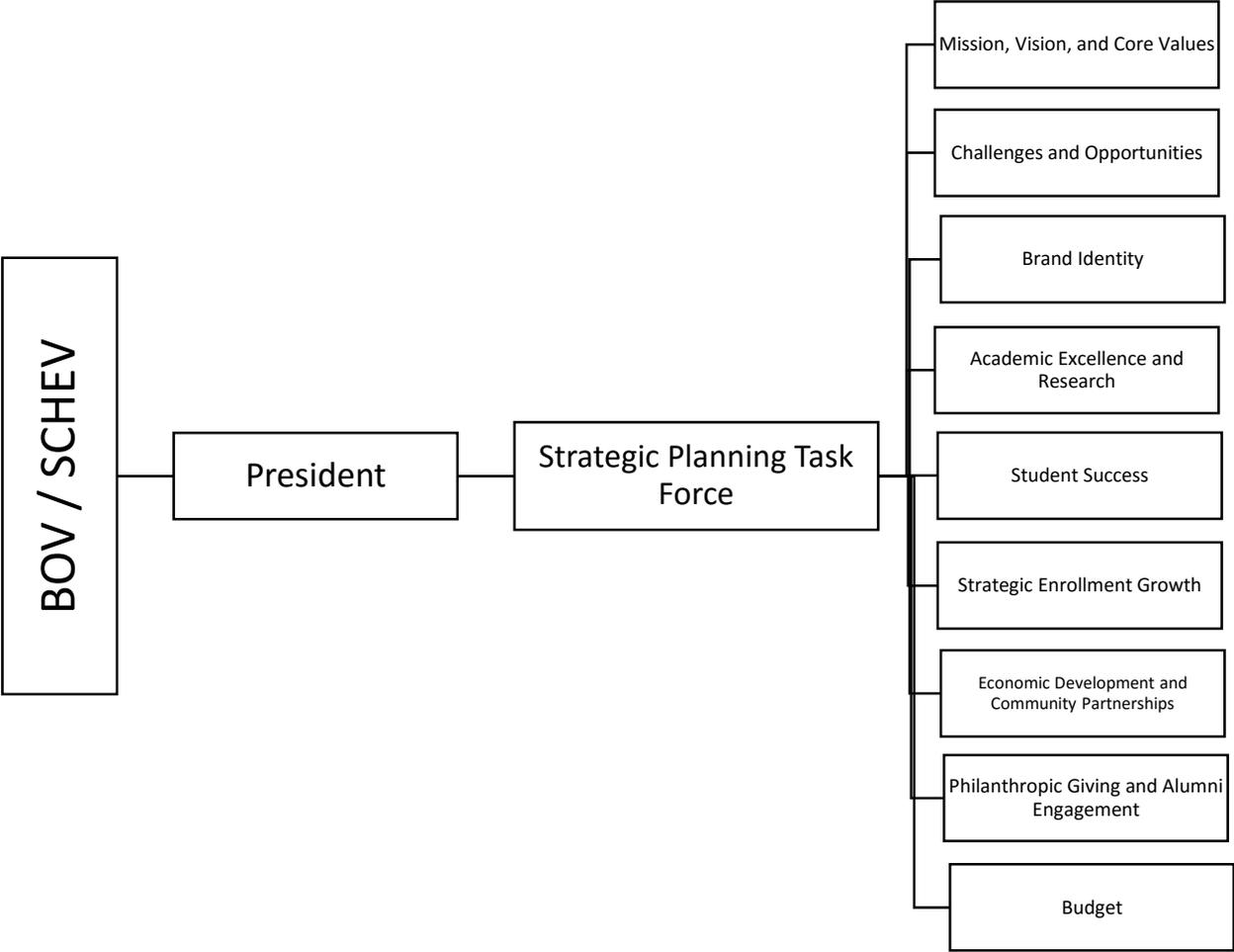
Task Force

- **Co-Chairs:** Jack Call and Kenna Colley
- **Faculty Representatives:** Vicki Bierman; Holly Cline; Jerry Kopf; Dave Sallee; Carter Turner; and Skip Watts
- **Student Representatives:** Jacinda Jones and Aaron Sarmiento
- **A/P Faculty Representatives**: Sandra Bond and Eric Lovik
- **Classified Staff Representatives:** Karen Montgomery and Patti Williamson
- **Alumni/Community Representatives**: Nancy Artis and Jeff Price
- **At-Large Appointments:** Stephanie Ballein; Irvin Clark; Angela Joyner; Danny Kemp; Ebenezer Kolajo; Chad Reed; David Ridpath; and Sherry Wallace
- **Administrative Representatives (Vice Presidents):** Richard Alvarez, Kitty McCarthy, and Joe Scartelli
- **Administrative Representatives (Deans):** Ken Cox, Margaret Devaney, and George Low
- **Administrative Liaison:** Ashley Schumaker

Subgroups

- **Mission, Vision, and Core Values** – Dennis Grady and Jason Davis
- **Challenges and Opportunities** – Danny Kemp and Leslie Daniel
- **Brand Identity** – Joe Carpenter and Jane Machin
- **Academic Excellence and Research** – Joe Scartelli and Carter Turner
- **Student Success** – Irvin Clark and Cassady Urista
- **Strategic Enrollment Growth** – Kitty McCarthy and Brad Bizzell
- **Economic Development and Community Partnerships** – George Low and Laura Jacobsen
- **Philanthropic Giving and Alumni Engagement** – Bruce Cunningham and Holly Cline
- **Budget** – Richard Alvarez and Mike Chatham

Progress Report

- Mission, Vision, and Core Values Subgroup – **Work is completed.**

- Challenges and Opportunities Subgroup – **Work is nearly completed.**

- Other Subgroups (Brand Identity; Academic Excellence and Research; Student Success; Strategic Enrollment Growth; Economic Development and Community Partnerships; Philanthropic Giving and Alumni Engagement; and Budget) – **Work remains on-going.**

- Creation and launch of informational portal

- Utilization of scholarly readings, data and research, campus forums, and online surveys

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Questions?

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Resolution
Approval of Amended and Restated Supplemental Defined Contribution Benefit Plan and
Qualified Governmental Excess Benefit Arrangement

WHEREAS, the Board adopted and executed, effective January 1, 2009, the Radford University Employer Contribution 403(b) Plan (the "Employer 403(b) Plan"), an existing Internal Revenue Code ("Code") section 403(b) plan that is exclusively funded by employer contributions, and the Radford University Supplemental Defined Contribution Plan (the "Supplemental Plan"), a defined contribution plan qualified under Code section 401(a), which included a Code section 415(m) excess benefit arrangement; and

WHEREAS, the Supplemental Plan required legal review to modify and amend language and provisions to be more general in order to accommodate the current employment arrangement with the President and any future participants authorized by the Board; and

WHEREAS, the Supplemental Plan also required amendment to be consistent and compliant with the Internal Revenue Code and the Code of Virginia; and

WHEREAS, legal counsel recommended the Code section 415(m) excess benefit arrangement included in the Supplemental Plan be documented in a separate plan document, thereby resulting in the amended and restated Supplemental Defined Contribution Benefit Plan (the "amended Supplemental Plan") and the amended and restated Qualified Governmental Excess Benefit Arrangement (the "QEBA"); and

WHEREAS, the Rector of the University (the "Rector") was authorized to amend and supplement the Employer 403(b) and Supplemental Plans as necessary to comply with changes in applicable federal and state laws not involving policy discretion; and

WHEREAS, the Board now desires to delegate authority to the Associate Vice President for Finance and University Controller to make non-substantive amendments not involving policy discretion to the Employer 403(b) Plan, amended Supplemental Plan, and QEBA on behalf of the University in order to maintain the plans in compliance with applicable federal and state laws.

THEREFORE, BE IT RESOLVED that the Board hereby approve the amended Supplemental Plan and QEBA, effective January 1, 2017;

RESOLVED FURTHER, that the Rector is hereby authorized and directed to take all such action as may be necessary and appropriate to implement the foregoing resolution;

RESOLVED FURTHER, that the Associate Vice President for Finance and University Controller is hereby authorized to make non-substantive amendments not involving policy discretion to the Employer 403(b) Plan, amended Supplemental Plan, QEBA as necessary to comply with changes in applicable state and federal laws;

RESOLVED FURTHER, that any changes to the Employer 403(b) Plan, amended Supplemental Plan, and QEBA made by the Associate Vice President for Finance and University Controller shall be reported to the Board on an annual basis when changes are made.

(A copy of the First Amendment to the Radford University Employer 403(b) Plan, Radford University Supplemental Defined Contribution Benefit Plan and Qualified Governmental Excess Benefit Arrangement, as amended and restated are attached hereto as Attachment A, B and C respectively, and made a part hereof).

FIRST AMENDMENT
TO THE
RADFORD UNIVERSITY EMPLOYER 403(b) PLAN
(As Effective January 1, 2009)

WITNESSETH

WHEREAS, the Radford University Employer 403(b) Plan (the "Plan") was established effective January 1, 2007, and was amended and restated effective January 1, 2009; and

WHEREAS, Section 8.1 of the Plan permits the University to amend the Plan at anytime.

