DEAN OF STUDENTS

2012-2013 Annual Report

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Office of the Dean of Students Mission

The Dean of Students areas promote and facilitate student learning, engagement and development outside the classroom and collaborates with others to enhance the quality of life for students at Radford University.

Student Affairs Mission

The Radford University Division of Student Affairs is committed to the learning and development of students and their academic and individual success. Student affairs foster a campus culture and environment where students’ perspectives are valued, citizenship and personal responsibility are cultivated, and students are engaged in a vibrant co-curricular experience that nurtures excellence and success. Student Affairs supports a culture of evidence where inquiry, self-reflection, personal assessment, and continuous improvement are expected and supported.

Strategic Plan for the Future of Student Affairs – 2012 to 2018

Student Affairs staff engaged in a comprehensive long-range planning effort to identify immediate, mid-term, and longer-term programmatic initiatives to advance the mission and strategic priorities of Radford University.

These priorities were translated into a Student Affairs Strategic Budget Plan with seven-year projections to facilitate Division and University fiscal planning and to identify the range and scope of investment opportunities. The plan addresses the following four Division-wide goals as strategic priorities:

- Create, Enhance and Implement a Distinctive and Diverse Co-Curriculum;
- Promote Student Retention and Success;
- Provide Safe and Inviting Student-Focused Facilities;
- Strengthen Staff Retention and Excellence.

Student Affairs Goals

1. Create, Enhance and Implement a Distinctive and Diverse Co-Curriculum

- Addresses RU 7-17 Strategic Directives 1.1, 1.2, 2.1, 2.3, 3.1, 3.2, 4.2, 4.4, 4.5
- Division Objectives
  A. Stimulate and nurture a campus culture characterized by inquisitiveness, active engagement, diverse perspectives, cross-cultural awareness, character development, personal responsibility, and global citizenship
  B. Sustain an inclusive array of student organizations that cultivate leadership and empower self-governance
C. Engage students, faculty administrators, staff, alumni, and community in partnerships and alliances

2. Promote Student Retention and Success

- Addresses RU 7-17 Strategic Directives 1.1, 2.1, 2.3, 4.2, 4.5
- Division Objectives
  A. Assess programs, services and learning outcomes to promote continuous improvement
  B. Promote Student skills and expectations for responsible decision-making, risk reduction, protective behaviors, personal and academic development, physical and emotional wellbeing and healthy lifestyles
  C. Implement extended student transition programs prior to matriculation and early intervention programs to enhance academic preparation and social integration

3. Provide Safe and Inviting Student-Focused Facilities

- Addresses RU 7-17 Strategic Directives 1.1, 2.3, 2.4, 4.3, 4.4, 4.5
- Division Objectives
  A. Develop Fitness Wellness Center staffing, equipment and operation plans consistent with overall building design
  B. Mobilize student and institutional support and consensus to fund expansion of the Hurlbert Center, housing, and lighted all-season outdoor intramural sports fields
  C. Incorporate an array of housing options (traditional, suite, apartment, graduate) into facility renovation and new construction that prepare students for increasingly independent living

4. Strengthen Staff Retention and Excellence

- Addresses RU 7-17 Strategic Directives 1.2, 4.5
- Division Objectives
  A. Create a stimulating professional climate that enables Student Affairs to recruit, hire and retain a talented and diverse administrative and support staff dedicated to excellence
  B. Encourage, support, and fund continuing staff development and professional association involvement with RU and community councils, and professional association conference and leadership opportunities
  C. Develop and implement a long range staffing and restructuring plans to support and sustain enrollment growth necessary to sustain program and service quality
Executive Summary

The Associate Vice President for Student Affairs/Dean of Students is responsible for Student Conduct, Advocacy, Behavioral Consultation and Threat Teams, Center for Diversity and Inclusion (CDI), Disability Resource Office (DRO), Office of Housing and Residential Life, Substance Abuse and Violence Education Support services (SAVES), Trio – Student Support Services (SSS) and serves as the primary advisor to the Student Government Association (SGA). Each of these areas and/or functions provides service and support to students with the goal of enhancing their experience outside the classroom, while promoting academic success.

While the Office of the Dean of Students (DOS) was fully staffed this academic year, for the first time in two years. Two other DOS areas, SAVES and SSS, did face staffing challenges and/or vacancies. Staff in all DOS areas assisted in temporarily reassigning staff to provide support and coverage, and helping in other collaborative ways. This is only one example of how DOS staff goes above and beyond and pitch in toward the success of DOS as a whole. Staff have also been actively engaged in the RU community and beyond through committee representation, collaborative partnerships, conference and professional association participation, and leadership roles. A summary of DOS staff involvement is provided on page 5.

This Annual Report contains End of Year reports for each of the DOS areas of responsibility. The reports provide area highlights, achievements, performance data, and current and future goals, along with some information or data specific to that area. The individual and collective summaries demonstrate and reinforce a commitment to student service. This commitment is exhibits through research, awareness of best practices, on-going review and enhancement, delivery of service and support, and feedback received.

A summary of 2012-2013 highlights includes:

- Launch of Step UP! bystander intervention program.
- LiveWell, social norming campaign, moving into the world of social media.
- The number of students receiving service through DRO reached an all-time high.
- Zeta Phi Beta Sorority, Inc. arrives at RU.
- Moffett reopened in time for fall 2012 move-in.
- SSS enhances support and services to program participants.
- High return rates and increased applications for resident assistants and resident directors.
- SSS and CDI collaborated to offer a trip to the Presidential Inauguration.
- Washington Hall renovation is on schedule.
- CDI led collaborative efforts to bring Cornell West and Tavis Smalley to RU during the MLK celebration.
- DRO Director was honored as a Distinguished Woman during Women’s History Month.
- All DOS web pages began the much needed make over, update, and revision process.
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2012-2013

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Professional Staff Involvement

RU Committee Involvement
- Risk Advisory Committee
- Common Reader Committee
- Scholar Citizen Initiative
- Joint Commission
- Assist VP for Advancement Search Committee
- Sr. Director of Procurement/University Services Search Committee
- Behavioral Consultation Team
- Threat Assessment Team
- Student Affairs Executive Team
- President’s Cabinet
- Welcome Week Committee
- Student Affairs Management Team
- Dean of Students Leadership Team
- Campus Communications Committee
- Banner Operations Committee
- Commencement Committee
- Alcohol Task Force
- Sexual Assault Task Force
- Administrative/Professional Faculty Grievance Committee
- Greek Life Blue Ribbon Committee
- Student Affairs Scholarship Committee
- Instructional Review Board
- Parking and Traffic Committee
- Sustainability Committee
- Wellness Fair Planning Committee
- General Foundation Scholarship Committee
- Information Technology Advisory Committee
- Assistant Dean of Student Search Committee
- Director of Leadership and Programming Search Committee
- SAVES Coordinator Search Committee
- AP Faculty Senate
- SORTS Selection Committee
- Diversity Dialogues
- Diversity, Equity & Action Committee
- Athletics Admissions Committee
- Military Advisory Committee
- Director of Learning Assistance Resource Center Search Committee
- Academic Specialists Search Committee
- Advising Meetings
- Diversity Reception Committee
- Diversity Week Planning Committee
- Black Alumni Weekend
- MLK Commemorative Committee
- Southern Sunday Planning Committee
- Blue Ribbon Committee
- Recognizing Excellence in Diversity Awards Committee
- Coordinator of Disability Resource Office Search Committee
- Health Educator Search Committee

