

Board of Visitors

September 15, 2017

RADFORD UNIVERSITY

Board of Visitors

RADFORD UNIVERSITY BOARD OF VISITORS
9:10 A.M.**
SEPTEMBER 15, 2017
BOARD ROOM - MARTIN HALL
RADFORD, VIRGINIA

DRAFT

AGENDA

- **CALL TO ORDER** Mr. Mark S. Lawrence, *Rector*
- **APPROVAL OF AGENDA** Mr. Mark S. Lawrence, *Rector*
- **APPROVAL OF MINUTES** Mr. Mark S. Lawrence, *Rector*
May 5, 2017 and Board Retreat, July 10-11, 2017
- **RECOGNITION OF ATHLETICS** Mr. Robert Lineburg, *Director of Athletics*
- **RESOLUTION FOR IMPACT PROGRAM** Mr. Mark S. Lawrence, *Rector*
- **CLOSED SESSION**
Virginia Freedom of Information Act §2.2-3711
(A.) Items 3., 9., and 29.
- **PRESIDENT’S REPORT** Dr. Brian O. Hemphill, *President*
- **REPORTS AND RECOMMENDATIONS**
 - Report to the Board of Visitors from the Faculty Representative to the Board Dr. Jason “Jake” Fox, *Faculty Representative (non-voting, Advisory Member)*
- **ACADEMIC AFFAIRS COMMITTEE** Dr. Susan Whealler Johnston, *Chair*
 - Report to the Board of Visitors
- **UNIVERSITY ADVANCEMENT, UNIVERSITY RELATIONS & ENROLLMENT MANAGEMENT COMMITTEE** Mr. Mark S. Lawrence, *Rector*
 - Report to the Board of Visitors
- **BUSINESS AFFAIRS & AUDIT COMMITTEE** Mr. Robert A. Archer, *Chair*
 - Report to the Board of Visitors

- Action Items
 - Recommendation to the Board of Visitors for Approval of 2017-2018 Budget
 - Recommendation to the Board of Visitors for Approval of the 2017 Six-Year Plan
 - Recommendation to the Board of Visitors for Approval of the 2017 Six-Year Capital Plan

- **GOVERNANCE, ADMINISTRATION & ATHLETICS COMMITTEE** Dr. Rachel D. Fowlkes, *Chair*
 - Report to the Board of Visitors
 - Action Item
 - Recommendation to the Board of Visitors for Approval of the Title IX Updates

- **STUDENT AFFAIRS COMMITTEE** Dr. Debra “Deb” McMahon, *Chair*
 - Report to the Board of Visitors

- **REPORT TO THE BOARD OF VISITORS FROM THE STUDENT REPRESENTATIVE TO THE BOARD** Ms. Jessica Wollmann, *Student Representative (non-voting, Advisory Member)*

- **REPORT ON THE RADFORD UNIVERSITY FOUNDATION** Ms. Georgia Anne Snyder-Falkinham, *BOV Liaison to RU Foundation*

- **STRATEGIC PLAN BRIEFING** Drs. Kenna Colley and Jack Call, *Strategic Planning Task Force Co-Chairs*
Ms. Ashley Schumaker, *Chief Of Staff*

- **FREEDOM OF INFORMATION REFRESHER AND UPDATES** Mr. Allen Wilson, *Senior Assistant Attorney General, Commonwealth of Virginia*

- **APPROVAL OF RESOLUTIONS** Mr. Mark S. Lawrence, *Rector*
 - Resolution For Authorization To Adjust State Approved Base Salary Compensation

- Resolution for Ms. Mary Ann Jennings Hovis

- **OTHER BUSINESS**

Mr. Mark S. Lawrence, *Rector*

- **ANNOUNCEMENTS**

Mr. Mark S. Lawrence, *Rector*

- Next Board Meeting—December 7-8, 2017
Radford, Virginia
- Winter Commencement, December 16, 2017
- **2018 Meeting Dates**
 - February 15-16, 2018
 - May 3-4, 2018
 - July 9-11, 2018
 - ✓ The Homestead
 - Fall and Winter dates to be determined

- **ADJOURNMENT**

Mr. Mark S. Lawrence, *Rector*

**All start times are approximate only. The Board meeting either may begin before or after the listed approximate start time as Board members are ready to proceed.

Board Members

Mr. Mark S. Lawrence, Rector

Mr. Randolph “Randy” J. Marcus, Vice Rector

Mr. Robert A. Archer

Dr. Jay A. Brown

Mr. Gregory A. Burton

Ms. Krisha Chachra

Dr. Rachel D. Fowlkes

Ms. Mary Ann Hovis

Dr. Susan Whealler Johnston

Mr. James R. Kibler, Jr.

Dr. Debra “Deb” K. McMahan

Ms. Karyn K. Moran

Mr. Steve A. Robinson

Dr. Javaid Siddiqi

Ms. Georgia Anne Snyder-Falkinham



**RADFORD UNIVERSITY BOARD OF VISITORS MEETING
BOARD ROOM
MARTIN HALL – THIRD FLOOR
RADFORD, VIRGINIA
9:00 A.M.
MAY 5, 2017**

DRAFT

MINUTES

BOARD MEMBERS PRESENT

Mr. Christopher Wade, Rector
Dr. Javaid Siddiqi, Vice 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. McMahan
Ms. Alethea “A.J.” Robinson
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

Mr. Steve A. Robinson

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. Bruce Cunningham, Interim Vice President for University Advancement
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. Ashley Schumaker, Chief of Staff, Office of the President
Mr. Robert Lineburg, Director of Athletics
Ms. Margaret McManus, University Auditor
Ms. Mary Weeks, Secretary to the Board of Visitors/Senior Assistant to the President
Mr. Allen Wilson, Senior Assistant Attorney General, Commonwealth of Virginia
Radford University faculty and staff

CALL TO ORDER

Mr. Christopher Wade, Rector, called the meeting to order at 9:05 a.m. in the Board Room on the Third Floor of Martin Hall, Radford University, Radford, Virginia.

APPROVAL OF AGENDA

Rector Wade requested a motion to approve the agenda as published. The motion was made by Mr. Robert A. Archer, and seconded by Ms. Mary Ann Hovis. The agenda was unanimously approved.

APPROVAL OF MINUTES

Rector Wade asked for a motion to approve the minutes of the February 17, 2017 meeting of the Board of Visitors, as published. Mr. Randolph “Randy” J. Marcus so moved, and Dr. Javaid Siddiqi, Vice Rector, seconded the motion. The minutes were unanimously approved. A copy of the approved minutes can be found at <http://www.radford.edu/content/bov/home/meetings/minutes.html>.

RECOGNITION OF NANCY E. AND H. PAT ARTIS

Ms. Georgia Anne Snyder-Falkinham requested the floor and brought forth a resolution recognizing H. Pat and Nancy E. Artis. Ms. Snyder-Falkinham read the resolution of appreciation and showed a video of the Artis College of Science and Technology naming and dedication ceremony. The resolution was seconded by Ms. Alethea “A.J.” Robinson and was unanimously approved. Members of the Board of Visitors and the gallery stood and applauded the Artises as they were presented a copy of the resolution. A copy of the resolution is hereto attached as (*Attachment A*) and is made a part thereof.

PRESIDENT’S REPORT

President Hemphill recognized and thanked several individuals who have made a difference in the success of the 2016-2017 academic year. President Hemphill acknowledged Dr. Joe Scartelli, Interim Provost and Vice President for Academic Affairs, who embodies the best of what makes Radford University a special place, and Dr. Carter Turner, Faculty Senate President and Board of Visitors Faculty Representative, for his invaluable input and conversations that have assisted in moving the University forward. President Hemphill also recognized several others for meeting the challenges and embracing the opportunities this past year. President Hemphill noted that faculty concerns were heard and are being addressed. One example is the ad hoc committee recommending reductions in red tape for research grants. President Hemphill also provided an update on the two leadership searches that are currently underway, Vice President for Student Affairs and Vice President for University Advancement. A copy of President Hemphill’s report is hereto attached as (*Attachment B*) and is made a part thereof. Rector Wade thanked President Hemphill for his report and noted that the Board has witnessed a passionate and positive change at Radford University this past year.

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

Mr. Kevon DuPree, Student Representative to the Board of Visitors, provided the Board with an update on his initiatives, specifically Unity Fest and the founding of Omicron Delta Kappa. Mr. DuPree thanked several individuals for providing him guidance during his tenure on the Board. He presented the members of the Board with Unity Fest tee shirts. A copy of the presentation is hereto attached as (*Attachment C*) and is made a part thereof. Mr. Mark Lawrence requested the floor and presented Mr. DuPree with a token of the Board’s appreciation for his dedicated efforts as a student

representative to the Board of Visitors. Members of the Board of Visitors stood and applauded while the presentation was made. Rector Wade thanked Mr. DuPree for his report and his service on the Board.

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

Dr. Carter Turner, Faculty Representative to the Board of Visitors, provided a summary of the results from the Radford University 2016 Faculty Morale Survey. He discussed various measures, which have improved since 2015. He expects continued improvements in 2017 due to the positive changes, specifically, relationships with the new leadership and a clearer vision of where Radford University is heading. Dr. Turner highlighted continued work on eliminating red tape and streamlining paperwork processes. Dr. Turner was asked what are the main issues for faculty. He noted that there are several: faculty still struggle with workload balance; adjunct support and pay; continued clear channels of communications; and support staffing. Dr. Turner also noted that the strategic planning process will provide opportunities for improvements in all areas. A copy of the 2016 Faculty Morale Survey is hereto attached as (*Attachment D*) and is made a part thereof. At this time, Rector Wade requested a motion to approve a resolution of appreciation for Dr. Carter Turner. Mr. Marcus so moved, and Ms. Callie M. Dalton seconded. The resolution passed unanimously. A copy of the resolution is hereto attached as (*Attachment E*), and is made a part thereof. Members of the Board of Visitors and gallery stood and applauded as the resolution was presented to Dr. Carter Turner. Rector Wade thanked Dr. Turner for his report and for his service on the Board.

REPORT FROM THE ACADEMIC AFFAIRS COMMITTEE

Dr. Susan Whealler Johnston, Chair of the Academic Affairs Committee, stated that the Committee met on May 4, 2017. Dr. Johnston reported on faculty promotions and faculty who were awarded emeritus status. She then discussed the tenure process and noted that obtaining tenure is a great accomplishment for faculty. She brought forth a recommendation from the Committee to approve the resolution for Faculty Tenure as submitted. Mr. Marcus seconded the motion, and the resolution was approved unanimously. A copy of the resolution is hereto attached as (*Attachment F*) and is made a part thereof.

Dr. Johnston discussed the Doctor of Education (Ed.D) proposal and the multiple steps needed for program approval. The Committee recommends to the Board of Visitors, approval of the resolution for the Doctor of Education. Mr. Marcus so moved, and Mr. Lawrence seconded. The resolution was passed unanimously and is hereto attached as (*Attachment G*) and is made a part thereof. Rector Wade thanked Dr. Johnston for her report.

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

Mr. Marcus, Chair of the University Advancement, University Relations and Enrollment Management Committee, stated that the Committee met on May 4, 2017. He reported on the universities recruiting efforts, which have resulted in an increased applicant pool with rates that are 96 percent above numbers for this same time last year, and admission offers that are up 81 percent over fall 2016. Deposits have also shown an increase of 10% compared to fall 2016. The 2017 freshman class is shaping up to be more diverse both in geography and ethnicity than 2016. Academic quality of

deposited freshmen is up slightly over fall 2016 with an average GPA of deposited freshmen of 3.21, compared to 3.17 for fall 2016, and SAT of 1,048 for fall 2017, compared to 1,045 for fall 2016. Transfer student applications have increased 26 percent with received deposits under what is expected and continued efforts to increase this pool is planned over summer.

University Relations has played a vital part in the recruiting campaign and has primarily focused on supporting Enrollment Management strategies by extensively utilizing digital marketing, and introducing the newest TV ad into specific markets to stay top-of-mind to admitted applicants. University Relations has also assisted various other campus initiatives such as developing website and social media campaigns promoting the Graduate College's March campaign and video and social media campaigns promoting summer school registration.

Mr. Marcus also reported that University Advancement has experienced increased donations, a 39 percent increase over last year, which is a pattern of continuous improvement over the last three years. Proposal increases and production are largely due to presidential proposals with total proposals in production and outstanding at the end of April in the amount of \$16,357,450. Alumni Affairs reported on various activities, which are designed in partnership with multiple campus offices to assist in retention and recruitment. There were no action items for this Committee. Rector Wade thanked Mr. Marcus for his report

Reactor Wade called for a brief 5-minute break at 10:25 a.m.

CALL TO ORDER

At 10:32 a.m., Rector Wade called the meeting to order after all members reconvened.

REPORT FROM BUSINESS AFFAIRS & AUDIT COMMITTEE

Ms. Hovis, Chair of the Business Affairs and Audit Committee, stated that the Committee met on May 4, 2017. She reported that Ms. Margaret McManus provided an update on the University Discretionary Fund review for the quarter ending March 31, 2017. One hundred percent of expenditures were reviewed, and all were found in compliance with the Board of Visitors' guidelines. Also, the Board will receive a report from the Auditor of Public Accounts in September. Ms. Hovis noted that renovations on Reed-Curie Hall will begin Summer 2017, to be completed by January 2019.

Ms. Hovis stated that the Committee recommends to the Board of Visitors approval of the resolution for tuition and fees for 2017-2018 as submitted. Mr. Marcus seconded the motion. The motion was approved unanimously and is hereto attached as (*Attachment H*) and is made a part thereof. Rector Wade thanked Ms. Hovis for her report.

REPORT FROM THE GOVERNANCE, ADMINISTRATION & ATHLETICS COMMITTEE

Ms. Alethea "A.J." Robinson, Chair of the Governance, Administration and Athletics Committee reported that Mr. Kemp discussed the top ten information technology issues that institutions face and how Radford University is addressing each. They are: Information Security, Student Success and Completion, Data-Informed Decision Making, Strategic Leadership, Sustainable Funding, Data Management and Governance, Higher Education Affordability, Sustainable Staffing, Next-Gen Enterprise IT and Digital Transformation of Learning.

Ms. Robinson also provided an update on multiple items for Athletics.

- This summer, the basketball court floor is being redone with the new branding logos.
- Beginning with the 2019-2020 academic year, all Division I schools' share of NCAA revenue would be tied to academic achievement.
- Mr. Bryheem Hancock has been hired as the new Head Men's Soccer Coach, and students Zach Turk and Hannah Duff were nominated for the prestigious Big South Conference George A. Christenberry Award.
- She also noted that new initiatives to prepare student athletes for careers have been successful.
- As of March 31, 2017, there have also been increases in external revenue streams for 2016-2017 with \$841,000 raised to date.

Ms. Robinson noted the success of the Highlander Pride Weekend activities with a total raised of \$117,000. The events included a Red and White Gala/Auction and Dalton Golf Tournament to name a few. There were no action items from this Committee. Rector Wade thanked Ms. Robinson for her report and also thanked Ms. Callie Dalton and former Board member Mr. Mark Pace for sponsoring the Highlander Pride Weekend events.

REPORT FROM THE STUDENT AFFAIRS COMMITTEE

Mr. Mark S. Lawrence, Chair of the Student Affairs Committee, stated that the Committee met on May 4, 2017 and had no action items. Mr. Lawrence thanked the Rector and the Board for the opportunity to chair this Committee. The Committee heard updates on the progress of Retention Plan efforts in multiple offices. Staff have received additional training in Starfish in order to track early indicators of student problems. Housing and Residential Life, and the Substance Abuse and Violence Education offices have had active campaigns to increase retention and success for returning fall 2017 students. Both offices also briefed the Committee on respective polices.

The Committee received an update on the 2017 SCHEV Student Advisory Committee, which focused on college affordability, prevention of sexual violence on campuses and jobs for graduates. Ms. Jacinda Jones provided a semester wrap-up report on Student Government Association (SGA) activities, which included a sexual assault awareness campaign; Take Back the Night; a campus wide Unity festival; and Adopt a Spot initiative. The SGA has worked with the Administration in creating a micro-loan program to assist students with cash flow problems. Mr. Lawrence announced that Ms. Julianna Stanley is the new SGA President for 2017-2018.

Mr. Lawrence reported that the Division of Student Affairs is currently reviewing processes and practices to bring them up-to-date with current strategies being developed. Rector Wade thanked Mr. Lawrence for his report.

CLOSED SESSION

At this time, Rector Wade requested a re-order of agenda items in order to accommodate student candidate schedules and called for a Closed Session to interview candidates for the non-voting student representative on the Board. Dr. Javaid Siddiqi so moved that the Radford University Board of Visitors convene a closed session under the Virginia Freedom of Information Act in order to discuss, pursuant to Section 2.2-3711 (A) (1) and Section 2.2-3711 (A) (2), relating to personnel and scholastic records, respectively, and specifically related to the appointment of the Student Representative to the Board of

Visitors, and also Section 2.2-3711 (A) (10), consideration of Honorary Degrees, and more specifically, Honorary Degrees to be awarded during the Radford University May 6, 2017 Commencement Ceremonies of the Freedom of Information Act. Mr. Marcus seconded the motion. Ms. Ashley Schumaker, Chief of Staff, Office of the President, Ms. Mary Weeks, Secretary to the Board of Visitors/Senior Assistant to the President and Mr. Allen Wilson, Senior Assistant Attorney General, Commonwealth of Virginia, were requested to remain in the meeting. The motion passed unanimously. The public was invited to leave. The Board went into closed session at 11:10 a.m.

RECONVENED SESSION

Rector Wade called the meeting to order at 11:55 a.m. and requested a motion to come out of closed session and for a Certification of Executive Meeting. Dr. Siddiqi moved on the following resolution:

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

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

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

<u>Roll Call</u>	<u>Vote</u>
Mr. Christopher Wade, Rector	Yes
Dr. Javaid Siddiqi, Vice Rector	Yes
Mr. Robert A. Archer	Yes
Dr. Jay A. Brown	Yes
Ms. Krisha Chachra	Yes
Ms. Callie M. Dalton	Yes
Dr. Rachel D. Fowlkes	Yes
Ms. Mary Ann Hovis	Yes
Dr. Susan Whealler Johnston	Yes
Mr. Mark S. Lawrence	Yes
Mr. Randolph "Randy" J. Marcus	Yes
Dr. Debra K. McMahan	Yes
Ms. Alethea "A.J." Robinson	Yes
Ms. Georgia Anne Snyder-Falkinham	Yes

RECOMMENDATION FOR HONORARY DEGREES

Dr. Johnston moved to recommend awarding two honorary degrees at the Radford University Spring Commencement ceremonies for candidates as discussed in closed session. Dr. Rachel Fowlkes

seconded. The motion passed unanimously, and the resolution is hereto attached as (*Attachment I*), and is made a part thereof.

ELECTION OF NON-VOTING ADVISORY STUDENT REPRESENTATIVE TO THE BOARD OF VISITORS FOR 2017-2018

Mr. Lawrence moved that the Board elect Ms. Jessica Wollmann to serve as the non-voting advisory student representative on the Board of Visitors for 2017-2018. Dr. Jay Brown seconded. The motion passed unanimously.

REPORT ON THE RADFORD UNIVERSITY FOUNDATION

Ms. Callie M. Dalton provided a brief update on the investments of the Radford University Foundation. She noted that both Third Securities and the Student Managed Investment Portfolio Organization presented portfolio results to the Radford University Foundation Board of Directors. Board of Directors Officers were elected and the 2018 budget was passed. She also noted that the Virginia Employment Commission will move into the RU Corporate Park. Ms. Dalton distributed a chart of current investments, and it is hereto attached as (*Attachment J*), and is made a part thereof. Rector Wade thanked Ms. Dalton for her report and for serving as the Board liaison to the Radford University Foundation.

GOVERNMENTAL AND STATE RELATIONS

Ms. Lisa Ghidotti, Director of State Government Relations, updated the Board on legislation that directly impacts Board and University processes. Beginning July 1, 2017, the Board must post a 30 days' notice for tuition discussion and tuition increase proposals, and Board officers (Rector and Vice Rector) must be state residents. Ms. Ghidotti discussed upcoming plans to increase engagement with members of the General Assembly. She noted there could be a change of House leadership with the upcoming elections. The presentation is hereto attached as (*Attachment K*) and is made a part thereof.

CLOSED SESSION

Rector Wade requested a closed session to discuss a performance evaluation. Mr. Marcus moved that the Radford University Board of Visitors convene a closed session under the Virginia Freedom of Information Act in order to discuss, pursuant to Section 2.2-3711 (A) (1) of the Freedom of Information Act, personnel matters, more specifically relating to the performance evaluation, compensation of certain Radford University employees and evaluation of performance of certain departments of Radford University which will require performance evaluations of specific individuals in those departments. Ms. Hovis seconded and the motion carried unanimously. Ms. Ashley Schumaker, Chief of Staff, Office of the President, and Mr. Allen Wilson, Senior Assistant Attorney General, Commonwealth of Virginia, was requested to remain; the public was invited to leave. The Board went into closed session at 12:20 p.m.

RECONVENED SESSION

Rector Wade called the meeting to order at 12:50 p.m. and requested a motion to return to open session and for a Certification of Executive Session. Mr. Marcus so moved on the following resolution: WHEREAS, the Radford University Board of Visitors has convened a closed session on this date pursuant to an affirmative recorded vote and in accordance with the provisions of The Virginia Freedom of Information Act; and

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

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

<u>Roll Call</u>	<u>Vote</u>
Mr. Christopher Wade, Rector	Yes
Dr. Javaid Siddiqi, Vice Rector	Yes
Mr. Robert A. Archer	Yes
Dr. Jay A. Brown	Yes
Ms. Krisha Chachra	Yes
Ms. Callie M. Dalton	Yes
Dr. Rachel D. Fowlkes	Yes
Ms. Mary Ann Hovis	Yes
Dr. Susan Whealler Johnston	Yes
Mr. Mark S. Lawrence	Yes
Mr. Randolph “Randy” J. Marcus	Yes
Dr. Debra K. McMahon	Yes
Ms. Alethea “A.J.” Robinson	Yes
Ms. Georgia Anne Snyder-Falkinham	Yes

APPROVAL OF EVALUATION AND COMPENSATION

Ms. Hovis moved that the Board approve the recommendation for the 2016-2017 Evaluation and Compensation of President Hemphill, and Mr. Marcus seconded. The motion passed unanimously, and is hereto attached as (*Attachment L*), and is made a part thereof.

Ms. Hovis moved that Board approve the recommendation of the 2017-2018 Performance Plan for President Hemphill, and Mr. Marcus seconded. The motion passed unanimously, and is hereto attached as (*Attachment M*), and is made a part thereof.

PRESENTATION OF SLATE OF NOMINATIONS FOR ELECTION OF RECTOR, 2017-2018

Ms. Robinson, on behalf of the Governance, Administration and Athletics Committee, submitted to the Board of Visitors the name of Mr. Mark S. Lawrence to serve as Rector for 2017-2018 and Mr. Marcus seconded. The recommendation passed unanimously. Mr. Mark S. Lawrence will serve as Rector in 2017-2018.

PRESENTATION OF SLATE OF NOMINATIONS FOR ELECTION OF VICE RECTOR, 2017-2018

Ms. Robinson stated that the Governance, Administration and Athletics Committee did not receive any nominations for Vice Rector. Rector Wade opened the floor for nominations. Dr. Johnston nominated Mr. Marcus, and Dr. Siddiqi seconded the nomination. Ms. Snyder-Falkinham nominated Mr. Robert Archer, and Dr. Debra K. McMahon seconded the nomination. Both candidates briefly spoke on the

experience they would bring to the position. Rector Wade called for the vote. Mr. Marcus received 7 votes, and Mr. Archer received 5 votes. Rector Wade and Vice Rector Siddiqi did not vote. Mr. Marcus will be the Vice Rector for 2017-2018.

INTRODUCTION OF THE NON-VOTING ADVISORY FACULTY REPRESENTATIVE TO THE BOARD OF VISITORS FOR 2017-2018

Dr. Tuner introduced Dr. Jason “Jake” Fox as the 2017-2018 Faculty Senate President, who will serve on the Board of Visitors as the non-voting faculty representative. Dr. Fox is an Associate Professor of Anthropological Sciences and has been at Radford University since 2007. The Board welcomed Dr. Fox to the Board.

APPROVAL OF RESOLUTIONS

Ms. Johnston requested the Board approve a resolution of appreciation, which also includes Provost Emeritus rank, for Dr. Joe Scartelli. Dr. Siddiqi seconded the motion and the resolution passed unanimously and is hereto attached as (*Attachment N*) and is made a part thereof. The members of the Board of Visitors and the gallery stood and applauded as Dr. Scartelli was presented the resolution. Dr. Scartelli commented how grateful he has been to have worked with this leadership team as the capstone of his career. Several members of the Board expressed individual sentiments of appreciation to Dr. Scartelli.

Mr. Marcus made a motion that the Board approve a resolution of appreciation for Ms. Alethea “A.J.” Robinson, and Mr. Lawrence seconded the motion. The resolution passed unanimously and is hereto attached as (*Attachment O*) and is made a part thereof. The members of the Board of Visitors and the gallery stood and applauded as Ms. Robinson was presented the resolution. Ms. Robinson thanked the members of the Board for the leadership opportunities she experienced during her tenure.

Dr. Siddiqi made a motion that the Board approve a resolution of appreciation for Ms. Callie M. Dalton and Ms. Hovis seconded the motion. The resolution passed unanimously and is hereto attached as (*Attachment P*) and is made a part thereof. The members of the Board of Visitors and the gallery stood and applauded as Ms. Dalton was presented the resolution. Ms. Dalton thanked the members of the Board for the experience and opportunities during her tenure and that she would always be a part of Radford University.

Dr. Siddiqi made a motion that the Board approve a resolution of appreciation for Mr. Christopher Wade, Rector, and Mr. Marcus seconded the motion. The resolution passed unanimously and is hereto attached as (*Attachment Q*) and is made a part thereof. The members of the Board of Visitors and the gallery stood and applauded as Rector Wade was presented the resolution. Rector Wade thanked the members of the Board for the success this past year in making changes, and that this was a unique group he has been privileged to have served with. Rector Wade thanked the Board of Visitors Committee Chairs for their respective service in 2016-2017. Mr. Lawrence thanked the Board for their confidence in his leadership and he is honored to serve as Rector for the upcoming year. He thanked Rector Wade and Vice Rector Siddiqi for their leadership and for setting the course.

ADJOURNMENT

With no further business to come before the Board, Rector Wade asked for a motion to adjourn. Ms. Hovis made the motion to adjourn, and Mr. Lawrence seconded. The meeting adjourned the meeting at 1:48 p.m.

Respectfully submitted,

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

RADFORD UNIVERSITY

Board of Visitors

Resolution Recognizing Nancy E. and H. Pat Artis

WHEREAS, Nancy E. and H. Pat Artis daily demonstrate an unwavering commitment to and active involvement in the New River Valley, especially Radford University, in addition to leading a highly-successful business, Performance Associates, Inc., a Pagosa Springs, Colorado based company focusing on performance and replication for enterprise storage subsystems, thereby providing educational and consulting services, as well as a family of software products; and

WHEREAS, Nancy, a proud 1973 biology graduate, served on Radford University's Board of Visitors from 2006 through 2013 and currently serves as a member of the College of Science and Technology Alumni Advisory Council and as Vice President of the Radford University Foundation Board of Directors; and

WHEREAS, the Artises exhibit their limitless dedication and selfless support to Radford University and its students, faculty, staff, alumni and friends by championing the mission and vision of Radford University and faithfully attending academic, alumni and athletic events in support of all Highlanders; and

WHEREAS, the Artises serve as steadfast champions of the Radford family and have done so for many decades, thereby contributing to many initiatives across Radford University, including the College of Business and Economics, the College of Science and Technology, the College of Visual and Performing Arts and Radford University Athletics, and

WHEREAS, the Artises provided the overarching vision and generous support for the Applied Research in Technology and Information Science (ARTIS) Lab located in Davis Hall and the Artis Computing Laboratory for the Biological Sciences located in the Center for the Sciences, thereby providing unique opportunities for students and faculty to interact with industry leaders and academic partners; and

WHEREAS, on April 28, 2017, Nancy and Pat's long-standing partnership with Radford University took a bold step forward with the public announcement of a \$5 million gift, the largest by an individual and/or alumna or alumnus in the University's history, thereby forever changing the lives of students studying in the College of Science and Technology and producing a lifetime of Artis Scholars, who will carry on the Artis Legacy, a deep love for science and technology and a strong desire to provide for others; and

WHEREAS, in recognition of the Artises and their historic contribution, the Radford family forever etched the legendary Artis name in the history of Radford University with the naming of the Artis College of Science and Technology, thereby endlessly serving as a symbol of their profound commitment to and unwavering passion for the campus and the community.

NOW, THEREFORE BE IT RESOLVED, that on this fifth day of the month of May in the year two thousand seventeen, the Radford University Board of Visitors does hereby consider and pass this resolution of appreciation and gratitude on behalf of Radford University students, faculty, staff, alumni and supporters and a copy be presented to Nancy E. and H. Pat Artis.



Christopher J. Wade
Rector



Brian O. Hemphill, Ph.D.
President

Brian O. Hemphill, Ph.D.

TO: Members of the Board of Visitors^{President}

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

DATE: May 5, 2017

RE: President's Report

I want to thank you for the opportunity to update you and share my perspectives about our University as we are completing the 2016-2017 academic year.

The First Year

It is hard to believe that I am soon approaching my first full year as Radford University's President. As I reflect upon this past year to guide me in charting our plans for the next year, I look back on the commitments that I made to the Radford family on July 1, 2016: excellence, accountability, transparency, and student-centeredness. This has guided us throughout the academic year and, on balance, I believe we have seen success.

Shortly after my assumption of the presidency, I embarked on a deliberate and concerted effort to engage the campus and the community, specifically our students, faculty, staff, alumni and community and business leaders. I wanted to hear what was on their minds, to solicit their input and recommendations about how to move Radford University forward. The response has been outstanding. I am fulfilling a commitment to meet with every academic department. Throughout all of these meetings, I have received candid feedback and suggestions that have been valuable in making changes and, which I believe, will be beneficial for us in the future.

We hosted the University's first-ever Budget Planning Summit to gain ideas and input from faculty, staff and students on ways we can do business more efficiently and effectively, and to solicit ideas about initiatives that will enable us to fulfill our mission. Additionally, we recently concluded a faculty and staff-led review of obstacles to research and will utilize the summer months to begin identifying and planning the implement process for improvements in order to realize our full potential and become more competitive. Also, through a campus-wide, cross-disciplinary approach, we developed a Recruitment Plan for Fall 2017 and a multi-year Student Success and Retention Plan to systematically improve key student success indicators of retention and graduation rates.

This year also saw the commencement of our strategic planning process. With student, faculty, staff, alumni and community participation, various subgroups have been making progress toward recommendations for the future strategic plan in the following areas: Academic Excellence and Research; Brand Identity; Budget; Challenges and Opportunities; Economic Development and Community Partnerships; Mission, Vision and Core Values; Philanthropic Giving and Alumni Engagement; Strategic Enrollment Growth; and Student Success. Along the way, we have

identified innovative initiatives that make sense to commence an accelerated implementation, including introducing competency-based education programs in the near future to better serve student populations that Radford University does not currently serve.