NOW, THEREFORE, in accordance with the foregoing, the Plan is hereby amended as follows effective as of the dates below:

1.   The following paragraphs shall be added to Section 5.3 to read as follows:

For 2009, unless otherwise provided in the Individual Agreements, the minimum required distribution requirements set forth in this Section 5.3 shall be satisfied as provided in either subsection (1) or (2) below, as determined by the Vendor responsible for the Participant's required minimum distribution and in accordance with the Individual Agreements:

A Participant or Beneficiary who would have been required to receive required minimum distributions for 2009 but for Code section 401(a)(9)(H) ("2009 RMDs"), and who would have satisfied that requirement by receiving distributions that are (i) equal to the 2009 RMDs or (ii) one or more payments in a series of substantially equal distributions (that include the 2009 RMDs) made at least annually and expected to last for the life (or life expectancy) of the Participant, the joint lives (or joint life expectancy) of the Participant and the Participant's designated Beneficiary, or for a period of at least ten (10) years ("extended 2009 RMDs") will receive those distributions for 2009 unless the Participant or Beneficiary chooses not to receive such distributions. Participants and Beneficiaries described in the preceding sentence will be given the opportunity to elect to stop receiving the distributions described in the preceding sentence.

A Participant or Beneficiary who would have been required to receive 2009 RMDs, and who would have satisfied that requirement by receiving distributions that are (i) equal to the 2009 RMDs or (ii) Extended 2009 RMDs, will not receive those distributions for 2009 unless the Participant or Beneficiary chooses to receive such distributions. Participants and Beneficiaries described in the preceding sentence will be given the opportunity to elect to receive the distributions described in the preceding sentence.

Further, subject to the Individual Agreements, the 2009 RMDs and Extended 2009 RMDS will be treated as eligible rollover distributions in 2009.

2.   Section 5.4 shall be amended to read as follows:

5.4   Rollover Distributions.

For purposes of this Section and compliance with Code section 401(a)(31), this Section applies notwithstanding any contrary provision or retirement law that would otherwise limit a distributee's election to make a rollover. A distributee may elect, at the time and in the manner prescribed by the Administrator, to have any portion of an eligible rollover distribution paid directly to an eligible retirement plan specified by the distributee in a direct rollover.

(a)   "Eligible rollover distribution" means any distribution of all or any portion of the balance to the credit of the distributee, except that an eligible rollover distribution does not include:

  (i)   any distribution that is one of a series of substantially equal periodic payments (not less frequently than annually) made for the life (or the life expectancy) of the distributee or the joint lives (or joint life expectancies) of the distributee and the distributee's designated beneficiary, or for a specified period of ten years or more;

  (ii)   any distribution to the extent such distribution is required under Code section 401(a)(9);

  (iii)   the portion of any distribution that is not includible in gross income; provided, however, effective January 1, 2002, a portion of a distribution shall not fail to be an eligible rollover distribution merely because the portion consists of after-tax employee contributions that are not includible in gross income, but such portion may be transferred only:

    (A)   to an individual retirement account or annuity described in Code section 408(a) or (b) or to a qualified defined contribution plan described in Code section 401(a) that agrees to separately account for amounts so transferred (and earnings thereon), including separately accounting for the portion of the distribution that is includible in gross income and the portion of the distribution that is not so includible;

    (B)   on or after January 1, 2007, to a qualified defined benefit plan described in Code section 401(a) or to an annuity contract described in Code section 403(b), that agrees to separately account for amounts so transferred (and earnings thereon),

including separately accounting for the portion of the distribution that is includible in gross income and the portion of the distribution that is not so includible; or

(C)   on or after January 1, 2008, to a Roth IRA described in section Code 408A; and

(iv)   any other distribution which the Internal Revenue Service does not consider eligible for rollover treatment, such as certain corrective distributions necessary to comply with the provisions of Code section 415 or any distribution that is reasonably expected to total less than $200 during the year.

Effective January 1, 2002, the definition of eligible rollover distribution also includes a distribution to a surviving spouse, or to a spouse or former spouse who is an alternate payee under a qualified domestic relations order, as defined in Code section 414(p).

(b)   "Eligible retirement plan" means any of the following that accepts the distributee's eligible rollover distribution:

(i)   an individual retirement account described in Code section 408(a),

(ii)   an individual retirement annuity described in Code section 408(b),

(iii)   an annuity plan described in Code section 403(a),

(iv)   a qualified trust described in Code section 401(a),

(v)   effective January 1, 2002, an annuity contract described in Code section 403(b),

(vi)   effective January 1, 2002, a plan eligible under Code section 457(b) that is maintained by a state, political subdivision of a state, or any agency or instrumentality of a state or a political subdivision of a state that agrees to separately account for amounts transferred into that plan from the Plan, or

(vii)   effective January 1, 2008, a Roth IRA described in Code section 408A.

(c)   "Distributee" means an employee or former employee. It also includes the employee's or former employee's surviving spouse and

the employee's or former employee's spouse or former spouse who is the alternate payee under a qualified domestic relations order, as defined in Code section 414(p). Effective January 1, 2010, a distributee further includes a nonspouse beneficiary who is a designated beneficiary as defined by Code section 401(a)(9)(E). However, a nonspouse beneficiary may only make a direct rollover to an individual retirement account or individual retirement annuity established for the purpose of receiving the distribution, and the account or annuity shall be treated as an "inherited" individual retirement account or annuity.

(d) "Direct rollover" means a payment by the Plan to the eligible retirement plan specified by the distributee.

(e) Each Vendor shall be separately responsible for providing, within a reasonable time period before making an initial eligible rollover distribution, an explanation to the Distributee of his or her right to elect a direct rollover and the income tax withholding consequences of not electing a direct rollover.

3. A new Section 10.9 shall be added to read as follows:

10.9 <u>Military Service</u>.

(a) Notwithstanding any provisions of this Plan to the contrary, contributions, benefits, and service credit with respect to qualified military service shall be provided in accordance with the Uniformed Services Employment and Reemployment Rights Act of 1994, as amended from time to time ("USERRA"), the Heroes Earnings Assistance and Relief Tax Act of 2008, as amended from time to time ("HEART"), Code section 414(u), and Code section 401(a)(37). For purposes of this Section, "qualified military service" means any service in the uniformed services as defined in USERRA by any individual if such individual is entitled to reemployment rights under USERRA with respect to such service.

(b) If a Participant whose employment is interrupted by qualified military service or who is on a leave of absence for qualified military service under Code Section 414(u), timely resumes employment with the Employer in accordance with USERRA as an Employee, the Employer shall make the Employer Contributions that would have been made if the Participant had remained employed during the Participant's qualified military service. Employer Contributions must be made no later than ninety (90) days after the date of reemployment or when the Employer Contributions are normally due for the year in which the qualified military service was performed, if later.

(c)   Effective January 1, 2007, to the extent provided under Code section 401(a)(37), in the case of a Participant whose employment is interrupted by qualified military service and who dies while performing qualified military service, the survivor of such Participant shall be entitled to any additional benefit (other than benefit accruals) provided under the Plan as if the Participant timely resumed employment in accordance with USERRA and then, on the next day, terminated employment on account of death.

(d)   Effective January 1, 2009, differential wage payments within the meaning of Code section 414(u)(12)(D) shall be treated as Compensation and Includible Compensation under the Plan.

IN WITNESS WHEREOF, the undersigned, being an authorized officer of the University, has caused this Amendment to be executed on behalf of the University this _____ day of _____, 2016.

RADFORD UNIVERSITY

By: _____

Name:_____

Title:_____

Attachment B

RADFORD UNIVERSITY
SUPPLEMENTAL DEFINED CONTRIBUTION BENEFIT PLAN

Amended and Restated Effective January 1, 2017

TABLE OF CONTENTS

PREAMBLE

Radford University established the Radford University Supplemental Defined Contribution Benefit Plan (the "Plan") effective January 1, 2009. The Plan is intended to be a qualified profit-sharing plan under section 401(a) of the Internal Revenue Code (the "Code"), and is a governmental plan as described in Code section 414(d). The Plan was amended on one occasion, effective January 1, 2009. The Plan is now being amended and restated in its entirety effective January 1, 2017, except as otherwise noted. As part of this restatement, the portion of the Plan that is the qualified excess benefit arrangement under Code section 415(m) is being set forth in a separate written document from the Plan.

SECTION 1
DEFINITIONS

1.1.   **Accumulation Account**

The account of a Participant or a Former Participant that is credited with Supplemental Employer Contributions pursuant to Section 3.1.

1.2.   **Administrator**

The University and, to the extent that the University has delegated any of its duties as Administrator pursuant to Section 10, the individual, committee or organization to whom such duty has been delegated.

1.3.   **Board**

The Board of Visitors of the University.

1.4.   **Code**

The Internal Revenue Code of 1986, as amended.

1.5.   **Eligible Employee**

The President of the University, and other key Employees designated by the Board or its delegate and identified on Appendix A, attached hereto.

1.6.   **Employee**

Any individual on the payroll of the Employer whose wages from the Employer are subject to withholding for the purposes of Federal income taxes and the Federal Insurance Contributions Act. If a person is engaged in an independent contractor or similar capacity and is subsequently reclassified by the Employer, the Internal Revenue Service, or a court as an employee, such person, for purposes this Plan, shall be deemed an Employee from the actual (and not the effective) date of such reclassification, unless expressly provided otherwise by the Employer.

1.7.   **Employer**

The University.

1.8.   **Fiscal Year**

The twelve (12) month period commencing on each July 1 and ending on June 30.

1.9.   **Former Participant**

Any individual who is no longer a Participant but who continues to have an Accumulation Account.