National/Regional/Local Conference/Workshop/Webinar Attendance
- Detection of Deception and Critical Interviewing Techniques
- Threat Assessment Training: Basic Campus Training
- Threat Assessment Training: Train the Trainer
- Haven webinar
- First Generation College Students webinar
- Citizen Police Academy
- Investigation of Sex Crimes for Campus Police and Public Safety Agencies Training
- Threat Assessment Conference/Campus Safety and Violence Prevention Forum
- Preventing Campus Sexual Violence Conference
- AHEAD Regional Conference
Virginia Student Services Conference (VSSC)
Southeastern Association of Housing Officers (SEAHO)
South Atlantic Affiliate of College and University Residence Halls – No Frills
Virginia Association of College and University of Residence Hall
National Affiliate of College and University of Residence Halls
CBORD User Group Conference
ICS 100
Emergency Preparedness table top drill
Protests on Campus webinar
SafeZone Training
SafeTalk Training
ASSIST Suicide Training
Social Media and Student Affairs
Restorative Justice webinar
Creating Quizzes in D2L
D2L Hands on Techniques
Salome Heyward and Assoc. webinars: Documentation Standards Revisited, Faculty Issues, and The Neglected ADA/504 Coordinator Position
Veterans Assessment & Data Collection Webinar
People Admin Training
University Travel Training
Sexual Harassment in the Workplace Training
CQ5 Content Development Training
Retention at RU: Developing Strategies to Promote Student Success
Developing eTexts on the RU Campus
ASL Classifiers Workshop
Improving Organizational and Writing Skills Using Kurweil
Developing and Sustaining Assistive Technology
Harassment Training
AHEAD Drive-in Conference
National Incident Management Training
Website Development
Student Conduct Board Training
National PanHellenic Council Officer’s Retreat
Women in Leadership Luncheon
Black Men’s Summit
NASPA National Conference
National Conference on Race and Ethnicity (NCORE)

Presentation/Instruction
Highlanders Step UP! & Do Something bystander intervention, 16+ presentations/trainings
Student Conduct Training for Residential Life staff
Student Conduct Board Training for participants
Building Productive Partnerships on Both Sides of the Fence
Quest, Parent, Student, Transfer and Express presentations
Threat Assessment Training for Student Affairs staff, Threat Team representatives and Academic Deans and Associate Deans.
Dean of Students Overview, presentations
Managing Class Room Behaviors, presentation for graduate teaching assistants/fellows
UNIV 100: Introduction to Higher Education
“A Research Partnership Between Academic Affairs and Residential Life” - VSSC presentation
“The Power of Language: What Student Affairs Can Learn from Communications Theory” – VSSC presentation
• “Body Language and Deception: Did You Hear What s/he is REALLY Saying” – VSSC presentation
• “Threat Assessment: Are your Threats Fully Assessed?” – VSSC presentation
• Diversity Reception presentation
• “Working with Students Registered with the Disability Resource Office”: School of Teacher Education and Leadership student teacher cohort, Peer Instructors for UNIV 100, Quest Assistants, Occupational Therapy Department, Admissions Counselors, Ukrainian Visitors to campus through the College of Education and Human Development
• “The Changing Needs of Students: Working with Students with Learning Disabilities and ADD or ADHD”
• “Instructional Strategies for Working with Students with Learning Disabilities”
• “Note Taking Strategies”
• “Who What Where When and How of Accommodating Students registered with the Disability Resource Office”
• “Working with a Deaf or Hard of Hearing Student in the Classroom”
• Emergency Advocate Training, Women’s Resource Center, fall and spring

National/Regional/Local Leadership Roles/Advisement
• Student Government Association (SGA), Primary Advisor
• SGA Off-Campus Senator, Advisor
• VACUHO Governing Council: Member at Large and Technology Chair
• VSSC Planning Committee: Co-Chair of Entertainment
• Ignite Student Leadership Conference: Program Chair
• Kappa Delta Rho, Advisor
• Assistant Dean of Students Search Committee, Chair
• SAVES Coordinator Search Committee, Chair
• Director of Leadership and Programming Search Committee, Chair
• SSS Academic Specialist Search Committee, Chair
• AP Faculty Senate
• AHEAD Scholarship Committee
• Diversity, Equity & Action Committee, Co-Chair
• MLK Commemorative Committee, Chair
• Recognizing Excellence in Diversity Awards Committee, Chair
• Zeta Phi Beta Sorority, Inc., Advisor
• NASPA African American Knowledge Community, Chair
• NASPA National Multicultural Institute, Planning Committee Member

Membership in Organizations
• ASCA
• NASPA
• NPHC
• Zeta Phi Beta Sorority, Inc.
• AHEAD
Office of the Dean of Students

The Office of the Dean of Students responds to the informational and personal concerns of students and oversees the protection of student rights. The office plays a major role in promoting and upholding the shared values and ideals of the Radford University community.

The office provides a variety of services for students. These include student advocacy services, student conduct services, off-campus student services, student publications, student insurance, information for parents and families, absence notices, references/verifications for graduate school and employment, and serves as primary advisor to the Student Government Association. During the 2012-2013 academic year, the staff included Dean of Students, Associate Dean of Students, 2 Assistant Deans, 3 administrative assistants, 7 graduate assistants/interns, and 4 undergraduate assistants.

Our Mission The Office of the Dean of Students (DOS) promotes and facilitates student learning, engagement and development outside the classroom and collaborates with others to enhance the quality of life for students at Radford University.

2012-2013 Highlights

1. The Standards of Student Conduct, Threat Management, and Grievance (written complaint) policies were drafted and/or revised. These policies and procedures were submitted to President Kyle to initiate the review and approval processes.
2. DOS was fully staffed for the academic year.
3. Developed relationship with the Masters of Social Work program and secured ongoing intern placements in DOS and other DOS areas, not previously providing MSW field experiences.
4. The expanded concept of Advocacy was implemented and resulted in increased contacts with DOS, expressed interest by students, faculty, staff and families for continued growth of concept, and high quality of support provided to students.
5. Collaborative launch of Step UP! bystander intervention program.

Personnel Changes

Donald Appiarius, Associate Vice President/Dean of Students (AVP/DOS), and David Horton, Assistant Dean of Students, left the DOS staff at the end of the academic year. Consequently, there are currently vacancies for the AVP/DOS and Assistant Dean of Students positions. Susan Trageser, Associate Dean of Students, is providing transitional leadership in the absence of the AVP/DOS. Following a national search, Erin Bell, will join the DOS staff in the role of Assistant Dean of Students in late August. A national search process to fill the AVP/DOS is currently
underway. The Assistant to the AVP/DOS position that was vacant last year has been filled by Tammy Saunders, who joined the team in August 2012.

**DOS Performance Data**

**Advocacy**: Working with a student to ensure they have access to eligible resources, support, and skills to engage and be successful while members of the RU community. This includes conflict coaching, policy/process navigation, connecting to resources, role playing conversations, and information gathering, as well as ensuring the rights of community members. Medical withdrawals, absence notification, facilitated conflict resolution, and behaviors of concern are the most commonly associated processes. A more intentional approach and tracking general inquiries and requests for support are new this year in DOS. DOS provides the same guidance and consultation to families, faculty and staff.

During the 2012-2013 academic year, approximately 212 requests from students, faculty, staff and families were fielded through the Associate Dean of Students. This number does not include data provided below specific to medical withdrawals and absence notifications. Generic contacts by faculty and families not connected to a specific student are also not captured in the 212.
Medical withdrawals range from medical injury to mental health concerns. The difference between processed requests from 2011-2012 and 2012-2013 is a 55% increase and 105% increase since 2010-2011.

<table>
<thead>
<tr>
<th>Year</th>
<th>Pending</th>
<th>Processed</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>0</td>
<td>26</td>
</tr>
<tr>
<td>2011-2012</td>
<td>11</td>
<td>42</td>
</tr>
<tr>
<td>2012-2013</td>
<td>0</td>
<td>65</td>
</tr>
</tbody>
</table>

Absence notifications have decreased by 68% from the previous academic year. It is not possible to attribute this significant percentage to specific efforts. However, the DOS has been intentional to better educate faculty and students on this process and encourage communication. Future numbers coupled with the consistent approach of DOS will assist in better determining impacts.
Conduct:

While increasing slightly, numbers of Conduct Checks/Clearances remain essentially consistent. Internal checks/clearances are typically requested by Registrar’s Office, New Student Programs, International Education, Student Activities, and some academic departments (e.g. Teacher Education and Nursing). External inquiries are most often sought from other campuses due to transfer and graduate/professional school applications, State and/or Federal Investigators, and the military.