The collaboration, innovative spirit, student-focus and enthusiasm at Radford University are genuine and have inspired me in my role as President. As I stated shortly after my selection, Radford feels like home to Marisela, our family and me. The welcome we have received and the accomplishments we achieved together makes me optimistic and enthusiastic about the 2017-18 academic year.

Senior Leadership Farewells

As we conclude this academic year, the Radford family will be saying farewell and thank you to a humble legend, Dr. Joseph P. Scartelli. Since joining Radford in 1981, Dr. Scartelli has embodied the best of Radford. As a scholar, a teacher, a mentor and as a leader, Dr. Scartelli has been a bedrock of Radford University's success and has made a positive impact on many generations of students, faculty, staff and alumni. Because of the respect he garners across the Radford University family, Dr. Scartelli has served as Interim Provost and Vice President for Academic Affairs since July 2015, the second time in his career as he was called upon to serve the University in the role of leading its academic mission.

Indeed, Dr. Scartelli is a consummate professional. I value his insights, his candor and his encouragement. The Radford University family will be taking an opportunity after the conclusion of this semester to acknowledge Joe. I would be honored to take this opportunity before the Board, publicly and on behalf of the entire Radford family, to thank Dr. Scartelli for his tireless commitment and dedication to this institution. We wish him all the best in his retirement!

Additionally, next week, we will send off Dr. Irvin R. Clark, who most recently has been serving as Interim Vice President for Student Affairs since last summer. He previously served as Associate Vice President for Student Affairs and Dean of Students since fall 2013. I think I echo the overwhelming sentiment across campus with those who have had the privilege to work with Dr. Clark in that his impact has been significant and long-lasting. I have shared with him and at Cabinet, that Irvin ranks among the most talented and effective student affairs leaders with which I have had the privilege to serve. He is one of the hardest working individuals you will ever meet and is a natural leader. We wish him all the best in his future endeavors!

Senior Leadership Transitions

In preparation for the transition within the senior Student Affairs leadership team, I have announced that Susan Trageser, who has served as Interim Associate Vice President for Student Affairs and Dean of Students since last summer, will serve as Interim Vice President for Student Affairs effective May 9, 2017. Susan began her tenure with Radford University in June 2012, serving as Associate Dean of Students and has an equally impressive career in student affairs with several other universities. Additionally, I have asked Dr. Andrea Zuschin, the University's Director of Student Success and Retention, to serve as Interim Associate Vice President for Student Affairs and Dean of Students. Prior to joining the Radford family, Dr. Zuschin served in several capacities at Ferrum College, including Vice President for Student Affairs, and also has extensive experience in student affairs positions at several other universities. I have asked the campus to

provide their full support during this period as we continue the search for a permanent Vice President for Student Affairs. The search is active and remains in progress through the work of a Search Committee, which is being chaired by Vice President for Finance and Administration Richard Alvarez with assistance from Spelman Johnson. The Search Committee will be completing review of applicants with a goal of identifying candidates to visit campus for interviews with the campus community the first few weeks of the 2017-2018 academic year.

Vice President Search

Additionally, the search for the Vice President for University Advancement began in late February. This effort is being led by a Search Committee, chaired by Vice President for University Relations Joe Carpenter with assistance from Greenwood Asher. The Search Committee consists of student, faculty and staff representatives, as well as George Harvey, a member of the Radford community dedicated to the University. The Search Committee has reviewed applicant materials and conducted in-person interviews and received feedback from detailed reference checks. Over the course of the last two weeks, two highly-qualified and competitive finalists separately visited campus for a series of discussions with campus and community stakeholders.

A Historic Announcement

Last Friday, the Radford family had the distinguished privilege of celebrating a historic announcement on the lawn in front of Reed and Curie Halls. Radford University and our students are the beneficiaries of the dedicated and selfless generosity of many donors and supporters, who all give selflessly of their time, talent and treasure. Among the most loyal and dedicated of those benefactors are Nancy E. and Pat H. Artis. During last Friday's event, I was honored to accept their generous contribution of a gift of \$5 million to Radford University on behalf of our students, faculty, staff and alumni in order to create the Artis Endowed Scholarship fund. To date, this \$5 million gift is the largest in the history of the University by an individual or an alumnus. In recognition of the Artises, the College of Science and Technology will forever be known as the Artis College of Science and Technology in their honor.

The historic announcement was attended by a large crowd of students, faculty, staff, alumni, friends and supporters. Georgia Anne Snyder-Falkinham provided a welcome on behalf of the Board of Visitors with fellow Board members Mary Ann Hovis and Mark Lawrence in attendance. Mr. Rector and members of the Board, I would like to go on record as once again thanking and acknowledging the Artises for their tremendous generosity to our University and unwavering support of our students. Indeed, it was a historic day for Radford University!

Class of 2017

The culmination of our Radford family's work is the graduation of our students. It takes dedicated professionals, working closely as a team, to ensure every student realizes this life-changing milestone. As part of this tradition, we will be hosting a number of ceremonies today, including commissioning U.S. Army second lieutenants, white coat and pinning ceremonies for our graduates in the Doctor of Physical Therapy program and the pinning of our newest School of Nursing graduates. Later this afternoon, we begin the formal Commencement ceremonies with the College of Graduate Studies and Research hooding ceremony. Tomorrow, we will celebrate our main Commencement Ceremony beginning at 10:00 a.m. on Moffett Lawn followed by College Commencement Ceremonies, which are held at various locations across campus.

At the main Commencement Ceremony, we will be privileged to have Coach Frank Beamer, M.S. '72 serve as our keynote speaker. Coach Beamer's family have close ties to Radford University. His mother, Herma, graduated from what was then the Radford State Teachers College in 1936, and several other family members, including his sisters, also proudly call Radford University their alma mater. We are looking forward to Coach Beamer coming back home to share his perspectives with the Class of 2017 as they embark on the next step in their lives. Of particular note, our Spring 2017 Commencement will have 1,887 graduates, 36 percent of whom are first-generation college students. Other interesting facts about the Class of 2017 include: 29 percent are STEM-H graduates; the youngest is 19 years old; and the oldest is 57. Eighteen states are represented, while 19 other nations will be represented during our two days of ceremonies. I look forward to joining with members of the Board for these memorable and significant ceremonies.

The Radford family has made much progress during the 2016-2017 academic year. Together, we have faced many challenges and opportunities. Our Highlander spirit has enabled us to persevere. We are moving forward with all due speed in transforming Radford into an innovative, premier university in the Commonwealth of Virginia and beyond with a keen focus on teaching, research and service. With success from this academic year, I am excited about future opportunities, and I am confident that we will build upon that success during the upcoming academic year.

This concludes my report. Thank you.

Student Representative Report to the Board of Visitors

RADFORD
UNIVERSITY

Omicron Delta Kappa (OΔK)

- New Member Initiation Ceremony (3/18)
- 50 New Members (Juniors, Seniors, and Faculty Members)
- Campus and Community Service Opportunities (4/1-4/30)



Campus Unity Fest

- Unity Fest Committee Meetings (11/16/16 - 4/19/17)
- Promotion (Social Media, Flyers, Print, Door-to-Door, etc.)
- Features: Bubble Soccer, Inflatables, Food Trucks, Free T-Shirts, Live Performances, and Much More

Radford University's Inaugural Unity Fest (April 22nd)



QUESTIONS?

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Report on the 2017 Faculty Morale Survey

The Faculty Morale Survey (FMS) was conducted online using Qualtrix, just as it has been in previous years. The survey was made available to all T&R faculty on campus via an email link. Responses were collected from April 3 through April 21, 2017. In all, 380 faculty responded to the survey, although not all respondents answered every question included on the survey. This is the highest number of respondents on record for the FMS.

The tables below show response rates from different categories of the T&R faculty, followed by the mean score for each objective question. Data are also included from the 2013 and 2015 FMS in order to illustrate changes in faculty viewpoints over the last several years. Finally, changes in faculty opinion between 2015 and 2017 are included, and statistically significant changes are noted accordingly.

Table 1. Categories of Respondents (percentages shown are column percentages for each survey year).

I am...	2013		2015		2017	
	n	%	n	%	n	%
Full Professor	60	26	91	34	82	29
Associate Professor	61	26	80	30	68	24
Assistant Professor	54	23	72	27	72	25
Instructor	60	26	28	10	63	22
I am...						
Tenured	117	50	164	61	136	47
Tenure Track	50	22	71	26	70	24
Special Purpose	18	8	26	10	26	9
Full Time Temporary	3	1	8	8	11	4
Adjunct	45	19	1	<1	48	17
I am also...						
Clinical Faculty	8	4	9	4	13	5
Graduate Faculty	105	48	147	60	130	48
Admin/Prof Faculty	15	7	5	2	19	7
None of these	91	42	85	35	109	40
I am in the College...						
COBE	14	7	22	9	21	7
CEHD	34	16	38	15	53	19
WCHHS	25	12	34	13	38	14
CHBS	80	37	77	30	94	33
ACSAT	42	19	55	21	50	18
CVPA	22	10	32	12	26	9
I have worked at Radford University for...						
0-2 Years	37	16	37	14	44	15
3-5 Years	44	19	36	14	71	24
6-10 Years	62	26	67	25	59	20
11-15 Years	28	12	46	17	44	15
16-20 Years	24	10	25	9	28	10
More than 20 Years	41	17	55	21	49	17

Table 2. Mean Response Scores for Three Separate Survey Years and the Mean Change from 2015 – 2017. Note that statistically significant changes ($p < .05$) are highlighted and bolded.

Questions About the Department	Mean Score (1 – 5)			
Question	2013	2015	2017	2015-2017 Change
My work environment is collegial at the department level.	4.04	4.11	4.00	-0.11
I am given the opportunity to participate in decisions that affect me in my department.	3.85	4.02	3.69	-0.33
My chair keeps me well informed of matters important to faculty.	4.13	4.21	3.97	-0.24
I am satisfied with the leadership of my department chair.	4.09	4.06	3.88	-0.18
My chair values my opinion.	4.16	4.18	3.93	-0.25

Questions About the College				
Question	2013	2015	2017	2015-2017 Change
My work environment is collegial at the college level.	3.74	3.83	3.74	-0.09
I am given the opportunity to participate in decisions that affect me in my college.	3.26	3.34	3.10	-0.24
My dean keeps me well informed of matters important to faculty.	3.59	3.67	3.36	-0.32
The dean does all s/he can to meet the needs of my department.	3.53	3.67	3.38	-0.29
I am satisfied with the leadership of my dean.	3.65	3.70	3.46	-0.24
My dean values my opinion.	3.58	3.63	3.35	-0.28

Questions About the Administration, the Board of Visitors, and Government				
Question	2013	2015	2017	2015-2017 Change
Upper administration keeps me well informed on matters important to faculty.	2.68	2.75	3.18	0.43
The Provost does all s/he can to meet the needs of my college.	3.08	2.89	3.28	0.39
The Provost values faculty opinion.	3.24	2.93	3.38	0.45
I am satisfied with the leadership of the Provost.	3.33	3.00	3.46	0.46
The Provost responds to inquiries from faculty in a timely manner.	3.13	2.87	3.31	0.43
The President does all s/he can to meet the needs of our university.	2.59	2.79	3.81	1.02
The President values faculty opinion.	2.22	2.32	3.78	1.45
I am satisfied with the leadership of the President.	2.43	2.57	3.88	1.31
The President responds to inquiries from the faculty in a timely manner.	2.58	2.51	3.45	0.93
I am satisfied with the leadership of the BOV.	2.53	2.57	3.00	0.43
The faculty senate is doing all it can to represent the faculty.	3.58	3.48	3.60	0.13

Questions About Work Environment, Facilities, Resources, and Compensation				
Question	2013	2015	2017	2015-2017 Change
The university facilitates my professional development.	3.26	3.55	3.37	-0.18
RU's bureaucratic procedures are reasonable.	2.07	2.04	2.14	0.10
RU provides the equipment and materials needed to do my job well.	3.38	3.53	3.46	-0.07
RU provides sufficient support for student research opportunities.	3.13	3.44	3.42	-0.03
My workload is reasonable.	2.77	2.86	2.95	0.09
My office is adequate for my needs.	3.69	3.81	3.90	0.09
The classrooms where I typically teach are conducive to learning.	3.61	3.62	3.63	0.01
RU has family-friendly employee benefits.	3.17	3.46	3.46	-0.01
RU offers programs to help invest/manage my finances effectively.	3.18	3.24	3.15	-0.10
I am satisfied with my pay.	2.09	2.33	2.43	0.10
RU provides good health benefits.	3.64	3.86	3.80	-0.06

Questions About Overall Satisfaction at Radford University				
Question	2013	2015	2017	2015-2017 Change
My colleagues have a positive attitude about the state of the university.	2.51	2.55	2.99	0.44
I am satisfied with the current state of the university.	2.56	2.68	3.02	0.34
Radford University has a positive image.	2.90	2.98	3.16	0.18
I am dedicated to my profession.	4.72	4.75	4.70	-0.05
My job allows me to express my special talents.	3.98	4.00	3.90	-0.10
The future of RU is important to me.	4.50	4.56	4.52	-0.05
If I had it to do over again, I would still choose this university.	3.36	3.58	3.69	0.11
Morale among faculty is positive.	2.40	2.49	2.91	0.42
Overall, I am satisfied with my job.	3.25	3.47	3.60	0.13



Resolution Recognizing E. Carter Turner, Ph.D.

WHEREAS, Dr. E. Carter Turner began his career at Radford University in January of 2004 as an adjunct faculty member and during the ensuing time moved to a tenure-track, full-time faculty position with the current rank of Associate Professor, thereby daily showcasing a steadfast commitment to teaching, research and service; and

WHEREAS, Dr. Turner has served his students as an excellent teacher and dedicated mentor with consistent high rankings and positive reviews, while concurrently serving as the Alumni Advisor for Delta Chi Fraternity since 2010 and Faculty Advisor for the Philosophy and Religious Studies Student Club since 2005, as well as leading and/or participating in multiple student engagement activities such as: Council for Student Engagement and Success; New Student Convocation; and the Virginia Governor's School for the Humanities; and

WHEREAS, Dr. Turner also served and represented the faculty on various committees such as: the Bioethics Certificate Program; the Council of Chairs; the Intercollegiate Athletics Committee; the Faculty Senate Governance Committee; the Living Library Committee; the First Amendment Policy Committee; the Intellectual Property Committee; the Committee on International Studies; the Faculty Senate Campus Environment Committee; the Philosophy and Religion Studies Search Committee; the College of Humanities and Behavioral Sciences Centennial Committee; the President's Leadership Committee; the Provost and Vice President for Academic Affairs Search Committee; and Member of the Faculty Senate Executive Council and President of the Faculty Senate for the 2016-2017 academic year; and

WHEREAS, Dr. Turner is actively engaged with the surrounding community, serving as a member of the Board of Directors for Total Action for Progress from 2010 through 2016 and the Chairman for multiple House of Delegates Nominating Committees from 2015 through 2017; and

WHEREAS, Dr. Turner is consulted and interviewed by national and regional media outlets as an expert on religion and its impact and influence on society, having been interviewed and quoted in print, television and radio outlets most notably during the 2017 Presidential election cycle, representing Radford University with honor and distinction; and

WHEREAS, Dr. Turner has faithfully served on the Radford University Board of Visitors as a representative of his fellow faculty members for the 2016-2017 academic year, thereby providing valuable insight and expert guidance in all matters related to faculty affairs and shared governance, while providing unwavering collegiality and strong partnership at all times and during all interactions;

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



Christopher J. Wade
Rector



Brian O. Hemphill, Ph.D.
President

**RADFORD UNIVERSITY BOARD OF VISITORS
RESOLUTION OF TENURE RECOMMENDATIONS**

MAY 5, 2017

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

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

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

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

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

COLLEGE OF BUSINESS AND ECONOMICS

Name	Current Rank	Department
Danylle R. Kunkel	Assistant Professor	Department of Management

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

<u>Name</u>	<u>Current Rank</u>	<u>Department</u>
Laura J. Newsome	Assistant Professor	Department of Health and Human Performance
Auguste Jean-Paul Barfield	Associate Professor	Department of Health and Human Performance
Sandra B. Schneider	Assistant Professor	School of Teacher Education and Leadership

COLLEGE OF HUMANITIES AND BEHAVIORAL SCIENCES

<u>Name</u>	<u>Current Rank</u>	<u>Department</u>
Daniel Richard Woods	Assistant Professor	Department of English
Allison Kay Wisecup	Assistant Professor	Department of Sociology
Kevin W. Bowers	Assistant Professor	School of Communication
Twange Kasoma	Assistant Professor	School of Communication

COLLEGE OF SCIENCE AND TECHNOLOGY

<u>Name</u>	<u>Current Rank</u>	<u>Department</u>
Timothy J. Fuhrer	Assistant Professor	Department of Chemistry
Christopher Jon Monceaux	Assistant Professor	Department of Chemistry
Richard Stockton Maxwell	Assistant Professor	Department of Geospatial Science

COLLEGE OF VISUAL AND PERFORMING ARTS

<u>Name</u>	<u>Current Rank</u>	<u>Department</u>
Patricia J. Winter	Assistant Professor	Department of Music

WALDRON COLLEGE OF HEALTH AND HUMAN SERVICES

Name	Current Rank	Department
Sarah L. Smidl	Assistant Professor	Department of Occupational Therapy
Brent A. Harper	Assistant Professor	Department of Physical Therapy
Kristen L. Jagger	Associate Professor	Department of Physical Therapy
Alex M. Siyufy	Assistant Professor	Department of Physical Therapy
Erin G. Cruise	Assistant Professor	School of Nursing
Kerry Fay Vandergrift	Assistant Professor	School of Social Work

THEREFORE, BE IT RESOLVED, Board of Visitors approve the Faculty Tenure Recommendations listed above to become effective the beginning of the 2017-2018 academic year.

RADFORD UNIVERSITY ACADEMIC AFFAIRS COMMITTEE

**RESOLUTION FOR APPROVAL OF
DOCTOR OF EDUCATION (ED. D.)**

MAY 5, 2017

WHEREAS, the School of Teacher Education and Leadership (STEL) in the College of Education and Human Development (CEHD) at Radford University proposes a Doctor of Education (Ed. D.); and

WHEREAS, the proposed Doctor of Education (Ed. D.) program 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; and

WHEREAS, the proposed Doctor of Education (Ed. D.) 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; and

WHEREAS, the proposed Doctor of Education (Ed. D.) 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; and

WHEREAS, student and alumni interest support the establishment of the Doctor of Education (Ed. D.) program; and

WHEREAS, the Board of Visitors Academic Affairs Committee has recommended the Doctor of Education (Ed.D) for approval; and

NOW, THEREFORE, BE IT RESOLVED, that the Radford University Board of Visitors approves the Doctor of Education (Ed. D.) program; and it is 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.

RADFORD UNIVERSITY BOARD OF VISITORS
Resolution
May 5, 2017

Approval of 2017-18 Tuition and Fees

NOW, THEREFORE, BE IT RESOLVED that the Radford University Board of Visitors approves tuition and fees for the 2017-18 academic year as reflected in the Summary of Proposed 2017-18 Tuition and Fees beginning with the Fall 2017 semester and thereafter until otherwise adjusted by the Board of Visitors.

Summary of Proposed 2017-18 Tuition and Fees

	<u>Approved 2016-17</u>	<u>Proposed 2017-18</u>	<u>Dollar Increase</u>	<u>Percent Increase</u>
Undergraduate				
<u>In-state Undergraduate (full-time) -</u>				
Tuition	\$6,991	\$7,407	\$416	5.95%
Mandatory Technology Fee	54	54	0	0.00%
Mandatory Comprehensive Fee	3,036	3,166	130	4.28%
Total In-state Undergraduate	\$10,081	\$10,627	\$546	5.42%
Room - Standard Double	5,127	5,127	0	0.00%
Board - 19 Meal Plan	3,984	4,105	121	3.04%
Total In-state Undergraduate Living in University Housing	\$19,192	\$19,859	\$667	3.48%
<u>Out-of-state Undergraduate (full-time) -</u>				
Tuition	\$18,626	\$19,042	\$416	2.23%
Mandatory Capital Fee	446	447	1	0.22%
Mandatory Technology Fee	54	54	0	0.00%
Mandatory Comprehensive Fee	3,036	3,166	130	4.28%
Total Out-of-state Undergraduate	\$22,162	\$22,709	\$547	2.47%
Room - Standard Double	5,127	5,127	0	0.00%
Board - 19 Meal Plan	3,984	4,105	121	3.04%
Total Out-of-state Undergraduate Living in University Housing	\$31,273	\$31,941	\$668	2.14%

	<u>Approved 2016-17</u>	<u>Proposed 2017-18</u>	<u>Dollar Increase</u>	<u>Percent Increase</u>
Graduate				
<u>In-state Graduate (full-time) -</u>				
Tuition	\$7,868	\$8,336	\$468	5.95%
Mandatory Technology Fee	54	54	0	0.00%
Mandatory Comprehensive Fee	3,036	3,166	130	4.28%
Total In-state Graduate	\$10,958	\$11,556	\$598	5.46%

<u>Out-of-State Graduate (full-time) -</u>				
Tuition	\$16,394	\$16,862	\$468	2.85%
Mandatory Capital Fee	446	447	1	0.22%
Mandatory Technology Fee	54	54	0	0.00%
Mandatory Comprehensive Fee	3,036	3,166	130	4.28%
Total Out-of-state Graduate	\$19,930	\$20,529	\$599	3.01%

Differential Tuition & Fees				
<u>Master of Occupational Therapy (MOT) In-State (per credit hour)</u>				
Tuition	\$333	\$352	\$19	5.71%
Mandatory Technology Fee ¹	3	3	0	0.00%
Mandatory Comprehensive Fee ¹	127	132	5	3.94%
Total In-state Graduate MOT	\$463	\$487	\$24	5.19%

<u>Master of Occupational Therapy (MOT) Out-of-State (per credit hour)</u>				
Tuition	\$890	\$943	\$53	5.96%
Mandatory Capital Fee ¹	19	19	0	0.00%
Mandatory Technology Fee ¹	3	3	0	0.00%
Mandatory Comprehensive Fee ¹	127	132	5	3.94%
Total Out-of-state Graduate	\$1,039	\$1,097	\$58	5.58%

¹ For applicable differential tuition programs, students enrolled in 12 to 18 credit hours will be assessed up to the annualized rate of \$1,583 per semester for the mandatory comprehensive fee, \$27 per semester for the technology fee, and \$223.50 per semester for the Out-of-State Capital Fee.

	<u>Approved 2016-17</u>	<u>Proposed 2017-18</u>	<u>Dollar Increase</u>	<u>Percent Increase</u>
<u>Doctor of Nursing Practice (DNP) In-State (per credit hour)</u>				
Tuition	\$445	\$471	\$26	5.84%
Mandatory Technology Fee ¹	3	3	0	0.00%
Mandatory Online Program Fee ²	25	25	0	0.00%
Total In-state Graduate DNP	\$473	\$499	\$26	5.50%

<u>Doctor of Nursing Practice (DNP) Out-of-State (per credit hour)</u>				
Tuition	\$910	\$964	\$54	5.93%
Mandatory Capital Fee ¹	19	19	0	0.00%
Mandatory Technology Fee ¹	3	3	0	0.00%
Mandatory Online Program Fee ²	25	25	0	0.00%
Total Out-of-state Graduate DNP	\$957	\$1,011	\$54	5.64%

<u>Doctor of Physical Therapy (DPT) In-State (per credit hour)</u>				
Tuition	\$424	\$449	\$25	5.90%
Mandatory Technology Fee ¹	3	3	0	0.00%
Mandatory Comprehensive Fee ¹	127	132	5	3.94%
Total In-state Graduate DPT	\$554	\$584	\$30	5.42%

<u>Doctor of Physical Therapy (DPT) Out-of-State (per credit hour)</u>				
Tuition	\$883	\$935	\$52	5.89%
Mandatory Capital Fee ¹	19	19	0	0.00%
Mandatory Technology Fee ¹	3	3	0	0.00%
Mandatory Comprehensive Fee ¹	127	132	5	3.94%
Total Out-of-state Graduate DPT	\$1,032	\$1,089	\$57	5.52%

¹ For applicable differential tuition programs, students enrolled in 12 to 18 credit hours will be assessed up to the annualized rate of \$1,583 per semester for the mandatory comprehensive fee, \$27 per semester for the technology fee, and \$223.50 per semester for the Out-of-State Capital Fee.

² The online program fee applies to select differential tuition programs that are offered fully online. This fee is assessed on a per credit hour basis in lieu of the comprehensive fee.

	<u>Approved 2016-17</u>	<u>Proposed 2017-18</u>	<u>Dollar Increase</u>	<u>Percent Increase</u>
<u>Master of Fine Arts in Design Thinking In-State (per credit hour)</u>				
Tuition	\$657	\$696	39	5.94%
Mandatory Technology Fee ¹	3	3	0	0.00%
Mandatory Online Program Fee ²	25	25	0	0.00%
Total In-state Graduate DNP	\$685	\$724	\$39	5.69%

Master of Fine Arts in Design Thinking Out-of-State (per credit hour)

Tuition	\$657	\$696	39	5.94%
Mandatory Capital Fee ¹	19	19	0	0.00%
Mandatory Technology Fee ¹	3	3	0	0.00%
Mandatory Online Program Fee ²	25	25	0	0.00%
Total Out-of-state Graduate DNP	\$704	\$743	\$39	5.54%

Competency Based Certificate Program (per year)

Tuition	\$0	\$6,000	\$6,000	--
Mandatory Capital Fee ¹	0	0	0	--
Mandatory Technology Fee ¹	0	0	0	--
Total Competency Certificate	\$0	\$6,000	\$6,000	--

¹ For applicable differential tuition programs, students enrolled in 12 to 18 credit hours will be assessed up to the annualized rate of \$1,583 per semester for the mandatory comprehensive fee, \$27 per semester for the technology fee, and \$223.50 per semester for the Out-of-State Capital Fee.

² The online program fee applies to select differential tuition programs that are offered fully online. This fee is assessed on a per credit hour basis in lieu of the comprehensive fee.

Part-time, 2017 Wintermester and Summer³ Rates

<u>Tuition</u>	<u>Approved 2016-17</u>	<u>Proposed 2017-18</u>	<u>Dollar Increase</u>	<u>Percent Increase</u>
<i>Undergraduate</i>				
In-state	\$291	\$308	\$17	5.84%
Out-of-state	776	793	17	2.19%
<i>Graduate</i>				
In-state	328	347	19	5.79%
Out-of-state	683	702	19	2.78%
In-state MOT	333	352	19	5.71%
Out-of-state MOT	890	943	53	5.96%
In-state DPT	424	449	25	5.90%
Out-of-state DPT	883	935	52	5.89%
In-state DNP	445	471	26	5.84%
Out-of-state DNP	910	964	54	5.93%
In-state MFA	657	696	39	5.94%
Out-of-state MFA	657	696	39	5.94%
Virginia Educator	251	266	15	5.98%
<u>Other Mandatory Fees</u>				
Technology Fee	3	3	0	0.00%
Out-of-state Capital Fee	19	19	0	0.00%
Online Program Fee ²	25	25	0	0.00%
Comprehensive Fee	127	132	5	3.94%

²The online program fee applies to select differential tuition programs that are offered fully online. This fee is assessed on a per credit hour basis in lieu of the comprehensive fee.

³Summer III only - full-time students taking 12 to 18 credit hours are charged the annualized rate schedule instead of the per credit hour rate schedule.

Comprehensive Fee

	Approved 2016-17	Proposed 2017-18	Dollar Increase	Percent Increase
Mandatory Comprehensive Fee				
Athletics	\$1,180	\$1,180	\$0	0.00%
Auxiliary Building/Facilities	248	258	10	4.03%
Auxiliary Support	194	209	15	7.73%
Debt Service	299	299	0	0.00%
Recreation	275	282	7	2.55%
Student Activities	129	127	(2)	-1.55%
Student Health	312	322	10	3.21%
Student Services	0	75	75	---
Student Union	276	286	10	3.62%
Transit	123	128	5	4.07%
Total Comprehensive Fee	\$3,036	\$3,166	\$130	4.28%

Fall & Spring Annual Room Rates⁴

	Approved 2016-17	Proposed 2017-18	Dollar Increase	Percent Increase
Room				
Traditional Double	\$4,540	\$4,540	\$0	0.00%
Standard Double - Phase I	5,127	5,127	0	0.00%
Standard Double - Phase II	5,127	5,281	154	3.00%
Traditional Single	6,627	6,627	0	0.00%
Standard Single - Phase I	7,294	7,294	0	0.00%
Standard Single - Phase II	7,294	7,513	219	3.00%
Standard - Super Suite	5,127	5,545	418	8.15%
University Managed Apartments	5,290	5,909	619	11.70%

⁴Notes:

a) Double occupancy rooms which remain tripled after the census date will receive a weekly 25 percent prorated credit on their respective room rate.

b) Summer rates are prorated based on the approved annualized rate for a standard room.

Fall & Spring Annual Board & Meal Plan Rates⁵

	Approved 2016-17	Proposed 2017-18	Dollar Increase	Percent Increase
On-Campus Board Plan				
Flex Plan	\$3,865	\$3,982	\$117	3.03%
19 Meal Plan	3,984	4,105	121	3.04%
15 Meal Plan	3,877	3,994	117	3.02%
Off-Campus Meal Plan (optional)				
Flex Jr. Plan	\$1,953	\$2,012	\$59	3.02%
65 Meal Plan	974	1,003	29	2.98%
90 Meal Plan	1,348	1,389	41	3.04%
5 Meal Plan	1,436	1,479	43	2.99%

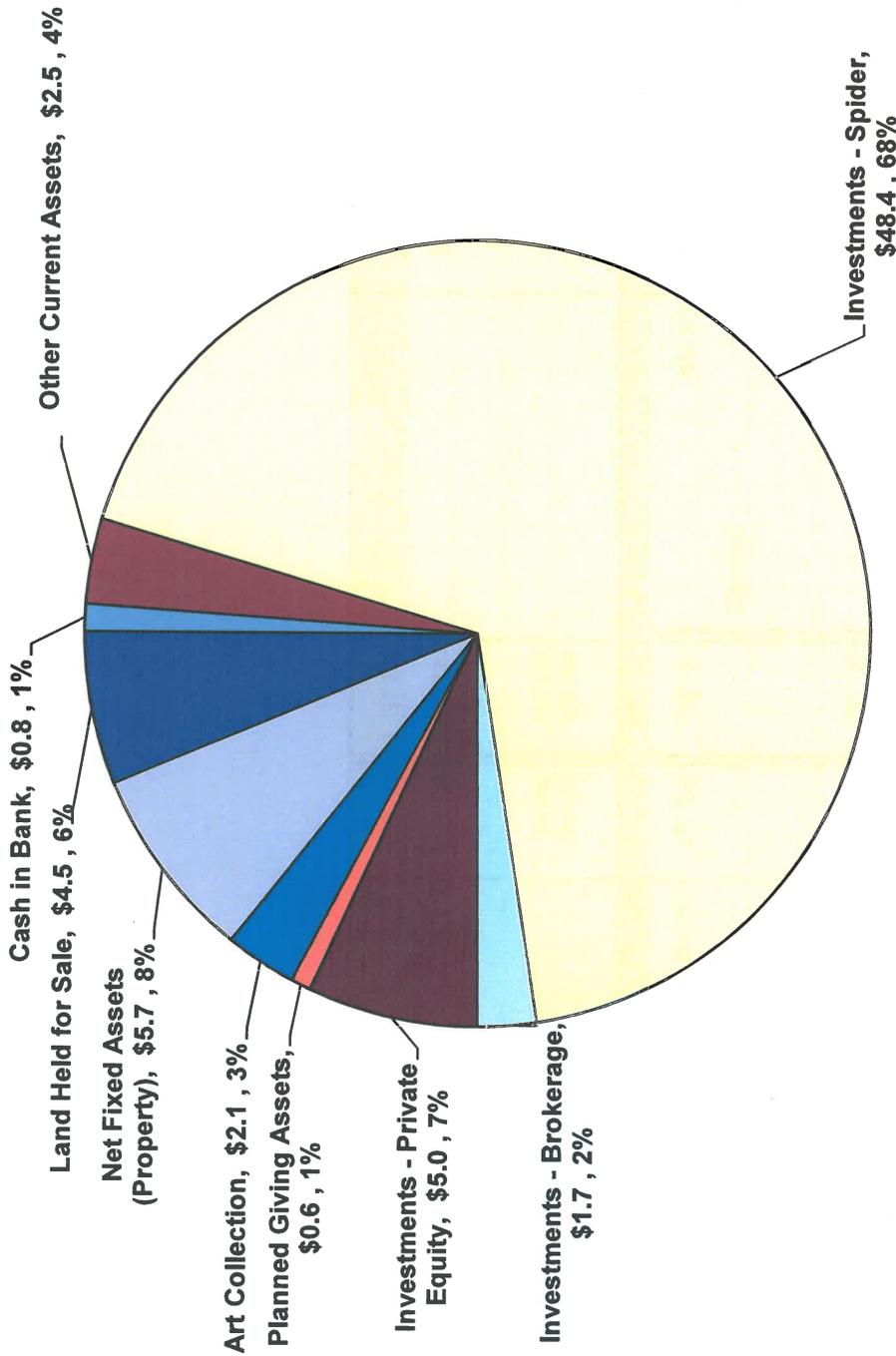
⁵Notes:

- a) Summer rates are prorated on the approved annualized rate.
- b) Select board and meal plans may not be available each term.