1.10.   **Former Vendor**

Any vendor that was approved by the Board to receive Supplemental Employer Contributions under the Plan, but is no longer approved under the Plan to receive Supplemental Employer Contributions, until such time as the vendor no longer continues to hold Plan assets.

1.11.   **415 Compensation**

An Employee's total annual compensation from the Employer for the Limitation Year, as defined in the Treasury Regulations issued under Code section 415. 415 Compensation includes an Employee's wages (including any elective deferrals as defined in Code section 402(g)(3)), salaries, fees for professional services and other amounts received for personal services actually rendered in the course of employment with the Employer. 415 Compensation paid or made available during such Limitation Year shall also include any amount that is contributed or deferred by the University at the election of the Employee and that is not includible in the gross income of the Employee by reason of Code section 125, 132(f)(4), or 457(b). 415 Compensation shall also include amounts received after a Participant's severance from employment with the University but only to the extent such amounts are received by the later of 2-1/2 months following such severance from employment or the end of the Plan Year that includes the date of the Participant's severance from employment and such amounts do not include severance pay or other amounts that would have not been paid to the Participant absent his severance. 415 Compensation does not include: (a) contributions (other than elective contributions described in Code sections 402(e)(3), 408(k)(6), 408(p)(2)(A)(i), or 457(b)) made by the Employer to a deferred compensation plan which, without regard to Code section 415, are not includible in the Employee's gross income for the taxable year in which contributed; (b) Employer contributions made on behalf of the Employee to a simplified employee pension plan described in Code section 408(k) or a simplified retirement account described in Code section 408(p) to the extent not includible in gross income for the taxable year in which contributed; (c) distributions from a deferred compensation plan and (d) other items of remuneration similar to (a) through (c).

1.12. **Investment Options**

The investment funds available under the Trust and specifically approved by the Administrator, in its sole and absolute discretion, for use under this Plan in accordance with Section 5.

1.13. **Limitation Year**

The Plan Year.

1.14. **Participant**

Any Employee who has commenced participation in the Plan in accordance with the provisions of Section 2 of the Plan.

1.15. **Plan**

The Radford University Supplemental Defined Contribution Benefit Plan as set forth in this document and as amended from time to time.

1.16. **Plan Year**

The twelve (12) month period commencing on each January 1 and ending on December 31.

1.17. **Supplemental Employer Contributions**

The amount allocated to an Eligible Employee's Accumulation Account pursuant to Section 3.1.

1.18. **Trust**

A trust, a custodial account treated as a qualified trust under Code section 401(f), and/or an annuity contract treated as a qualified trust under Code section 401(f), established under the Plan to hold Plan assets.

1.19. **Trust Fund**

The assets of the Plan held pursuant to the terms of the Plan and Trust.

1.20. **Trustee**

The trustee or any successor trustee designated and appointed by the Employer, and includes the entity or person(s) holding the assets of a custodial account or holding an annuity contract in accordance with Code section 401(f).

1.21. **University**

Radford University.

1.22. **USERRA**

The Uniformed Services Employment and Reemployment Rights Act of 1994, as amended.

1.23. **Valuation Date**

The last day of each Plan Year and each other interim date during the Plan Year on which the portion of the assets of a Participant's or Former Participant's Accumulation Account is valued.

1.24. **Vendor**

A service provider that has been approved by the Administrator to serve as third party administrator and/or recordkeeper for the Plan and/or to offer Investment Options to Participants under the Plan. The Vendor(s) is set forth in Appendix B hereto, as amended from time to time. The Administrator, in its sole and absolute discretion, shall select the Vendor(s) and may add or delete Vendor(s).

SECTION 2
PARTICIPATION

2.1. **Participation**

An Employee shall become a Participant in the Plan as of the date he becomes an Eligible Employee, or as soon as practicable thereafter.

2.2. **Obligation of Participant**

When an Employee becomes eligible to participate, and thereafter from time to time, the Administrator may require the Employee to furnish such information and fill out, sign and file such forms and documents as may be reasonably required for the administration of the Plan, including beneficiary designation forms, evidence of age and marital status, etc. If a Participant does not comply with any such reasonable requirements neither the Administrator, nor any other person, shall be obligated to administer the Plan for such Participant until such information is properly furnished, and no such person shall incur liability to such Participant or his beneficiary to the extent that any intended Plan benefit has not been obtained or is not available because of the Participant's or beneficiary's failure to furnish such information and fill out, sign and file such documents.

2.3. **Termination of Participation**

Participation in the Plan continues until a Participant is no longer an Eligible Employee.

2.4. **Reinstatement as an Eligible Employee**

A former Eligible Employee who subsequently becomes an Eligible Employee shall again be a Participant in the Plan.

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SECTION 3
CONTRIBUTIONS

3.1. **Supplemental Employer Contributions**

 (a) The Employer may, in its sole and absolute discretion, make a Supplemental Employer Contribution on behalf of a Participant. The amount of any such Supplemental Employer Contribution shall be determined by the Board, in its sole and absolute discretion, and designated on Appendix A; however, in no event shall the Supplemental Employer Contribution exceed the dollar limitation of Code section 401(a)(17), to the extent applicable. The timing of such Supplemental Employer Contributions shall be determined by the Employer in its sole and absolute discretion; however, such contributions shall be made no later than the end of each Fiscal Year to which the contribution relates.

 (b) In addition to or lieu of the Supplemental Employer Contributions set forth in paragraph (a), Supplemental Employer Contributions may also be made to the Plan on behalf of a Participant to the extent authorized by the Board, in its sole and absolute discretion, and set forth in a written resolution, employment contract, or other document. The timing of such Supplemental Employer Contributions shall be determined by the Employer in its sole and absolute discretion; however, such contributions shall be made no later than as required by law.

3.2. **Rollover Contributions**

The Plan shall accept no rollover contributions of any kind.

3.3. **Transfer Contributions**

The Plan shall accept no transfer contributions of any kind.

3.4. **Annual Limitation on Contributions**

 (a) Defined Contribution Limit

In no event shall a Participant's Supplemental Employer Contribution under Section 3.1 above for the Limitation Year exceed the lesser of:

 (i) $54,000 for 2017, as adjusted thereafter under Code section 415(d); or

 (ii) one hundred percent (100%) of the Participant's 415 Compensation.

 (b) Participation In More Than One Plan

If the Employer maintains one or more qualified defined contribution plans, as defined in Code section 414(i), for Employees, some or all of whom may be Participants in this Plan, then the contributions made on behalf of the Participant in such other plans shall be aggregated with the contributions made on behalf of

the Participant derived from this Plan prior to the end of the Limitation Year for purposes of the limitation in Section 3.4(a) above. In the event that the Participant's aggregate annual additions, as defined in Code section 415(c) and the Treasury Regulations issued thereunder, exceed the contribution limit in Section 3.4(a) for any Limitation Year, the contributions under Section 3.1 of this Plan shall be reduced to the maximum extent necessary prior to the end of the Limitation Year and reallocated in accordance with the terms found in the Radford University Qualified Governmental Excess Benefit Arrangement.

(c)   No Exceeding 415 Limit

In no event shall the amount of contributions determined under this Section 3 exceed the maximum contributions permitted under Code section 415.

3.5.   **Reemployment of Returning Veterans**

(a)   Retroactive Contributions

If a Participant is in qualified military service, as that term is defined under USERRA, and he returns to employment with the Employer within ninety (90) days of the end of his military leave (or such longer period of time as his reemployment rights are protected by law), the Employer shall make the contributions described in Section 3.1 above on behalf of the Participant that he otherwise would have been entitled to but for his absence due to the military leave.

(b)   Limitations

Contributions made pursuant to (a) above shall not be counted for purposes of Section 3.4 during the Plan Year (Limitation Year) when they are made. Rather such contributions shall be counted for purposes of Section 3.4 in the Plan Year to which the contributions relate.

(c)   Crediting of Earnings

A Participant who is entitled to a contribution pursuant to (a) above shall not be entitled to receive corresponding retroactive earnings attributable to such contribution.

(d)   Death Benefits

Effective January 1, 2009, to the extent provided under Code section 401(a)(37), in the case of a Participant whose employment is interrupted by qualified military service and who dies while performing qualified military service, the survivor of such Participant shall be entitled to any additional benefit (other than benefit accruals) provided under the Plan as if the Participant timely resumed employment in accordance with USERRA and then terminated employment the

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next day on account of death. Such qualified military service will count for vesting purposes.

(e)   Differential Wage Payments

Effective January 1, 2009, a Participant whose employment is interrupted by qualified military service or who is on a leave of absence for qualified military service and who receives a differential wage payment within the meaning of Code section 414(u)(12)(D) from the Employer shall be treated as an Employee of the Employer and the differential wage payment shall be treated as 415 Compensation under Section 1.11 for purposes of applying the limits on annual additions under Code section 415(c). This provision shall be applied to all similarly situated individuals in a reasonably equivalent manner.

SECTION 4
VESTING

A Participant shall be immediately 100% vested in his Supplemental Employer Contributions made pursuant to Section 3.1(a). A Participant shall be vested in his Supplemental Employer Contributions made pursuant to Section 3.1(b) as set forth in the applicable written resolution, employment contract, or other document; provided, however, that if the applicable written resolution, employment contract, or other document does not specify a vesting schedule, the Participant shall also be immediately 100% vested in his Supplemental Employer Contributions made pursuant to Section 3.1(b).