2012-2013 Students Charged under Conduct

Total students charged: 1089
Students Charged under Conduct - 3 year Comparison

<table>
<thead>
<tr>
<th>Year</th>
<th>On Campus</th>
<th>Off Campus</th>
<th>Total Students Charged</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-2011</td>
<td>747</td>
<td>396</td>
<td>1143</td>
</tr>
<tr>
<td>2011-2012</td>
<td>717</td>
<td>506</td>
<td>1223</td>
</tr>
<tr>
<td>2012-2013</td>
<td>590</td>
<td>499</td>
<td>1089</td>
</tr>
</tbody>
</table>

Total students charged: 1143 1223 1089
NOTE: In both charts, “violations alleged” refers to the number of “Prohibited Conduct” sections charged to address the behaviors of the total number of students who participated in the campus conduct process during an academic year.
Conduct staff were responsible for 795 Case Resolution adjudications, a 12% increase from the 713 adjudication meetings in 2011-2012. Additionally, there was a 75% decrease in the number of Conduct Board hearings to only 4 hearings in 2012-2013 from the 16 Conduct Board hearings required to resolve cases in 2011-2012.
Conduct Cases by Resolution Type - 3 year Comparison

<table>
<thead>
<tr>
<th>Type of Resolution</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Resolutions (DOS)</td>
<td>592</td>
<td>713</td>
<td>795</td>
</tr>
<tr>
<td>Case Resolutions (Res Life)</td>
<td>283</td>
<td>159</td>
<td>68</td>
</tr>
<tr>
<td>Administrative Hearing (DOS)</td>
<td>25</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>Administrative Hearing (Res Life)</td>
<td>71</td>
<td>31</td>
<td>14</td>
</tr>
<tr>
<td>Conduct Board Hearing</td>
<td>44</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>Academic Integrity Case Resolutions (Faculty)</td>
<td>0</td>
<td>11</td>
<td>29</td>
</tr>
<tr>
<td>Pending Resolution</td>
<td>128</td>
<td>273</td>
<td>169</td>
</tr>
</tbody>
</table>
Suspension and Dismissal Summary - 3 year Comparison

<table>
<thead>
<tr>
<th>Sanction</th>
<th>2010-2011</th>
<th>2011-2012</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deferred Suspension</td>
<td>N/A</td>
<td>58</td>
<td>86</td>
</tr>
<tr>
<td>Suspension</td>
<td>104</td>
<td>54</td>
<td>14</td>
</tr>
<tr>
<td>Dismissal</td>
<td>9</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

This year, only 14 students were suspended with 86 placed on deferred suspension. This reflects the implementation of a “developmental” approach to student conduct that resulted in a review and adjustment of thresholds related to student behaviors, i.e. giving students an opportunity to demonstrate learning from their mistake and remain enrolled, where previous approach required removal from the University.
Goals for Academic Year 2012-2013

1. Train current and new University Conduct Board members with new sanctioning guidelines. Target for number of trained members is 30 staff, 30 faculty and 40 students.
   - The Office of the Dean of Students hosted four conduct board training sessions for various campus constituencies, including students, faculty/staff, and Residence Life.

2. Expand the University Conduct System to include a broader array of students, including representatives identified from Greek Life, RU Athletics, Student Government Association and Sports Clubs.
   - Again, as indicated by Goal 1, the Office of the Dean of Students hosted four conduct board training sessions last year. Included in these sessions were Greek Life members and SGA representatives. Standards of Student Conduct revisions put forward for review and approval, include opportunities for great student participation in the conduct process.
   - Participation rates from Athletics and Sports Clubs is still low on the conduct boards, efforts will continue to include and better engage them future training opportunities.

3. Enhance student advocacy from the Office of the Dean of Students through the introduction of an “ombudsman” role enacted by the Associate Dean.
   - The Associate Dean included discussion of advocacy and what that meant in all face-to-face interactions with faculty, staff and students. These opportunities included: New Faculty Orientation, Quest student, transfer and express sessions, Academic Advisor meetings, Step UP! presentations and various other committee meetings.

Goals for Academic Year 2013-2014

1. Evaluate and enhance the RU conduct process through an examination of the Standards of Student Conduct and improved communication regarding policies such as Off-Campus University Jurisdiction, Three Strikes for Alcohol and Drugs, medical amnesty/Good Samaritan policy, and sexual misconduct issues related to Title IX equity.
   - Our current Standards of Student Conduct are rooted in the same basic philosophy that was adopted in 2002 as the University pursued formal off-campus jurisdiction to deal with issues that were arising in the areas surrounding campus. As the student population has changed over the last decade, the need to more thoroughly revisit our process, policies and their implementation has become self-evident when compared to peer institutions within the Commonwealth of Virginia and beyond. What was the cutting edge of accepted practice a decade ago has evolved into a more community based “restorative justice” model. New standards, practices, sanctioning guidelines and outreach are needed to help implement a new paradigm for the institution.
• Publish and implement revised Standards of Student Conduct during the 2013-2014 academic year. Preference would be to implement at the start of the academic year.
• Develop plan to educate community on Standards of Student Conduct, regardless of version. Plan to include all media.
• Identify and establish opportunities and procedures for integrating restorative justice practices into the conduct process.

2. Continue to review, develop and implement assessment tools from the National Assessment of Student Conduct Adjudication Processes (NASCAP) to determine effectiveness of conduct process, programming and sanctions. Modify as indicated from assessment data.
   Upon the completion of SACS review, it was recognized that collection was not sufficient to inform our practices. Multiple instruments were reviewed and ultimately the NASCAP process was purchased. Due to staffing transitions within DOS and SAVES, the assessment process was not fully operationalized.
   • Fully implement assessment tools at the beginning of the fall of 2013 for RU Aware sanctioning and conduct process delivery.
   • Review partial data collected at the end of the 2012-2013 academic year adjust process accordingly.
   • Utilize data gathered to establish a baseline of current student constituent satisfaction.
   • Analyze and compare data to that of other NASCAP members to help modify sanctions and experiences for students participating in the conduct process with the goal of increasing student satisfaction and retention, as well as completion of educational task assignments.

3. Implementation of Step Up! Bystander Training Initiative
   • Collaborate with SAVES to form implementation working group.
   • Continue and enhance program development, including “meta-message” for RU that can be customized for different student groups/departments.
   • Shape campaign via feedback loop from students.
   • Collect data on campaign effectiveness.

4. Clarify policy for medical withdrawals and outreach to the University Community to provide better and more consistent service.
   Based on the experience of case managers for the medical withdrawal process, there is a fundamental lack of understanding of said process within the campus community and how it can be utilized by students.
   • Produce policy description and publicize on the DOS website and through other media and interactions.
5. **Clarify and develop policies and practices related to other DOS functions.**
   - Produce policy description and publicize it on the DOS website and with an electronic notice to the University Community.

**Proposed Improvements/Changes to be Implemented in 2013-2014**

- Consistent language and implementation of conduct and student service philosophy.
- Develop and implement improved record keeping and compliance tracking.
- Comprehensive outreach plan, to include web site revisions.
Center for Diversity and Inclusion

The Center for Diversity and Inclusion is an office that is dedicated to promoting inclusiveness on Radford’s campus through programmatic and co-curricular experiences. This office serves as a multicultural resource to students, staff and faculty. We offer student organization support, off-campus cultural excursions and innovative campus programs to celebrate cultures represented on RU’s community and across the globe. The office staff includes 1 director, 1 administrative assistant, 2 graduate interns and 4 undergraduate office assistants.

Our Mission: We seek to explore and encourage diversity to promote a deeper understanding and appreciation for people from all backgrounds. We will collaborate with others offices on campus and in the greater Radford community, to provide engaging social and educational programs that create a safe space and multicultural environment for students, staff and faculty.

Our Vision: The Center for Diversity and Inclusion envisions Radford University as a multicultural institution that provides a forward thinking and progressive approach to social justice and equality. Through our commitment to educating students, staff and faculty on issues of diversity, we hope to promote global citizenry that will encourage the fostering of inclusive communities both on campus and in the world.