Honorary Degree Recommendation

NOW, THEREFORE, BE IT RESOLVED that the Radford University Board of Visitors approve the Honorary Degrees as presented by the Academic Affairs Committee, to be awarded at the May 6, 2017 Radford University Commencement ceremonies.

Radford University Foundation Asset Composition as of 3/31/17



(in millions)
Total Assets: \$71.3M

Government Relations Update RADFORD UNIVERSITY

Government Relations

2017 General Assembly Update

- Governing Board/Authority Legislation
- In-State/Out-of-State Student Ratio Legislation
- Financial Aid/In-State Tuition Legislation
- Student Affairs/Student Health Legislation
- Freedom of Information Act (FOIA) Legislation
- Procurement Legislation
- Bills for Interim Study

Government Relations

Challenges & Opportunities

- Virginia will have a new Governor, Lieutenant Governor, and possibly a new Attorney General in 2018.
- All 100 seats in the Virginia House of Delegates are up for re-election.
- There will be new leadership in the House, particularly within the House Republican Caucus.
- There will be at least two new members of the House Appropriations - Higher Education Subcommittee; and possibly one new House budget conferee.
- There will be a new Chair of the House Education - Higher Education Subcommittee and at least three new members.
- The General Assembly will be re-located over the next 4 years due to the demolition of the existing General Assembly Building; offices, meeting rooms, and dining services will be spread among three separate buildings.

Government Relations

Higher Education Related Commissions & Study Groups

- House Appropriations Committee & Senate Finance Committee
- Joint Subcommittee on the Future Competitiveness of Virginia Higher Education
- GO Virginia
- Virginia Research Investment Committee (VRIC)
- Joint Commission on Technology and Science (JCOTS) - Higher Education Subcommittee
- Joint Legislative Audit and Review Commission (JLARC) - State Employee Compensation Study
- State Council of Higher Education for Virginia (SCHEV)
- Virginia FOIA Council

Government Relations

Strategic Initiatives to Maximize Radford's Visibility

- Legislative district visits to strengthen relationships with key legislators.
- Invite key legislators, government officials, and candidates for statewide office to visit Radford University.
- Identify and engage key Radford alumni working in/around Capitol Square.
- Encourage student engagement in state government (Radford Advocacy Day, internships, grants, participation in Virginia21).
- Increase inclusivity with faculty and staff in Radford government relations by providing timely information and updates about Radford legislative and budget priorities, action taken by the Governor and General Assembly, and other items of interest.

Government Relations

Questions?



2017 Legislative Update

Governing Board Authority

HB 1401 (Landes) - Public institutions of higher education; speech on campus. Prohibits public institutions of higher education from abridging the freedom of any individual, including enrolled students, faculty and other employees, and invited guests, to speak on campus, except as otherwise permitted by the First Amendment to the United States Constitution.

HR 431 (LaRock) – Encouraging public institutions of higher education in the Commonwealth to protect free speech. Encourages public institutions of higher education to protect free speech and communicates the urgent need for the governing board of each public institution of higher education in the Commonwealth to develop and adopt a policy on free speech that contains certain specifications relating to the institution's function and role with regard to public policy controversies.

HB 1402 (Landes) and SB 907 (Surovell) - Governing boards of public institutions of higher education; leadership; residency. Requires the president or any one of the vice presidents of the board of visitors of Virginia Military Institute, the chairman or the vice-chairman of the State Board, and the rector or vice-rector of the governing board of each other public institution of higher education shall be a resident of the Commonwealth.

HB 2171 (Massie) - Public institutions of higher education; annual report of investment fund earnings. Requires that no later than December 1 of each year, the governing board of each public institution of higher education will report to the State Council of Higher Education for Virginia (SCHEV) the:

- Value of investments as reflected on the Statement of net Position as of June 30 of the previous fiscal year – excluding any funds derived from endowment donations, endowment income, or other private gifts;
- Cash earnings on those balances in the previous fiscal year; and
- Use of the case earning resulting from the balances.

Virginia Commonwealth University and University of Virginia will exclude the value of and earnings resulting from investments held by their health system authority and medical center, respectively.

Student Affairs and Health

HB 1842 (Knight) Alcoholic beverage control; neutral grain spirits or alcohol sold at government stores; proof. Increases from 101 to 151 the proof of neutral grain spirits or alcohol that is without distinctive character, aroma, taste, or color that may be sold at government stores. The provisions of the bill will expire on July 1, 2022.

HB 1911 (Yost) Public institutions of higher education; resident assistants; mental health first aid training. Each resident assistant in a student housing facility at a public institution of higher education shall participate in Mental Health First Aid, or similar training, prior to the commencement of his duties.

HB 2127 (Levine) and SB 1501 (Favola) Rights of victims of sexual assault; physical evidence recovery kits. Requires the Division of Consolidated Laboratory Services of the Virginia Department of General Services and law-enforcement agencies to store a physical evidence recovery kit for an additional 10 years following a written objection to its destruction from the victim. The bill requires the law-enforcement agency to notify the victim at least 60 days prior to the intended date of destruction of the kit and provides that no victim of sexual assault shall be charged for the cost of collecting or storing a kit.

SB 944 (Chafin)/HB 1746 (Rush) - Institutions of higher education; possession and administration of epinephrine. Authorizes and provides liability protection for employees of a public or private institution of higher education who are authorized by a prescriber and trained in the administration of epinephrine, insulin, or glucagon to possess and administer such epinephrine, insulin, or glucagon.

Academic Affairs

HB 1512 (Bell) - Public institutions of higher education; academic credit for American Sign Language courses. Requires each public institution of higher education to develop policies for counting credit received for successful completion of foreign language courses, including American Sign Language courses, either in a secondary school or another institution of higher education toward satisfaction of the foreign language entrance, placement, and course credit requirements of the public institution of higher education. The bill requires each public institution of higher education to count credit received for successful completion of American Sign Language courses at the institution toward satisfaction of its foreign language course credit requirements.

HB 1592 (James) and SB 999 (Ruff) - Comprehensive community colleges; academic credit. Requires the State Board for Community Colleges to require each comprehensive community college to develop policies and procedures for awarding academic credit to enrolled students who have successfully completed a state-approved registered apprenticeship credential.

HB 1662 (Greason) and SB 1534 (Sturtevant) - Public institutions of higher education; course credit; dual enrollment courses. Requires the State Council of Higher Education for Virginia (SCHEV), in consultation with the governing board of each public institution of higher education, to establish a policy for granting undergraduate course credit to any entering freshman student who has successfully completed a dual enrollment course at a comprehensive community college pursuant to an agreement for postsecondary degree attainment. The bill requires SCHEV and each public institution of higher education to make the policy available to the public on their websites.

HB 2262 (Cox) Online Virginia Network Authority established. Establishes the Online Virginia Network Authority (the Authority) as a political subdivision of the Commonwealth for the purpose of establishing the Online Virginia Network to coordinate the online delivery of courses that facilitate the completion of degrees at George Mason University and Old Dominion University. The bill requires the Authority to be governed by a 15-member board.

SB 1234 (Dunnivant) Public institutions of higher education; transferable credits. Requires the State Council of Higher Education for Virginia (Council), in consultation with each public institution of higher education, to develop a passport credit program that will be offered at each associate-degree-granting public institution of higher education.

Financial Aid and In-State Tuition

HB 1721 (Anderson) - State Board for Community Colleges; reduced rate tuition and mandatory fee charges; certain students who are active duty members of the Armed Forces of the United States. Permits the State Board for Community Colleges to charge reduced rate tuition and mandatory fees to any student who is (i) an active duty member of the Armed Forces of the United States; (ii) enrolled in a degree program at a comprehensive community college, provided that any such comprehensive community college that offers online degree programs is a member of the National Council for State Authorization Reciprocity; and (iii) enrolled in training that leads to a Military Occupational Specialty in the Army or Marine Corps, an Air Force Specialty Code, or a Navy Enlisted Classification.

HB 1848 (Hester) Comprehensive community colleges; tuition grants. Provides that certain Virginia students who were in foster care or in the custody of the Department of Social Services or considered a special needs adoption and are enrolled in a noncredit workforce credential training program in a comprehensive community college may qualify for a grant for the payment of tuition and fees.

HB 1965 (Massie) and SB 1026 (Dunnivant) - Two-Year College Transfer Grant Program; Expected Family Contribution. Broadens eligibility for the Two-Year College Transfer Grant Program by including students whose Expected Family Contribution, as calculated by the federal government using the family's financial information reported on the Free Application for Federal Student Aid (FAFSA), is no

more than \$12,000. Currently the program is available only to students whose Expected Family Contribution is no more than \$8,000. The bill does not affect additional eligibility requirements for the Two-Year College Transfer Grant Program.

HB 2427 (Cox) and SB 1527 (Saslaw) Virginia Guaranteed Assistance Program; grants. Makes several changes to the Virginia Guaranteed Assistance Program (Program), including adding requirements that (i) each student eligible for the Program receive a grant from the institution's appropriations for undergraduate student financial assistance before grants are awarded to students with equivalent remaining need, (ii) each eligible student receive a Program grant in an amount greater than other grants awarded to students with equivalent remaining need, (iii) each eligible student receive a Program grant in an amount greater than the grant of each eligible student with equivalent remaining need in the next-lowest class level, and (iv) each Program grant be determined by a proportionate award schedule adopted by each institution and vary according to each student's remaining need and the total of tuition, fees, and other necessary charges, including books.

Data Collection and Publishing

HB 1664 (Greason) - State Council of Higher Education for Virginia; collection and publication of wage data and the Virginia Longitudinal Data System. Authorizes the Council to administer the Virginia Longitudinal Data System as a multiagency partnership for the purposes of developing educational, health, social service, and employment outcome data; improving the efficacy of state services; and aiding decision making.

Virginia Research Investment Committee

HB 2245 (Jones) and SB 1371 (Saslaw) - Expands the role of the Virginia Research Investment Committee (the Committee) to include, in addition to awarding grants and loans from the Virginia Research Investment Fund, providing guidance and coordination in the use of public funds to support research and commercialization efforts throughout the Commonwealth. Effective January 1, 2018, the bill moves responsibility for the development of the Commonwealth Research and Technology Strategic Roadmap (the Roadmap) from the Center for Innovative Technology to the State Council of Higher Education for Virginia (the Council), which shall submit the plan to the Committee for approval. The Roadmap would be used to determine areas of focus for awards from the Virginia Research Investment Fund and the Commonwealth Research Commercialization Fund.

Bills for Interim Study

HB 1447 (Miyares) - Higher education; student housing; substance abuse recovery housing program. The bill would have required baccalaureate public institutions of higher education with at least 25 percent of undergraduate student

population living in on-campus housing to establish a substance abuse recovery housing program. The bill was laid on the table in House Education, Higher Education subcommittee, but the Chair will be recommending a letter be sent to SCHEV to study the proposal and make recommendations about whether there is a need for such housing at the Commonwealth's institutions of higher education.

HB 1410 (Albo) - Certain educational institutions; designation of governing boards; financial assistance; enrollment. Would have required the board of visitors of each baccalaureate public institution of higher education, except Virginia Military Institute, Norfolk State University, and Virginia State University, to adopt policies prohibiting the annual enrollment of full-time equivalent undergraduate non-Virginia students from exceeding 30 percent of the total annual enrollment of full-time equivalent undergraduate students unless the board, after covering the cost to educate each full-time equivalent undergraduate non-Virginia student that exceeds such 30 percent cap with tuition revenue from such students, uses any remaining tuition revenue from such students to lower in equal amounts the rate of tuition and fees charged to each undergraduate Virginia student.

SB 1036 (Howell) - Virginia Student Loan Refinancing Authority; refinancing loan guaranty program. The bill would have established the Virginia Student Loan Refinancing Authority (the Authority), for the purpose of developing and implementing a program by which the Authority may guarantee the obligations of an individual who incurred qualified education loan debt as a Virginia student at an institution of higher education in the Commonwealth under loans that refinance such education loan debt. The Senate Education and Health Committee voted to PBI the bill but to send a letter to SCHEV, Virginia 529 and Treasury to study the proposal in greater depth.

Budget Bill Language

<p>Item 144 #4c</p> <p>Standardization of Financial Aid Award Letters</p>	<p>"K. 1. The State Council of Higher Education for Virginia shall work with representatives of the higher education institutions receiving state financial aid or whose students receive tuition assistance grants and review the financial aid award letters utilized by these institutions by November 1, 2017. During this review, the Council shall identify opportunities for improvement as well as best practices for, but not limited to, clarity and completeness of the information provided on gift aid as well as student's responsibility regarding student loans or work-study, student's ability to compare financial aid award packages among these institutions to make informed financial choices, and the conditions under which these awards or outstanding balance might change.</p> <p>2. The Council shall then develop and implement award letter</p>

	<p>policies so that the following information is available to the student (1) a breakdown of the components of the institution's cost of attendance, designating billable charges; (2) a clear identification of each award, indicating the type of aid; (3) the use of standardized terminology consistent with the National Association of Student Financial Aid Administrators (NASFAA); and (4) whether awards are conditional and renewal requirement criteria information.</p> <p>3. The Council shall report its findings and provide a status report on the implementation of the policy and process changes to the House Appropriations and Senate Finance Committees by December 1, 2018."</p>
<p>Item 144 #5c Additional Language Under New Economy Workforce Credential Grant</p>	<p>'Local community colleges shall not start new workforce programs that would duplicate existing high school and adult Career and Technical Education (CTE) programs for high-demand occupations in order to receive funding under this Grant."</p>
<p>Item 213 #4c Dual Enrollment Redesign</p>	<p>This amendment directs VCCS, DOE, and SCHEV to recommend certain changes to the structure of dual enrollment. In the 2015-16 academic year, 37,926 high school students earned college credit through dual enrollment at one of the 23 community colleges. In Virginia, dual enrollment is delivered primarily at the high school by a faculty member who is verified by the college as qualified to teach college-level courses. The college and the high school enter into a contract agreement that sets out the terms and conditions upon which college courses will be offered.</p>
<p>Item 249 #1c NCI Restructuring</p>	<p>This amendment provides \$100,000 from the general fund in the second year for the purposes of the New College Institute researching and developing a five-year plan. The amendment also updates the language to provide some additional stipulations for the plan</p>
<p>Item 4-.01 #2c AP/IB/CLEP Policies</p>	<p>The State Council of Higher Education for Virginia shall establish a policy for granting undergraduate course credit to entering freshman students who have taken one or more Advanced Placement, Cambridge Advanced (A/AS), College-Level Examination Program (CLEP), or International Baccalaureate examinations by August 1, 2017. The policy shall:</p> <p>a) Outline the conditions necessary for each public institution of higher education to grant course credit, including the minimum required scores on such examinations;</p> <p>b) Identify the course credit or other academic requirements of each public institution of higher education that the student satisfies by achieving the minimum required scores on such examinations;</p>

	<p>and</p> <p>c) Ensure, to the extent possible, that the grant of course credit is consistent across each public institution of higher education and each such examination.</p> <p>2. The Council and each public institution of higher education shall make the policy available to the public on its website."</p>
<p><u>Item 1 #5c</u></p> <p>Legislative Department - Joint Subcommittee on the Future Competitiveness of Virginia Higher Education</p>	<p>The members of the Joint Subcommittee shall provide a final report to their respective committees at the conclusion of the review.</p> <p>Explanation: This amendment updates the final reporting date for the Joint Subcommittee on the Future Competitiveness of Virginia Higher Education. The Joint Subcommittee will continue the review beyond 2017.</p>
<p><u>Item 1 #15c</u></p> <p>Legislative Department - Joint Subcommittee on the Future Competitiveness of Virginia Higher Education</p>	<p>The Subcommittee will also conduct a focused review of access, affordability, quality, and autonomy issues related to Virginia's public higher education system. As part of that review the Subcommittee will explore ways to (a) improve the quality of higher education; (b) review the autonomy and flexibility granted to Virginia's public higher education institutions, including the history of restructuring and the expansion of autonomy; (c) examine access and affordability in higher education, including the cost of education and need-based financial aid programs; (d) review the impact of financial, demographic, and competitive changes on the sustainability of Virginia's public higher education system; and (e) identify any practices that would result in more efficient outcomes regarding cost and completion, including dual enrollment and online programs.</p> <p>Explanation: This amendment updates the final reporting date for the Joint Subcommittee on the Future Competitiveness of Virginia Higher Education. The Joint Subcommittee will continue the review beyond 2017.</p>

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End of Materials

Performance Compensation Approval for 2016-2017

President Brian O. Hemphill

Now Therefore Be it Resolved, the Board of Visitors hereby approves payment for President Brian O. Hemphill's Performance Plan, 2016-2017, as discussed in closed session on May 5, 2017, 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 November 11, 2016, is considered a personnel record.

Performance Plan Approval for 2017-2018

President Brian O. Hemphill

Now Therefore Be it Resolved, that the Board of Visitors hereby approves President Brian O. Hemphill's Performance Plan for 2017-2018, as discussed in closed session on May 5, 2017, 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 November 11, 2016, is considered a personnel record.



Resolution Recognizing Joseph P. Scartelli, Ph.D.

WHEREAS, Dr. Joseph P. Scartelli served Radford University and the Commonwealth of Virginia with distinction as a faculty member, mentor, colleague, friend, leader and administrator from 1981 to 2017; and

WHEREAS, Dr. Scartelli inspired countless students and fulfilled his passion for teaching as an associate professor of music and program director of music therapy from 1981 to 1988 when he established the Radford University Music Therapy Program, which has become highly successful in meeting and exceeding professional standards and celebrating graduates' valuable contributions to this critical field of medical support; and

WHEREAS, Dr. Scartelli provided dedicated leadership to Radford University from 1988 to 2009 as dean of the College of Visual and Performing Arts and as professor of music, the position to which he returned in July 2011 following serving as interim provost from December 2009 to July 2011; and

WHEREAS, Dr. Scartelli agreed to serve as the interim provost a second time beginning July 2015 during the transition period between President Penelope W. Kyle and President Brian O. Hemphill, providing extraordinary advice, counsel and support and ensuring an effective and seamless transition that both fostered continuity and prepared faculty, staff and students for innovative and exciting new directions for Radford University; and

WHEREAS, Dr. Scartelli worked diligently and tirelessly with the Radford family to ensure that faculty, staff, students, alumni, retired faculty and staff, and local civic and governmental leaders had many opportunities to meet and develop effective working relationships with Radford University, ensuring the development of requisite partnerships to strengthen and promote the vision for Radford University's future; and

WHEREAS, Dr. Scartelli effectively and astutely balanced the challenging tasks of attending to faculty and staff members needs and concerns, while articulating the importance of being open to change and new ideas, creating a receptive environment in which Radford University ushered in a new era of prominence and excellence; and

WHEREAS, Dr. Scartelli selflessly and wisely provided information and support on a wide range of issues affecting Radford University, thereby assisting the administration more effectively to implement changes and to establish important initiatives to strengthen Radford University, the positive results of which are already evident; and

WHEREAS, though Dr. Scartelli has been a strong and decisive leader as program director, dean, and twice as interim provost, he will be most remembered for his decency, his fairness, his kindness and his integrity; for the legions of friendships he made among administrative colleagues, faculty, staff and students; and for the many friendships he made for the institution in the local community; and

WHEREAS, Dr. Scartelli has, during these past two years of serving Radford University as the interim provost, delayed and even sacrificed personal and family opportunities and plans to ensure that he will retire from a University whose prospects and fortunes are as vibrant and as promising as possible; and

WHEREAS, Dr. Scartelli has a passion for the game of golf, a game at which he has worked diligently to make himself an exceptional player, a keen competitor, a jovial playing partner and an aficionado, an avocation that he substantially has had less time to pursue as he served as the interim provost, creating within him an overwhelming demand to tee it up; and

WHEREAS, even as Radford University recognizes and appreciates Dr. Scartelli as no less than our own “Iron Horse,” “Captain,” and “Sultan of Swat” put together, retirement will afford him more time to follow the exploits of his beloved Yankees as he reflects on a career well spent and firmly invested in the lifetimes of students and in Radford University;

NOW, THEREFORE BE IT RESOLVED, in recognition of a brilliant career at Radford University comprised of effective teaching, significant professional contributions and dedicated leadership, the Radford University Board of Visitors awards Dr. Joseph P. Scartelli the status of Provost Emeritus upon retirement; and

BE IT FURTHER RESOLVED that, on this fifth day of the month of May in the year two thousand seventeen, the Radford University Board of Visitors does hereby consider and pass this resolution of commendation and appreciation for the extraordinary service Dr. Joseph P. Scartelli has rendered to Radford University, to higher education and to the Commonwealth of Virginia, and furthermore that this resolution be preserved in perpetuity in the permanent business records of the Radford University Board of Visitors and a copy presented to Dr. Scartelli.



Christopher J. Wade
Rector



Brian O. Hemphill, Ph.D.
President



Resolution Recognizing Alethea “A.J.” Robinson

WHEREAS, Ms. Alethea “AJ” Robinson earned an Associate Degree in Criminal Justice from Virginia Western Community College and attended Radford University, majoring in criminal justice; and

WHEREAS, AJ is a loving spouse to Erik, and proud mother to Sophia and Dalton, thereby providing a wealth of experiences and enriching activities for the family; and

WHEREAS, AJ serves her community in multiple capacities as chairperson of the Sanders House Managing Board; secretary of the East River Mountain Garden Club; secretary of the Dudley Elementary Parent Teacher Organization; and board member of the Graham High School Educational Foundation; and

WHEREAS, AJ has been active in numerous Commonwealth of Virginia political efforts such as director of special projects on behalf of Allen for U.S. Senate; campaign staff, Kilgore for Governor; constituent services representative and legislative coordinator for U.S. Senator George Allen; and congressional staff for Senator John Warner; additionally having been instrumental in bringing a national Presidential candidate to the Radford University campus for a campaign rally; and

WHEREAS, AJ is the event organizer for the Second Chance Rocks the Two Virginia Concert, which benefits over 35 local agencies and charities; and

WHEREAS, AJ has faithfully supported athletics and student engagement at Radford University; and

WHEREAS, AJ served the Radford University family as a member of the Presidential Search Committee, co-chair of the Presidential Transition Committee, co-chair of the Presidential Inauguration Planning Committee and member of the Radford University Board of Visitors from 2013 through the present with most recent service as Chair of the Governance, Administration and Athletics Committee; member of the University Advancement, University Relations and Enrollment Management Committee; and member of the Executive Committee; and

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

A handwritten signature in black ink that reads "Christopher J. Wade".

Christopher J. Wade
Rector

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

Brian O. Hemphill, Ph.D.
President



Resolution Recognizing Callie M. Dalton

WHEREAS, Ms. Callie M. Dalton graduated from Radford University in 1982 with a Bachelor of Science degree in Interior Design and a minor in Art History, thereby remaining an active member of the Radford family; receiving the RU Alumni Outstanding Service Award in 1998; and lending her time and talent to the interior renovation of the historic Governor Tyler House, among other many selfless acts for her beloved alma mater; and

WHEREAS, Callie proudly serves her family as a beloved spouse to Ted, mother to Candice, Teddy and Garrett and “Coco” to three beautiful granddaughters; and

WHEREAS, Callie continues the Dalton family legacy as a community leader following the examples of the Honorable Ted Dalton and former Virginia Governor John Dalton for which Radford University’s Dalton Hall is named; and

WHEREAS, Callie has been recognized as a leader in the real estate industry, thereby receiving numerous regional and national awards and serving as Founder and Team Leader of Callie Dalton & Associates; and

WHEREAS, Callie spearheaded and supported numerous Radford University alumni events and functions such as Roanoke Alumni Chapter Holiday gatherings, the Highlander Open and the Hoops Group; and

WHEREAS, Callie serves Radford University students by employing many graduates; serving as a sponsor for the founding chapter of Sigma Nu; and supporting Fashion Fete and many events in the College of Visual and Performing Arts; and

WHEREAS, Callie has selflessly served as a founding member of the Radford University Athletics Foundation Board of Directors since 2011; liaison to the Radford University Foundation Board of Directors on behalf of the University’s Board of Visitors since 2015; and member of the Radford University Board of Visitors from 2013 through the present with most recent service on the University Advancement, University Relations and Enrollment Management Committee, as well as the Governance, Administration and Athletics Committee.

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

A handwritten signature in cursive script that reads "Christopher J. Wade".

Christopher J. Wade
Rector

A handwritten signature in cursive script that reads "Brian O. Hemphill".

Brian O. Hemphill, Ph.D.
President

Resolution Recognizing Christopher J. Wade

WHEREAS, Mr. Christopher J. Wade is a devoted family man, proud father to Caleb, Julia and Liam, technology guru with high business acumen, selfless champion to many worthwhile causes and civic organizations and servant leader to Radford University; and

WHEREAS, Rector Wade faithfully served as the leader of the Radford University Board of Visitors during the 2016-2017 academic year, thereby taking every opportunity to highlight the dedication and service of his fellow Board members and the contributions and passion of the Radford family, especially Highlander students who excel in and out of the classroom; and

WHEREAS, Rector Wade led Radford University's Board of Visitors during a time of transition, which has ushered in an exciting era built upon boundless energy, widespread enthusiasm, and positive momentum for the future of the campus and the community; and

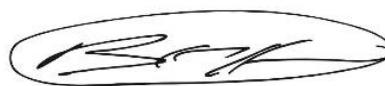
WHEREAS, Rector Wade produced an inspiring legacy and built a solid framework for future Board of Visitors leaders and members to focus all meetings and deliberations to further Radford University's storied history and exciting future; and

WHEREAS, Rector Wade served the Radford University family as a member of the Radford University Board of Visitors from 2014 through the present with most recent service as Rector of the Board of Visitors and Chair of the Executive Committee, as well as prior tenure as Vice Rector of the Board of Visitors.

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



Javaid Siddiqi, Ph.D.
Vice Rector



Brian O. Hemphill, Ph.D.
President

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End of Materials

Board of Visitors Retreat

July 10-11, 2017

RADFORD UNIVERSITY

Board of Visitors



**RADFORD UNIVERSITY BOARD OF VISITORS
RETREAT MINUTES
10:00 A.M.**
JULY 10-11, 2017
LANDSDOWN RESORT, SARNOFF ROOM
44050 WOODRIDGE PARKWAY, LEESBURG VA**

DRAFT

JULY 10, 2017

BOARD MEMBERS PRESENT

Mr. Mark S. Lawrence, Rector
Mr. Randolph "Randy" J. Marcus, Vice Rector
Mr. Robert A. Archer
Dr. Jay A. Brown
Mr. Gregory A. Burton
Ms. Krisha Chachra
Dr. Rachel D. Fowlkes
Dr. Susan Whealler Johnston
Mr. James R. Kibler
Dr. Debra "Deb" K. McMahon
Ms. Karen K. Moran
Ms. Georgia Anne Snyder-Falkinham

BOARD MEMBERS ABSENT

Ms. Mary Ann Hovis
Mr. Steve A. Robinson
Dr. Javaid Siddiqi

OTHERS PRESENT

President Brian O. Hemphill, Ph.D.
Mr. Danny M. Kemp, Vice President for Information Technology and Chief Information Officer
Ms. Katherine "Kitty" McCarthy, Vice President for Enrollment Management
Mr. Chad Reed, Associate Vice President for Budget and Financial Planning
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, Senior Assistant Attorney General, Commonwealth of Virginia

CALL TO ORDER

Mr. Mark S. Lawrence, Rector, called the meeting to order at 10:14 a.m. in the Sarnoff Room, Lansdowne Resort, Leesburg, Virginia. Rector Lawrence welcomed everyone, and introductions of all attendees were provided.

APPROVAL OF AGENDA

Rector Lawrence requested approval of the agenda as published. Mr. Randolph “Randy” Marcus, Vice Rector, so moved, Dr. Jay A. Brown seconded, and the agenda was unanimously approved.

INTRODUCTION AND OVERVIEW

Rector Lawrence provided a brief overview of the two-day agenda and meeting. He also thanked everyone for taking valuable time from schedules in order to attend the retreat and to engage in valuable discussions before the start of the 2017-2018 academic year.

REVIEW OF PROTOCOL AND COMMUNICATION 2.0

Rector Lawrence and Ms. Ashley Schumaker provided a briefing on information protocol, structure and Radford University staff commitments in responding to Board member information requests. The presentation is hereto attached as (*Attachment A*) and is made a part thereof.

EMBRACING THE TRADITION AND ENVISIONING THE FUTURE: A YEAR IN REVIEW

President Brian O. Hemphill briefed Board members on goals set for his first year at Radford University. President Hemphill provided an overview of faculty feedback he received during his visits with each college and department. President Hemphill stated that in all of his meetings this past year with colleges and departments, it was clear that Radford University has a talented faculty who care deeply about the students. President Hemphill also provided information on forthcoming activities and initiatives. Discussion ensued regarding efforts to streamline transfer processes, expand international student recruiting efforts and increase internships for students.

President Hemphill also updated the Board on the progress of the Strategic Plan. Board members will have a draft document for the September 14-15, 2017 quarterly Board meeting. The presentation and handout on the Adaptive Innovation and Creativity Center are hereto attached as (*Attachment B*) and (*Attachment C*) respectively and made a part thereof.