SECTION 5
INVESTMENT OPTIONS

5.1.   **Vendors and Investment Options.**

(a)   All Supplemental Employer Contributions made pursuant to Section 3.1 shall be transferred to the Vendor(s) to be held, managed, invested, and distributed in accordance with the provisions of the Plan and the Trust, as applicable. All benefits under the Plan shall be distributed solely from the Trust, and the Employer shall have no liability for any such benefits other than the obligation to make Supplemental Employer Contributions as provided in the Plan.

(b)   Participants' Accumulation Accounts shall be invested in one or more of the Investment Options available to Participants from a Vendor(s) approved under this Plan, as selected by the Administrator and communicated to Participants. The current Vendor(s) are listed in Appendix B. The Administrator's current selection of Vendor(s) and Investment Options is not intended to limit future additions or deletions of Vendor(s) or Investment Options.

(c)   A Participant shall have the right to direct the investment of his Accumulation Accounts by filing the applicable form with the Vendor(s). A Participant may change his investment election as often as determined by the Vendor(s). A Participant may elect to transfer all or any portion of his Accounts invested in any

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one Investment Option to another Investment Option, regardless of whether offered by the same or a different Vendor, subject to the limitations of the Trust, by filing a request on the applicable form with the Vendor(s) or by such other means that may be provided for by the Vendor(s). A Participant may also elect to transfer all or any portion of his Accounts invested in an Investment Option with a Former Vendor to an Investment Option with a Vendor, subject to the terms of the Trust.

(d)   An investment change that includes an investment with a Former Vendor or other vendor that is not eligible to receive Supplemental Employer Contributions under the Plan is not permitted.

5.2.   **Default Investments.**

If a Participant does not have a valid and complete investment direction on file with the Vendor on the applicable form, Supplemental Employer Contributions will be invested in a default fund selected by the Administrator in its sole and absolute discretion, until the Participant makes an affirmative election regarding the investment of the Participant's Accumulation Account.

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SECTION 6
TRUST

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6.1.   **Trust Fund.**

All Supplemental Employer Contributions under the Plan shall be transferred to the Trustee to be held in Trust as part of the Trust Fund in accordance with the provisions of the Plan and the Trust. All assets held in connection with the Plan, including all Supplemental Employer Contributions, all property and rights acquired or purchased with such amounts, and all income attributable to such amounts, property or rights, shall be held in, managed, invested and distributed in Trust as part of the Trust Fund, in accordance with the provisions of the Plan. All benefits under the Plan shall be distributed solely from the Trust Fund, and the Employer shall have no liability for any such benefits other than the obligation to make Supplemental Employer Contributions as provided in the Plan.

6.2.   **Trust Status.**

The Trust Fund shall be held in Trust for the exclusive benefit of Participants and beneficiaries under the Plan in accordance with Code section 501(a). No part of the Trust Fund shall be used for, or diverted to, purposes other than for the exclusive benefit of Participants and their beneficiaries, and for defraying the reasonable expenses of the Plan and Trust. The Trust is exempt from tax pursuant to Code sections 401(a) and 501(a).

SECTION 7
DISTRIBUTION

7.1. **Time and Form of Distribution**

A Participant shall be entitled to a distribution of the amount allocated to his Accumulation Amount upon his separation from service with the Employer or, if earlier, when he has both (i) been a Plan Participant for a minimum of two years and (ii) has attained age 59½. Subject to the mandatory distribution provisions of Section 7.2, distributions shall be made in accordance with the terms of the Trust.

7.2. **Minimum Distribution Requirements**

The provisions of this Section 7.2 will apply for purposes of determining required minimum distributions under Code section 401(a)(9). The requirements of this Section 7.2 shall apply to any distribution of a Participant's vested Accumulation Account(s) and will take precedence over any inconsistent provisions of this Plan. Distributions in all cases will be determined and made in accordance with a good faith interpretation of the requirements of Code section 401(a)(9), including the incidental death benefit requirements of Code section 401(a)(9)(G) and the applicable regulations thereunder, including Treasury regulations sections 1.401(a)(9)-1 through -9, as applicable to a governmental plan within the meaning of Code section 414(d).

(a)   <u>Time and Manner of Distribution</u>

    (i)   <u>Required Beginning Date</u>. The Participant's entire interest shall be distributed, or begin to be distributed, to the Participant no later than the Participant's Required Beginning Date, as defined in subsection 7.2(d)(v).

    (ii)   <u>Death of Participant Before Distributions Begin</u>. If the Participant dies before distributions begin, the Participant's entire interest shall be distributed, or begin to be distributed, no later than as follows:

        (A)   If the Participant's surviving spouse is the Participant's sole Designated Beneficiary, then distributions to the surviving spouse shall begin by December 31 of the calendar year immediately following the calendar year in which the Participant died, or by December 31 of the calendar year in which the Participant would have attained age 70½ if later.

        (B)   If the Participant's surviving spouse is not the Participant's sole Designated Beneficiary, then distributions to the Designated Beneficiary shall begin by December 31 of the calendar year immediately following the calendar year in which the Participant died.

        (C)   If there is no Designated Beneficiary as of September 30 of the year following the year of the Participant's death, the Participant's

entire interest shall be distributed by December 31 of the calendar year containing the fifth anniversary of the Participant's death.

(D)   If the Participant's surviving spouse is the Participant's sole Designated Beneficiary and the surviving spouse dies after the Participant but before distributions to the surviving spouse begin, this subsection 7.2(a)(ii), other than subsection 7.2(a)(ii)(A), will apply as if the surviving spouse were the Participant.

For purposes of subsections 7.2(a)(ii) and 7.2(c), unless subsection 7.2(a)(ii)(D) applies, distributions are considered to begin on the Participant's Required Beginning Date. If subsection 7.2(a)(ii)(D) applies, distributions are considered to begin on the date distributions are required to begin to the surviving spouse under subsection 7.2(a)(ii)(A). If distributions under an annuity purchased from an insurance company irrevocably commence to the Participant before the Participant's Required Beginning Date (or to the Participant's surviving spouse before the date distributions are required to begin to the surviving spouse under subsection 7.2(a)(ii)(A)), the date distributions are considered to begin is the date distributions actually commence.

(iii)   Forms of Distribution. Unless the Participant's interest is distributed in the form of an annuity purchased from an insurance company or in a single sum on or before the Required Beginning Date, as of the first Distribution Calendar Year distributions shall be made in accordance with subsections (b) and (c) of this Section 7.2. If the Participant's interest is distributed in the form of an annuity purchased from an insurance company, distributions thereunder will be made in accordance with the requirements of Code section 401(a)(9) and applicable Treasury Regulations.

(b)   Required Minimum Distributions During Participant's Lifetime.

(i)   Amount of Required Minimum Distribution for Each Distribution Calendar Year. During the Participant's lifetime, the minimum amount that will be distributed for each Distribution Calendar Year is the lesser of:

(A)   the quotient obtained by dividing the Participant's Account Balance by the distribution period in the Uniform Lifetime Table set forth in Treasury Regulation section 1.401(a)(9)-9 using the Participant's age as of the Participant's birthday in the Distribution Calendar Year; or

(B)   if the Participant's sole Designated Beneficiary for the Distribution Calendar Year is the Participant's spouse, the quotient obtained by dividing the Participant's Account Balance by the number in the Joint and Last Survivor Table set forth in Treasury Regulation section 1.401(a)(9)-9, using the Participant's and spouse's attained

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ages as of the Participant's and spouse's birthdays in the distribution calendar year.

(ii) <u>Lifetime Required Minimum Distribution Through Year of Participant's Death</u>. Required minimum distributions will be determined under this subsection 7.2(b) beginning with the first Distribution Calendar Year and up to and including the Distribution Calendar Year that includes the Participant's date of death.

(c) <u>Required Minimum Distributions After Participant's Death.</u>

(i) <u>Death On or After Date Distributions Begin</u>.

(A) Participant Survived by Designated Beneficiary. If the Participant dies on or after the date distributions begin and there is a Designated Beneficiary, the minimum amount that will be distributed for each Distribution Calendar Year after the year of the Participant's death is the quotient obtained by dividing the Participant's Account Balance by the longer of the remaining life expectancy of the Participant or the remaining life expectancy of the Participant's designated beneficiary, determined as follows:

(1) The Participant's remaining life expectancy is calculated using the age of the Participant in the year of death, reduced by one for each subsequent year.

(2) If the Participant's surviving spouse is the Participant's sole Designated Beneficiary, the remaining life expectancy of the surviving spouse is calculated for each Distribution Calendar Year after the year of the Participant's death using the surviving spouse's age as of the spouse's birthday in that year. For Distribution Calendar Years after the year of the surviving spouse's death, the remaining life expectancy of the surviving spouse is calculated using the age of the surviving spouse as of the spouse's birthday in the calendar year of the spouse's death, reduced by one for each subsequent calendar year.

(3) If the Participant's surviving spouse is not the Participant's sole Designated Beneficiary, the Designated Beneficiary's remaining life expectancy is calculated using the age of the beneficiary in the year following the year of the Participant's death, reduced by one for each subsequent year.

(B) No Designated Beneficiary. If the Participant dies on or after the date distributions begin and there is no designated beneficiary as of September 30 of the year after the year of the Participant's death,

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the minimum amount that shall be distributed for each Distribution Calendar Year after the year of the Participant's death is the quotient obtained by dividing the Participant's Account Balance by the Participant's remaining life expectancy calculated using the age of the Participant in the year of death, reduced by one for each subsequent year.