Our Values:
- Foster an inclusive and welcoming campus environment
- Provide social, educational and leadership experiences for students, faculty, and staff that will enhance their cultural experiences, to encourage greater global citizenry.
- Have an actively engaged campus community that is aware of and appreciates multiculturalism and the multi-faceted aspects of our identity that each of us brings to the table.

2012-2013 Highlights

1. Resurrected and/or saw notable improvement in organizational development of several student groups on campus: NAACP, Black Graduate Student Association, Zeta Phi Beta Sorority, Inc. and Diversity Awareness Programming Board.
2. Physical space renovation and improvement of Center: office painted, office outfitted with art work from the RU Art Gallery, repurposed furniture, cleaning and removing of antiquated and outdated articles; website improved and updated.
3. Created a new mentoring program geared towards the successful matriculation of students from underrepresented populations, freshmen and transfer students, RISE-UP.
4. Facilitated student leaders retreat, TRU Leaders Workshop, that incorporated all CDI sponsored groups, as well as the NPHC organizations: Individualized group retreat (DAP).
5. Successful large scale events: Martin Luther King Commemorative Program (1000+ in attendance), DAP Comedy Show (800+ attendees) and Kwanza event (160+ attendees).
6. Successful special population events: Multicultural Congratulatory (175 approx. attendees), Black Hair Care event (100 attendees).
7. Increased presence, visibility and leadership initiative from student organizations that were housed within CDI.
8. Strong connections made with alumni, community organizations, businesses, neighboring institution; also with departments and offices across campus.
9. Improved upon existing Diversity Dialog program partnership featuring RU faculty; great attendance and feedback from faculty, staff and students.
10. Featured 15 CDI sponsored programs/events plus one reoccurring program, 8 student sponsored programs fall semester; 26 CDI sponsored programs, 10 student sponsored programs plus weekly general body meetings for all CDI student groups during spring semester.
11. Brought back NPHC Greek organization – Zeta Phi Beta Sorority, Inc.

**Personnel Changes**

Following a national search, Crasha Perkins, Director, joined the CDI in July 2012. Kim Nester, Administrative Assistant, joined the CDI staff in January 2013.

**2012-13 Expectations/Goals for CDI**

1. Provide high level support and leadership development for student organizations advised by CDI.
2. Close collaboration with Greek Life staff to resurrect and invigorate NPHC fraternities and sororities.
3. Build a base of faculty and staff advisor support for affiliated student organizations.
4. Build a base of RU alumni support for CDI and affiliated organizations.
5. Personal engagement and professional development.

**CDI Performance Data**

The charts and tables below are based on several events or developmental opportunities for students. The sampling represents one of each type of offering available through CDI (i.e. retreat, professional development, diversity training, and dialogue/forums)
NOTE: There are no known prior year statistics to compare these trends/number assessments at this time.

![Participants by Gender Identity](chart)

*Chart indicates a sampling of student participants based on their gender identity.*

<table>
<thead>
<tr>
<th>Racial/Ethnic Background</th>
<th>Percentage of Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian Alaskan Native</td>
<td>6.1%</td>
</tr>
<tr>
<td>Asian/Native Hawaiian/Pacific Islander</td>
<td>4%</td>
</tr>
<tr>
<td>Black/African American</td>
<td>52%</td>
</tr>
<tr>
<td>Hispanic/Latino(a) (including Puerto Rican)</td>
<td>0%</td>
</tr>
<tr>
<td>White/Caucasian</td>
<td>16%</td>
</tr>
<tr>
<td>Multiracial/Other</td>
<td>2.4%</td>
</tr>
</tbody>
</table>

*Table above indicates a sampling of students who have attended CDI sponsored events or programs.*
What’s being said about CDI on Twitter:

- @bobstep Another memorable @CornelWest reminder: "Peacocks strut because they can't fly." Great guests of @CDIRadfordU
- @bobstep @BlueRidgePBS Looking forward to seeing @tavissmiley in person next week at @RadfordU free, thanks to @CDIRadfordU
- @Simplee_Chaotic Really enjoyed the holiday party at @CDIRadfordU
- @Simplee_Chaotic The @CDIRadfordU office is about to be my second home! I've got printing, studying & praying to do! Lol
- @TarGar RT @CDIRadfordU: The Alumni are ready!!! State of the Black Union at noon in room 248 in the Bonnie. #TODAY see you there
- @drdwayneproctor southwest VA has changed "@CDIRadfordU: Diversity in Entertainment tonite: Sigmas! Alphas, Belly dancers & African dancers! #MOS #CDIRU"
- @TI_Alphas Radford Students, be sure to follow @CDIRadfordU to stay up-to-date on events and opportunities on campus & the RU community

Diagram above illustrates participation levels at an average program attended by the RU Community.
Diagram above indicates participant response at a sampling of CDI sponsored events.
Goals for Academic Year 2013-2014

1. Continue to provide high level support and leadership development for student organizations advised by CDI, as well as individuals.
2. Increase programming geared towards men, faith and lgbtq.
3. Develop graduate internship/assistantships to provide programming for various areas of diversity.
4. Increase advertising of CDI sponsored events.
5. Promote awareness of CDI with students, staff and faculty.
6. Increased accountability from group Presidents to be a part of the CDI Council of Presidents.

Proposed Improvements/Changes to be Implemented in 2013-2014

- Increase permanent staff for office: Assistant Director and Graduate Assistant
- Continue to increase CDI’s visibility
- Continue to strengthen CDI’s relationship with student groups and other departments
- Continue and increase outreach initiatives to males, lgbtq and faith based leadership
- Provide greater opportunity for student leadership through student programs
- Require representatives of CDI sponsored groups to represent their organization with R-SPaCE and SGA to voice their group’s desires and concerns.

CDI – Kwanza Event
Cornell West and Tavis Smiley, MLK Event, January 2013

CDI @Club Fair
CDI – Latino History Month

CDI/SSS Presidential Inauguration Trip
Disability Resource Office

The Disability Resource Office (DRO) provides support and accommodations for eligible students, under the ADA/504 Guidelines. Parents and visitors seeking support related to a campus visit can receive services through DRO. The staff includes a director, 2 coordinators, 1 assistant coordinator, 1 administrative assistant, 2 graduate assistants, and 5 undergraduate assistants.

Our Mission: Radford University is committed to providing equal educational opportunities for all qualified students. Through the Disability Resource Office, Radford University provides reasonable academic accommodations for students with documented disabilities. These accommodations shall not compromise the University's academic standards. The Disability Resource Office is committed to the University's goal to remove physical and learning barriers that might infringe upon the individual's opportunity to fully participate in the university experience.

2012-2013 Highlights

1. Created a DRO Facebook page to enhance communication and increase disability awareness.
2. Implemented a weekly one hour session entitled “Assistive Technology Power Hour”. This session is open to RU community and provides individuals with an inside look of current technology to assist in every day educational tasks.
3. Streamlined DRO communications through Lyris email list serves to select populations.
4. Supported Project Eye to Eye as it was approved as a registered student organization by the Committee on Clubs and Organizations (COCO), pending some revisions to the constitution. Project Eye to Eye is a national mentoring movement that pairs kids with learning disabilities and attention deficit hyperactivity disorder (LD / ADHD) with college and high school mentors who have been similarly labeled. Using an arts-based curriculum, mentors help mentees understand their unique way of learning and thinking, building self-esteem and skills they need to become self-advocates.
5. Revised DRO Handbook including a new section: Receiving a Reduced Course Load as an accommodation.
6. Recognized at the Distinguished Women Reception during Women’s History Month
7. Received Outstanding Work Study Award

Personnel Changes

Maggie Ramseyer was converted from a Graduate Assistant’s position to a Part Time A/P position August 10th, 2012. A full national search was conducted for the FT Coordinator of D/HOH Services and Jesica Myers was the successful candidate with a start date of August 10th, 2012. A national search was conducted for the FT A/P position of DRO Coordinator. Courtney
Bell was the successful candidate with a start date of October 1, 2012. Her former position was in RU’s TRIO program as an Academic Specialist.