THE INNOVATIVE UNIVERSITY

Mr. Danny Kemp and Ms. Ashley Schumaker lead discussion of readings from the book, ‘The Innovative University’ by Henry J. Eyring. Discussion included the topics of rising quality, lowering cost and serving more students. The presentation is hereto attached as (*Attachment D*) and is made a part thereof.

THE STUDENT DEBT CHALLENGE

Ms. Kitty McCarthy, led a discussion on student debt and provided comparisons of Radford University with other state funded institutions. Data provided included the amount of debt incurred, sources of funds and borrowing levels of Radford students. The data was also broken out demographically by gender, income level, first generation and ethnicity. Ms. McCarthy also

updated the Board members on current enrollment data for fall 2017. A copy of the presentation is hereto attached as (*Attachment E*) and is made a part thereof.

Meeting adjourned at 5:10 p.m., to reconvene at 6:00 p.m. for dinner. Members of the Board of Visitors reconvened at 6:00 p.m. for dinner at the Riverside Hearth Restaurant, Lansdowne Resort, Leesburg, Virginia. Dinner concluded at 7:30 p.m.

TUESDAY, JULY 11, 2017

RECONVENED SESSION

BOARD MEMBERS PRESENT

Mr. Mark S. Lawrence, Rector
Mr. Randolph “Randy” J. Marcus, Vice Rector
Mr. Robert A. Archer
Dr. Jay A. Brown
Mr. Gregory A. Burton
Ms. Krisha Chachra
Dr. Rachel D. Fowlkes
Dr. Susan Whealler Johnston
Mr. James R. Kibler
Dr. Debra “Deb” K. McMahon
Ms. Georgia Anne Snyder-Falkinham

BOARD MEMBERS ABSENT

Ms. Mary Ann Hovis
Mr. Steve A. Robinson
Dr. Javaid Siddiqi

OTHERS PRESENT

President Brian O. Hemphill, Ph.D.
Mr. Richard Alvarez, Vice President for Finance and Administration
Mr. Danny M. Kemp, Vice President for Information Technology and Chief Information Officer
Ms. Katherine “Kitty” McCarthy, Vice President for Enrollment Management
Mr. Chad Reed, Associate Vice President for Budget and Financial Planning
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, Senior Assistant Attorney General, Commonwealth of Virginia

CALL TO ORDER

Rector Mark Lawrence called the meeting to order at 9:00 a.m., in the Sarnoff Room, Lansdowne Resort, Leesburg, Virginia.

OVERALL BUDGET FORECAST AND RADFORD UNIVERSITY BUDGET MODEL

Mr. Richard Alvarez provided an overview of the current budget and anticipated budget forecast based on current and anticipated enrollment figures for fall 2017. Background information included: structure

of operating budgets; sources of funding and use; tuition cost; operating allocations; FTE spend comparisons with state institutions and financial aid sources. A copy of the presentation is hereto attached as (*Attachment F*) and is made a part thereof.

RESPONSIBILITY CENTERED MANAGEMENT (RCM) BUDGET MODEL

Mr. Chad Reed led a discussion on various budget models. Information provided included alternate models, challenges, opportunities, and control versus accountability. Outcomes to consider in implementing a new budget model included encouraging flexibility and ability to meet market demands; increasing entrepreneurship behavior; increasing accountability; best use of resources; and risk level the university would assume in adopting a new budget model. A copy of the presentation is hereto attached as (*Attachment G*) and is made a part thereof.

CLOSING REMARKS

President Hemphill thanked everyone who prepared presentations. He thanked Mr. Alvarez for his leadership over the past year and for the successful close out of budget for 2016-2017. President Hemphill acknowledged Ms. Schumaker for leading the process of the Strategic Plan. Board members will have a draft at the September 14-15, 2017 meeting. He thanked the members of the Board of Visitors for their support.

Rector Lawrence thanked everyone for attending the Board Retreat, and noted that it was a successful investment of time in the exploration of topics and conversations. He thanked President Hemphill for an incredible first year at Radford University. In preparing for the September 14-15, 2017 quarterly Board meeting, please review committee minutes. Rector Lawrence reminded Board members of the upcoming SCHEV New Board Member Orientation October 24-25, 2017 in Richmond Virginia. If any returning member would like to attend the SCHEV Orientation as a refresher, please contact Mary Weeks know.

ADJOURNMENT

With no further business to come before the Board, Rector Lawrence asked for a motion to adjourn. Vice Rector Marcus made the motion to adjourn, and Ms. Debra McMahan seconded. The meeting adjourned the meeting at 11:55 a.m.

Respectfully submitted,

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

Attachment A

Board Protocol and Communication 2.0

RADFORD
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Board of Visitors Retreat

July 10-11, 2017

Board Protocol and Communication

- **Board Rector**
- **Board Vice Rector**
- **Board Committee Chairs**
- **Board Members**
- **One Employee Concept**
 - **President**
 - **Board Secretary (Board Liaison)**
 - **Vice Presidents**

July 10-11, 2017 Board of Visitors Retreat

RADFORD UNIVERSITY

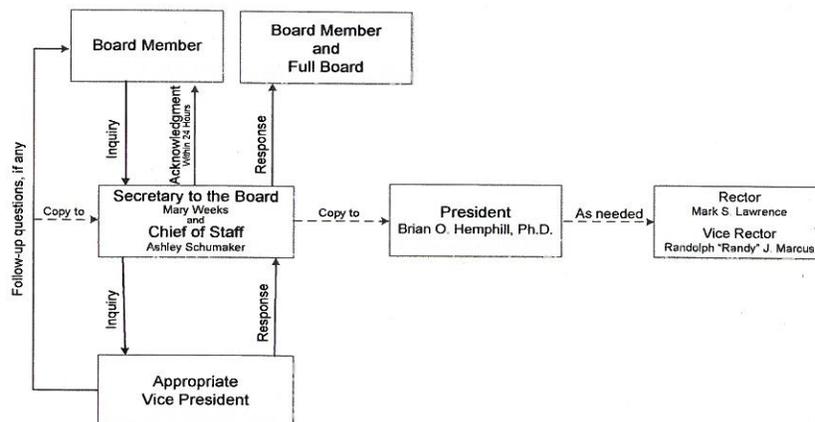
Board Protocol

- **Contact Board Secretary (If E-mail, Copy Rector, President and Chief of Staff) for Data/Information Requests**
 - Acknowledgement/Response within 24 Hours
 - Follow-Up (If Needed) within 72 Hours
 - Additional Research and/or Discussion (If Needed) with Vice President and Other University Officials
- **Collected Data/Information to be Shared with Full Board of Visitors (Exceptions May Apply)**

July 10-11, 2017 Board of Visitors Retreat

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Flow of Communication



July 10-11, 2017 Board of Visitors Retreat

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Board Communication

- **Regular Communication**
 - Meetings, Retreats, New Member Orientations, Etc.
- **Three Levels of Additional Communication with Board Members**
 - High-Level/Advance Notice
 - Exploratory/Anticipation
 - Regular Campus Updates

July 10-11, 2017 Board of Visitors Retreat

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Board Protocol and Communication 2.0

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Board of Visitors Retreat

July 10-11, 2017

Attachment B

Embracing the Tradition and Envisioning the Future: A Year In Review

**RADFORD
UNIVERSITY**

Brian O. Hemphill, Ph.D.

July 2017 Board of Visitors Retreat

Action Plan: Phase One (December 2015-January 2016)

Phase One

*(within 45 days of
accepting the
position)*

- ✓ Telephone Conversation with Each Member of the Board of Visitors
- ✓ Telephone Conversation with SCHEV Director Peter Blake
- ✓ Conference Call with Presidential Transition Team
- ✓ Introductory Call to 20 Prospective Students
- ✓ Introductory Call to 10 Faculty Members
- ✓ Introductory Call to 10 Student Leaders
- ✓ Introductory Call to Top 10 Business and Industry Leaders
- ✓ Introductory Call to Top 10 Donors/Alumni

July 2017 Board of Visitors Retreat

RADFORD UNIVERSITY

Action Plan: Phase Two (July 2016)

Phase Two

(first 30 days of active employment)

- ✓ Initiate a Series of Administrative Meetings with Direct Reports to Gain an Understanding of the University's Action Plans
- ✓ Review Budgetary Projections and Analyze Fall Enrollment Trends
- ✓ Meet with Each Member of the Board of Visitors
- ✓ Meet with SCHEV Director Peter Blake
- ✓ Meet Individually with Key University Personnel
- ✓ Meet with Business and Industry Leaders
- ✓ Host Presidential "Fireside Chats" with Students, Faculty, and Staff
- ✓ Host Donor and Alumni Forums
- ✓ Schedule Community Meet-and-Greet Receptions and Speaking Engagements
- ✓ Visit All Off-Site Locations
- ✓ Meet with Commonwealth of Virginia Key Legislative Officials

July 2017 Board of Visitors Retreat

RADFORD UNIVERSITY

Action Plan: Phase Three (September/October 2016)

Phase Three

(first 60-90 days of active employment)

- ✓ Review Most Recent Campus Climate Survey of All Students, Faculty, Staff, and Alumni
- ✓ Develop a Strategic Planning Process and Chart a Course of Action for its Development/Completion/Tracking
- ✓ Launch a Student Engagement and Success Council
- ✓ Meet with Every Academic College
- ✓ Conduct a Comprehensive Campus Tour with Facilities Management Staff
- ✓ Schedule Alumni Meetings Throughout the Region and Beyond
- ✓ Introductory Calls with Key Partners of Educational Institutions and Other Entities

July 2017 Board of Visitors Retreat

RADFORD UNIVERSITY

Commonwealth Alumni Tour



July 2017 Board of Visitors Retreat

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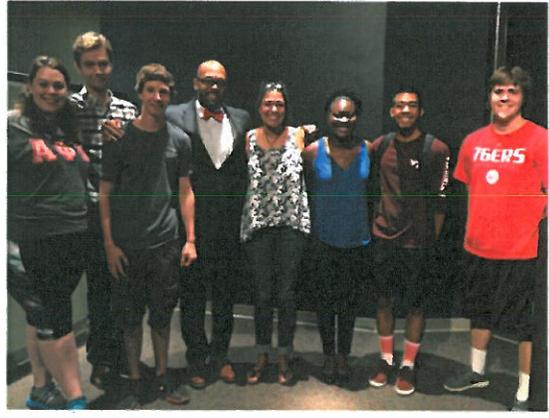
Commonwealth Alumni Tour



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Presidential Open Forums



July 2017 Board of Visitors Retreat

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College Meetings

- Emerging Trends Within the Commonwealth
- Development of New Programs
- Challenges and Opportunities
- Upcoming Accreditation Site Visits
- Six-Year Graduation Rates
- Credit-Hour Production Trends

July 2017 Board of Visitors Retreat

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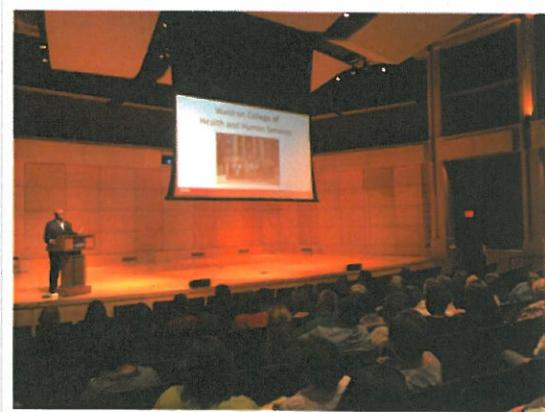
College Meetings



July 2017 Board of Visitors Retreat

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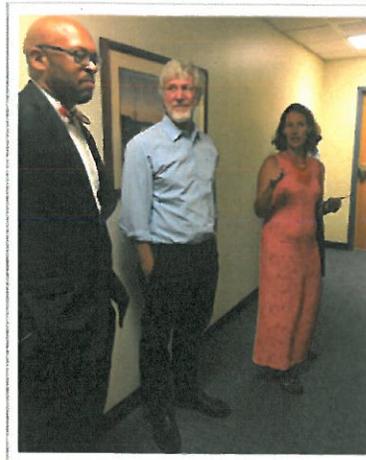
College Meetings



July 2017 Board of Visitors Retreat

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College Meetings



July 2017 Board of Visitors Retreat

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Department Meetings

Structure

- What are your strengths?
- What are your fundamental weaknesses?
- What are the fundamental action steps you could take to propel your department forward in the region and the Commonwealth?
- Are there current interdisciplinary academic programs or plans for partnership? If so, please provide.

Outcomes

- Strengths
- Weaknesses
- Reflections

July 2017 Board of Visitors Retreat

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Budget Planning Summit



July 2017 Board of Visitors Retreat

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New River Valley: Business Leaders Breakfast



July 2017 Board of Visitors Retreat

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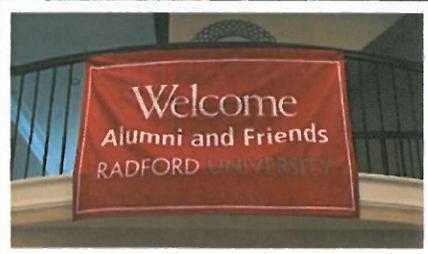
New River Valley: Quarterly Investors Meeting



July 2017 Board of Visitors Retreat

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Regional Alumni Tour



July 2017 Board of Visitors Retreat

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City of Radford: Town and Gown



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Roanoke Valley: Partnership Opportunities



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Southwest Virginia: Partnership Opportunities



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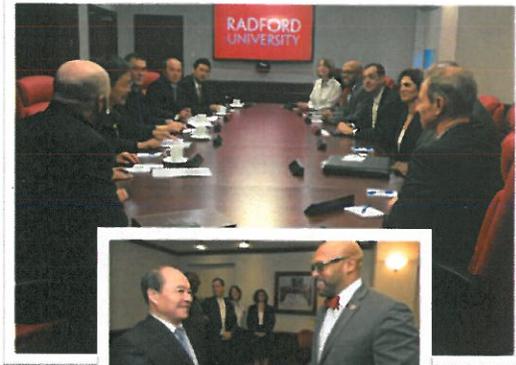
Commonwealth: Partnership Opportunities



July 2017 Board of Visitors Retreat

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The World: Partnership Opportunities



MONASH
University

July 2017 Board of Visitors Retreat

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College of Humanities and Behavioral Sciences



July 2017 Board of Visitors Retreat

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Center for the Sciences



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July 2017 Board of Visitors Retreat

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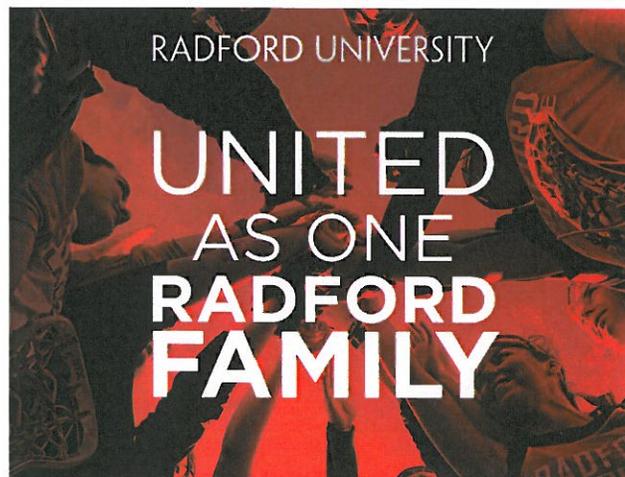
Homecoming and Family Weekend



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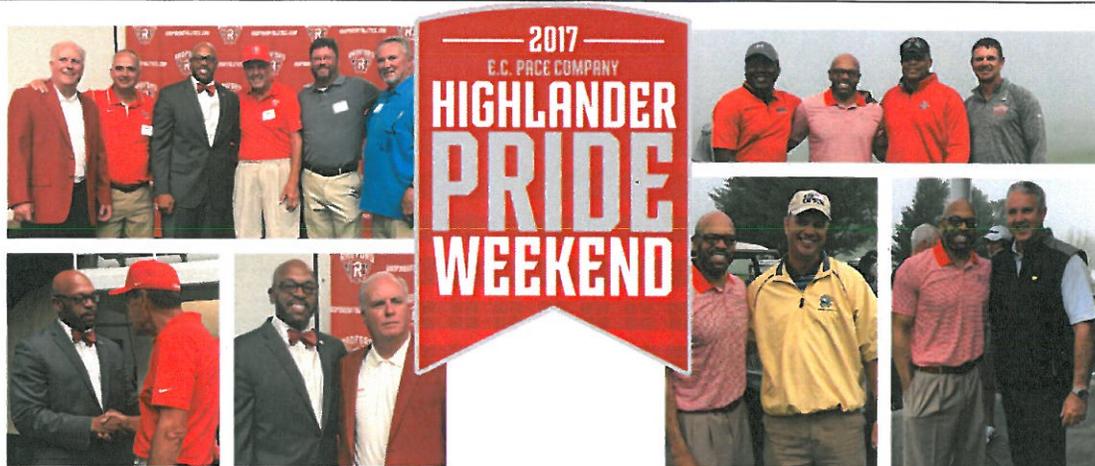
One Radford Family



July 2017 Board of Visitors Retreat

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Highlander Pride Weekend



July 2017 Board of Visitors Retreat

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Artis College of Science and Technology



July 2017 Board of Visitors Retreat

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Class of 2017



July 2017 Board of Visitors Retreat

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The Future: Strategic Planning

- Strategic Enrollment Growth
- Competency-Based Education
- Center for Adaptive Innovation and Creativity
- Student Venture Lab
- Appalachian Community Outreach Institute
- Capital Campaign

July 2017 Board of Visitors Retreat

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Strategic Enrollment Growth

	Freshman	International (NEW)	Transfer	Continuing Undergraduate	Graduate	CBE	Total Enrollment	Increase
Fall 2017	1,926	30	755	5,746	919	60	9,436	
Fall 2018	1,984	50	778	5,816	964	120	9,712	2.9%
Fall 2019	2,044	100	801	5,893	1,000	240	10,078	3.8%
Fall 2020	2,105	150	825	6,054	1,050	480	10,664	5.8%
Fall 2021	2,168	225	850	6,254	1,090	960	11,547	8.3%
Fall 2022	2,233	300	876	6,465	1,128	1,500	12,502	8.3%
Fall 2023	2,300	375	902	6,689	1,166	2,000	13,432	7.4%

July 2017 Board of Visitors Retreat

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Competency-Based Education

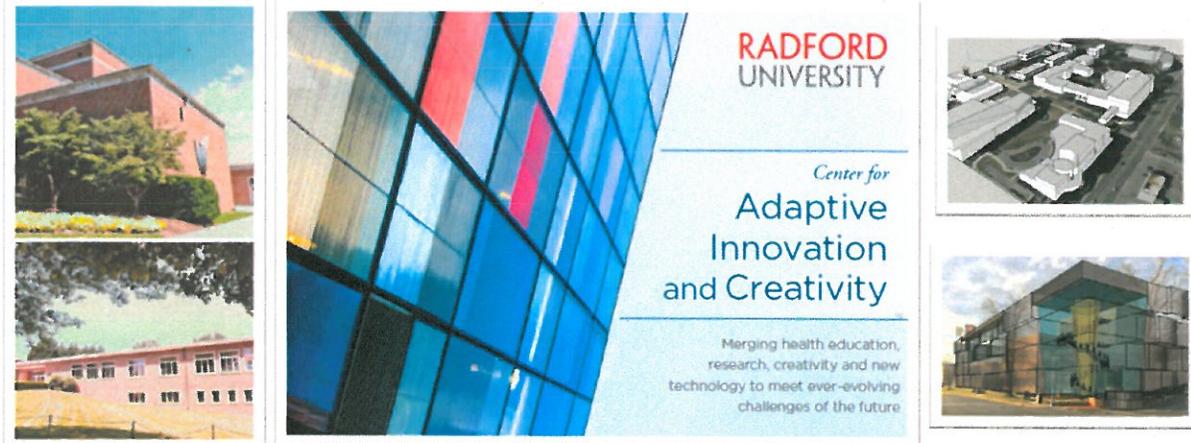
- Innovative Mobile Personalized Accelerated Competency Training (IMPACT) Program for Working Professionals
- Initial Focus on Cybersecurity and Geospatial Intelligence Certificates
- September 8, 2017 Launch Event
- October 1, 2017 Start Date
- Future Focus on Special Education, Health Promotion, and Opiate Addiction Counseling



July 2017 Board of Visitors Retreat

RADFORD UNIVERSITY

Center for Adaptive Innovation and Creativity

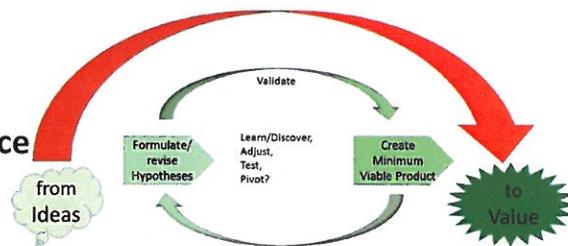


July 2017 Board of Visitors Retreat

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Student Venture Lab

- Building an Entrepreneurial Ecosystem and Enhancing the Student Learning Experience
 - Meeting the Need for Experiential Learning Opportunities
 - Supporting Students in Commercializing Ideas
 - Strengthening the Local and Regional Economies
 - Creating Businesses and Jobs
- Role of Faculty Fellows Through Interdisciplinary Approach
- Tentative Home in Undeveloped Space in Kyle Hall
- Highlander Venture Fund



July 2017 Board of Visitors Retreat

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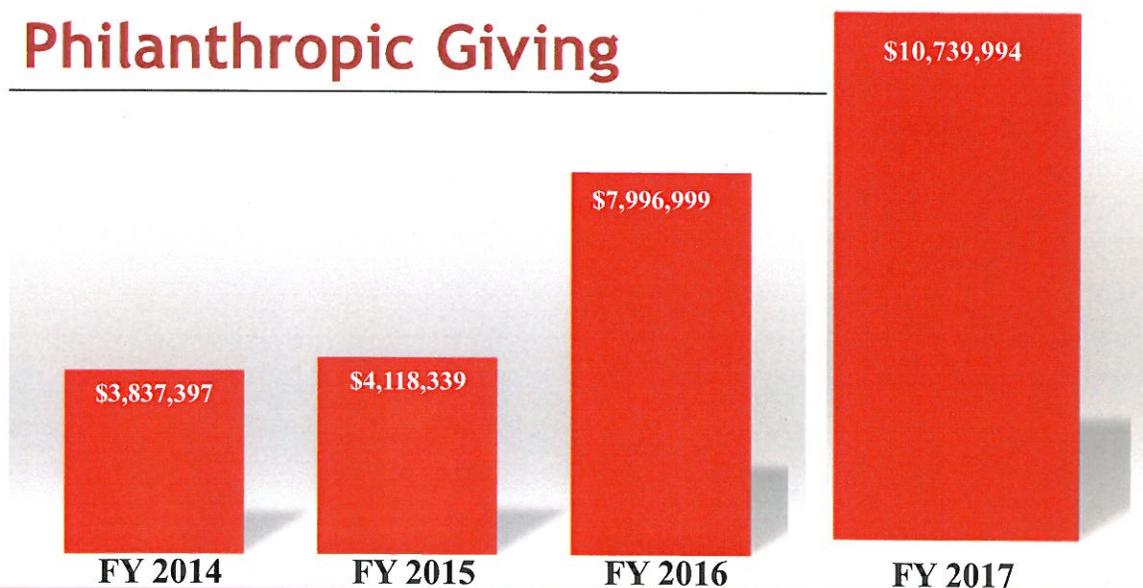
Appalachian Community Outreach Institute

- Improve Health, Vitality, and Economic Sustainability of Southwest Virginia Communities
- Partnerships with Existing Organizations
- Coordinated, Holistic Effort
- Contribute to Overall Economic Growth and Increased Employment Opportunities
- Develop Health, Education, Natural Resources, Arts/Culture, and Infrastructure Sectors

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Philanthropic Giving



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RADFORD UNIVERSITY

Capital Campaign

- Establish the Framework for a Capital Campaign
- Critical Areas of Focus



July 2017 Board of Visitors Retreat



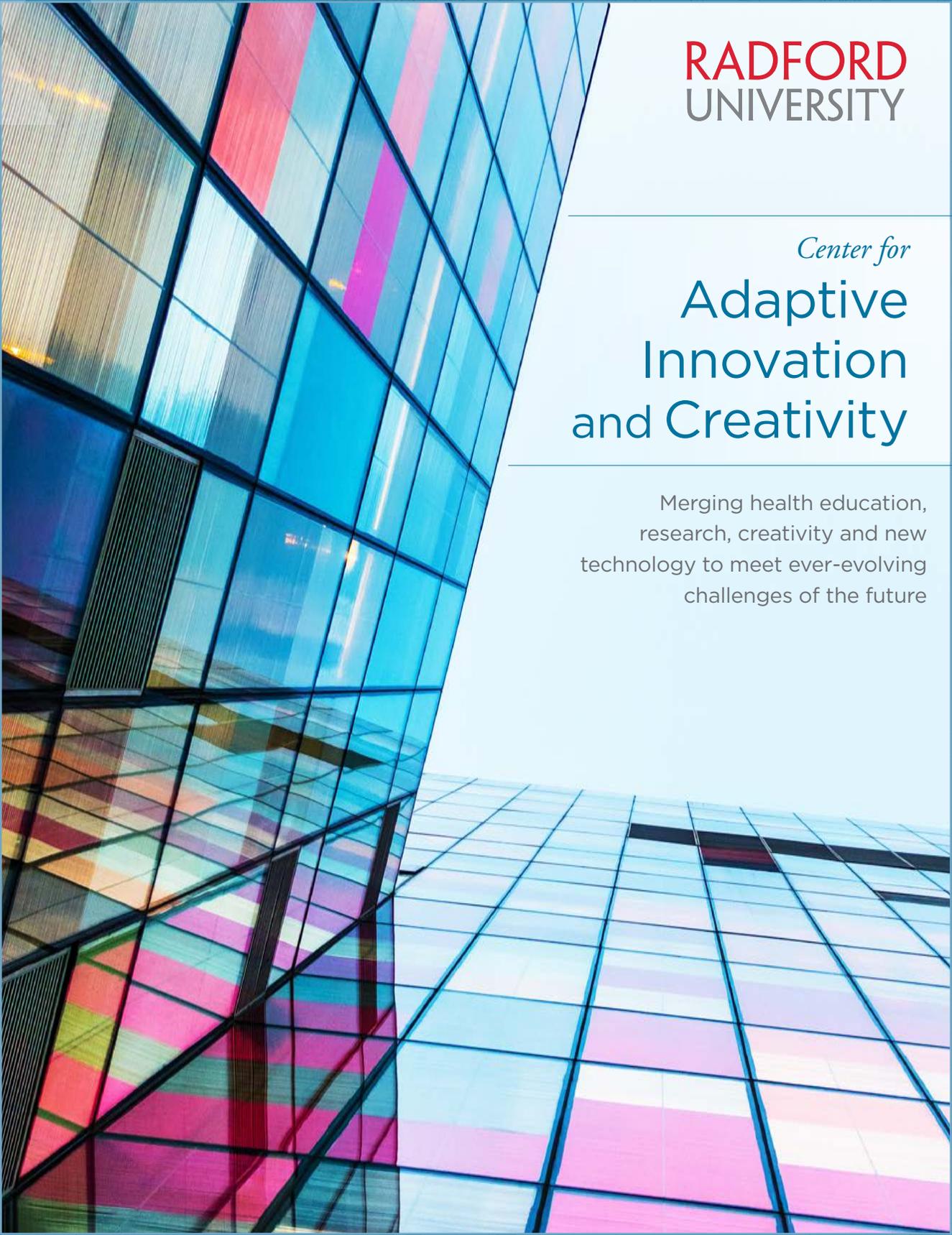
RADFORD UNIVERSITY

Embracing the Tradition and Envisioning the Future: A Year In Review

RADFORD
UNIVERSITY

Brian O. Hemphill, Ph.D.

July 2017 Board of Visitors Retreat



RADFORD
UNIVERSITY

Center for
**Adaptive
Innovation
and Creativity**

Merging health education,
research, creativity and new
technology to meet ever-evolving
challenges of the future



“We can’t solve problems by using the same kind of thinking we used when we created them.”

— Albert Einstein

Radford University proposes the demolition of its existing Porterfield and McGuffey Halls to create a facility that provides space for a radically different approach to health education and interdisciplinary research, featuring creativity at the center of the learning process.

The Situation

Facilities

Porterfield Hall, which houses most of Radford University's Theatre and Cinema, Music, and Art Departments, was originally built in two phases. The first phase, Porterfield East, was built in 1968, and the second phase, Porterfield West, was built in 1971. The two phases are 33,228 and 47,680 square feet respectively and combine for a total 80,908 square feet. This square footage is not sufficient to contain all five of the College of Visual and Performing Arts (CVPA) departments, which are currently located in six separate facilities scattered across campus. Porterfield Hall has also been in continuous use for almost 50 years without the benefit of any significant renovation. Building components have been replaced as they have failed over time, but the building's operating systems are outdated and inefficient.

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

Waldron Hall, which houses the Waldron College of Health and Human Services (WCHHS), was constructed in the late 1990s. The building is approximately 58,000 square feet and includes the dean's offices; the Departments of Communication Sciences and Disorders, Physical Therapy and Occupational Therapy; and the





Schools of Nursing and Social Work. The facility includes a clinic, laboratories, classrooms and offices. While the facility condition is adequate, the College is faced with increasing enrollments that are overwhelming the current available footprint. Further, newer equipment and simulation environments have been developed since the building's opening, and the College needs to upgrade these areas to maintain its leadership in health care education in the Commonwealth.

Academics

The College of Visual and Performing Arts programs served by the existing Porterfield and McGuffey Halls have been seriously constrained by outdated and undersized instructional space that no longer meets the needs of contemporary instruction. Current instructional methods and techniques require active student involvement and pedagogy involving face-to-face interaction, critiques and rehearsals. Many of the programs require special equipment, classrooms and studios with access to running water, power tools, specialized lighting, acoustic treatments and electronic media, which are increasingly difficult to provide within the existing infrastructure.

Not only have sustained operations in overcrowded and inadequate facilities created barriers to effective learning, but issues directly associated with safety and accessibility require attention. Specifically, issues related to ventilation, lighting and sound isolation in areas such as the jewelry studio, theatre shop, sculpture studio and music practice rooms have been cited by health and safety inspectors and accreditation bodies.

A longstanding goal of the University has been to collocate all of the College of Visual and Performing Arts in the same vicinity of the campus. Currently, entire departments and programs are dispersed in multiple facilities across campus. For instance, the art studios of ceramics and sculpture have been remotely located for decades. Students spend significant time in these areas and have been deprived of synergies with other disciplines because of the physical distance between these area locations. In another significant case, the Department of Dance is located across campus in Peters Hall. In recent years, the Dance and Theatre Departments were merged to form the School of Dance and Theatre. The synergy created through this merger is limited by the physical separation of the two departments.

The Waldron College of Health and Human Services has a particularly pressing need for clinical practice facilities in which its students acquire hands-on simulated and live patient care experience. For example, the present Nursing Clinical Simulation Center is actually located off campus, which inhibits its ability for fully integrated use with the majority of the campus community. Outdated simulation equipment also diminishes the current available academic outcomes, as the overall health care industry has introduced many new and innovative devices and procedures. Its faculty members also need additional opportunities to obtain clinical practice hours to stay current in their fields and to stay current with these new, innovative practices and equipment.