(ii) <u>Death Before Date Distributions Begin.</u>

(A) Participant Survived by Designated Beneficiary. If the Participant dies before the date distributions begin and there is a Designated Beneficiary, the minimum amount that shall be distributed for each Distribution Calendar Year after the year of the Participant's death is the quotient obtained by dividing the Participant's Account Balance by the remaining life expectancy of the Participant's Designated Beneficiary, determined as provided in subsection 7.2(c)(i).

(B) No Designated Beneficiary. If the Participant dies before the date distributions begin and there is no Designated Beneficiary as of September 30 of the year following the year of the Participant's death, distribution of the Participant's entire interest shall be completed by December 31 of the calendar year containing the fifth anniversary of the Participant's death.

(C) Death of Surviving Spouse Before Distributions to Surviving Spouse are Required to Begin. If the Participant dies before the date distributions begin, the Participant's surviving spouse is the Participant's sole Designated Beneficiary, and the surviving spouse dies before distributions are required to begin to the surviving spouse under subsection 7.2(a)(ii)(A), this subsection 7.2(c)(ii) shall apply as if the surviving spouse were the Participant.

(d) <u>Definitions</u>.

(i) <u>Designated Beneficiary</u>. The individual who is designated as the Beneficiary under the Plan and is the Designated Beneficiary under Code section 401(a)(9) and Treasury Regulation section 1.401(a)(9)-1, Q&A-4.

(ii) <u>Distribution Calendar Year</u>. A calendar year for which a minimum distribution is required. For distributions beginning before the Participant's death, the first Distribution Calendar Year is the calendar year immediately preceding the calendar year which contains the Participant's Required Beginning Date. For distributions beginning after the Participant's death, the first Distribution Calendar Year is the calendar year in which distributions are required to begin under subsection 7.2(a)(ii). The required minimum distribution for the

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Participant's first Distribution Calendar Year shall be made on or before the Participant's Required Beginning Date. The required minimum distribution for other Distribution Calendar Years, including the required minimum distribution for the Distribution Calendar Year in which the Participant's Required Beginning Date occurs, will be made on or before December 31 of that Distribution Calendar Year.

(iii) <u>Life Expectancy</u>. Life expectancy as computed by use of the Single Life Table in Treasury Regulation section 1.401(a)(9)-9.

(iv) <u>Participant's Account Balance</u>. The Participant's account balance as of the last valuation date in the calendar year immediately preceding the Distribution Calendar Year (valuation calendar year) increased by the amount of any contributions made and allocated or forfeitures allocated to the Participant's account balance as of dates in the valuation calendar year after the valuation date and decreased by distributions made in the valuation calendar year after the valuation date. The Participant's account balance for the valuation calendar year includes any amounts rolled over or transferred to the Plan either in the valuation calendar year or in the distribution calendar year if distributed or transferred in the valuation calendar year.

(v) <u>Required Beginning Date</u>. The Required Beginning Date of a Participant is April 1 following the calendar year in which the Participant attains age 70½ or if later, April 1 following the calendar year in which the Participant retires.

(e) <u>Election to Allow Participants, Former Participants or Beneficiaries to Elect 5-Year Rule.</u>

Participants or beneficiaries may elect on an individual basis whether the 5-year rule or the life expectancy rule in subsections 7.2(a)(ii) and 7.2(c)(ii) applies to distributions after the death of a Participant who has a Designated Beneficiary. The election must be made no later than the earlier of September 30 of the calendar year in which distribution would be required to begin under subsection 7.2(a)(ii), or by September 30 of the calendar year which contains the fifth anniversary of the Participant's (or, if applicable, surviving spouse's) death. If neither the Participant nor beneficiary makes an election under this paragraph, distributions will be made in accordance with subsections 7.2(a)(ii) and 7.2(c)(ii).

7.3. **Direct Rollover**

For purposes of this Section and compliance with Code section 401(a)(31), these provisions apply notwithstanding any contrary provision or law that would otherwise limit a distributee's election to make a rollover. A distributee may elect, at the time and in the manner prescribed by the Administrator, to have any portion of an eligible rollover

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distribution paid directly to an eligible retirement plan specified by the distributee in a direct rollover.

(a) "Eligible rollover distribution" means any distribution of all or any portion of the balance to the credit of the distributee, except that an eligible rollover distribution does not include:

(i) any distribution that is one of a series of substantially equal periodic payments (not less frequently than annually) made for the life (or the life expectancy) of the distributee or the joint lives (or joint life expectancies) of the distributee and the distributee's designated beneficiary, or for a specified period of ten years or more;

(ii) any distribution to the extent such distribution is required under Code section 401(a)(9);

(iii) the portion of any distribution that is not includible in gross income; provided, however, effective January 1, 2009, a portion of a distribution shall not fail to be an eligible rollover distribution merely because the portion consists of after-tax employee contributions that are not includible in gross income, but such portion may be transferred only:

(A) to an individual retirement account or annuity described in Code section 408(a) or (b) or to a qualified defined contribution plan described in Code section 401(a) that agrees to separately account for amounts so transferred (and earnings thereon), including separately accounting for the portion of the distribution that is includible in gross income and the portion of the distribution that is not so includible;

(B) on or after January 1, 2009, to a qualified defined benefit plan described in Code section 401(a) or to an annuity contract described in Code section 403(b), that agrees to separately account for amounts so transferred (and earnings thereon), including separately accounting for the portion of the distribution that is includible in gross income and the portion of the distribution that is not so includible; or

(C) on or after January 1, 2009, to a Roth IRA described in section Code 408A; and

(iv) any other distribution which the Internal Revenue Service does not consider eligible for rollover treatment, such as certain corrective distributions necessary to comply with the provisions of Code section 415 or any distribution that is reasonably expected to total less than $200 during the year.

Effective January 1, 2009, the definition of eligible rollover distribution also includes a distribution to a surviving spouse, or to a spouse or former spouse who is an alternate payee under a qualified domestic relations order, as defined in Code section 414(p).

(b)   "Eligible retirement plan" means any of the following that accepts the distributee's eligible rollover distribution:

    (i)   an individual retirement account described in Code section 408(a),

    (ii)   an individual retirement annuity described in Code section 408(b),

    (iii)   an annuity plan described in Code section 403(a),

    (iv)   a qualified trust described in Code section 401(a),

    (v)   effective January 1, 2009, an annuity contract described in Code section 403(b),

    (vi)   effective January 1, 2009, a plan eligible under Code section 457(b) that is maintained by a state, political subdivision of a state, or any agency or instrumentality of a state or a political subdivision of a state that agrees to separately account for amounts transferred into that plan from the Plan, or

    (vii)   effective January 1, 2009, a Roth IRA described in Code section 408A.

(c)   "Distributee" means an employee or former employee. It also includes the employee's or former employee's surviving spouse and the employee's or former employee's spouse or former spouse who is the alternate payee under a qualified domestic relations order, as defined in Code section 414(p). Effective January 1, 2010, a distributee further includes a nonspouse beneficiary who is a designated beneficiary as defined by Code section 401(a)(9)(E). However, a nonspouse beneficiary may only make a direct rollover to an individual retirement account or individual retirement annuity established for the purpose of receiving the distribution, and the account or annuity shall be treated as an "inherited" individual retirement account or annuity.

(d)   "Direct rollover" means a payment by the Plan to the eligible retirement plan specified by the distributee.

7.4.   **Incompetence of Participant**

If the Administrator receives evidence that a Participant with an Accumulation Amount is physically or mentally incompetent or incompetent by any reason of age to receive a distribution and give valid release therefore, the Administrator shall make such distribution to the Participant's legal representative (such as a guardian) provided the Administrator, in its sole and absolute discretion, determines that such individual has the authority as legal representative to request payment of the amount credited to the

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Participant's Accumulation Amount. Any such payment made under this Section 7.4 shall constitute a complete discharge of any liability under this Section 7.

SECTION 8
AMENDMENT AND TERMINATION

8.1. **Amendment**

The University reserves the right to amend the Plan, through affirmative action by the Board at any time and from time to time, in whole or in part, including, without limitation, retroactive amendments necessary or advisable to qualify the Plan under the provisions of Code sections 401(a) and 403(a). The Board may delegate its authority to amend the Plan to one or more officers of the University. Except as set forth in Section 8.3, no such amendment shall (1) cause any part of the assets of the Plan to revert to or be recoverable by the University or be used for or diverted to purposes other than the exclusive benefit of Participants, Former Participants, and beneficiaries; (2) deprive any Participant, Former Participant, or beneficiary of any benefit already vested; (3) alter, change, or modify the duties, powers, or liabilities of the Administrator without its written consent; or (4) permit any part of the assets of the Plan to be used to pay premiums or contributions of the Employer under any other plan maintained by the University for the benefit of its Employees. No amendment to the vesting schedule shall deprive a Participant of nonforfeitable rights to benefits accrued to the date of the amendment.

8.2. **Termination, Partial Termination, or Complete Discontinuance of Contributions**

(a) Although the University has established the Plan with the intention and expectation that it will make contributions indefinitely, nevertheless the University shall not be under any obligation or liability to continue its contributions or to maintain the Plan for any given length of time. The University may in its sole and absolute discretion through an affirmative action by its Board discontinue contributions or terminate the Plan in whole or in part in accordance with its provisions at any time without any liability for the discontinuance or termination.