**DRO Performance Data**

AY 2012-2013 the Disability Resources Office (DRO) served 476 students, a 35% increase in total number of students served when compared to AY 2011-2012.

**Total Students Served 2012-2013**

![Pie chart showing the breakdown of students served by category for AY 2012-2013.](image)

**Category Summary 2012-2013**

<table>
<thead>
<tr>
<th>Category of Students</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
<td>187</td>
</tr>
<tr>
<td>Returning</td>
<td>184</td>
</tr>
<tr>
<td>Housing Accommodations</td>
<td>38</td>
</tr>
<tr>
<td>Provisional</td>
<td>14</td>
</tr>
<tr>
<td>Temporary</td>
<td>9</td>
</tr>
<tr>
<td>Prospective</td>
<td>44</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>476</strong></td>
</tr>
</tbody>
</table>
2 year comparison of Total Students Served 2011-2013

Total Students Served 2011-2013

<table>
<thead>
<tr>
<th>Category of Students</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>Percentage Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>New</td>
<td>118</td>
<td>187</td>
<td>58%</td>
</tr>
<tr>
<td>Returning</td>
<td>111</td>
<td>184</td>
<td>66%</td>
</tr>
<tr>
<td>Provisional</td>
<td>n/a</td>
<td>14</td>
<td>n/a</td>
</tr>
<tr>
<td>Temporary Accommodations</td>
<td>12</td>
<td>9</td>
<td>25%</td>
</tr>
<tr>
<td>Housing Accommodations</td>
<td>71</td>
<td>38</td>
<td>-46%</td>
</tr>
<tr>
<td>Prospective</td>
<td>38</td>
<td>44</td>
<td>16%</td>
</tr>
<tr>
<td>Totals</td>
<td><strong>352</strong></td>
<td><strong>476</strong></td>
<td><strong>35%</strong></td>
</tr>
</tbody>
</table>
Primary Diagnosis 2012-2013

<table>
<thead>
<tr>
<th>Category</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Disability</td>
<td>110</td>
</tr>
<tr>
<td>Deaf/Hard of Hearing</td>
<td>11</td>
</tr>
<tr>
<td>Psychological</td>
<td>48</td>
</tr>
<tr>
<td>Medical</td>
<td>92</td>
</tr>
<tr>
<td>Mobility</td>
<td>5</td>
</tr>
<tr>
<td>Visual</td>
<td>7</td>
</tr>
<tr>
<td>Neurological</td>
<td>10</td>
</tr>
<tr>
<td>Autism</td>
<td>6</td>
</tr>
<tr>
<td>ADHD</td>
<td>140</td>
</tr>
<tr>
<td>Temporary</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total Number of Students</strong></td>
<td><strong>438</strong></td>
</tr>
</tbody>
</table>
The DRO serves a diverse group of students with documented disabilities. During the academic year 2012-2013, 438 students received academic accommodations through the Disability Resource Office.

### 2 Year Comparison based on Primary Diagnosis 2011-2013

<table>
<thead>
<tr>
<th>Disability</th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning</td>
<td>92</td>
<td>110</td>
<td>20%</td>
</tr>
<tr>
<td>Deaf/Hard of Hearing</td>
<td>12</td>
<td>11</td>
<td>-8%</td>
</tr>
<tr>
<td>Psychological</td>
<td>18</td>
<td>48</td>
<td>167%</td>
</tr>
<tr>
<td>Medical</td>
<td>25</td>
<td>92</td>
<td>268%</td>
</tr>
<tr>
<td>Mobility</td>
<td>1</td>
<td>5</td>
<td>400%</td>
</tr>
<tr>
<td>Visual</td>
<td>7</td>
<td>7</td>
<td>0%</td>
</tr>
<tr>
<td>Neurological</td>
<td>5</td>
<td>10</td>
<td>100%</td>
</tr>
<tr>
<td>Autism</td>
<td>6</td>
<td>6</td>
<td>0%</td>
</tr>
<tr>
<td>ADHD</td>
<td>51</td>
<td>140</td>
<td>175%</td>
</tr>
<tr>
<td>Temporary</td>
<td>12</td>
<td>9</td>
<td>-25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>229</strong></td>
<td><strong>438</strong>*</td>
<td><strong>91%</strong></td>
</tr>
</tbody>
</table>

* Please note: total does not reflect the categories of Provisional, Housing, Temporary, or Prospective.
### Assistive Technology Services AY 2012-2013

#### Students Eligible for Assistive Technology

<table>
<thead>
<tr>
<th>Technology</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternate Text &amp; Kurzweil</td>
<td>81%</td>
</tr>
<tr>
<td>Kurzweil &amp; Dragon NaturallySpeaking</td>
<td>10%</td>
</tr>
<tr>
<td>Dragon Naturally Speaking</td>
<td>3%</td>
</tr>
<tr>
<td>JAWS/MyReader</td>
<td>6%</td>
</tr>
</tbody>
</table>

#### Assistive Technology 2012-2013

<table>
<thead>
<tr>
<th>Technology</th>
<th>Number of Students Using AT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternate Text and Kurzweil</td>
<td>98</td>
</tr>
<tr>
<td>Kurzweil and Dragon NaturallySpeaking</td>
<td>12</td>
</tr>
<tr>
<td>Dragon NaturallySpeaking</td>
<td>4</td>
</tr>
<tr>
<td>JAWS/My Reader</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>121</strong></td>
</tr>
</tbody>
</table>
2 Year Comparison of Alternate Text Services 2011-2013

<table>
<thead>
<tr>
<th></th>
<th>2011-2012</th>
<th>2012-2013</th>
<th>Percent Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternate Text Requests</td>
<td>212</td>
<td>234</td>
<td>10%</td>
</tr>
<tr>
<td>Students Served</td>
<td>33</td>
<td>43</td>
<td>30%</td>
</tr>
</tbody>
</table>

Note Taking and Test Proctoring Services:

| Note Taker Requests       | 449 |
| Note Takers               | 318*|
| Sets of Notes Distributed | 2184|
| Tests Proctored           | 762 |

*Note takers serve multiple students in same course.
Deaf and Hard of Hearing Services

<table>
<thead>
<tr>
<th>Category</th>
<th>2012-2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Using Sign Language Interpreting services</td>
<td>6</td>
</tr>
<tr>
<td>Total D/SHOH Students</td>
<td>11</td>
</tr>
<tr>
<td>Academic Courses Interpreted</td>
<td>24</td>
</tr>
<tr>
<td>Interpreting Requests for Tutoring (classes)</td>
<td>4</td>
</tr>
<tr>
<td>Other RU-Sponsored Events Interpreted</td>
<td>29</td>
</tr>
</tbody>
</table>

Interpreting Service Hours 2012-2013

<table>
<thead>
<tr>
<th>Category</th>
<th>%</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>85</td>
<td>2291.25</td>
</tr>
<tr>
<td>Testing</td>
<td>5</td>
<td>144</td>
</tr>
<tr>
<td>Tutoring</td>
<td>3</td>
<td>80</td>
</tr>
<tr>
<td>Other</td>
<td>7</td>
<td>189.75</td>
</tr>
</tbody>
</table>

Interpreting Service hours AY 2012-2013 | 2705
2 Year Comparison of Interpreting Hours by Category

<table>
<thead>
<tr>
<th>Interpreting Hours by Category</th>
<th>2012-2013</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom</td>
<td>2291.25</td>
<td>5039.74</td>
</tr>
<tr>
<td>Testing</td>
<td>144</td>
<td>207</td>
</tr>
<tr>
<td>Tutoring</td>
<td>80</td>
<td>98</td>
</tr>
<tr>
<td>Other</td>
<td>189.75</td>
<td>171.75</td>
</tr>
</tbody>
</table>
Goals for Academic Year 2012-2013

1. To create collaborative partnerships with faculty and staff
   - DRO presented a mandatory session for new faculty members in the fall of 2012. A similar session will be provided each AY during New Faculty Orientation Day. Sessions provide an overview of the Disability Resource Office which includes the student registration process, services offered, and adaptive technology available to registered students. It also includes information regarding the faculty’s responsibility in providing academic and testing accommodations, as well as defining the role of a Disability Services Specialist. Direction is also given to guide faculty in developing coursework using the Universal Design approach. Universal Design fundamentally adheres to the laws governing higher education as they relate to serving students with disabilities.
   - The changes in the Association on Higher Education in Disabilities (AHEAD) guidelines were official in April 2012. These changes allow students to seek services under the ADA without it being an undue burdensome process. DRO has since conducted 8 departmental meetings to share the new guidelines and the impact on how faculty is accommodating students with disabilities. The remaining departments are on the agenda for next AY 2013-2014.