This is the perfect time to reimagine a new landscape for higher education — a reality that is rapidly changing and evolving.







The Vision

“Every great advance in science has issued from a new audacity of the imagination.”

— John Dewey

Envision a building that never sleeps.

One that collects information on every data point available, that is flexible in its design, with numerous spaces that change in purpose and configuration on any given day, in any given hour. This space brings the digital world to the physical world through intelligent design, virtual and augmented reality and imagination. This building, with no academic silos, provides centralized meeting points where serendipitous interactions and cross-disciplinary collaborations ignite.

As you enter the building, you can hear the cello in juxtaposition to the hammering of metal and cross paths with an elderly woman receiving physical therapy while watching children practice ballet. In this space, artisans practice their craft through health and healing, while a nurse hones her skills in patient empathy through theatrical improvisation and clinical simulation.

The Center for Adaptive Innovation and Creativity embraces a new landscape for higher education — a space where failure is a part of discovery and ambiguity is commonplace. As we embrace the unexpected collisions between academia and the world at large, this is the Center for Adaptive Innovation and Creativity — its function and purpose remains relevant through time.



Rationale

Our nation is in the midst of a worldwide health care crisis, and the future holds currently unfathomable challenges. It is time to re-examine and rethink the ways in which we educate our future health care clinicians, practitioners and leaders. These professionals of tomorrow will increasingly be called upon to be nimble, critical thinkers who use creativity and professional knowledge to serve their patients and their communities.

Radford University proposes a radically different approach to health education and research that places creativity at the center of the learning process. People-centric teaching and learning practices, coupled with health care research and real-time data analytics, will transform the delivery of health education.

Twenty-four hours a day, seven days a week, 12 months a year, this building will serve its mission to build bridges between ideas and application. With design thinking at its core, this flagship complex will embrace the emerging and evolving opportunities that present themselves at the intersection of multi-, inter- and trans-disciplinary/professional studies across areas in health care, the arts, intelligent systems (big data) and data security:

- ▶ Health education, which is in high demand and poised for a paradigm shift that must address the critical issues the health care system is facing today.
- ▶ The arts, which use a reiterative process to see multiple solutions that are adaptable and responsive.
- ▶ Intelligent building design, with a sensor network woven into the fabric of the building allowing the ability to collect big data in multiple ways through multiple mediums for research.

“The creative person is flexible; he is able to change as the situation changes, to break habits, to face indecision and changes in conditions without undue stress. He is not threatened by the unexpected as rigid, inflexible people are.”

— Frank Goble, aerospace engineer and founder of Jefferson Center for Character Education

The Center for Adaptive Innovation and Creativity will catapult higher education beyond the previously unimaginable to a reimagined reality.

The Concept

Overall Project Description

This project will demolish both Porterfield East and West, along with the adjacent McGuffey Hall, and will construct a new, approximately 200,000-square-foot facility located in the same general area near the northeast corner of the campus.

Site and Exterior Spaces

The northeast corner of main campus is bounded and served by two significant axes — Main Street to the north and Adams Street Pedestrian Corridor along the east. The location of the Center is at the intersection of not only these two critical travel paths, but also key student and faculty spaces. Student housing is located directly to the south of this site, while other academic buildings will be connected from both the west and east of the proposed building. In particular, the Covington Center for Visual and Performing Arts building, which houses portions of the Music Department, will be connected directly to the new building, while Waldron Hall is only a short walk away directly along Adams Pedestrian Corridor. The Student Recreation and Wellness Center, Dalton and Heth Halls and the Hurlburt Student Center, which provide a variety of student services, are adjacent to this area of campus.



The location of the Center for Adaptive Innovation and Creativity among all of these highly visible and high-traffic areas will greatly support the interdisciplinary nature of the building. This particular location for the Center will also facilitate the creation and enhancement of this important “district” of campus, including an outdoor learning and gathering commons courtyard area.

Interior Spaces

Overarching design decisions will adhere to the interior space objectives: Intentional Flexibility, Functional Longevity, Sensor-Driven Principles, Intelligent Technologies, Universal Design, Operational Synergies and Sustainability.

The Center for Adaptive Innovation and Creativity fosters dynamic spaces, both physically and metaphorically, where people are able to embrace change, explore the unknown, experiment with radically new ways of thinking and work together collaboratively. Design thinking will inform space design, with multiple uses and constituents at the forefront to cultivate relationships and innovation among disciplines while maximizing the use of space.

The Center for Adaptive Innovation and Creativity is an intelligent, dynamic and connected building that provides flexibility in its design.

Throughout the 24-hour day, the spatial arrangements within the Center for Adaptive Innovation and Creativity will be flexible and adaptable, given its current use and needs and those of the future. For example, a large atrium at the heart of the building can convert to a performance space, collaborative workspace, keynote speaker venue, community forum zone, student rest pods and wellness neighborhoods — while allowing analysis of each activity through sensors and data collection.



The proposed Center for Adaptive Innovation and Creativity will include traditional classrooms, studios and laboratories, in addition to multi-use environments such as maker spaces, simulation and virtual and augmented reality laboratories, computer centers, metalworking and clay pottery laboratories and other specialty environments to support the many and varied needs of multiple programs on campus.

High-level programming was performed to inform desired occupant space needs in the building, along with required circulation, ingress/egress and building system support requirements. Further, the interior spaces will be designed to relate directly to the exterior environment and outdoor teaching and performance spaces. High ceilings, exposed structure and building systems and significant glass fenestration will be used throughout the building.



The Proposal

Building Description

The Center for Adaptive Innovation and Creativity will exhibit an exterior façade that incorporates historic elements of the original campus buildings, including red brick, white precast and slate roofs. The building will also include more modern elements such as metal and glass to relate to recent adjacent buildings along Main Street, such as the Center for the Sciences and the College of Humanities and Behavioral Sciences Building. The building will incorporate daylighting to increase building efficiency and occupant comfort and effectiveness. This will also infuse natural light into critical studio and laboratory spaces.

A three-dimensional computer-based model was constructed of all of the existing buildings and topography in this area of the campus to perform massing studies and footprint availabilities for the proposed building and exterior courtyard areas. The massing studies supported the construction of three- and four-story building elements to match other buildings in this area of campus and along Main Street. The Center will include a welcoming façade along Main Street to enhance the interaction between the University and City of Radford along this very public corridor.

Site and Utility Description

The existing utility infrastructure will be expanded and enhanced to serve the additional building footprint in this area of the main campus. It is anticipated that the main electrical service to this part of campus will need to be upgraded from the nearby City of Radford substation, while



water, sanitary, stormwater, steam, chilled water and data will all need to be expanded for the demand from the new building. Existing utility corridors along Main Street and the Adams Street Pedestrian Corridor will be maintained to the maximum extent possible to reduce costs for relocation and reconstruction. Existing nearby surface parking areas will serve the Center for Adaptive Innovation and Creativity

Proposed Project Costs

Based on the pre-programming and schematic estimating performed to date, the total cost for this project is estimated at \$375 to \$450 per square foot, including all hard costs and soft costs. There are no property acquisition costs since the Center will be constructed on land currently owned by the University. Comparison to current industry information for similar academic projects confirms this range of costs, with tabulated values of \$400 to \$500 per square foot for similar academic facilities. These costs per square foot would indicate a total project cost of approximately \$75 to \$90 million dollars.

“There is no doubt that creativity is the most important human resource of all. Without creativity, there would be no progress, and we would be forever repeating the same patterns.”

— Edward de Bono, physician, psychologist, author and inventor



Current industry costs for similar academic projects (per square foot)

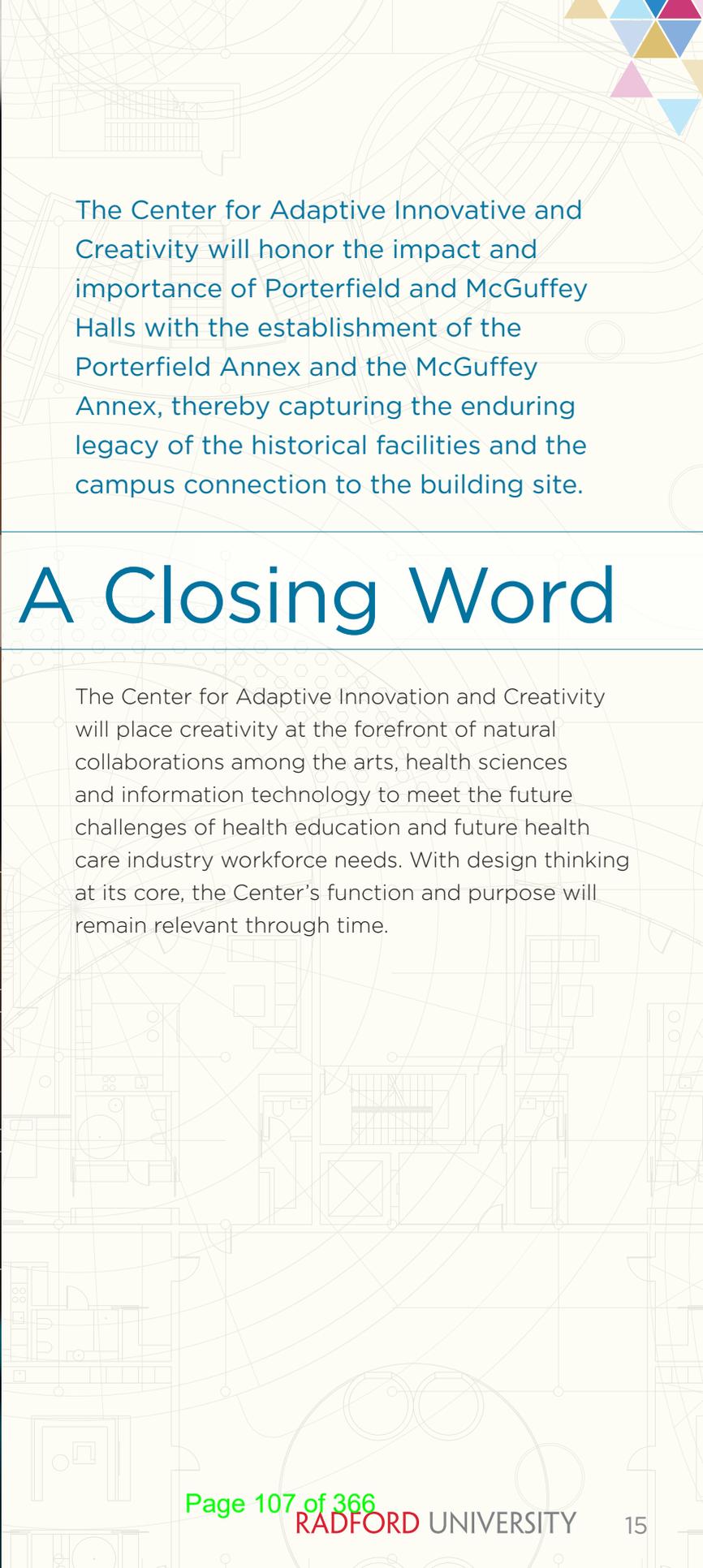
\$400 - \$500

Total cost for this project (per square foot)

\$375 - \$450

Total project cost

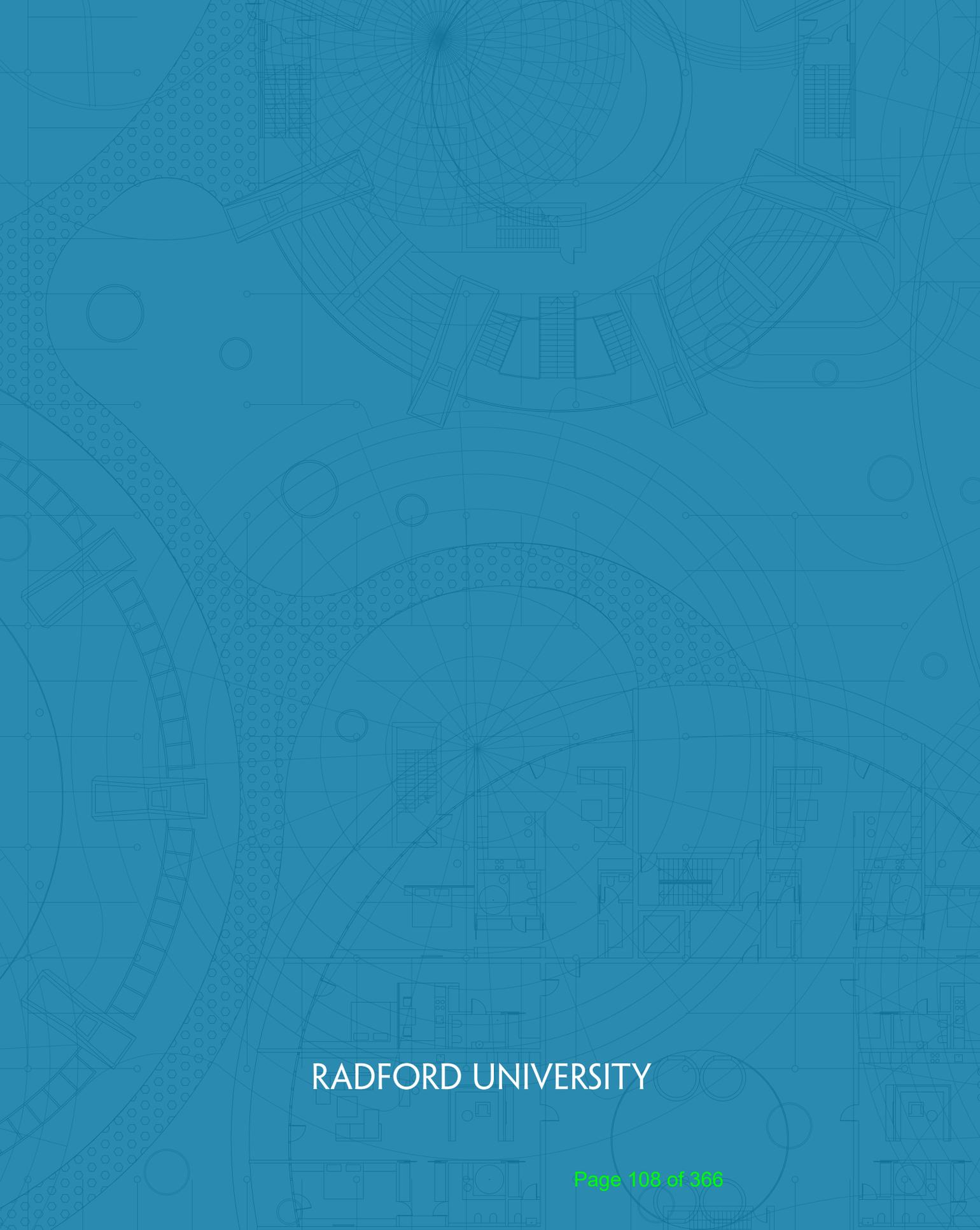
\$75 - \$90 million



The Center for Adaptive Innovative and Creativity will honor the impact and importance of Porterfield and McGuffey Halls with the establishment of the Porterfield Annex and the McGuffey Annex, thereby capturing the enduring legacy of the historical facilities and the campus connection to the building site.

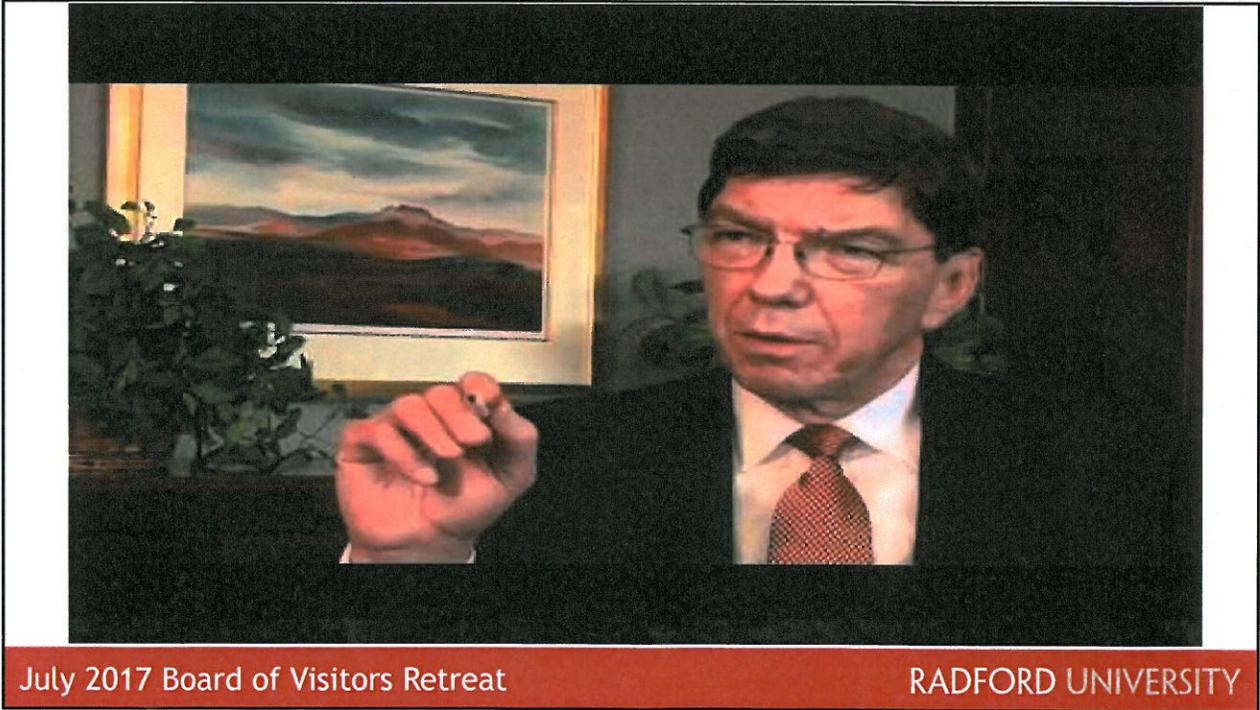
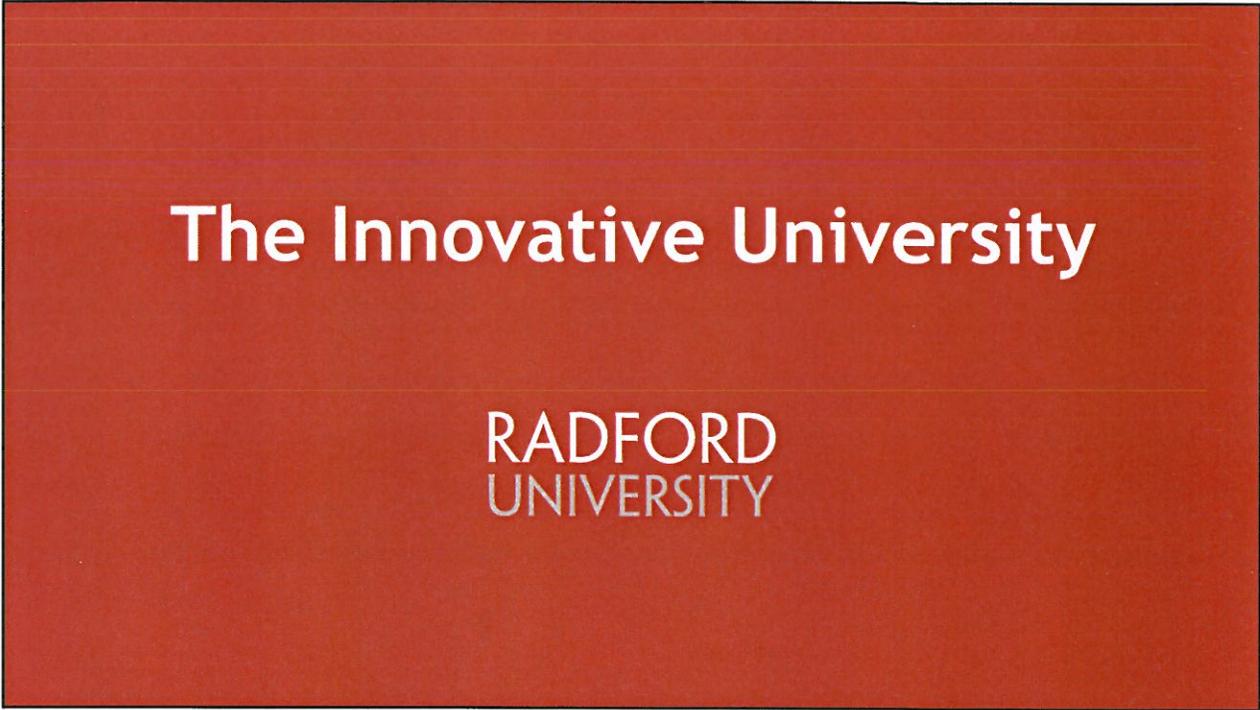
A Closing Word

The Center for Adaptive Innovation and Creativity will place creativity at the forefront of natural collaborations among the arts, health sciences and information technology to meet the future challenges of health education and future health care industry workforce needs. With design thinking at its core, the Center's function and purpose will remain relevant through time.

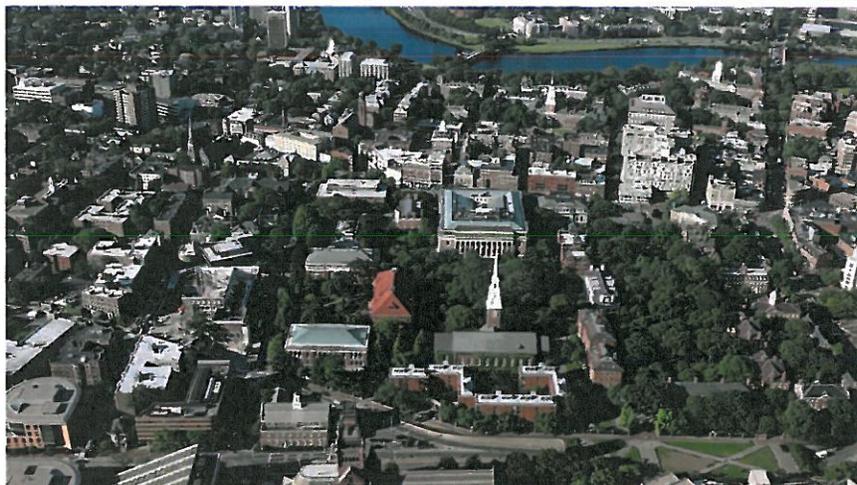


RADFORD UNIVERSITY

Attachment D



Featured Case Studies: Harvard University



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Featured Case Studies: BYU-Idaho

- Formerly Ricks Academy and Ricks College



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Main Book Concepts

- **Two Types of Innovation**
 - Sustaining
 - Disruptive
- **Three Vital Jobs of Universities**
 - Discovery
 - Memory
 - Mentoring

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RADFORD UNIVERSITY

Setting the Stage: *Academic Inertia*

“The current crisis in today’s universities is real, and much of it is of the universities’ own making. In the spirit of honoring tradition, universities hang on to past practices to the point of imperiling their futures.”

The Innovative University
Page xxii

July 2017 Board of Visitors Retreat

RADFORD UNIVERSITY

Setting the Stage: *The Paradox*

“When reduced budgets force them to cut costs, they trim but rarely make hard tradeoffs. Nor do they readily reinvent their curricula to better prepare students for the increasing demands or the world of work.”

The Innovative University
Page xxii

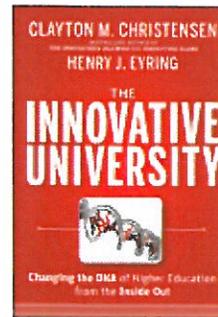
Setting the Stage: *The Value Proposition*

“Paradoxically, they respond to economic downturn by raising prices. From a market competition standpoint, it is slow institutional suicide. It is as if universities do not care about what is going on around them or how they are perceived.”

The Innovative University
Page xxii-xxiii

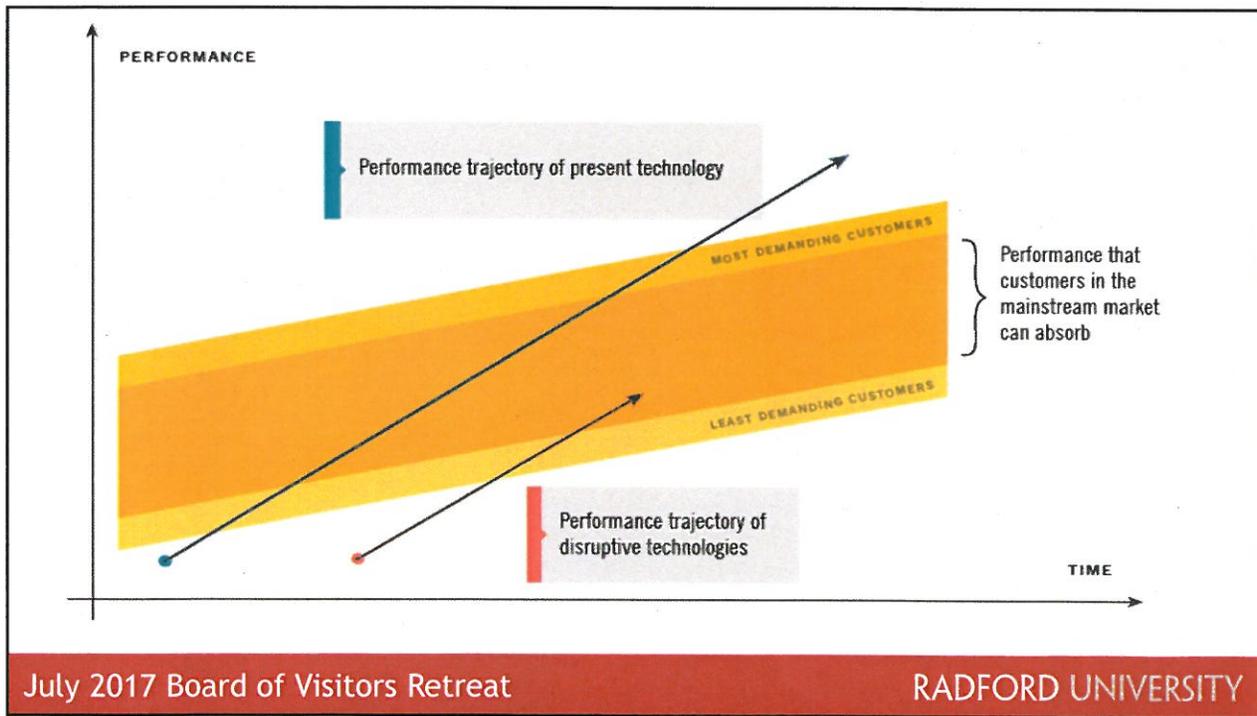
Discussion Focal Areas: Chapters 17-19

- **Raising Quality**
 - Pages 249-275
- **Lowering Cost**
 - Pages 276-300
- **Serving More Students**
 - Pages 300-324



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Chapter 17

Raising Quality

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Summary: Raising Quality

- **Resetting the Academic Calendar and Clock**
- **Model for Learning**
- **New Approach to General Education (Foundations)**
- **Interaction and Service Outside of the Classroom**
- **Infrastructure Expansion and Upgrades**

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The Radford Experience: *Raising Quality*

- **New Advising System (Starfish)**
- **Creation of Learning Communities**
- **All Online Courses Quality Matters (QM) Certified**
- **Pursuing Discipline Specific Accreditation**
- **Extensive Opportunities for Faculty Development**
- **Student Evaluations**
- **Examining General Education and Core Curriculum**
- **Attention to New Facilities**
- **Attention to Technology Infrastructure**
- **Offering Cross Discipline Courses**

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The Future: Raising Quality

- **Next Phase of Advising System (Starfish)**
- **Faculty Review and Possible Implementation of General Education and Core Curriculum Revisions**
- **Expand Experiential Learning Opportunities**
- **Greater Focus on Interdisciplinary Programs**
- **Evaluate All Forms of Alternative Course Delivery**

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Chapter 18

Lowering Cost

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Summary: Lowering Cost

- **High-Quality Online Courses**
- **Peer Instruction**
- **Interactive and Engaging Learning with Superior Cognitive Learning Outcomes**
- **Total Credit Hours Earned and Graduation Delays**
- **Creeping Major**
- **University Report Card**

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The Radford Experience: *Lowering Cost*

- **Budget Planning Summit**
 - Innovation
 - Programmatic Strategies
 - Efficiencies
 - Revenue Generation
 - Economic Development

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The Future: *Lowering Cost*

- **Competency-Based Education (IMPACT Program)**
 - Flat Subscription Fee (*Lower Cost*)
 - All You Can Learn (*Reduced Time to Degree*)
- **Streamlining Work Flow (Reducing Paperwork and Time by Automating Systems and Processes)**
 - Research Productivity Work Group
 - Human Resources and Payroll (PeopleAdmin)
 - Purchasing
 - Travel (Chrome River)

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Chapter 19

Serving More Students

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Summary: Serving More Students

- **Enrollment Expansion and Fishbone Analysis**
- **Customized Pathways**
- **Cost Savings**
- **Reciprocal Benefits**
- **International Pathways**

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The Radford Experience: *Serving More Students*

- **Recruitment Plan**
- **Retention Plan**
- **Wintermester**

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The Future: *Serving More Students*

- **Competency-Based Education (IMPACT Program)**
 - Focus on Working Adults
- **Partnership Opportunities**
 - In-State
 - International
- **Revisit Regional Education Centers**

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Ricks College/BYU-Idaho and Radford University

	2000	2010	2000	2010
Students	10,160	18,355	8,837	9,007
Faculty Members	411	628	357	393
Building Square Feet Per Student	153	126	238	257
Face-to-Face Courses	879	1,293	2,141	1,957
Online Courses	20	104	0	39
Degree Programs	125	94	65	71
Academic Departments	38	33	29	32
Operating Cost Per Student	\$5,771	\$6,155	\$7,590	\$10,763

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Discussion

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Final Reflections

“Our duty is to wholly invent ourselves. We are America’s future – intellectually, socially, and culturally.”
Gordon Gee (Page xxv)

“Look at your roots, in order to reclaim your future.”
*Ghanaian Proverb,
Quoted by Mary Sue Coleman (Page xxvi)*

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The Innovative University

**RADFORD
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Attachment E

Board of Visitors Retreat The Student Debt Challenge

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Student Debt

July 10, 2017

Lots of Attention

Student Loans Under Scrutiny

A New Look at The Lasting Consequences Of Student Debt



Why the Student Loan Crisis Is Even Worse Than People Think



The Scary Truth About Millennials And Student Loan Debt



Student Loan Debt: The Invisible, Incredible Drain on Investment



Student Debt

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Basic Facts (as of May, 2017)

- \$1.4 trillion in student loan debt (exceeds credit card total debt by \$620 billion.)
- 44 million borrowers
- 71% of all graduating students had some loan debt.
- Average graduating student debt varies by institutional classification:
 - \$25,550 - Public College
 - \$32,300 - Private, not for profit
 - \$39,950 - Private for profit
- \$351 average monthly payment borrowers 20-30 years old

Source <https://studentloanhero.com/student-loan-debt-statistics/>

Student Debt

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The White House Budget and Financial Aid

The future of student loans is unclear

- Perkins Loans - eliminated
- Public Service Loan Forgiveness - eliminated
- The subsidy on federal student loans - eliminated (new borrowers)
- Increased interest rates - all loans

➤ Subsidized	3.76%	4.45%
➤ Unsubsidized	5.31%	6.00%
➤ Plus Loans	6.31%	7.00%

Source: Forbes; NAICU - White House Budget

Student Debt

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Federal Funding in the Crosshairs

Federal Budget Blueprint Impacts Higher Ed, Directly and Indirectly

Selected Provisions from the Federal "Skinny" Budget Proposal

13%

cut to Department of Education (equal to \$9 billion)

\$3.9B

cut to Pell Grant program (via cancellation of carryover funding)

\$200M

in cuts to TRIO programs for low-income students

18%

cut to National Institutes of Health

32%

cut to the "Gear Up" competitive grant program

Gear Up in Brief

- Supports low-income middle school and high school students
- Provides 6-7 years of tutoring, mentoring, and scholarships
- Boosts postsecondary enrollment by 31.5 percentage points

Sources: "What Trump's Budget Outline Would Mean for Higher Ed," The Chronicle of Higher Education, <http://www.chronicle.com/article/What-Trump-s-Budget-Outline/239511>; Mangan, K., "U. of Texas at El Paso Watches Warily as Trump's Budget Threatens Its Needy Students," The Chronicle of Higher Education, <http://www.chronicle.com/article/U-of-Texas-at-El-Paso-Watches/239544>.