(b) If the University completely terminates the Plan, the University shall arrange for suitable distribution of Plan assets, including the possibility of transfer to another 401(a) plan or plans. The Trustee shall not be required to pay out any asset of the Trust Fund to Participants and beneficiaries or a successor plan upon termination of the Trust until the Trustee has received written confirmation from the University (i) that all provisions of the law with respect to such termination have been complied with, and, (ii) after the Trustee has made a determination of the fair market value of the assets of the Plan, that the assets of the Plan are sufficient to discharge when due all obligations of the Plan required by law. The Trustee shall rely conclusively upon such written certification and shall be under no obligation to investigate or otherwise determine its propriety.

8.3. **Permissible Reversions**

    (a)   Notwithstanding any other provision of the Plan:

        (i)   No Participant or beneficiary shall have any right or claim to any benefit under the Plan before the Internal Revenue Service determines that the Plan qualifies under the provisions of Code section 401(a), or any statute of similar import, other than any vested rights. Upon the distribution to the Participants of any vested amounts and the return of any remaining contributions to the Employer following the denial of initial qualification of the Plan under the provisions of Code section 401(a), the Plan shall be terminated.

        (ii)   To the extent the Employer's contributions are made by reason of a mistake of fact, they may be returned to the Employer within one (1) year from the date of contribution.

    (b)   The amounts that may be returned to the Employer under Section 8.3(a)(ii) above shall be the excess of the amounts contributed over the amounts that would have been contributed had there not been a mistake of fact. No earnings on the mistaken contributions may be returned to the Employer and losses sustained after the date of contribution shall proportionately reduce the amount that may be returned to the Employer.

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SECTION 9
CLAIMS

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A Participant's (or beneficiary's) claim for benefits shall be resolved by the Vendor that holds the Participant's (or beneficiary's) Accumulation Account based on such Vendor's established procedures.

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SECTION 10
ADMINISTRATION

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10.1. **Plan Administrator**

The Administrator shall administer the Plan. The Rector of the University is designated as the agent of the Plan for the service of legal process.

The Administrator's duties shall include, without limitation, powers with respect to the administration of the Plan. The Administrator shall have the power to take all action and to make all decisions that shall be necessary or proper in order to carry out the provisions of the Plan and, without limiting the generality of the foregoing, the Administrator shall have the following powers:

    (a)   to make (and enforce by suspension or forfeiture) such rules and regulations as it shall deem necessary or proper for the efficient administration of the Plan;

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(b)   to interpret or construe the Plan;

(c)   to decide questions concerning the Plan and the eligibility of any Employee to participate therein and the right of any person to receive benefits thereunder;

(d)   to decide any dispute arising under the Plan;

(e)   to compute the amount of benefits which shall be payable to any person in accordance with the provisions of the Plan;

(f)   to prescribe and require the use of such forms as it shall deem necessary or desirable in connection with the administration of the Plan;

(g)   to supply any remedies or corrections to omissions in the Plan;

(h)   to reconcile and correct any errors or inconsistencies in the Plan; and

(i)   to make equitable adjustments for any mistakes or errors made in the administration of the Plan.

The Administrator shall establish rules and regulations and shall take other necessary or proper action to carry out its duties and responsibilities.

10.2.   **Actions Conclusive**

Benefits under this Plan will be paid only if the Administrator decides in its discretion that the applicant is entitled to them. The decisions of the Administrator on any matter within its authority shall be made in the sole discretion of the Administrator and shall be final and binding on all parties, including without limitation, the Employer, Participants and beneficiaries.

10.3.   **Appointment of Agents**

The Administrator may employ or engage such accountants, counsel, other experts, and other persons as it deems necessary in connection with the administration of the Plan to the extent permitted by law.

10.4.   **Reliance on Opinions, Etc.**

The Administrator and each person to whom it may delegate any power or duty in connection with administering the Plan shall be entitled to rely conclusively upon, and shall be fully protected in any action taken by them in good faith reliance upon any valuation, certificate, opinion, or report which shall be furnished to them or any of them by any accountant, counsel, other expert, or other person who shall be employed or engaged by the Administrator.

10.5. Records and Accounts

The Administrator shall keep or cause to be kept all data, records and documents pertaining to the administration of the Plan, and shall execute all documents necessary to carry out the provisions of the Plan.

10.6. Liability

The Administrator shall incur no liability for any action taken or not taken in good faith reliance on advice of counsel, who may be counsel for the University or taken or not taken in good faith reliance on a determination as to a matter of fact which has been represented or certified by a person reasonably believed to have knowledge of the fact so represented or certified, or taken or not taken in good faith reliance on a recommendation or opinion expressed by a person reasonably believed to be qualified or expert as to any matter where it is reasonable or customary to seek or rely on such recommendations or opinions. Nor shall any employee of the Administrator be liable for the wrongful or negligent conduct of any other employee or any person having fiduciary responsibilities with respect to the Plan unless the employee (i) knowingly participates in or undertakes to conceal an act or omission of such other person knowing the act or omission is a breach of fiduciary duty, (ii) by failing to act solely in the interests of Participants and beneficiaries or to exercise the care, skill, prudence and diligence under the circumstances prevailing from time to time that a prudent man acting in a like capacity and familiar with such matters would exercise, has enabled the other fiduciary to commit a breach, or (iii) has knowledge of a breach by the other fiduciary and does not make reasonable efforts under the circumstances to remedy it. The University shall jointly and severally indemnify any employee and hold him or her harmless from loss, liability and expense in respect of the Plan for actions taken within the scope of his duties, including the legal cost of defending claims and amounts paid in satisfaction or settlement thereof provided only that no indemnification is intended that would be void as against public policy or the laws of the Commonwealth of Virginia.

SECTION 11
MISCELLANEOUS

11.1. Limitation of Rights; Employment Relationship

The establishment of the Plan or any modifications of it or the creation of any fund or account, or the payment of any benefits shall not be construed as modifying or affecting in any way the terms of employment of any Employee.

11.2. Merger; Transfer of Assets

(a)   If the University merges or consolidates with or into another entity, or if substantially all the assets of the University are transferred to another entity, the Plan shall terminate on the effective date of the merger, consolidation, or transfer. However, if the surviving entity resulting from the merger or consolidation, or the entity to which the assets have been transferred, adopts this Plan, the Plan shall continue and the successor entity shall succeed to all rights, powers, and duties of

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the University under the Plan, and the employment of any Employee who is continued in the successor entity's employ shall not be deemed to have been terminated for any purpose under the Plan.

(b)   This Plan shall not be merged or consolidated with any other employee benefit plan, nor shall there be any transfer of assets or liabilities from this Plan to any other plan, unless, immediately after the merger, consolidation, or transfer, each Participant's benefits, if the other plan were then to terminate, are at least equal to the benefits to which the Participant would have been entitled had this Plan been terminated immediately before the merger, consolidation, or transfer.

11.3. **Prohibition Against Assignment**

(a)   Except as provided below, the benefits provided by this Plan may not be assigned or alienated. The University shall not recognize any transfer, mortgage, pledge, hypothecation, order, or assignment by any Participant or beneficiary of all or part of his interest under the Plan, and the interest shall not be subject in any manner to transfer by operation of law and shall be exempt from the claims of creditors or other claimants from all orders, decrees, levies, garnishments, and/or executions, and other legal or equitable process or proceedings against the Participant or beneficiary to the fullest extent that may be permitted by law.

(b)   This provision shall not apply to an administrative domestic relations order, and those other domestic relations orders permitted to be so treated by the Administrator under the Code. To the extent provided under an administrative domestic relations order, a former spouse of a Participant shall be treated as the spouse or surviving spouse for all purposes under the Plan.

11.4. **Applicable Law; Severability**

This Plan shall be construed, administered, and governed in all respects in accordance with the laws of the Commonwealth of Virginia, provided, however, that if any provision is susceptible to more than one interpretation, it shall be interpreted in a manner consistent with the Plan being a qualified plan within the meaning of Code section 401(a). If any provision of this instrument shall be held by a court of competent jurisdiction to be invalid or unenforceable, the remaining provisions of the Plan shall continue to be fully effective.

11.5. **Gender and Number; Captions or Headings**

Wherever appropriate to the meaning or interpretation of this Plan, the masculine gender shall include the feminine, and the singular number shall include the plural and vice versa. Captions or headings are inserted and intended for organizational format and convenience of reference only; they are not to be given independent substantive meaning or effect.

IN WITNESS WHEREOF, the undersigned, being an authorized officer of the University, has caused this Plan to be executed this _____ day of _____, 2017.

RADFORD UNIVERSITY

By: _____

Name: _____

Title: _____

RADFORD UNIVERSITY
SUPPLEMENTAL DEFINED CONTRIBUTION BENEFIT PLAN

APPENDIX A
ELIGIBLE EMPLOYEES AND CONTRIBUTIONS

The Supplemental Employer Contributions on behalf of the Eligible Employee are as follows:

Eligible Employee	Supplemental Employer Contribution	Fiscal Years
Dr. Brian O. Hemphill	$XXX,XXX	Each Fiscal Year beginning with the 2016 Fiscal Year and ending with the 2020 Fiscal Year

IN WITNESS WHEREOF, the undersigned, being an authorized officer of the University, has caused this Appendix A to be executed this _____ day of _____, 2017.