2. To network with supporting community agencies to support student transition into the workforce.
   - Collaborated with our on-campus TTAC office (Training and Technical Assistance Center) to create a supporting partnership. A former Workforce Development employee, now employed with RU’s TTAC, provided a workshop in the DRO as a part of our Disability Awareness Month.
   - Provided a parent information session to Roanoke County School System as part of a large Transition Forum offered county wide.
   - Maintained collaborative relationship with the Department for the Blind and Visually Impaired to support students with vision loss.
   - Maintained collaborative relationship with the Virginia Department for the Deaf and Hard of Hearing to support students with hearing loss.

3. To plan in-service trainings for all DRO staff
   - Virginia’s Training & Technical Assistance Centers (TTACs) provided an overview as well as an in-depth look at the services they provide. Their mission is to improve educational opportunities and contribute to the success of children and youth with disabilities (birth-22 years). The Centers provide high quality professional development and ongoing technical assistance to respond to local, regional and state needs. TTAC
services increase the capacity of schools, school personnel, service providers and families to meet the needs of families and youth.

- David Hamilton, Clinical Psychologist, provided a 2 hour in-service to DRO staff on the DSM V diagnosis of Bi-Polar II. In-service included the symptoms, treatments and causes. In service also included a deeper look at hypomania episodes.
- Radford University’s Financial Aid office provided an overview of the financial aid process and answered questions on how financial aid may be impacted by academic accommodations such as Reduced Course Load.

4. To implement a new database, DROP, for data collection and reporting.
   - DROP (Disability Resource Office Program) was created by a DRO Work-Study student in an effort to have a functional database. In March, the student fell ill and was unable to complete the database. DRO then collaborated with IT Enterprise Systems and is currently working on a Banner supported database to store confidential data and retrieve reportable data.

Goals for Academic Year 2013-2014

1. To convert current part-time A/P 1500 hour position to Full-Time A/P for Adaptive Technology/Disability Services Specialist
2. To create a comprehensive department Policy and Procedure Manual
3. To collaborate to fully implement database for confidential data storage and reporting
4. To develop and implement a disabilities services survey using Qualtrics

Proposed Improvements/Changes to be Implemented in 2013-2014

- Explore and improve data management.
- Enhance assessment efforts.
- Continue review and development of web site information.
Office of Housing and Residential Life

Living on campus is one of the best ways to become connected to the Radford University community. Our residence halls provide close physical proximity to classrooms, labs, the library, student services, and student life facilities. Living on campus also provides opportunities to make instant connections with other students and to become a part of our campus community. In addition to all the benefits of on-campus living listed above, students who live on campus consistently demonstrate higher grade point averages, greater retention, and are more likely to graduate on time than their off-campus counterparts.

Our residential community consists of 15 residence halls and additional apartment spaces for upper-class students. Our residence halls range in size from 120 to nearly 900 students. We are fortunate to have been able to renovate existing halls and are striving to continually improve our residential experience through our residential facilities and programs. Staff includes 2 directors, 4 area directors, 1 housing assignments coordinator, 1 facilities and maintenance coordinator, 2 administrative assistants, and under/graduate student assistants.

Our Mission: The Office of Housing & Residential Life supports the academic mission of Radford University and focuses on residential student needs by providing a healthy living environment, enhancing personal development, encouraging respect, and promoting engagement within the community.

Our Priorities:

- To provide a healthy living environment, the Office of Housing & Residential Life will:
  - maintain safe and clean residential facilities
  - exemplify professional service through the practice of sound administration and fiscal responsibility
  - develop and utilize human, technological, and other beneficial resources
  - maintain adequate space for personal, developmental, and departmental needs
- To foster personal development, the Office of Housing & Residential Life will:
  - provide an array of programs in the residence halls to offer opportunities for students to develop various life skills
  - support the continuous development of integrity and ethical leadership through self-management and accountability
  - acknowledge and attend to the individual uniqueness of community members and their needs
- To encourage respect in a diverse community, the Office of Housing & Residential Life will:
  - promote opportunity for community services and cultural immersion
  - expose students to new concepts and offer avenues for personal discovery
• engender a community expectation of civility and social responsibility
• foster an appreciation of each individuals’ contributions within a pluralistic community

To promote engagement within the community, the Office of Housing and Residential Life will:
• facilitate living/learning environments through faculty involvement and other university partnerships
• cultivate passion for Radford University and the campus community
• encourage and support active participation in University and surrounding community events and organizations
• offer and promote leadership roles and opportunities in clubs, organizations, and employment

2012-2013 Highlights

1. Had an increased number of RA applications – 146 this year, 112 last year
2. Environmental Conservation Research Project in GQ
3. Parent Communication – This year we built on the previous year’s success in terms of parent communication. Parent email addresses were collected and used for sending information about important dates and processes. This was especially helpful in the room selection process for 2013-2014. This has proven to be an incredibly useful tool that we plan to expand upon in the upcoming year. While we haven’t collected specific data to track questions and complaints, the administrative assistants and the housing assignments coordinator reported that they dealt with a significantly lower number of angry parents/students and that the number of questions and calls also seemed to be reduced.
4. Large Scale programs
   • Year Long Recycling Program to coincide with Jefferson being LEED certified (Jefferson)
   • 3rd Annual Drag Show (Madison)
   • 3rd Annual Zombie Prom (GQ)
   • Moffett Mash
   • Moffett Mayhem
5. Web page re-design – This spring we worked closely with the IT Department to redesign our web pages. The redesign has made it much easier to navigate and find important information on our website. The new design was launched in June. We have also worked with IT in the redesign of the MyRU portal page.
6. Washington Hall Renovation – We continued to work closely with the Office of Planning and Construction and the architectural firm to redesign common area spaces in Washington Hall. These new spaces will bring a warmth and new feel to a very dated building. Each floor will now have its own open spaces for students to use in a variety of ways.
7. **Bolling, Draper, and Pokie Renovation** – We have once again worked closely with the Office of Planning and construction on the renovation process for these residence halls. Our office actively participated in the RFP process for the A & E firm and selected VMDO as the firm for the project. Since the selection, we have worked with the Office of Planning and Construction and VMDO in the design phase for the renovations.

**Personnel Changes**

Area Director David Falletta’s contract was not renewed, and after holding the position for 4 years, he left the department at the end of June 2013. We are in the process of interviewing for the AD position. Laura Phillips was hired as a Residential Retention Assistant (18 hours/week) in late November. Due to departures and staff out on medical leave, Laura was moved to Student Support Services in January to help staff their office.