Student Debt

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Family Finances

Concentration of Growth in Low-Income Segment

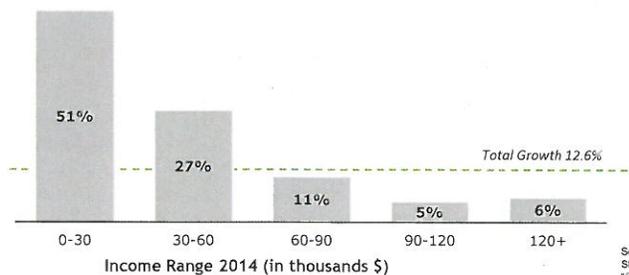
Population Growth Weakens Pricing Power and College-Readiness

Growth of Lower Income Families Outpacing Middle & Higher Income Families

Percent Growth, 2000-2013

2013 College-Going Rates By Income:

46% Low **64%** Middle **79%** High



"Student Affluence Test"

-262 pts

difference in average SAT (1600) score between students from lowest and highest income families, 2014

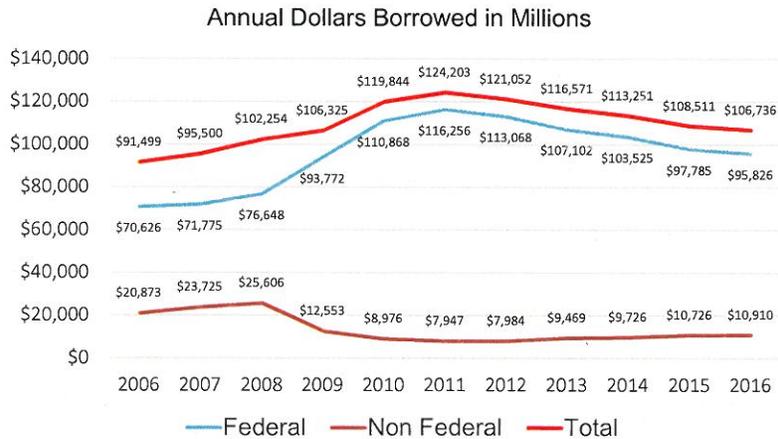
Sources: US Census Bureau, Drew DeSilver, "College Enrollment Among Low-income Students Still Trails Richer Groups," Pew Research Center, Jan. 15, 2014, Josh Zumbrun, "SAT Scores and Income Inequality: How Wealthier Kids Rank Higher," The Wall Street Journal, Oct. 7, 2014, EAB Analysis

Student Debt

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Annual Education Loan Borrowing

Borrowing for student loans peaked in 2012



Source: The College Board, Trends in Student Financial Aid

Student Debt

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Distribution of Debt by Borrower Level

Percent of UG Borrowers

Percent of GRD Borrowers

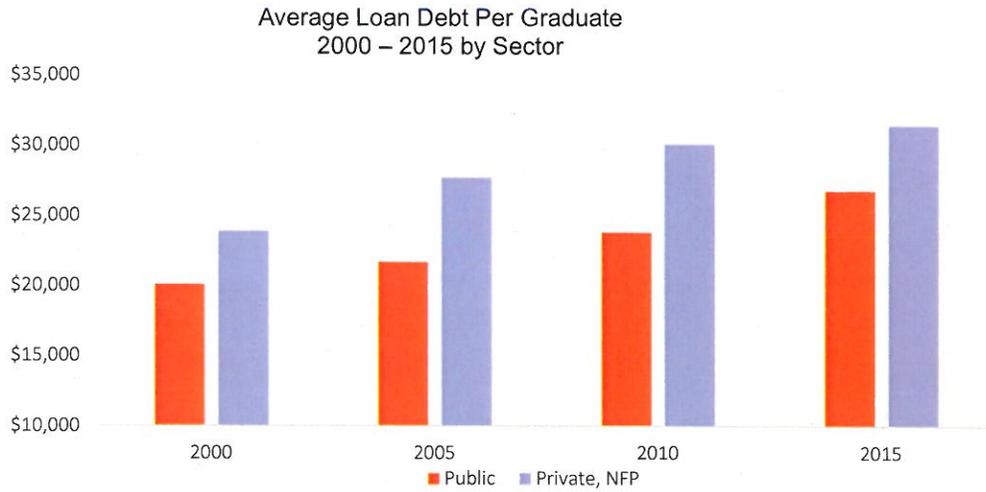


Source: The College Board, Trends in Student Financial Aid

Student Debt

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Loan Debt Over Time

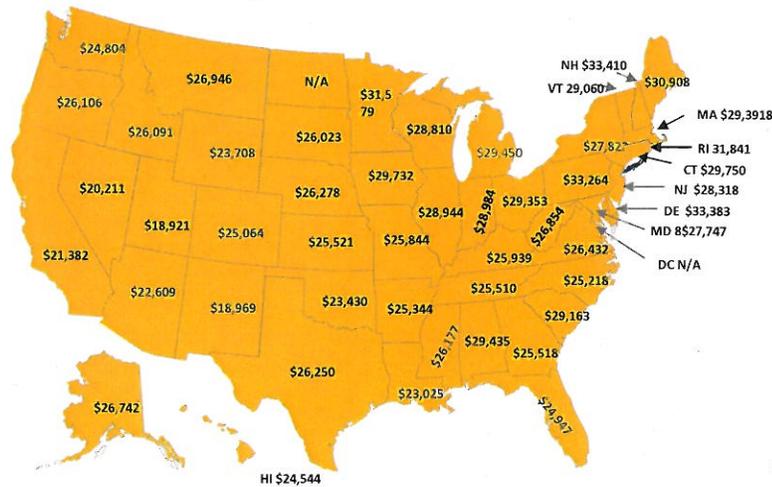


Student Debt

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Average Debt Load by State

Average loan debt 2014 graduates



Student Debt

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Student Debt in Virginia

Average Debt, all graduates in Virginia \$27,717

Percent of graduates borrowing 59%

Public Institutions/Class of 2015	Average Loan	% Borrowing
Virginia Commonwealth University	\$32,411	66%
Old Dominion University	\$30,167	69%
Christopher New University	\$28,968	60%
Virginia Polytechnic University	\$28,873	53%
Virginia State University	\$28,350	92%
Longwood University	\$28,047	66%
Radford University	\$27,666	67%
George Mason University	\$27,373	58%
Virginia Military Institute	\$27,261	58%
College of William & Mary	\$25,733	38%
University of Virginia (Main)	\$24,905	35%
James Madison University	\$23,732	53%
University of Mary Washington	\$18,029	50%
University of Virginia, Wise	\$14,424	65%
Norfolk State University	N/A	N/A

Source: Institute for College Success,
State by State Data, 2015

Student Debt

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Stafford Loan Borrowing Limits

Year	Annual Stafford Limit
First Year	\$5,500
Second Year	\$6,500
Third Year	\$7,500
Fourth Year	\$7,500
Total Stafford Loan for 4 Years	\$27,000
Origination Fee (approx. 1%)*	-\$270
Total Amount to Student	-\$26,730

*Origination Fees vary by year. Current fee is 1.069%.

Student Debt

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Gender (RU)

Gender	Percent Borrowed Federal Loans	Median Federal Loan Debt
Female	68%	\$26,718
Male	64%	\$26,718
Total	67%	\$26,718

Student Debt

RADFORD UNIVERSITY

Region (RU)

Region	Percent Borrowed Federal Loans	Median Federal Loan Debt
Central Va	85%	\$26,722
Northern Va	59%	\$24,869
Peninsula	73%	\$26,724
Richmond	53%	\$26,723
Roanoke Metro	68%	\$26,724
South Central	85%	\$26,721
Southwest	68%	\$25,734
Tidewater	70%	\$26,718
Valley	81%	\$26,718
Out-of-State	65%	\$26,752
Total	67%	\$26,718

Student Debt

RADFORD UNIVERSITY

Ethnicity (RU)

Ethnicity	Percent Borrowed Federal Loans	Median Federal Loan Debt
Asian	38%	\$22,937
Black or African American	89%	\$26,863
Hispanic	76%	\$26,724
White	64%	\$25,734
Two or more races	81%	\$24,762
Race and Ethnicity Unknown	63%	\$21,748
Total	67%	\$26,718

Student Debt

RADFORD UNIVERSITY

First Generation (RU)

First Generation	Percent Borrowed Federal Loans	Median Federal Loan Debt
First Generation	81%	\$26,722
Not First Generation	61%	\$25,817
Total	67%	\$26,718

Student Debt

RADFORD UNIVERSITY

Income Level (RU)

Income Level At Graduation	Percent Borrowed Federal Loans	Median Federal Loan Debt
Low Income	91%	\$26,724
Mid Income	93%	\$26,724
High Income	96%	\$26,718
Unknown	38%	\$19,608
Total	67%	\$26,718

Student Debt

RADFORD UNIVERSITY

Pell Aid (RU)

Pell Aid (Any Time)	Percent Borrowed Federal Loans	Median Federal Loan Debt
Received Pell	91%	\$26,724
Did not receive Pell	54%	\$25,730
Total	67%	\$26,718

Student Debt

RADFORD UNIVERSITY

Academic College (RU)

Academic College	Percent Borrowed Federal Loans	Median Federal Loan Debt
Artis College of Science and Technology	60%	\$24,746
College of Business and Economics	64%	\$26,718
College of Education and Human Development	69%	\$26,718
College of Humanities and Behavioral Sciences	67%	\$25,766
College of Visual and Performing Arts	73%	\$26,721
Waldron College of Health and Human Services	66%	\$26,718
Total	67%	\$26,718

Student Debt

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Borrowing Trends (RU)

Graduating Year	Percent Borrowed Federal Loans	Median Federal Loan Debt
2013-2014	60%	\$25,862
2014-2015	66%	\$25,764
2015-2016	67%	\$26,718

Student Debt

RADFORD UNIVERSITY

Federal Cohort Default Rates

Institution	FY2011	FY2012	FY2013
College Of William & Mary	0.9%	0.6%	0.8%
University Of Virginia	1.7%	1.7%	0.9%
Virginia Tech	2.6%	2.1%	1.6%
University Of Mary Washington	1.7%	2.3%	1.9%
George Mason University	1.8%	1.6%	2.1%
James Madison University	2.5%	2.3%	2.1%
University Of Richmond	1.7%	1.5%	2.1%
Christopher Newport University	2.7%	3.2%	2.2%
Virginia Military Institute	6.0%	2.4%	2.6%
Longwood University	3.6%	3.9%	3.1%
Virginia Commonwealth University	6.0%	4.5%	3.6%
Regent University	5.5%	5.4%	4.0%
Radford University	4.2%	4.2%	4.4%
Old Dominion University	6.8%	5.1%	4.7%
Roanoke College	4.4%	4.6%	5.1%
Hampton University	9.7%	8.6%	7.0%
Liberty University	7.9%	8.5%	9.9%
UVA Wise	12.3%	10.2%	11.6%
Norfolk State University	20.6%	14.3%	12.6%
Virginia State University	13.7%	15.1%	14.7%
National Public 4-Year Default Rate	8.9%	7.6%	7.3%

Student Debt

RADFORD UNIVERSITY

What's Next?

Radford University:

- Financial literacy
- Enhanced utilization of *iGrad*
- Website
- Communication with students and families

Other:

- Maryland home purchase program
- Repayment legislation

Student Debt

RADFORD UNIVERSITY

Discussion

Student Debt

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RADFORD UNIVERSITY

Fall 2017 Enrollment Update

RADFORD
UNIVERSITY

Enrollment Management

July 10, 2017

New Students (July 5)

Type	Fall 2015	Fall 2016	Fall 2017
New Freshmen	1,763	1,533	1,813
New Transfers	335	388	559

Enrollment Management

RADFORD UNIVERSITY

All Students (July 5)

Level	Fall 2015	Fall 2016	Fall 2017
Undergraduate	8,120	7,685	8,104
Graduate	628	653	658
Total	8,748	8,338	8,762

Enrollment Management

RADFORD UNIVERSITY

Discussion

Enrollment Management

27

RADFORD UNIVERSITY

Attachment F

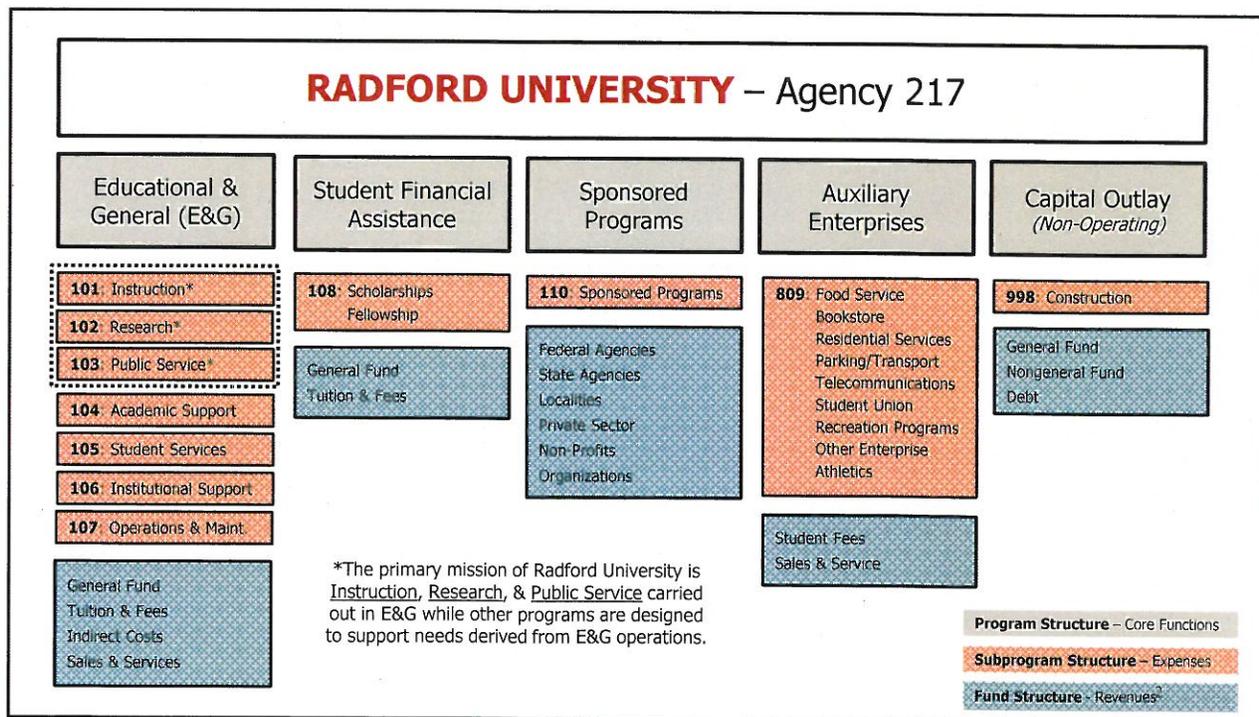
Overall Budget Forecast & the Current Budget Model

Richard S. Alvarez
 Vice-President for
 Finance & Administration



Board of Visitors Annual Retreat

July 11, 2017



Review of Higher Education Programs

Educational & General:

- Activities to provide instruction, public service, academic support (e.g., library, deans), student services (e.g., admissions, financial aid, registrar), and program support (e.g., administration, physical plant) services.

Student Financial Assistance:

- Activities to provide financial assistance to in-state students.

Sponsored Programs:

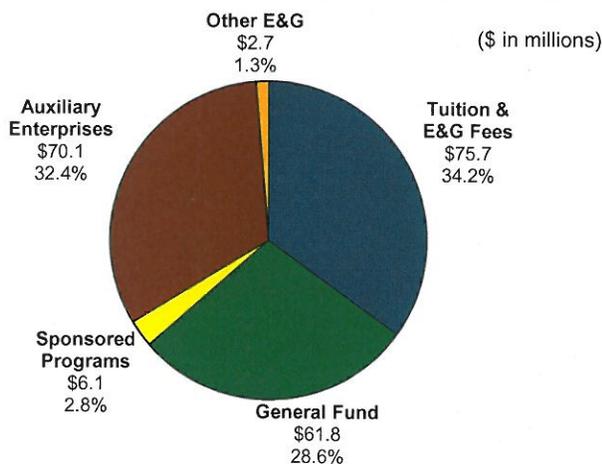
- Activities to provide additional resources for educational and general services through third-party grants, contracts, and research.

Auxiliary Enterprises:

- Activities to provide essentially self-supporting goods or services to students, faculty, and staff (e.g., residence halls, dining services, bookstore, athletics, student activities).

2017-18 Projected Total Operating Revenue

Using projected revenues, Radford University's proposed total annual operating revenue budget is **\$216.5 million**.



Program Structure - Core Functions

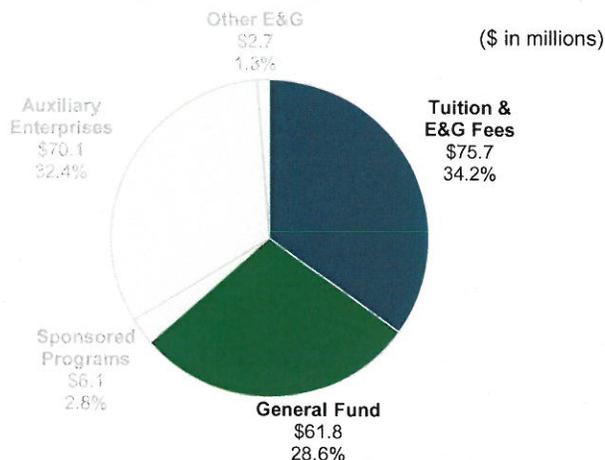
Fund Structure - Revenues

2017-18 Projected Total Operating Revenue

Approximately **63.5%** of the **\$216.5 million** operating revenue is received from either student tuition (and fees) or state appropriations dollars.

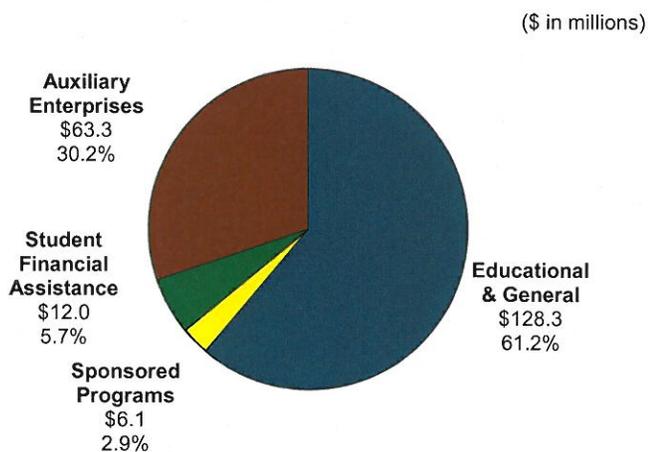
Therefore, operating revenue is heavily reliant on the following:

1. State Funding
2. Enrollment Projections
3. BOV Approved Tuition Rates



2017-18 Projected Total Operating Expenditures

Using projected expenditures, Radford University's proposed **total annual operating expenditure budget is \$209.7 million.**



Program Structure – Core Functions

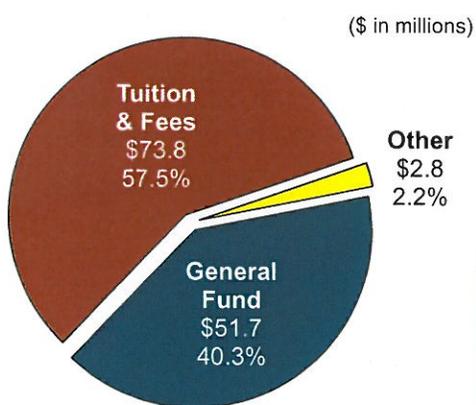
Expenditures

Educational & General (E&G) Program



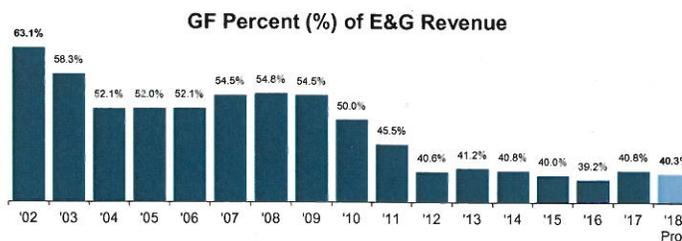
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2017-18 Projected E&G Revenue by Fund Source



Public Higher Education utilizes a shared cost model where both the state and student contribute.

Higher Education is not a mandated state budget item, but state policy seeks to contribute **67%** share of the cost of education.



Fund Structure - Revenues

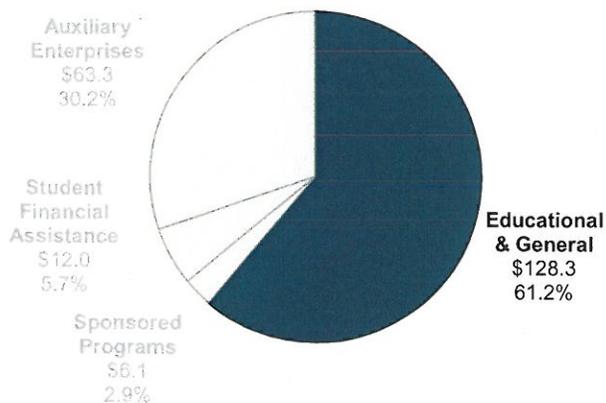
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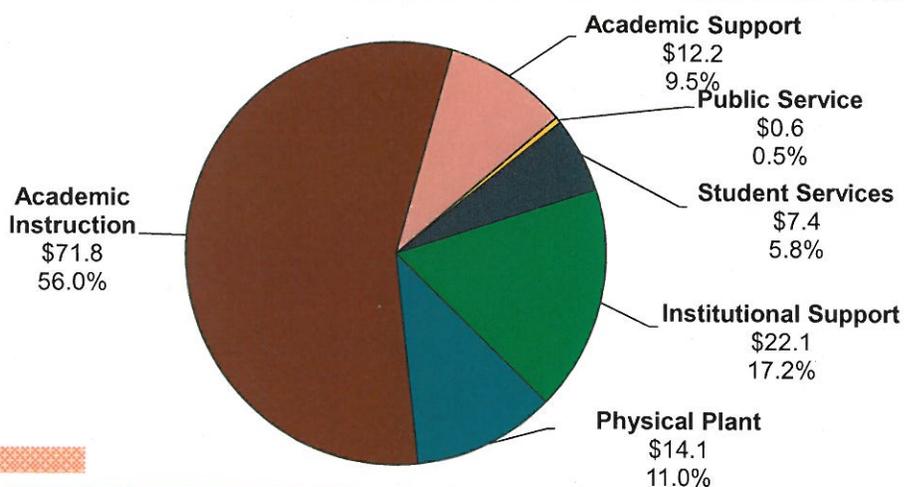
2017-18 Projected E&G Expenditures

Projected E&G expenditures of **\$128.3 million** for 2017-18

(\$ in millions)



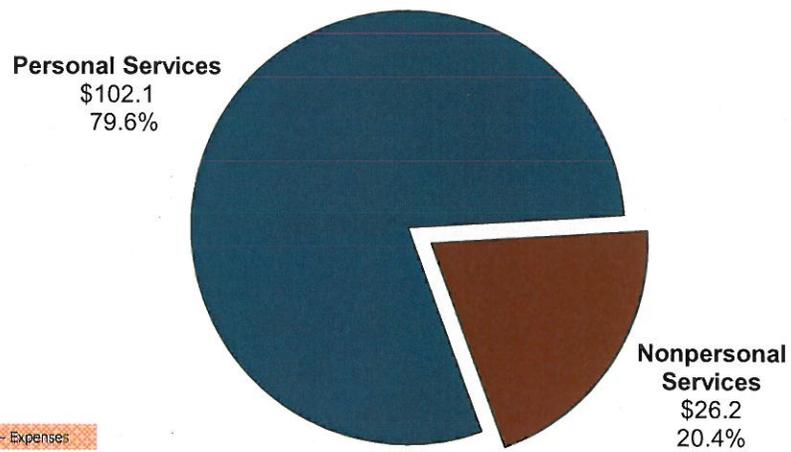
2017-18 Projected E&G Expenditures by Subprogram



Expenditures

2017-18 Projected E&G Expenditures by Category

(\$ in millions)

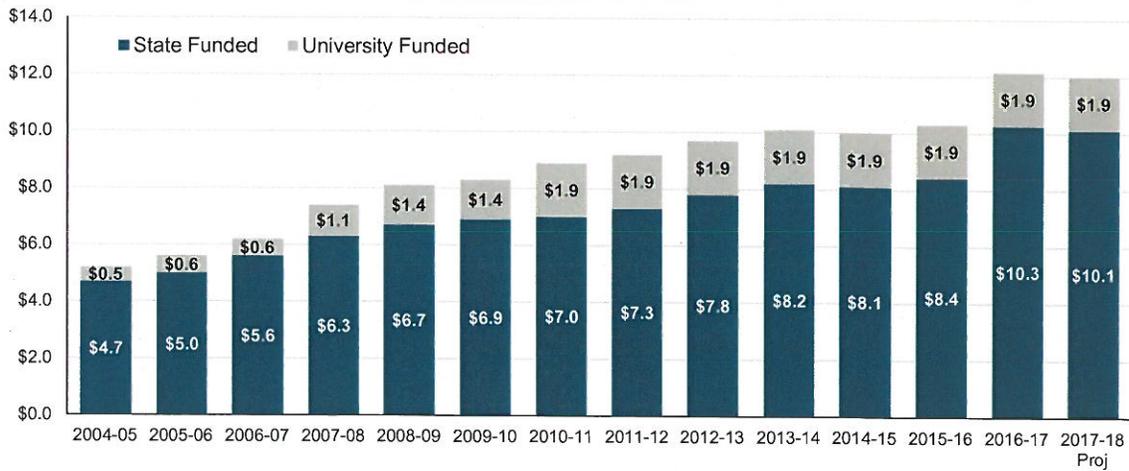


Subprogram Structure - Expenses

Student Financial Assistance (SFA)



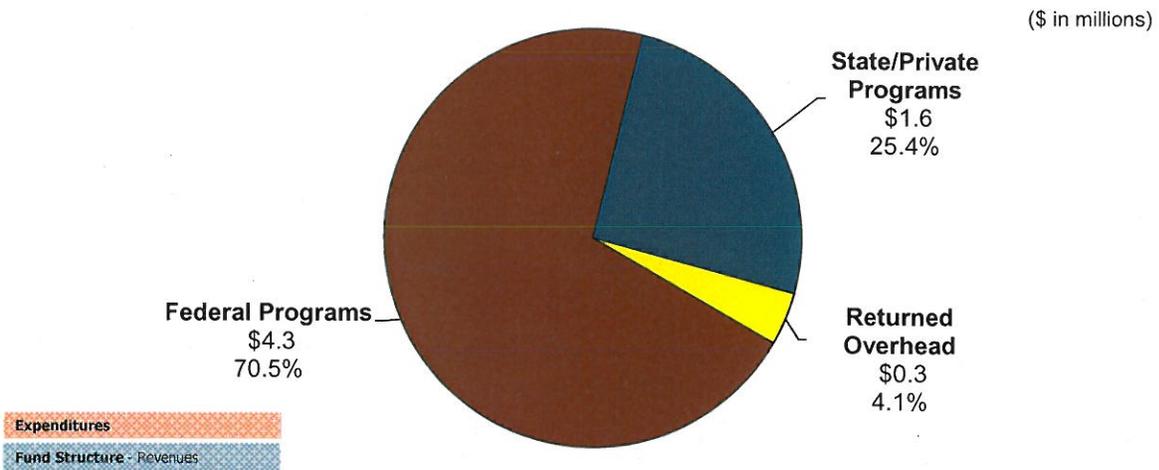
2017-18 Need Based Financial Assistance Fund Split



Sponsored Programs and Grant Management (Financial Assistance for E&G Programs)



2017-18 Projected Sponsored Programs by Fund Source

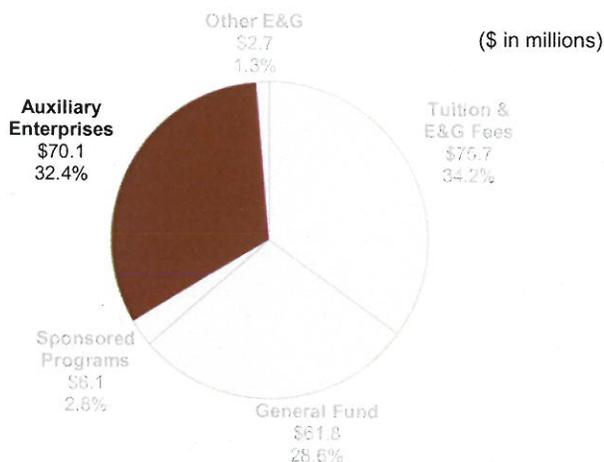


Auxiliary Enterprise Program

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2017-18 Projected Total Auxiliary Revenue

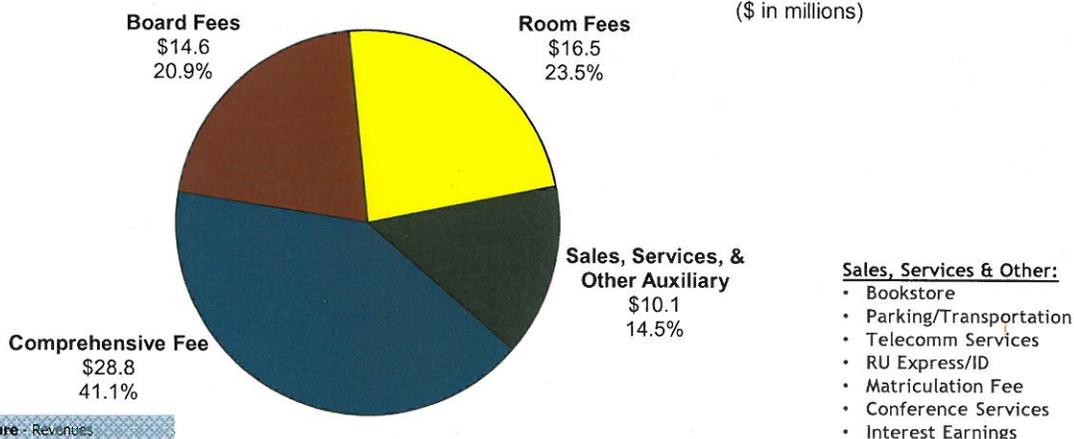
Using projected revenues, Radford University's proposed total annual auxiliary revenue budget is **\$70.1 million.**



Program Structure - Core Functions

Fund Structure - Revenues

2017-18 Projected Auxiliary Revenue



Fund Structure - Revenues

Auxiliary Mandatory Comprehensive Fee - Breakdown

	2017-18 Rates	Percent of Total
Mandatory Comprehensive Fee		
Athletics	\$1,180	37.3%
Auxiliary Building/Facilities	258	8.1%
Auxiliary Support	209	6.6%
Debt Service	299	9.4%
Recreation	282	8.9%
Student Activities	127	4.0%
Student Health	322	10.2%
Student Services	75	2.4%
Student Union	286	9.0%
Transit	128	4.0%
Total Comprehensive Fee	\$3,166	100.0%

Auxiliary Mandatory Comprehensive Fee - Descriptions

- **Athletics:** The student fee supports the intercollegiate athletic program which includes athletic administration, intercollegiate varsity sports teams, travel, scholarships, operation and maintenance of facilities, auxiliary indirect cost, and equipment. This fee entitles students to free admission into all sporting events.
- **Auxiliary Building/Facilities:** The student fee supports auxiliary operation and maintenance of facilities, facilities staff, maintenance reserve projects, leased properties, insurance, auxiliary indirect cost, and equipment.
- **Auxiliary Support:** The student fee supports auxiliary support personnel, operations and direct student cost associated with the student RU Express/I.D. office, technology support, photocopying services, and student wages.
- **Debt Service:** The student fee supports debt service payments for auxiliary construction and renovation projections such as the Student Recreation and Wellness Center.
- **Recreation:** The student fee supports the personnel, operations, maintenance, and equipment of all student recreation and intramural facilities and fields.