RADFORD UNIVERSITY

By: _____

Name:_____

Title: _____

RADFORD UNIVERSITY
SUPPLEMENTAL DEFINED CONTRIBUTION BENEFIT PLAN

APPENDIX B
APPROVED VENDORS

The current selection of Vendor(s) is not intended to limit future additions or deletions of Vendor(s). The Administrator from time to time may add or delete Vendor(s) which shall be effective on the date adopted by the Administrator and shall be reflected in a revised Appendix B.

A.   **Approved Vendors**

As of January 1, 2017, the Vendor under the Plan is Teachers Insurance and Annuity Association – College Retirement Equities Fund ("TIAA-CREF").

B.   **Former Vendors**

As of January 1, 2017, there are no Former Vendors under the Plan.

IN WITNESS WHEREOF, the undersigned, being an authorized officer of the University, has caused this Appendix B to be executed this _____ day of _____, 2017.

RADFORD UNIVERSITY

By: _____

Name:_____

Title: _____

Attachment C

RADFORD UNIVERSITY
QUALIFIED GOVERNMENTAL EXCESS BENEFIT ARRANGEMENT

Amended and Restated Effective January 1, 2017

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PREAMBLE

Radford University established the Radford University Qualified Governmental Excess Benefit Arrangement for (the "Plan") effective January 1, 2009, as a portion of the Radford University Supplemental Defined Contribution Benefit Plan (the "Supplemental Plan"). The Plan is intended to be a qualified governmental excess benefit arrangement under section 415(m) of the Internal Revenue Code ("Code") and an exempt governmental deferred compensation plan described in Code section 3121(v)(3). Code sections 83, 402(b), 409A, 457(a) and 457(f)(1) do not apply to the Plan.

The terms of the Plan were formerly set forth in the Supplemental Plan document, which was most recently amended and restated effective January 1, 2017. The Plan is now being amended and restated effective January 1, 2017, and as part of that restatement is being set forth in a separate written document from the Supplemental Plan. The sole purpose of the Plan is to provide for contributions that would have been made to the Supplemental Plan absent the limitations of Code section 415(c).

SECTION 1
DEFINITIONS

1.1.   **Administrator**

The University or any individual, committee or organization to whom the University has delegated any of its duties as Administrator.

1.2.   **Board**

The Board of Visitors of the University.

1.3.   **Code**

The Internal Revenue Code of 1986, as amended.

1.4.   **Eligible Employee**

An Employee of the Employer who participates in the Supplemental Plan and for whom the amounts contributed on his behalf under the Supplemental Plan would exceed the applicable limitations described in Code section 415 for the Limitation Year, but for a reduction in such contributions.

1.5.   **Employee**

Any individual on the payroll of the Employer whose wages from the Employer are subject to withholding for the purposes of Federal income taxes and the Federal Insurance Contributions Act. If a person is engaged in an independent contractor or similar capacity and is subsequently reclassified by the Employer, the Internal Revenue Service, or a court as an employee, such person, for purposes this Plan, shall be deemed an Employee from the actual (and not the effective) date of such reclassification, unless expressly provided otherwise by the Employer.

1.6. **Employer**

The University.

1.7. **Excess Benefit Account**

A bookkeeping account established by the Administrator to which a Participant's Excess Benefit Amount is credited. The Excess Benefit Account shall be a bookkeeping device only, and all amounts credited to a Participant's Excess Benefit Account shall be paid from the general assets of the Employer.

1.8. **Excess Benefit Amount**

With respect to a Participant for a Plan Year, the Employer contribution that would have been for the Participant to the Supplemental Plan but could not be made because of the application of Code section 415(c).

1.9. **Investment Fund**

The funds referred to in Section 3.2 hereof for the crediting of a Participant's Excess Benefit Account, sometimes also referred to as "Fund" or "Funds," used to determine the investment return with respect to an Excess Benefit Account.

1.10. **Limitation Year**

The Plan Year.

1.11. **Participant**

An Eligible Employee who has an Excess Benefit Account under the Plan.

1.12. **Plan**

The Radford University Qualified Governmental Excess Benefit Arrangement as set forth in this document and as amended from time to time.

1.13. **Plan Year**

The twelve (12) month period commencing on each January 1 and ending on December 31.

1.14. **Severance from Employment**

A Participant's severance from employment with the Employer and all affiliated employers for any reason. A Participant shall be deemed to have severed from employment with the Employer for purposes of the Plan when, in accordance with the established personnel policies of the Employer, the employment relationship is treated as terminated.

1.15. **Supplemental Plan**

The Radford University Supplemental Defined Contribution Retirement Plan as amended from time to time.

1.16. **University**

Radford University.

SECTION 2
PARTICIPATION

2.1. **Participation**

All Eligible Employees shall automatically participate in the Plan. The Administrator shall determine for each Plan Year which Participants in the Supplemental Plan are covered by this Plan.

2.2. **Termination of Participation**

Participation in the Plan continues until a Participant's Excess Benefit Account is fully distributed; provided however, that a Participant will no longer be eligible to receive credits to the Excess Benefit Account after ceasing to be an Eligible Employee or such other time as determined by the Employer in its discretion.

2.3. **Obligation of Participant**

When an Eligible Employee becomes eligible to participate, and thereafter from time to time, the Administrator may require the Eligible Employee to furnish such information and fill out, sign and file such forms and documents as may be reasonably required for the administration of the Plan, including beneficiary designation forms, evidence of age and marital status, etc. If a Participant does not comply with any such reasonable requirements, neither the Administrator nor any other person shall be obligated to administer the Plan for such Participant until such information is properly furnished, and no such person shall incur liability to such Participant or his beneficiary to the extent that any intended Plan benefit has not been obtained or is not available because of the Participant's or beneficiary's failure to furnish such information and fill out, sign and file such documents.

SECTION 3
EXCESS BENEFIT ACCOUNTS

3.1. **Excess Benefit Amounts**

The Employer shall credit to the Excess Benefit Account an Excess Benefit Amount for each Participant determined to be eligible for the Plan Year pursuant to Section 2.1 equal to the Employer contributions that would have been made for the Participant to the Supplemental Plan but that could not be made because of the application of Code section 415. The Excess Benefit Amount shall be credited no later than December 31 of the Plan

Year to which the Excess Benefit Amount relates. No election is provided at any time to any Participant, directly or indirectly, to defer compensation under this Plan and no employee pre-tax or after-tax contributions may be made to or under this Plan at any time.

3.2.   **Crediting of Investment Return to the Participant's Excess Benefit Account**

(a)   Crediting of Investment Return

The Administrator shall credit to each Participant's Excess Benefit Account an investment return (positive or negative) equal to the rate of return on shares of the Investment Fund, or Funds, selected pursuant to Section 3.2(b) below, assuming reinvestment of dividends and distributions from the Fund. For purposes of measuring the investment return, amounts held in a Participant's Excess Benefit Account, shall be treated as though they were invested and reinvested in one or more of the Investment Funds designated by the Participant pursuant to Section 3.2(b) below.

The return shall be credited by the Administrator to the Participant's Excess Benefit Account at the times established by the Administrator, but no less than quarterly.

Notwithstanding the foregoing, if:

(i)   the Participant does not furnish the Administrator with a written designation in a form prescribed by the Administrator;

(ii)   the written designation from the Participant is unclear; or

(iii)   less than all of the Participant's Excess Benefit Account is covered by such written designation,

then the Participant's Excess Benefit Account shall receive no return until such time as the Participant shall provide the Administrator with valid instructions, the validity of which shall be determined by the Administrator.

(b)   Fund Designation

The Participant shall make a designation of one or more Investment Funds on the form prescribed by the Administrator, which shall remain effective until another valid direction has been made by the Participant as herein provided. The Participant may change his designation of Investment Funds at the time and in the manner set forth by the Administrator. A change to a Participant's designation of Investment Funds shall become effective at the time set forth by the Administrator.

The Administrator in its sole discretion shall designate which Investment Funds will be available for initial designation by the Participants and may change or add to the Investment Funds which may be designated by the Participant under this Section 3.2.

(c)   Quarterly Statement

The Administrator shall provide a statement to the Participant quarterly showing such information as is appropriate, including the aggregate amount in the Participant's Excess Benefit Account, as of a reasonably current date.

(d)   No Required Investment

Although the investment return on a Participant's Excess Benefit Account is to be measured by the actual gains, earnings, and losses realized by one or more of the Funds selected by the Participant pursuant to this Section 3, the Employer shall not be under any obligation to make the selected investments, and the investment experience shall only be tracked as debits or credits to the Participant's book accounts over the deferral period. To the extent the Employer should elect to make any actual investments, the Employer shall be the sole and exclusive owner of those investments, and no Participant shall have any right, title or interest in or to those investments.

3.3.   **No Trust Established**

All amounts credited to Participants' Excess Benefit Accounts shall be payable from the Employer's general assets or through a grantor trust as set forth herein.   Under no circumstances shall Excess Benefit Amounts under this Plan be credited to the Supplemental Plan.

The interest of each Participant (and his beneficiary) in any benefits that become payable under the Plan shall be no greater than that of an unsecured creditor of the Employer. The obligation to pay the vested balance of each Participant's Excess Benefit Account hereunder shall at all times be an unfunded and unsecured obligation of the Employer. Except to the extent the Employer may in its sole discretion elect to implement a grantor trust to hold funds for the payment of any benefits which become due and payable hereunder, the Employer shall not have any obligation to establish any trust, escrow arrangement, or other fiduciary relationship for the purpose of segregating funds for the payment of the balances credited to such Excess Benefit Accounts, nor shall the Employer be under any obligation to invest any portion of its general assets in mutual funds, stocks, bonds, securities, or other similar investments in order to accumulate funds for the satisfaction of its respective obligations under the Plan.