**OHRL Performance Data**

- **Occupancy and Applications**
  - Fall 2012 occupancy – 99%
  - Spring 2013 occupancy – 93%

![Mid Year Retention in Housing](chart.png)
Programming
Governors Quad Programming:
  o Total programs completed: 452
  o Total program attendance: 3,408 students
  o Average attendance per program: approx. 7.5 students

Main Quad Programming:
  o Total programs completed: 169
  o Total program attendance: 1909 students
  o Average attendance per program: approx. 11 students

Moffett Quad Programming:
  o Total programs completed: 377
  o Total program attendance: 3,332 students
  o Average attendance per program: approx. 9 students

Muse Quad Programming:
  o Total programs completed: 596
  o Total program attendance: 6,730 students
  o Average attendance per program: approx. 12 students

RHA Programming – RHA planned and implemented ten large scale programs during the 2012-2013 year with a total of 1857 involved in the activities.
  o Movie on the Green (opening weekend)
  o Muse Dance party (opening weekend)
- Sweet Treats
- RU Scared
- Cards and Tags for Joy
- Winter Wonderland
- Valentines Bingo
- Being Green Social
- RHA Supports Boston
- Silent Disco Dance Party

- **Staff Selection**
  - RD Selection – 27 applications for 14 vacancies (33% return rate, high graduation rate)
  - RA Selection – 146 applications for 43 vacancies, 53 staff members returned (60% return rate)

- **Collaborations**
  - **RU**
    - Peer Educators (Main, GQ)  
    - RUPD (Main, GQ)  
    - Student Health Services (Main, GQ)  
    - Student Activities/John Leonard (Main, RHA,)
    - RU After Dark (RHA)  
    - RU Chemistry Club (RHA, GQ)  
    - Art Department/Prof. Drew Dodson (GQ)  
    - RU Runner’s club (GQ)  
    - Honors Academy (GQ)
    - RU Health Advocates (GQ)
    - RU EMS (GQ)
    - Men of Standards (GQ)
    - RU Intramurals (GQ)
    - RU Sustainability office (GQ)
    - Veteran Student Organization (GQ)
    - CDI (GQ)
    - LARC (GQ)
    - CRU (GQ)
    - RU Athletics (GQ)

  - **Community**
    - Member One Credit Union (Main)
    - Wells Fargo Bank (GQ)
    - Salvation Army (GQ)
Goals for Academic Year 2012-2013

1. Assess, evaluate and track Housing and Residential life initiatives and programs and use that feedback to benchmark progress or adjust approach

Create and utilize survey instruments, assess current practices, and gather reliable data to inform our work, change or continue our approach, and assist in future strategic decision making.

- **Learning outcomes for RA and RD training**
  - Gave staff pre and post-tests at training
    - RD scores increased from 57% on the pre-test to 87% on the post-test
    - RA scores increased from 51% on the pre-test to 82% on the post-test

- **Laundry Survey**
  - Conducted in April and had 243 students respond.
  - 85% of students said they wanted an on-line or mobile app monitoring service.
  - Based on student feedback, the new laundry contract will include the online mobile app service and their ability to use their RU ID card in every laundry area as well as change machines located in every building.

- **Cable TV Survey**
  - Conducted in April and had 558 students respond

- **Student Satisfaction Survey - Conducted in late April and had 518 students respond**
  - 75% of students who responded said they were either satisfied or highly satisfied with their on-campus living experience
  - 79% of respondents believed that living on living on campus added to their college experience
  - 66% said living on campus helped them understand people who were different than them
  - 59% said they attempted to confront inappropriate behavior before going to a staff member
  - 71% said their RA encourages individual responsibility
  - 66% said RA created an environment of mutual respect
  - 69% of students belong to at least one club or organization

- **Programming Tracking**
  - Created a standard program tracking sheet which ensured we were collecting standard and consistent data from each area.

- **Fix-it Satisfaction Survey**
  - 81% agreed that the workers who completed the work order were polite and had excellent customer service
  - 66% of work orders completed in three days
  - 33% of work orders completed in 24 hours
If you are living on campus next year - what are the reasons why

- Affordability
- Convenience
- Parents
- Services Provided
- Friends
- Don't want a 12 month lease

If you are moving off campus - what are the reasons why

- Affordability
- Desire apartment style housing
- Parents
- Don't like campus rules
- Quality
- Friends
2. **Develop programs and initiatives which support and advance the academic mission of the University**

   Identify students who are struggling academically and offer support, assistance, and resources through programming and other initiatives. Additionally offer support and recognition for the Resident Assistant staff members and evaluating the current status of the Living Learning Communities.

   - Creating a position description was a difficult because the position was created outside of our office and several prospects from the Dean of Students office did not work out. As a result, we hired a part-time person late in the Fall semester as a Residential Retention Assistant. In early January, this person was moved to Student Support Services to help them as they experienced several vacancies in their office.

3. **Advance the management of information and communication**

   Review and update the ways in which we communicate with OHRL staff members, students and external constituents, including family members by revising office manuals, websites, promotional literature and use of emerging technologies.

   - Regular communication with students and parents using email listservs and notification system in HMS.
   - Worked with IT to develop and communication system utilizing VOIP phones and the notification system as a way to communicate with Residential Life staff.
   - Collaborated with Jamie Hunt to update the Housing and Residential Life website
   - Created a departmental Facebook page as a tool to disseminate information to students and parents.
   - Updated all display and informational brochures used for Quest, Highlander days and other information fairs.

4. **Incorporate PRIDE philosophy into the basis of the daily work of Housing and Residential Life**

   Ensure that aspects of PRIDE philosophy are incorporated into the programming model, staff development plan, staff recognition and other departmental functions. Enhance student experiences and better integrate learning and a commitment to community service.

   - Updated the PRIDE programming model over the summer.
   - Included additional training for RDs and RAs in August training on how execute the PRIDE programming model.
   - Included a description of PRIDE in the Quest presentations.
   - Revitalized the PRIDE award for staff recognition.
Goals for Academic Year 2013-2014

1. Assess, evaluate and track Housing and Residential life initiatives and programs and use that feedback to benchmark progress or adjust approach (Assess, evaluate and track)

   VPSA – 2A. Assess programs, services and learning outcomes to promote continuous improvement
   - Student Satisfaction – Establish baseline numbers to gauge student satisfaction with residential life experience and amenities.
   - Staff Training – Identify level of effectiveness of staff training
   - Damage and Vandalism – Establish baseline numbers to gauge vandalism in the residence halls.
   - Engagement – Gather information from residential student population about their level of involvement.

2. Collaboration

   VPSA - 1C. Engage students, faculty administrators, staff, alumni, and community in collaborative partnerships to support student development and success
   - Plan communication schedule for contact with parents – Implement communication plan for contact with parents and guardians
   - Evaluate current status of LLCs and make recommendations
   - Utilize campus partnerships to support student development and success

3. Skill Development

   VPSA - 2B. Promote student skills and expectations for responsible decision-making, risk reduction, protective behaviors, personal and academic development, physical and emotional wellbeing and healthy lifestyles
   - Staff development
   - Staff Training
   - Student conduct
   - Programming
   - Provide additional support and resources for staff
   - Provide additional support and resources for residents

4. OHRL Internal Goals
   - Incorporate PRIDE philosophy into the basis of the work of Housing and Residential Life (PRIDE)
   - Phone calls, questions and complaints tracking
   - Recognition
   - Update department manual
Proposed Improvements/Changes to be Implemented in 2013-2014

- Implementation of online training courses for Resident Assistants
- Increase return rate of fix-it survey responses
- Improve tracking of common area damage/vandalism
- Implementation of departmental recognition programs
Substance Abuse and Violence Education Support services

Substance abuse and sexual/gender violence are serious issues on college campuses across the country. We believe that educating students on the risks and consequences associated with high risk alcohol and other drug use, violence, and other student health issues empowers them to make choices that will keep them safe, healthy, and successful throughout their college experience. We are here to support students, whether it is encouraging them in their decisions to Live Well, ongoing services through recovery, or services related to sexual assault, dating violence, harassment, or stalking. The Substance Abuse and Violence Education Support services (SAVES) staff includes 1 coordinator, a shared administrative assistant, and 3 graduate assistants. The Health Educator has a dotted line relationship with SAVES and guides the peer educators.

Our Mission Radford University’s Substance Abuse & Violence Education Support services (SAVES) Office is dedicated to reducing negative consequences related to health, safety, and academic performance associated with high risk alcohol use and creating a campus community of respect in which violence is not sustainable. We do this through creating distinctive campus wide initiatives in the co-curriculum that address these issues and promote student success.