Auxiliary Mandatory Comprehensive Fee - Descriptions

- **Student Activities:** The student fee supports student programs, clubs, organizations, activities, and events for groups such as R-Space, Student Government Association, Greek Life, Student Organization Assistance and Resources (SOAR), LEAD Scholars Program, etc. Students can attend most events free of charge or at greatly reduced rates depending on the type of event.
- **Student Health:** The student fee supports general medical services provided by the Radford University Student Health Center, normal counseling services provided by Radford University Student Counseling Center, the Disability Resource Office (DRO) and educational and support services provided by the RU SAVES (Substance Abuse and Violence Education Support) Office.
- **Student Services:** The student fee supports student professional development through career, advising, and other resource services.
- **Student Union:** The student fee supports administrative and student personnel, operations, maintenance, programmatic events, and equipment for the Bonnie Hurlburt Student Center and Heth Hall meeting rooms.
- **Transportation:** The student fee supports unlimited access to the Radford Transit bus service for enrolled Radford University students. Connections to other transit services (e.g. Megabus, Smart Way Bus, Blacksburg Transit, etc.) may have separate user fees.

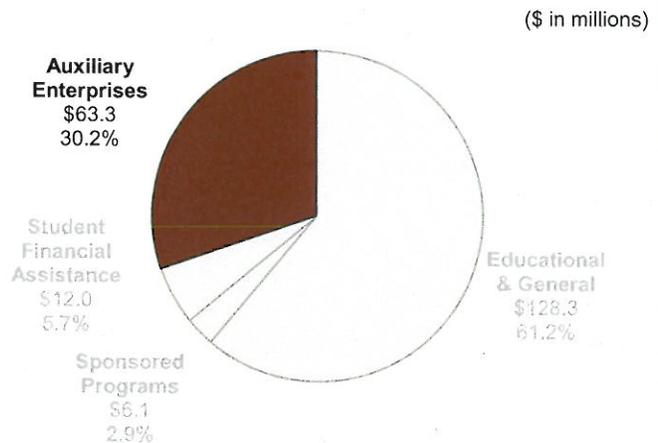
Auxiliary User Fees and Other Sources - Descriptions

- **Room:** Room charges are assessed to those students living on campus only. The fees support the operation, maintenance, and programming of all residential services. A portion of the fee is also dedicated to debt service and future capital projects.
- **Board:** Board Fees are assessed to those students with a meal plan only. The fees support the dining operation through the University's partnership with Chartwells.
- **Sales, Services, & Other Auxiliary Income:** All other auxiliary revenue is included in this section.
 - **Sales & Services** – includes new student matriculation fee, parking fees/fines, Athletics ticket sales, student newspaper advertisement, etc.
 - **Commissions** – includes proceeds from University contracts such as Chartwells (Dinning and Vending Services), Barnes & Noble (Bookstore), Beverage (Coke), etc.
 - **Other** – includes auxiliary interest earnings, Athletics game guarantees, Conference Services activities, etc.

2017-18 Projected Auxiliary Enterprise Expenditures

Projected Auxiliary expenditures of **\$63.3 million** for 2017-18

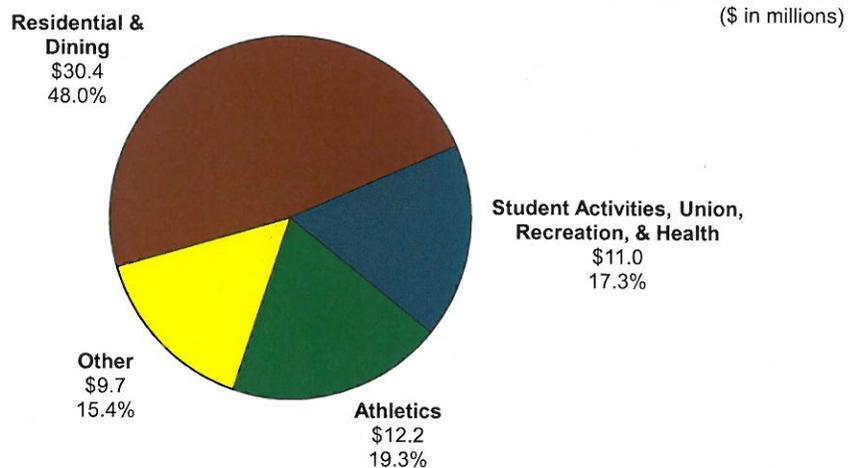
Self-sustaining operations supporting student service activities such as residence life, dining, athletics, etc.



2017-18 Projected Auxiliary Enterprise Expenditures

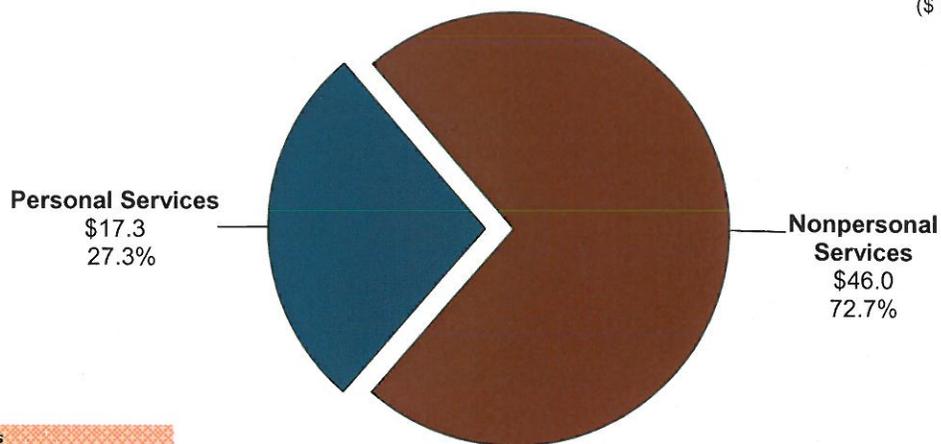
Other includes:

- Parking/Transportation
- RU Express/ID
- Telecommunications
- Buildings/Facilities
- Conference Services
- Bookstore
- Scholarships
- New Student Programs
- Selu Conservancy



2017-18 Projected Auxiliary Expenditures by Category

(\$ in millions)

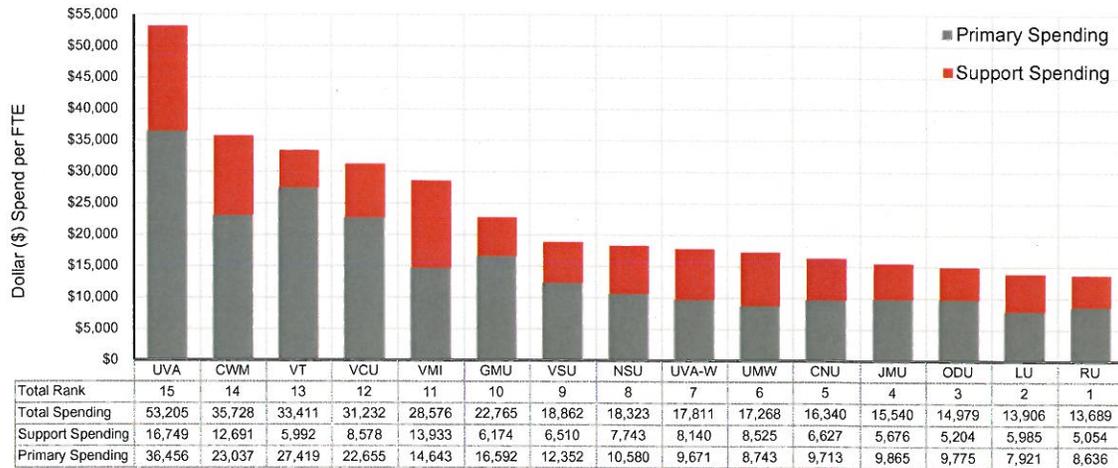


Expenditures

Current Budget Model

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VA Institutions Functional Spend per FTE: Source: IPEDS (2014-15) - Four Year Publics



Incremental Budgeting

Currently, Radford University employs an incremental approach to budgeting. Operating units (divisions and departments) identify funding priorities that require additional support and request funds through the annual budget process.

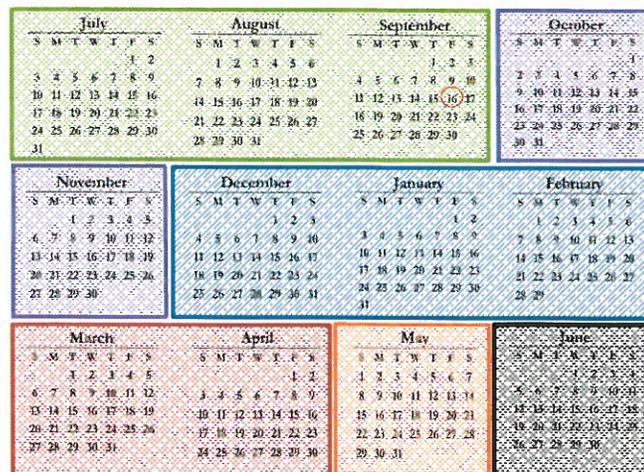
- Revenue is centrally managed and incrementally distributed
- An integral component of this process is to ensure all funding priorities for the ensuing fiscal year are identified and aligned with projected revenue levels.

Incremental Budgeting - Continued

- The budget process focused primarily on increases or decreases to the base rather than on analysis of the activities being supported.
- The implicit assumption in the incremental model is that the base - in whole or in part - has been rationalized in previous budget cycles.
- The model puts budget responsibility in the hands of senior leadership.
- Over time an operating division's relative share (%) of total expenditures remains proportionate to the size of the institution; with few expectations.

Budget Development Timeline

1. Environment Scan
 2. Budget Call
 3. Budget Review
 4. Budget Hearing
 5. Tuition & Fee Approval
 6. Budget Finalization
- ✓ Board Approval (September)



Centralized Resources

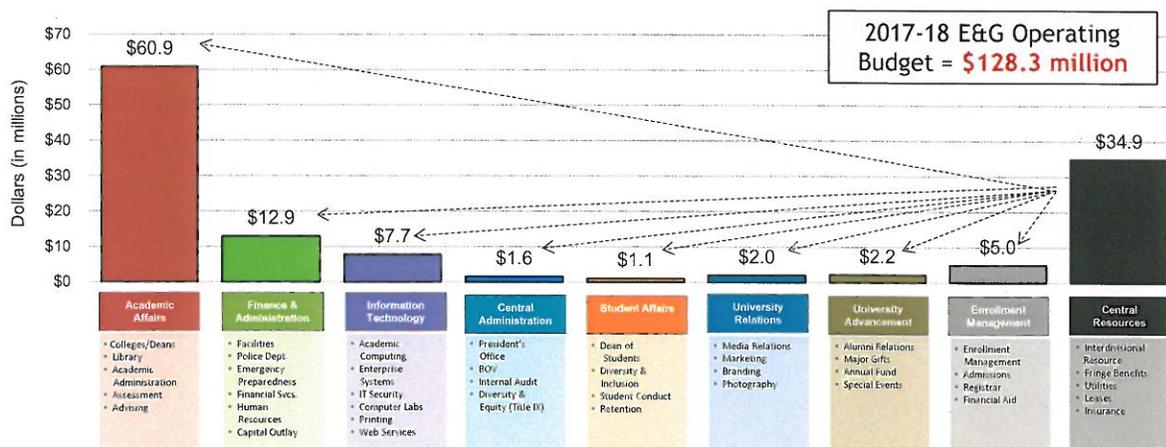
A traditional approach to managing institutional resources that grants central administration the ability to allocate funds as necessary.

This process is considered a *'tried-and-true'* method and has withstood the test of time.

Centralizing resources and distributing them top-down ensures a strong and consistent focus on institution-wide objectives.



2017-18 E&G Operating Allocations

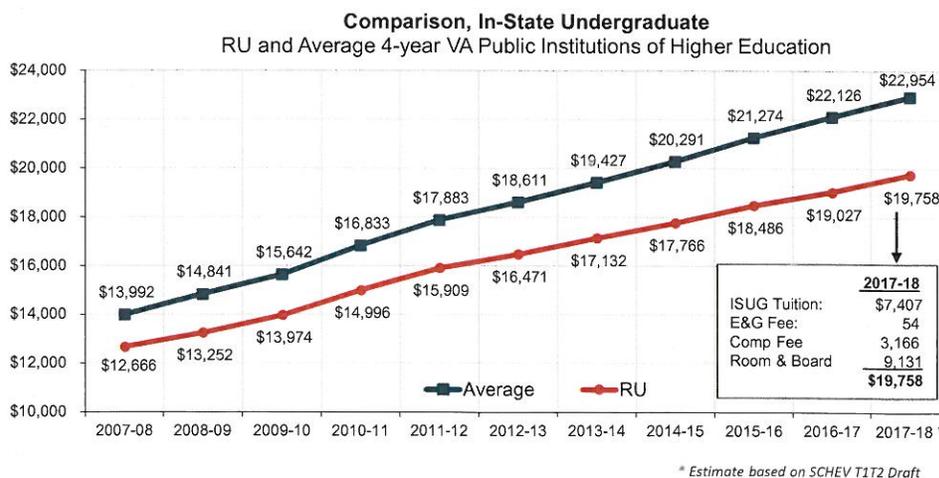


Budget Elasticity

Most importantly, a centralized, incremental budget model allows the administration to absorb and equitably distribute the impact of fiscal hardship associated with economic cycles.

- The annual budget is prepared at 103% of salaries and fringes for the allocation of a one-time operating fund which affords the administration the ability to manage one-time needs such as:
 - Downturns in enrollment and/or general fund appropriations
 - Renovations
 - Equipment needs
 - Salary alignment
 - Personnel concerns

Total Cost: Tuition, Fees, Room & Board

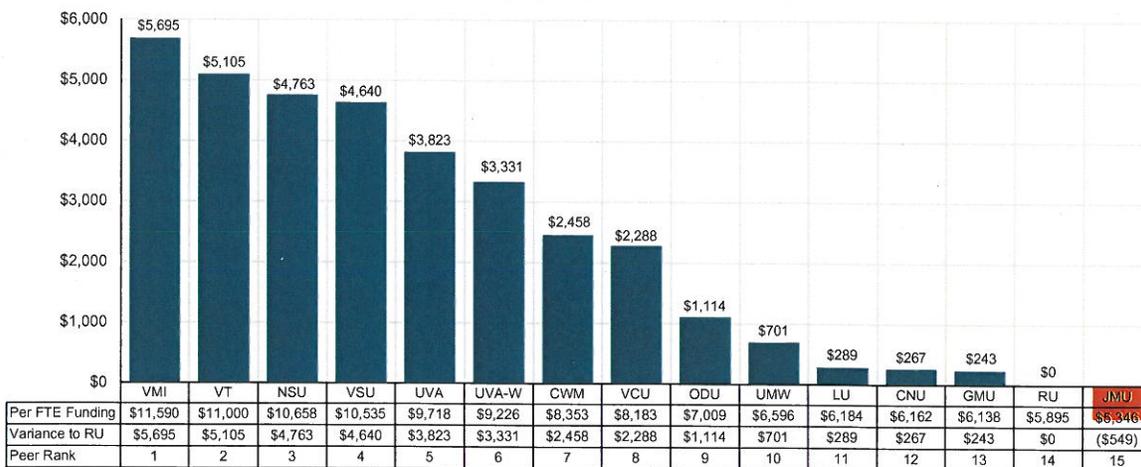


Rank	Inst.	2017-18*
1	CWM	\$ 33,843
2	VMI	\$ 27,450
3	UVA	\$ 26,794
4	CNU	\$ 24,878
5	VCU	\$ 23,811
6	LU	\$ 23,138
7	GMU	\$ 23,014
8	UMW	\$ 22,344
9	VT	\$ 21,920
10	JMU	\$ 20,990
11	ODU	\$ 20,472
12	UVA-W	\$ 20,139
13	RU	\$ 19,758
14	VSU	\$ 19,433
15	NSU	\$ 18,902

Average = \$22,954

General Fund per In-State FTE: Variance to RU

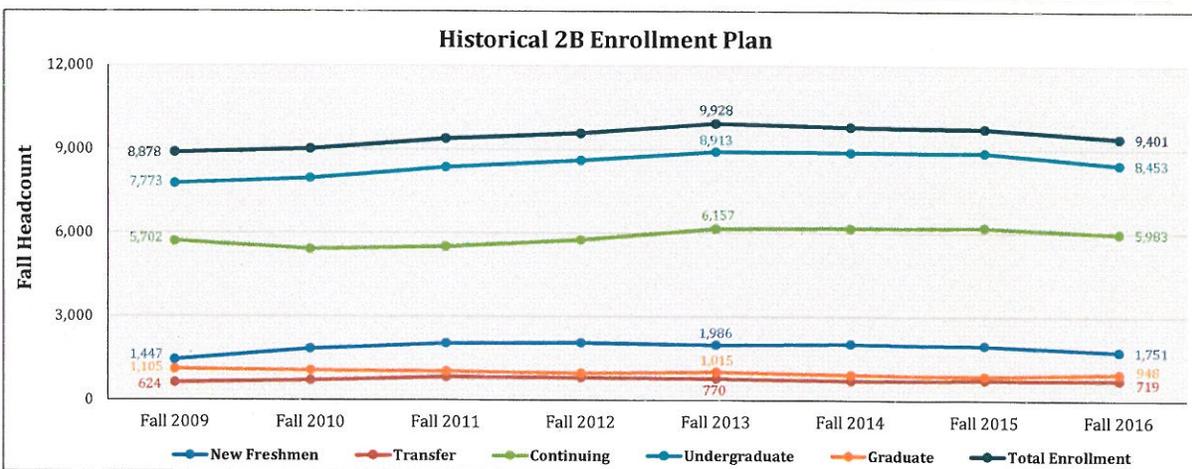
Source: IPEDS (2014-15) - Four Year Publics



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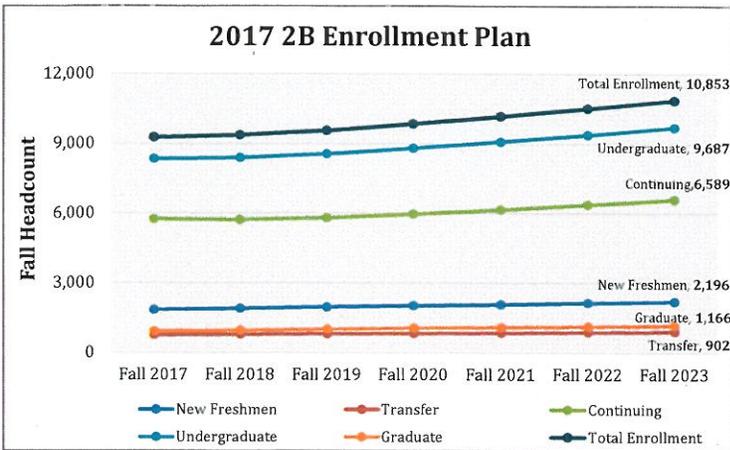
Historical Enrollment Trend



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Strategic Enrollment Planning



- The recently submitted 2B enrollment plan demonstrates modest growth in all categories.
- An integral component of the University's ongoing strategic planning effort is related to "right sizing" the institution.
- Student success and retention are key factors in this process.

Questions (?)



Attachment G Responsibility Centered Management (RCM) Budget Model

Chad A. Reed
Associate Vice-President for
Budget & Financial Planning

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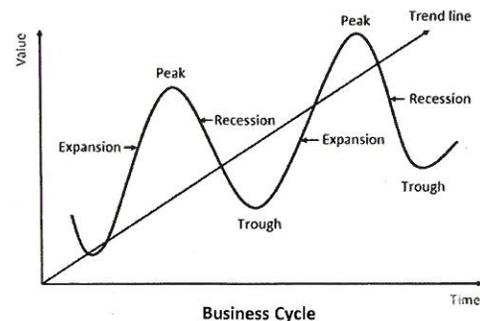
July 11, 2017

Environmental Factors Promulgate Budget Change

On college campuses across the country environmental factors have caused administrators to revisit the traditional incremental and centralized budgeting approach.

These factors include:

1. Declining state appropriations
2. Increasing student debt
3. Shifts in governmental control
4. Heightened pressure from tax payers
5. Calls for increased autonomy

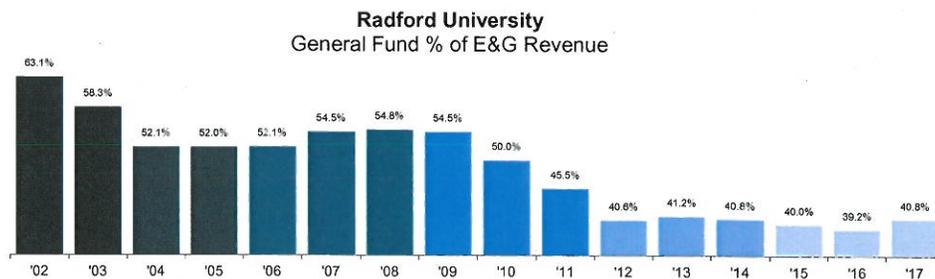


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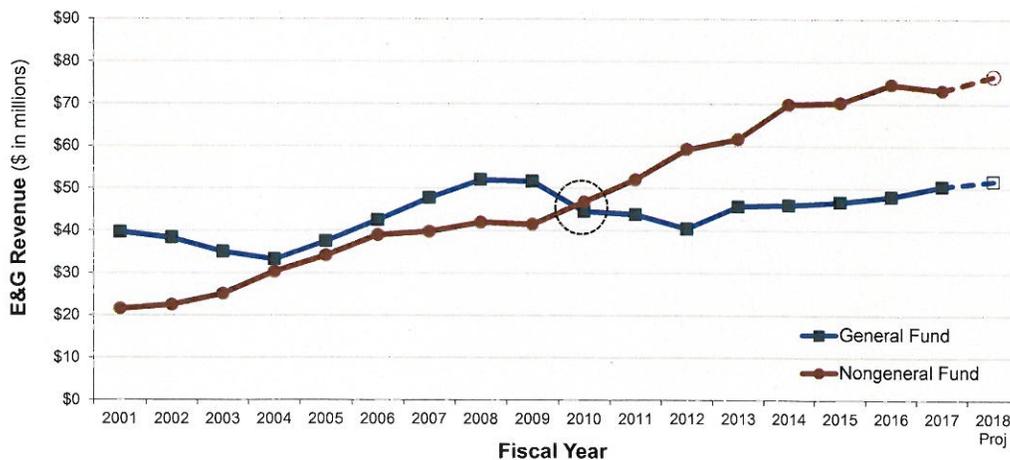
Internal Challenges

Radford University has been confronted by these same factors:



Within the Commonwealth, Higher Education is not a mandated state budget item, but state policy seeks to contribute **67%** share of the cost of education.

Shift in Funding



General Alternative Budget Models

1. **Incremental Budgeting** focuses primarily on changes to the base rather than on analysis of the activities being supported. It assumes the base has been rationalized in previous budget cycles.
2. **Zero-Based Budgeting** examines all programs and activities during each budget cycle to ensure each contributes to organizational success and consumes an appropriate level of resources.
3. **Performance-Based Budgeting** relies on quantitative measures to distribute resources. It involves allocating resources based on achievement of those specific measures and/or targets.
4. **Responsibility Centered Management** classifies individual programs and units as either revenue or cost centers. Revenue centers control the revenues they generate and are responsible for financing. Cost centers are funded from central revenues or taxes assessed on revenue.

Source: "A Guide to College & University Budgeting: Foundations for Institutional Effectiveness"

Control v. Accountability

The fundamental difference in the alternative budget models is the relationship between control and accountability.

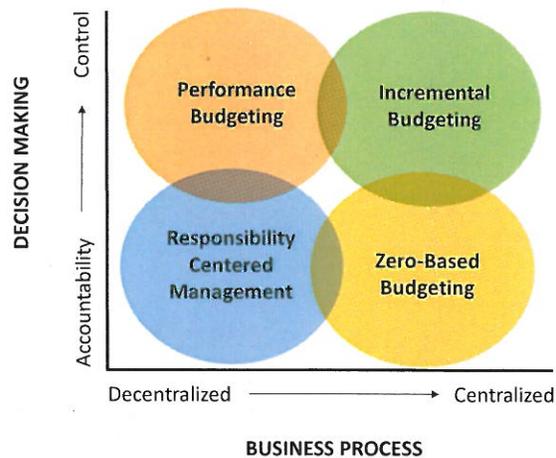
Theoretically, with 100% Control there is no need for Accountability (*vice versa*)

NACUBO Budget Maxim:

Accountability (a) and Control (c) are complementary along a continuum and add to 100 percent; therefore $a = 100\% - c$



Opportunity Cost



- Ultimately, the question of who should have ownership of resources is at the root of what budget model is used.
- The key to finding budgetary **'harmony'** is identifying the point on the axis where institutional mission meets fiscal responsibility.
- Each institution treats its model distinct to its own values and objectives, so even within the same category of budget model institutions could have very different approach's.

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In-State Peer Institutions

Of the 15 Virginia 4-year public institutions (including RU), 11 currently employ some form of an incremental budget process.

The exceptions:

- University of Virginia - RCM (2014)
- George Mason University - Performance Based (2015)
- Virginia Commonwealth University - RCM (2016)
- Virginia Tech - Performance Based (2016)

"[At Virginia Tech the previous] budget approach was one where money follows legacy, with only marginal changes from year-to-year."

- Ken Smith, Vice Provost for Resource Management and Institutional Planning

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Other Out-of-State Peer Institutions



Appalachian State University - Operates an incremental budget model with base budget allocated each fiscal year, generally the same as prior fiscal year.



Western Carolina University - Operates an incremental base budget model with annual requests for one-time and recurring funding.



East Tennessee State University - New proposal, as of February 2017, to implement a redesigned “*Base to Base*” budget model. Previously operated an incremental based budget.

Responsibility Center Management (RCM)

Responsibility Center Management, or RCM as it is better known, has roots in the concept that “*each tub has its own bottom*”. This was first used in academics by Harvard President John T. Kirkland in early 19th century.

It has evolved conceptually since then and has taken on many aliases including:

- Incentive Based Budgeting (IBB)
- Revenue Responsibility Budgeting (RRB)
- Value Centered Management (VCM)
- Responsibility Centered Budgeting (RCB)

...regardless of the acronym, the objective of the model largely remains the same; decentralization of management decision making.

RCM History

Jon C. Strauss, known today as the father of RCM, is credited with first initiating RCM at the University of Pennsylvania in the early 1970's.

With early success, Strauss then teamed up with John Curry at the University of Southern California; ultimately stretching RCM's influence coast-to-coast.

Shortly thereafter, other large institutions began to follow suit;



RCM Modeling

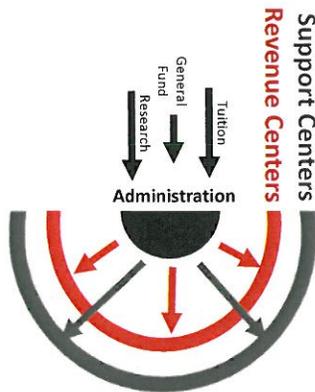
RCM recognizes two broad categories of activity modeling. This includes **Responsibility (“Revenue”) Centers**, characterized by their resource generation and **Cost (“Support”) Centers**, by their resource consumption.

- Revenue Centers include academic units, research units, and central auxiliary units (i.e. housing, dining, bookstore).
- Support Centers include academic support units (i.e. library, registrar) and administrative support units (i.e. human resources, finance) functions.

Centers may be self-sufficient, partially subsidized, or fully subsidized. This is often determined by the ability to generate revenue and at what level.

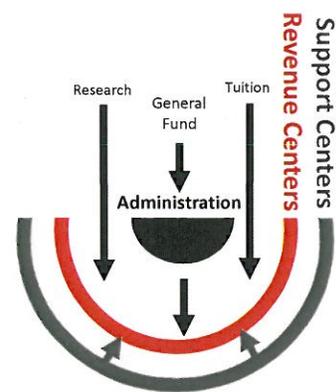
Operating Resource Distribution

Centralized Allocation



RCM is a decentralized ownership of institutional revenues; aligning academic and administrative decision making with financial responsibility.

Decentralized Allocation



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Basic Principles

1. **Centers are responsible for their overall fiscal performance.**
 - Develop financial plans that fit within the overall university's plan.
2. **RCM works as a mechanism of intra-management reporting, introducing the concept of indirect cost allocations.**
 - Direct expense of one unit becomes the indirect expense of another.
3. **A central budget pool is used to prioritize strategic initiatives.**
 - The goal is not to retain all revenue, rather to maintain central leverage and remain a viable advocate for institutional success.

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Key Concepts

Fundamental to RCM are the concepts of Subvention and Participation:

Subvention represents an allocation of 'general' institutional resources; such as state appropriations, unrestricted endowment, and investment income.

- This can manifest as a centralized funding pool often used to help address academic priorities.