3.4.   **Vesting of Excess Benefit Amounts**

A Participant shall be vested in the Employer contributions allocated to his Excess Benefit Account under the same terms and to the same extent as if they were Employer contributions that had been made to the Supplemental Plan.

SECTION 4
DISTRIBUTIONS FROM EXCESS BENEFIT ACCOUNTS

4.1.   **Election of Distribution**

A Participant shall elect the timing and form of distribution of his Excess Benefit Account no later than the last day of the calendar year prior to his date of Severance from Employment. In the event the Participant makes no such election, his Excess Benefit Account shall be distributed in the form of a lump sum. Distribution of the Participant's Excess Benefit Account shall commence on the later of: (i) the first day of the first month following 180 days from the Participant's date of Severance from Employment, or (ii) the date the Participant otherwise elects.

The amount to be distributed to the Participant under this Section 4.1 shall be determined based on the value of the Participant's Excess Benefit Account as determined on the last day of the month in which the Participant has a Severance from Employment with the Employer.

4.2.   **Forms of Distribution**

A Participant may elect to receive a distribution of his Excess Benefit Account in one of the following forms:

(a)   lump sum; or

(b)   equal annual installments over a period of years; the period of years elected by the Participant shall be not less than five (5) years and not more than fifteen (15) years.

If a Participant elects option (b), no additional earnings shall be credited to the Participant's Excess Benefit Account pursuant to Section 3.2 during the period over which the Excess Benefit Account is distributed.

4.3.   **Incompetence of Participant**

If the Administrator receives evidence that a Participant with an Excess Benefit Account is physically or mentally incompetent or incompetent by any reason of age to receive a distribution and give valid release therefore, the Administrator shall make such distribution to the Participant's legal representative (such as a guardian) provided the Administrator, in its sole and absolute discretion, determines that such individual has the authority as legal representative to request payment of the amount credited to the Participant's Excess Benefit Account. Any such payment made under this Section 4.3 shall constitute a complete discharge of any liability under this Section 4.

4.4.   **Location of Participant or Beneficiary Unknown**

In the event that all, or any portion, of the distribution payable to a Participant or his beneficiary under this Section 4.4 remains unpaid solely by reason of the inability of the Administrator to ascertain the whereabouts of such Participant or beneficiary after

sending a registered letter, return receipt required, to the last known address, and further diligent effort, a savings account at a local financial institution shall be established in the person's name and the distribution shall be deposited therein.

4.5. **Distributions upon the Participant's Death**

In the event that the Participant dies before receiving a distribution of the entire amount credited to his Excess Benefit Account, any remaining amount shall be distributed in the form of a lump sum within 180 days of the Participant's death to the person who is the Participant's designated beneficiary under the Supplemental Plan. The amount to be distributed to the Participant's designated beneficiary shall be determined based on the value of the Participant's Excess Benefit Account as determined on the last day of the month in which the Participant died.

4.6. **Distribution upon Termination of Plan**

If the Employer terminates the Plan, each Participant shall receive a distribution of the entire balance of his Excess Benefit Account within 180 days of such termination. The amount to be distributed to the Participant shall be determined based on the value of the Participant's Excess Benefit Account as determined on the last day of the month prior to the effective date of such termination.

SECTION 5
AMENDMENT AND TERMINATION

5.1. **Amendment**

The Employer reserves the right to amend the Plan, through affirmative action by the Board at any time and from time to time, in whole or in part. The Board may delegate its authority to amend the Plan to one or more officers of the University.

5.2. **Termination**

The Employer may in its sole and absolute discretion through an affirmative action by its Board terminate the Plan in whole or in part in accordance with its provisions at any time without any liability for the termination.

SECTION 6
ADMINISTRATION

6.1. **Plan Administrator**

The Administrator shall administer the Plan. The Rector of the University is designated as the agent of the Plan for the service of legal process.

The Administrator's duties shall include, without limitation, powers with respect to the administration of the Plan. The Administrator shall have the power to take all action and to make all decisions that shall be necessary or proper in order to carry out the provisions

of the Plan and, without limiting the generality of the foregoing, the Administrator shall have the following powers:

(a)   to make (and enforce by suspension or forfeiture) such rules and regulations as it shall deem necessary or proper for the efficient administration of the Plan;

(b)   to interpret or construe the Plan;

(c)   to decide questions concerning the Plan and the eligibility of any Employee to participate therein and the right of any person to receive benefits thereunder;

(d)   to decide any dispute arising under the Plan;

(e)   to compute the amount of benefits which shall be payable to any person in accordance with the provisions of the Plan;

(f)   to prescribe and require the use of such forms as it shall deem necessary or desirable in connection with the administration of the Plan;

(g)   to supply any remedies or corrections to omissions in the Plan;

(h)   to reconcile and correct any errors or inconsistencies in the Plan; and

(i)   to make equitable adjustments for any mistakes or errors made in the administration of the Plan.

The Administrator shall establish rules and regulations and shall take other necessary or proper action to carry out its duties and responsibilities.

6.2.   **Actions Conclusive**

Benefits under this Plan will be paid only if the Administrator decides in its discretion that the applicant is entitled to them. The decisions of the Administrator on any matter within its authority shall be made in the sole discretion of the Administrator and shall be final and binding on all parties, including without limitation, the Employer, Participants, and beneficiaries.

6.3.   **Appointment of Agents**

The Administrator may employ or engage such accountants, counsel, other experts, and other persons as it deems necessary in connection with the administration of the Plan to the extent permitted by law.

6.4.   **Reliance on Opinions, Etc.**

The Administrator and each person to whom it may delegate any power or duty in connection with administering the Plan shall be entitled to rely conclusively upon, and shall be fully protected in any action taken by them in good faith reliance upon any valuation, certificate, opinion, or report which shall be furnished to them or any of them

by any accountant, counsel, other expert, or other person who shall be employed or engaged by the Administrator.

6.5. **Records and Accounts**

The Administrator shall keep or cause to be kept all data, records and documents pertaining to the administration of the Plan, and shall execute all documents necessary to carry out the provisions of the Plan.

6.6. **Liability**

The Administrator shall incur no liability for any action taken or not taken in good faith reliance on advice of counsel, who may be counsel for the University or taken or not taken in good faith reliance on a determination as to a matter of fact which has been represented or certified by a person reasonably believed to have knowledge of the fact so represented or certified, or taken or not taken in good faith reliance on a recommendation or opinion expressed by a person reasonably believed to be qualified or expert as to any matter where it is reasonable or customary to seek or rely on such recommendations or opinions. Nor shall any employee of the Administrator be liable for the wrongful or negligent conduct of any other employee or any person having fiduciary responsibilities with respect to the Plan unless the employee (i) knowingly participates in or undertakes to conceal an act or omission of such other person knowing the act or omission is a breach of fiduciary duty, (ii) by failing to act solely in the interests of Participants and beneficiaries or to exercise the care, skill, prudence and diligence under the circumstances prevailing from time to time that a prudent man acting in a like capacity and familiar with such matters would exercise, has enabled the other fiduciary to commit a breach, or (iii) has knowledge of a breach by the other fiduciary and does not make reasonable efforts under the circumstances to remedy it. The University shall jointly and severally indemnify any employee and hold him or her harmless from loss, liability and expense in respect of the Plan for actions taken within the scope of his duties, including the legal cost of defending claims and amounts paid in satisfaction or settlement thereof provided only that no indemnification is intended that would be void as against public policy or the laws of the Commonwealth of Virginia.

SECTION 7
MISCELLANEOUS

7.1. **Limitation of Rights; Employment Relationship**

The establishment of the Plan or any modifications of it or the creation of any fund or account, or the payment of any benefits shall not be construed as modifying or affecting in any way the terms of employment of any Employee.

7.2. **Prohibition Against Assignment**

The benefits provided by this Plan may not be assigned or alienated. The University shall not recognize any transfer, mortgage, pledge, hypothecation, order, or assignment by any Participant or beneficiary of all or part of his interest under the Plan, and the interest shall not be subject in any manner to transfer by operation of law and shall be exempt from the

claims of creditors or other claimants from all orders, decrees, levies, garnishments, and/or executions, and other legal or equitable process or proceedings against the Participant or beneficiary to the fullest extent that may be permitted by law.

7.3. **Applicable Law; Severability**

This Plan shall be construed, administered, and governed in all respects in accordance with the laws of the Commonwealth of Virginia; provided, however, that if any provision is susceptible to more than one interpretation, it shall be interpreted in a manner consistent with the Plan being a qualified excess benefit arrangement within the meaning of Code section 415(m). If any provision of this instrument shall be held by a court of competent jurisdiction to be invalid or unenforceable, the remaining provisions of the Plan shall continue to be fully effective.

7.4. **Gender and Number; Captions or Headings**

Wherever appropriate to the meaning or interpretation of this Plan, the masculine gender shall include the feminine, and the singular number shall include the plural and vice versa. Captions or headings are inserted and intended for organizational format and convenience of reference only; they are not to be given independent substantive meaning or effect.

IN WITNESS WHEREOF, the undersigned, being an authorized officer of the University, has caused this Plan to be executed this _____ day of _____, 2017.

RADFORD UNIVERSITY

By: _____

Name: _____

Title: _____