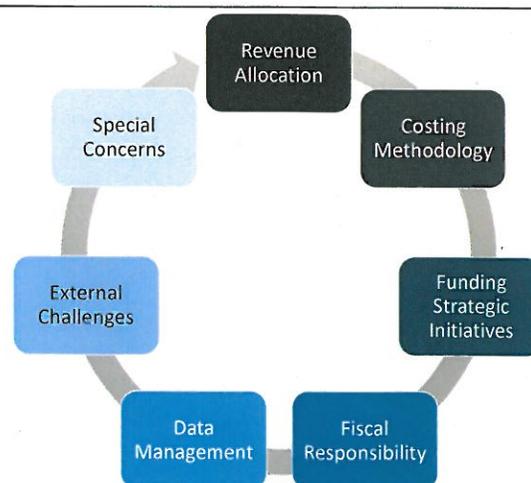
Participation is used as an institutional tax or a *cost of doing business*. It is applied to revenue units as a charge for services of general benefit.

- These are services bestowed upon the unit simply for being a part of the institution; including payroll, utilities, safety, finance functions, etc.

RCM Decisions

A number of significant decisions are needed to be made before an institution can adopt an RCM budget model.

The accompanying chart shows the relative dependency these decisions have on one another.



RCM Strengths

Each institution is challenged to achieve its mission differently so, above all else, it requires the model to be simple, transparent, and flexible.

A model that shares in these three traits may be able to offer an institution:

- | | | |
|--|---|--|
| <ol style="list-style-type: none"> 1. Enhanced transparency 2. Increased financial awareness 3. Improved decision making 4. Heightened accountability 5. Increased entrepreneurial efforts 6. Empowered stakeholders | } | <p>Fewer barriers to
institutional success</p> |
|--|---|--|

RCM Opportunities

A model like RCM must be taken into a broader context of institutional architecture; so only individually can institutions pass judgement.

- Overemphasis on bottom-line performance
 - Concern that financial considerations may supersede academics
- Localized decisions having institutional-wide impact
 - Maximizing unit benefits at the expense of other institutional units
- Lack of fiscal management expertise at the unit level
 - Constrained by recruiting, training, and organizational structure

RCM Opportunities (cont.)

- Increased reliance on tuition and fees
 - Most institutions do not have the ability to set rates at market value
- Lack of coherency between planning and budget
 - Units structuring their budgets on a different set of assumptions
- Duplication of efforts
 - Units will replicate revenue generating activities internally
- Increased cost of data systems and IT support
 - Heightened need for adequate information systems

RCM in Summary

Overall, RCM can be a very rewarding system but will require more resources and coordination as the budget model, as a whole, becomes more complex.

- Increasing the number of control points within an institution requires a significant amount of trust and fiduciary responsibility.

“[RCM] requires a strong center and strong schools. If you have a weak center and strong schools, a university can lose the capacity to act when it needs to. If you have a strong center and weak [schools], it typically will not create dynamism and entrepreneurship that it’s designed to product.”

- John R. Curry, USC

RCM - Radford University

Revenue Centers

Academic Colleges
Public Services Outreach
Grants & Contracts
Auxiliary Enterprises

Student Support Centers

Registrar
Financial Aid
Admissions
Dean of Student's Office

Academic Support Centers

Graduate College
Academic Administration
Library
Student Advising

Non-Academic Support Centers

Finance Operation
Information Technology
University Relations
University Advancement

RCM Revenue - Example

	Revenue Center COBE	CHBS	Support Library	Central Admin	Total
DIRECT REVENUES					
Tuition & EG Fees	120	80	0	0	200
Financial Aid	(20)	(10)	0	0	(30)
Other Student Fees	0	0	10	0	10
Research & Grants					
Restricted	100	200	0	0	300
F&A Recovery	60	120	0	0	180
General Fund	0	0	0	105	105
INDIRECT REVENUES					
Subvention					
State Appropriation	40	60	5	(105)	0
Participation (@20% Unrestricted)					
Utilities	(4)	(4)	0	8	0
Public Safety	(16)	(17)	(1)	34	0
Maintenance	(12)	(13)	(1)	26	0
Total Revenues	\$268	\$416	\$13	\$68	\$765

Schools receive the revenue they directly generate; including tuition, fees, research dollars, and grant monies collected on behalf of those students enrolled.

Distinction between direct and indirect revenues.

One cannot appreciate the merit of RCM without acknowledging the role Subvention and Participation play in the model.

RCM Expense - Example

	Revenue Center		Support	Central	Total
	COBE	CHBS	Library	Admin	
DIRECT EXPENSE					
Instruction	50	60	0	0	110
Research	100	200	0	0	300
Library	0	0	100	0	100
Administration	0	0	0	150	150
INDIRECT EXPENSE					
Library	37	50	(87)	0	0
Administration	81	106	0	(82)	105
Total Expense	\$268	\$416	\$13	\$68	\$765

Total Revenue - Total Expense = **\$0.00**

The model of RCM works as a mechanism of intra-management reporting and introduces a concept of indirect expenses.

i.e. the direct expenses of the Admin Center become the indirect expenses of the Schools

Revenue centers can better understand total cost of operations, inclusive of the cost of activities outside the scope of responsibility.

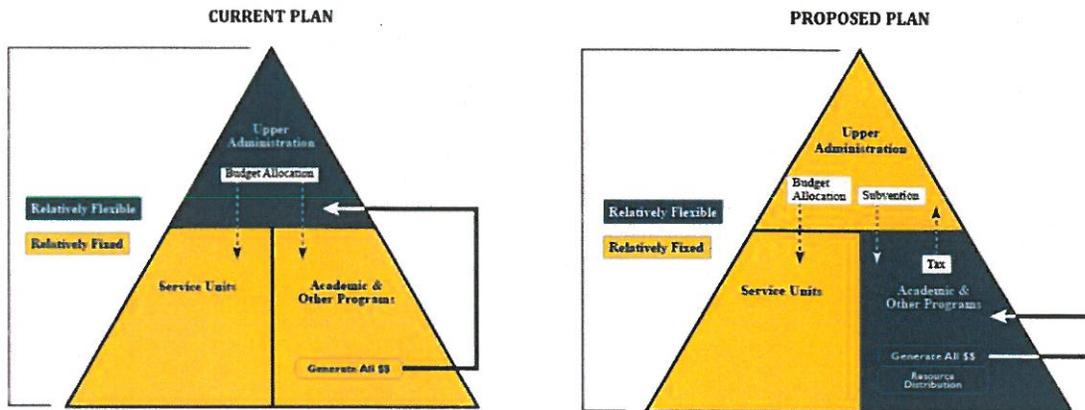
ETSU: Base to Base Budget

Starting in fiscal year 2017-18, the institution will operate a “hybrid”, or variant, RCM budget model.

Conceptually, the budget will begin with base (previous October budget), but delegate authority of revenue to the College level. Therefore, decision of new initiative funding will reside with localized decision makers.

- Mechanism for distributing unallocated ‘new’ revenue based on each college’s credit hour (70%) and degree production (30%)
- Adjustment of FY budget will result from significant changes in student credit hour production in each college

ETSU: Base to Base Budget (cont.)



Source: <https://www.etsu.edu/senate/documents/Budget%20Redesign%20-%204-18-16.pdf>

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Best Practices

The reality of a model like RCM is that it must be taken into a broader context of the institutional architecture. It may be guided by industry norms, but its rooted in institutional individuality.

- Strong and consistent leadership
- Commitment to training and recruiting
- Communication and transparency
- Tuition setting authority or flexibility
- Competitive administrative services

Committee,
Committee,
Committee.

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Questions (?)

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Board of Visitors Annual Retreat

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RADFORD UNIVERSITY BOARD OF VISITORS
Resolution
September 15, 2017

Approval of the Radford University 2017-18 Operating Budget

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

**Radford University
Proposed University Operating Budget
2017-18**

Dollars in Thousands

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

Notes:

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

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

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

Radford University
Proposed Auxiliary Enterprise Budget
2017-18

Dollars in Thousands

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

Notes:

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

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

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

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

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

Item:

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

Background:

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

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

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

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

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

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

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

Action:

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

RADFORD UNIVERSITY BOARD OF VISITORS
Resolution

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

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

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

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

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

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

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

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

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

Due: July 1, 2017

Institution:

Institution UNITID:

Individual responsible for plan

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

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

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

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

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

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

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

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

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

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

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

FINANCIAL AID PLAN

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

Allocation of Tuition Revenue Used for Student Financial Aid

2015-16 (Actual)

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

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

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

2017-18 (Planned)

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

2018-19 (Planned)

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

2019-20 (Planned)

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

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

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

INTELLECTUAL PROPERTY ASSIGNMENTS AND EXTERNALLY SPONSORED RESEARCH

Background

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

Data Collection

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

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

Definitions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

July 1, 2017

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

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

Response:

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

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

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

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

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

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

Response:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Response:

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

Examples of programs the University has instituted include:

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

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

Response:

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

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

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

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

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

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

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

- approval in May 2017 and is anticipating to start the Ed.D. program in fall 2018. Ongoing efforts, however, will continue to enhance the instructional mission of the program and expand its reach across the Commonwealth.
- 7. Development of STEM-H programs in Science and Technology:** Initially this strategy was established to support a newly created undergraduate study in Biomedical Forensics while investigating other areas to expand STEM-H programs in science and technology. The University has since decided that in lieu of establishing a M.S. in Biomedical Sciences, the program development will refocus efforts on training and curriculum at the undergraduate level.
 - 8. Transition to an entry-level M.S. in Athletic Training to Enhance Students' Career Preparedness:** It was expected to finalize the transition to the M.S. in Athletic Training while completing the phase out of the undergraduate program. The University has decided to delay the transition of an entry-level M.S. program in the near-term, but it remains a part of the institution's long-term strategy.
 - 9. Expand STEM-H Communication Sciences Graduate Programs in support of historic K-12 demand:** The University had previously decided to eliminate the initiation of a Doctorate of Audiology (Au.D.). However, as indicated in the strategy to *'Further educational opportunities for Healthcare professions in the Roanoke Valley'* (Section B-5) there is renewed support for the Communication Sciences and Disorders (COSD) program. More planning efforts will be undertaken over the next biennium.
 - 10. Expand STEM-H Degree Production through Existing Allied Health Programs:** There is ongoing support for the existing STEM-H degree programs and addressing possible program expansion efforts as available resources allow. The Council on Accreditation of Physical Therapy Education (CAPTE) has approved expansion of the Doctorate in Physical Therapy (DPT) to 30 students. Funding for the Clinical Certificate and Residency Program in Physical Therapy did not materialize so the Waldron College of Health and Human Services is not currently offering it at this time. Last, as previously reported, the University has decided to eliminate the development of the Doctorate in Social Work (DSW) that was planned for over the 2018-2020 biennium.
 - 11. Develop a Master's Program in Health Promotion and Disease Prevention (M.S./M.A.):** The Department of Health and Human Performance initially created a SCHEV proposal for a graduate program that was structured to offer coursework in non-traditional semesters (4 week blocks, students would take 3 courses per semester, one at a time) specifically targeting working adults. However, program leadership is investigating a transition to a competency-based education (CBE) model rather than a non-traditional semester model. Competencies and sub-competencies have already been identified through extensive job analysis of practicing health education specialists, so these skills are currently ready to be translated into modules for a competency-based education program.

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

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

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

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

- 13. Library Enhancements:** Additional support has been provided for contract escalators related to digital subscription services and ongoing efforts associated with the digitization of the University's archives collections.
- 14. Technology Enhancements:** Funding was successfully used for enhanced technology and infrastructure and to replace equipment exceeding its useful life.
- 15. O&M for New Facilities:** Funding was used to support operation and maintenance of plant for the New College of Humanities and Behavioral Sciences building. It came on line in fall 2016. Funds were used to appropriately maintain and service the new facility and provide basic staffing levels for maintenance operations.
- 16. Utility Cost Increase:** The University has been able to successfully manage cost increases through both energy efficiency and sustainability efforts.
- 17. NGF Share of State Authorized Salary Increases/Bonus:** Due to prior year revenue-budget shortfall, funding for salary increases were eliminated for 2016-17. Therefore, the nongeneral fund share was not authorized. In 2016-17, a number of institutions decided to self-fund a raise for their faculty, staff, and classified employees but Radford University was not one of them.
- 18. Fringe/Health Insurance Benefits Increase:** Cost associated with fringe benefit and health insurance rate changes are unavoidable and their respective rate changes outlined in legislation have been addressed as necessary.

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

Response:

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

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

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

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

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

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

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

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

Response:

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

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

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

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

Response:

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

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

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

Item:

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

Background:

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

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

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

Action:

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

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

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

RADFORD UNIVERSITY

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

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

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

2019-2020 Biennium

Construct New Center for Adaptive Innovation and Creativity

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

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

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

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

Renovate Norwood Hall and Tyler Hall

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

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

2021-2022 Biennium

Renovate McConnell Hall

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

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

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

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

Improve Campus Infrastructure

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

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

Construct New Public Safety Building

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

2023-2024 Biennium

Renovate Muse Hall

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

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

Renovate Walker Hall

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

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

Construct New Student Success Center

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

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

Future Projects - 2025 and Beyond

Construct Three New Residence Halls

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

Construct New Administrative Services Addition

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

Construct New University Convocation Center

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

Athletics Umbrella Renovation Project

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

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

Construct Hurlburt Hall Addition

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

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Radford University

Board of Visitors

Resolution

Board of Visitors Approval of the Amendments to the Radford University

Discrimination, Harassment, Sexual Misconduct and Retaliation Policy

September 15, 2017

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

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

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

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

RADFORD UNIVERSITY
RADFORD, VIRGINIA

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

Discrimination, Harassment, Sexual Misconduct, and Retaliation Policy

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

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

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

D. Definitions

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

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

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

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

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

This policy prohibits the following types of sexual harassment:

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

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

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

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

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

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

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

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

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

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

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

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

E. Retaliation

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

F. Reporting

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

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

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

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

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

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

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

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

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

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

G. Criminal Reporting

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

must be reported to law enforcement.

H. Confidentiality and Anonymous Reporting

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

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

I. Timely Warnings

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

J. Sexual Misconduct Survivor/Victim Procedures and Services

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

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

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

collection within 96 hours of the assault.

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

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

~~e.~~

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

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

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

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

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

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

6. Resources for Victims of Sexual Misconduct

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

K. Title IX Coordinator Oversight

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

L. Interim Measures

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

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

M. Sanctions

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

N. Student Amnesty

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

O. Education and Awareness

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

P. Academic Freedom and Free Speech

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

RADFORD UNIVERSITY RADFORD, VIRGINIA

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

Discrimination Grievance Procedures

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

Complaints and Reporting

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

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

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

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

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

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

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

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

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

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

The Role of the Title IX Coordinator

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

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

Written Explanation of Rights and Options

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

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

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

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

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

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

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

(iii) Decline to notify such authorities.

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

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

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

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

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

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

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

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

Criminal Reporting and Coordination

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

Confidentiality, Anonymity and Requests Not to Pursue Title IX Investigation

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

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

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

Sexual Violence Threat Assessment

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

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

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

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

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

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

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

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

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

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

Interim Measures

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

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

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

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

Timely Warnings

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

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

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

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

Investigation and Resolution

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

A. Informal investigation and resolution

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

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

B. Formal investigation and resolution

1. A formal complaint may be submitted either in written format or through a verbal interview of the complainant by the Title IX Coordinator or designee regarding the events and circumstances underlying the complaint. The complainant is not required to submit a written complaint to the Title IX Coordinator to commence an investigation. In the case of a third party notification, the Title IX Coordinator will contact the alleged victim promptly, and in no case later than three calendar days from the date of the complaint. The complaint may be supplemented by additional supporting documents, evidence, or recommendations of witnesses to be interviewed during the course of the investigation. The complainant must also disclose if a formal complaint has been filed with another Radford University office, state, or federal entity for the same offense.

2. The Title IX Coordinator or designee will discuss the complaint with the complainant, and the respondent as appropriate, including providing information about the formal investigation procedure and other resources. The Title IX Coordinator or designee will explain to the parties that each has the opportunity to provide evidence and to suggest witnesses to be interviewed during the course of the investigation.

3. The Title IX Coordinator will consider whether interim measures and involvement of other Radford University leadership is appropriate. The Title IX Coordinator also will confirm that the matter involves an alleged violation of the Discrimination Policy, thereby conferring jurisdiction ~~on~~to the Title IX Coordinator's office. If the Title IX Coordinator determines that the Title IX Coordinator's office does not

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

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

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

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

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

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

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

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

Sanctions

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

of employment.

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

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

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

Discrimination Appeals Committee

1. Composition of the Committee

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

2. Appeal Procedure

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

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

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

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

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

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

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

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

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

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

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

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

Documentation and record-keeping

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

Training

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

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

1. PURPOSE

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

2. APPLICABILITY

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

3. DEFINITIONS

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

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

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

This policy prohibits the following types of sexual harassment:

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

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

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

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

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

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

4. **POLICY**

A. **Policy**

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

B. **Retaliation**

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

C. **Reporting**

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

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

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

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

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

D. Criminal Reporting

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

E. Confidentiality and Anonymous Reporting

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

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

F. Timely Warnings

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

G. Sexual Misconduct Survivor/Victim Procedures and Services

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

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

H. Title IX Coordinator Oversight

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

I. Interim Measures

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

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

J. Sanctions

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

K. Student Amnesty

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

L. Education and Awareness

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

M. Academic Freedom and Free Speech

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

5. PROCEDURES (Discrimination Grievance Procedures)

A. Purpose

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

B. Complaints and Reporting

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

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

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

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

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

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

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

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

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

C. The Role of the Title IX Coordinator

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

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

D. Written Explanation of Rights and Options

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

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

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

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

E. Criminal Reporting and Coordination

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

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

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

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

G. Sexual Violence Threat Assessment

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

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

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

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

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

H. Interim Measures

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

I. Timely Warnings

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

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

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

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

K. Investigation and Resolution

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

1. Informal investigation and resolution:

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

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

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

2. Formal investigation and resolution:

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

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

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

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

L. Sanctions

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

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

M. Discrimination Appeals Committee

1. Composition of the Committee:

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

2. Appeal Procedure:

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

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

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

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

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

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

N. Documentation and record-keeping

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

O. Training

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

6. EXCLUSIONS

None

7. APPENDICES

None

8. REFERENCES

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

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

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

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

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

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

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

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

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

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

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

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

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

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

9. INTERPRETATION

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

10. APPROVAL AND REVISIONS

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

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

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

DATE: _____

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

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

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Student Representative Report to the Board of Visitors

RADFORD
UNIVERSITY

Initiatives

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

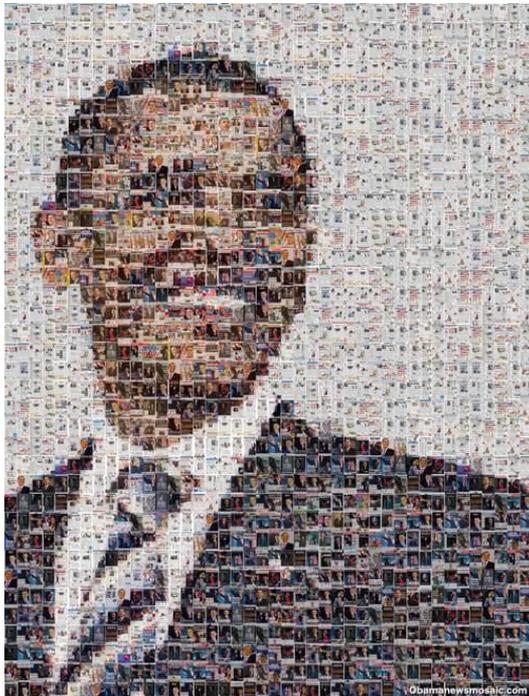
Environmental Awareness

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



Building Highlander Spirit

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



2nd Unity Fest

- Unveiling of Collage



Questions?

RADFORD
UNIVERSITY

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

DRAFT WORKING COPY
FOR REVIEW AND DISCUSSION

Introductory Sections

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

Subgroup Sections for Goals and Strategies

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

Subgroup Sections for Key Performance Indicators

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

Letter from the President

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

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

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

With Highlander Pride,

Brian O. Hemphill, Ph.D.
President

Foreword from the Task Force Co-Chairs

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

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

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

Sincerely,

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

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

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

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

The History of Radford University

A Tradition of Change

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Methodology for Strategic Planning

The Context

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

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

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

The Process

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

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

Participants

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

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

Timeline

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

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

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

Identification of Goals and Strategies

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

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

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

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

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

Transparency and Accountability

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

Challenges and Opportunities

Introduction

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

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

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

CHALLENGES AND OPPORTUNITIES: OVERARCHING THEMES

Technology Innovation

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

Funding

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

Campus Environment

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

CHALLENGES AND OPPORTUNITIES: FOCAL AREAS

Academic Excellence and Research

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

Brand Identity

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

Economic Development and Community Partnerships

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

Philanthropic Giving and Alumni Engagement

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

Strategic Enrollment Growth

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

Student Success

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

Conclusion

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

Mission, Vision and Core Values

Mission

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

Vision

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

Core Values

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

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

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

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

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

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

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

ACADEMIC EXCELLENCE AND RESEARCH

Goals and Strategies

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

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

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

GOAL 1

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

Strategies

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

ACADEMIC EXCELLENCE AND RESEARCH

Goals and Strategies

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

GOAL 2

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

Strategies

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

ACADEMIC EXCELLENCE AND RESEARCH

Goals and Strategies

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

GOAL 3

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

Strategies

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

ACADEMIC EXCELLENCE AND RESEARCH

Goals and Strategies

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

GOAL 4

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

Strategies

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

BRAND IDENTITY Goals and Strategies

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

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

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

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

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

GOAL 1

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

Strategies

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

GOAL 2

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

Strategy

- A. Identify opportunities for brand communication.

ECONOMIC DEVELOPMENT AND COMMUNITY PARTNERSHIPS

Goals and Strategies

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

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

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

GOAL 1

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

Strategies

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

ECONOMIC DEVELOPMENT AND COMMUNITY PARTNERSHIPS

Goals and Strategies

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

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

GOAL 2

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

Strategies

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

PHILANTHROPIC GIVING AND ALUMNI ENGAGEMENT

Goals and Strategies

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

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

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

GOAL 1

Radford University will broaden engagement for all constituents.

Strategies

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

GOAL 2

Radford University will increase giving and engagement.

Strategies

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

GOAL 3

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

Strategies

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

STRATEGIC ENROLLMENT GROWTH

Goals and Strategies

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

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

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

GOAL 1

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

Strategy

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

GOAL 2

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

Strategies

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

GOAL 3

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

Strategies

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

STRATEGIC ENROLLMENT GROWTH

Goals and Strategies

GOAL 4

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

Strategies

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

GOAL 5

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

Strategies

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

GOAL 6

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

Strategies

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

GOAL 7

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

Strategies

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

STRATEGIC ENROLLMENT GROWTH
Goals and Strategies

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

GOAL 8

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

Strategy

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

STUDENT SUCCESS

Goals and Strategies

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

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

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

GOAL 1

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

Strategies

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

GOAL 2

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

Strategies

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

STUDENT SUCCESS

Goals and Strategies

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

GOAL 3

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

Strategies

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

ACADEMIC EXCELLENCE AND RESEARCH
Key Performance Indicators

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

ACADEMIC EXCELLENCE AND RESEARCH
Key Performance Indicators

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

ACADEMIC EXCELLENCE AND RESEARCH
Key Performance Indicators

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

ACADEMIC EXCELLENCE AND RESEARCH
Key Performance Indicators

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

ACADEMIC EXCELLENCE AND RESEARCH
Key Performance Indicators

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

ACADEMIC EXCELLENCE AND RESEARCH
Key Performance Indicators

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

ACADEMIC EXCELLENCE AND RESEARCH
Key Performance Indicators

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

ACADEMIC EXCELLENCE AND RESEARCH
Key Performance Indicators

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

ACADEMIC EXCELLENCE AND RESEARCH
Key Performance Indicators

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

ACADEMIC EXCELLENCE AND RESEARCH
Key Performance Indicators

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

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

ACADEMIC EXCELLENCE AND RESEARCH
Key Performance Indicators

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

ACADEMIC EXCELLENCE AND RESEARCH
Key Performance Indicators

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

ACADEMIC EXCELLENCE AND RESEARCH
Key Performance Indicators

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

ACADEMIC EXCELLENCE AND RESEARCH
Key Performance Indicators

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

ACADEMIC EXCELLENCE AND RESEARCH
Key Performance Indicators

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

BRAND IDENTITY
Key Performance Indicators

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

BRAND IDENTITY
Key Performance Indicators

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

BRAND IDENTITY
Key Performance Indicators

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

BRAND IDENTITY
Key Performance Indicators

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

ECONOMIC DEVELOPMENT AND COMMUNITY PARTNERSHIPS
Key Performance Indicators

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

ECONOMIC DEVELOPMENT AND COMMUNITY PARTNERSHIPS
Key Performance Indicators

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

ECONOMIC DEVELOPMENT AND COMMUNITY PARTNERSHIPS
Key Performance Indicators

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

ECONOMIC DEVELOPMENT AND COMMUNITY PARTNERSHIPS
Key Performance Indicators

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

ECONOMIC DEVELOPMENT AND COMMUNITY PARTNERSHIPS
Key Performance Indicators

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

ECONOMIC DEVELOPMENT AND COMMUNITY PARTNERSHIPS
Key Performance Indicators

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

ECONOMIC DEVELOPMENT AND COMMUNITY PARTNERSHIPS
Key Performance Indicators

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

ECONOMIC DEVELOPMENT AND COMMUNITY PARTNERSHIPS
Key Performance Indicators

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

ECONOMIC DEVELOPMENT AND COMMUNITY PARTNERSHIPS
Key Performance Indicators

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

ECONOMIC DEVELOPMENT AND COMMUNITY PARTNERSHIPS
Key Performance Indicators

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

PHILANTHROPIC GIVING AND ALUMNI ENGAGEMENT
Key Performance Indicators

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

PHILANTHROPIC GIVING AND ALUMNI ENGAGEMENT
Key Performance Indicators

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

PHILANTHROPIC GIVING AND ALUMNI ENGAGEMENT
Key Performance Indicators

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

PHILANTHROPIC GIVING AND ALUMNI ENGAGEMENT
Key Performance Indicators

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

PHILANTHROPIC GIVING AND ALUMNI ENGAGEMENT
Key Performance Indicators

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

PHILANTHROPIC GIVING AND ALUMNI ENGAGEMENT
Key Performance Indicators

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

STRATEGIC ENROLLMENT GROWTH
Key Performance Indicators

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

STRATEGIC ENROLLMENT GROWTH
Key Performance Indicators

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

STRATEGIC ENROLLMENT GROWTH
Key Performance Indicators

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

STRATEGIC ENROLLMENT GROWTH
Key Performance Indicators

GOAL 4

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

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

STRATEGIC ENROLLMENT GROWTH
Key Performance Indicators

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

STRATEGIC ENROLLMENT GROWTH
Key Performance Indicators

GOAL 6

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

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

STRATEGIC ENROLLMENT GROWTH
Key Performance Indicators

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

STRATEGIC ENROLLMENT GROWTH
Key Performance Indicators

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

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

STUDENT SUCCESS
Key Performance Indicators

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

STUDENT SUCCESS
Key Performance Indicators

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

STUDENT SUCCESS
Key Performance Indicators

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

STUDENT SUCCESS
Key Performance Indicators

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

STUDENT SUCCESS
Key Performance Indicators

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

STUDENT SUCCESS
Key Performance Indicators

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

STUDENT SUCCESS
Key Performance Indicators

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

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Radford University



FREEDOM OF INFORMATION ACT

“THE PUBLIC’S BUSINESS DONE IN PUBLIC”

**MR. ALLEN WILSON
SENIOR ASSISTANT ATTORNEY GENERAL
COMMONWEALTH OF VIRGINIA**

Why does FOIA matter?



- Highly scrutinized by many groups: press, public, General Assembly
- First time violations can result in civil penalties from \$500 - \$2,000.
- Negative publicity for Radford, Board and administration
- Violation of the public trust

WHAT IS A PUBLIC RECORD?



- Any writing or recording
- Any format
- Prepared, owned by or in the possession of
- A public body or its employees
- In the transaction of public business

EXAMPLES



- Handwritten notes
- Typewritten documents
- Electronic files
- E-mail
- Audio and video recordings
- Photographs
- Any other written or recorded media

Requesting A Record



Who may request a record?

- Any Citizen of Virginia
- Newspapers or magazines with circulation in Virginia
- Radio and TV stations that broadcast in or into Virginia

Requesting a Record



- May be oral or in writing
- Does not have to mention FOIA
- Cannot require request to be in writing
- Can request name and legal address before responding

Responding To A Request



- Must be in writing
- Must be made within 5 days of receipt of request
- Failure to timely respond is considered a denial and violation of FOIA

FOIA Exclusions



- Exclusions of General Application – Va. Code § 2.2-3705.1
 - Personnel records
 - Legal Advice
 - Legal memoranda and work product related to litigation

FOIA Exclusions



- Exclusions related to higher education – Va. Code § 2.2-3705.4
 - Scholastic records
 - Confidential letters and statements of recommendation
 - Certain information related to fundraising

Meetings



- “Meeting” is defined as a meeting as a body or entity of 3 or more members of a public body. – Va. Code § 2.2-3701
- Meetings include work sessions and telephonic communication.

Meetings



- All meetings of public bodies shall be open, except when the requirements for holding a closed meeting are met. – Va. Code § 2.2-3707
- Notice of the date, time and location of the meeting is required.
- Notice must be posted at least 3 days prior to meeting.

Electronic Meetings



Members may participate in a meeting by phone from a remote location if:

- A quorum is physically assembled in one central location.
- All remote locations are open to the public.
- A speaker phone is available at each remote location so the public can hear and participate fully.
- The meeting notice includes the address of the remote location and contact information for the central location.

Closed Meetings



- Can only be held for limited purposes. – Va. Code § 2.2-3711.
- More than 40 exceptions, including:
 - **Personnel** – Discussion of specific employees
 - **Scholastic records** – Discussion of specific students
 - **Contracts** – Discussion of award of a contract using public funds where an open meeting would adversely affect the Institution's bargaining position
 - **Legal advice** – Consultation with legal counsel for advice on specific legal matters

Closed Meeting-Procedures



- Motion must be made in open meeting
 - Identifies subject matter of closed meeting;
 - States the purpose of the meeting; and
 - Makes reference to the specific exemption from the open meeting requirements.

Closed Meeting-Procedures



- Notice provisions do not apply.
- Discussion restricted to only those matters identified in the closed meeting motion.
- No action can be taken in closed meeting.
- Minutes are not required.
- Must immediately reconvene in open meeting and vote.

Enforcement



- Any person denied FOIA rights and privileges may file petition in court
- Agency has burden of proving that an exemption applies
- Court may award payment of attorneys' fees and cost
- A court finding of willful and knowing violation may result in civil penalty of \$500-\$2,000

Other Statutes of Note



- The Virginia Public Records Act – Va. Code § 42.1-76, *et seq.*
- Government Data Collection and Dissemination Practices Act – Va. Code § 2.2-3800, *et seq.*

Questions?

Thank you.



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RADFORD UNIVERSITY BOARD OF VISITORS
September 15, 2017

Action Item

Authorization to Adjust State Approved Base Salary Compensation

Item:

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

Background:

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

Action:

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

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

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

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

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

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

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

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RESOLUTION RECOGNIZING
MRS. MARY ANN JENNINGS HOVIS

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

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

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

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

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

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

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

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

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

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

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

Mark S. Lawrence
Rector

Brian O. Hemphill, Ph.D.
President

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End of Materials