2012-2013 Highlights

- Step UP! bystander intervention program enjoyed a successful “soft” launch, reaching upwards of 700 students and generating a lot of excitement.
- SAVES received recurring funding to support Step UP!.
- Sexual Assault and Domestic Violence Awareness month (October) offered an array of programming.
- SAVES received continued funding from Anheuser Busch for the LiveWell social norming campaign.
- The National Health Assessment Survey was administered to students in early spring 2013 with 1212 responses which equates to a 78.6% response rate.

Personnel Changes

Lee Carter, Coordinator, left Radford University at the end of July 2012 for an opportunity to advance her career. Susan Trageser, Associate Dean of Students, provided support and coverage related to the functions of SAVES. Sarah Kenney, Health Educator, left her role mid spring. Sarah Gayle Ballagh, filled the role at the end of the spring semester. Following a National search, Julie Dill, will join the staff as the Coordinator in mid-August. RU Aware faced staffing issues related to intern/graduate assistant transitions and personal circumstances.
SAVES Performance Data

RU Aware:

2012-2013 RU Aware Referrals

Total Referrals: 673

RU Aware Referrals - 2 year Comparison

<table>
<thead>
<tr>
<th></th>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
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<tbody>
<tr>
<td>2011-2012</td>
<td>576</td>
<td>200</td>
<td>42</td>
</tr>
<tr>
<td>2012-2013</td>
<td>426</td>
<td>140</td>
<td>107</td>
</tr>
</tbody>
</table>

2011-2012 Total Referrals: 818
2012-2013 Total Referrals: 673
Step UP!:

**Step UP! Pre-Test Results**

- I believe it is my responsibility to intervene when I notice a problem situation: 55%
- I know how to intervene effectively with my peers: 71%
- I am likely to intervene or help in a problem situation with my peers: 74%
- Most (51% or more) RU students believe it is their responsibility to intervene when they notice a problem situation: 44%
- Bystander intervention can prevent negative outcomes in problem situations: 82%

**Step UP! Post Test Results**

- I believe it is my responsibility to intervene when I notice a problem situation: 89%
- I know how to intervene effectively with my peers: 86%
- I am likely to intervene or help in a problem situation with my peers: 86%
- Most (51% or more) RU students believe it is their responsibility to intervene when they notice a problem situation: 27%
- Bystander intervention can prevent negative outcomes in problem situations: 92%
- I would recommend Step UP! Training to other students: 98%
Step UP! Conclusions

- There was an increase in all statements, except for student’s perception on the majority of RU students believing it was their responsibility to intervene when they noticed a problem situation.
- The decrease in this statement suggests that after the bystander intervention training, students believe there is a need for campus-wide education about diffusion of responsibility, tips for noticing a problem situation, and how to intervene.
- Step Up bystander intervention training resulted in increased awareness of potential problem situations, newly learned strategies, and increased likelihood to intervene.
- 98% of students would recommend Step UP! Training to other students.

Goals for Academic Year 2012-2013

SAVES has made substantial progress toward each of the goals outlined below. A sampling of the programming and methods employed to demonstrate success is outlined under 2012-2013 Highlights outlined above.
1. **Student retention and success**  
Create, implement, and sustain quality educational programming across campus in multiple mediums that is based on best practices and promotes student skills and expectations for responsible decision-making, risk reduction, protective behaviors, personal and academic development, physical and emotional well-being and healthy lifestyles.

2. **Collaborative partnerships**  
Engage students, faculty, administrators, staff, alumni, and community in collaborative partnerships to support student development and success.

3. **Student organization**  
Sustain and advise the Peer Educator student organization to cultivate leadership and empower self-governance.

4. **Staff development**  
Support continuing staff development opportunities, involvement with RU and community councils, and professional association conference and leadership opportunities.

### Goals for Academic Year 2013-2014

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Support continuing staff development opportunities, involvement with RU and community councils, and professional association conference and leadership opportunities.
Proposed Improvements/Changes to be Implemented in 2013-2014

- Enhance and develop Step UP! inclusive of exploring student organization opportunities.
- Review, consolidate and update web site information.
- Review SAVES materials for accuracy and compliance.
- Reinvigorate the Alcohol and Sexual Assault Task Forces.
- Explore online alcohol education programs and more fully integrate opportunities with Alcohol.Edu.
Trio – Student Support Services

Student Support Services is a grant-funded program. Project SUCCESS is the nickname of Student Support Services at Radford University and is an academic program within the Division of Student Affairs. The office operates under the umbrella of the Federal TRIO programs and is financially supported by the United States Department of Education.

Student Support Services (SSS) was designed to assist Radford University students who are considered susceptible to attain a baccalaureate degree. This population of students is defined as students who are first generation, low income, and/or have a documented disability. First generation students are defined as students whose parents did not complete a baccalaureate degree. Low income students are identified by federal guidelines set forth by the United States Department of Education and are based upon the student’s or their parents’ taxable income. In order to qualify as a student with a disability, the student must be registered with the Disability Resource Office at Radford University. Staff includes 1 director, 2 academic specialists, 1 tutor, and an administrative assistant.

**Our Mission** The mission of Student Support Services (Project SUCCESS) is to retain and matriculate students who are first generation, low income, and/or have documented disabilities. The program does so by enhancing academic skills, developing leadership potential, assisting with financial literacy planning, encouraging graduate school education, and supporting cultural enrichment activities in a comfortable, relaxed environment.

The goals of SSS are to enhance academic skills, develop leadership potential, assist with financial literacy planning, encourage graduate school education, and support cultural enrichment activities in a comfortable, relaxed environment. By doing so, the program strives to retain and matriculates first generation students into productive positions within the professional work environment or into competitive graduate programs.

**2012-2013 Highlights**

- SSS earned all 15 of the eligible “prior experience” points upon completion of the Annual Performance Report.
- In collaboration with the Center for Diversity and Inclusion (CDI), SSS co-sponsored a trip to the Presidential Inauguration.
- Two new staff joined the team to fill the academic specialist positions.
- Staff began reviewing and updating all program materials.
- Staff took a proactive and comprehensive approach to recruitment.
Personnel Changes

The 2012-2013 academic year, brought staffing challenges with it. Courtney Bell, Academic Specialist, started the year on maternity leave and then, following a National search process, transitioned into a full time position in the Disability Resource Office. As the search to fill Courtney’s vacant position got underway, the other Academic Specialist, Geoffrey Colbert, turned in his resignation, having secured a position at Virginia Tech. Veronica Lewis, Director, has been out on medical leave at two points during the year. Veronica’s first leave began on Geoffrey’s last day. She returned at the beginning of the spring 2013 semester and went on medical leave again in mid-April. She is currently out indefinitely. Faith Cooper and Eric Wall are the successful candidates, filling the two academic specialist positions. Faith joined SSS in mid-April, while Eric followed in late May. After accepting a position at Virginia Tech, Renee Akers, SSS Administrative Assistant, turned in her resignation and left Radford University in early July.

Staff from the Disability Resource Office and Housing and Residential Life was reassigned to SSS for varying hours to ensure service and support to the program participants was not disrupted. Laura Phillips, Residential Retention Assistant, provided support to SSS at the end of the fall 2012 semester and permanently reassigned to SSS in January. Laura left SSS at the end of May to pursue her Master’s degree out of state.

SSS Performance Data

- While funded for 200 participants, SSS served 224 students
- Priority registration was successfully, implemented for program participants during fall 2012.
- Geoffrey Colbert taught a UNIV 100 section comprised of approximately 25 SSS new entering freshmen participants.
- SSS programming included: skill building workshops, UVA Career Fair trip, 2 trips to visit graduate school, and taking students to the Presidential Inauguration.

Goals for Academic Year 2012-2013

SSS has made substantial progress toward achievement of each of the goals listed below. A sampling of the programming and methods employed to demonstrate success, as well as outcomes is outlined under the 2012-2013 Highlights and SSS Performance Data sections outlined above.
1. **Life skill development**
   Promote student skills and expectations for responsible decision-making, risk reduction, protective behaviors, personal and academic development, physical and emotional well-being and healthy lifestyles.

2. **Early Intervention and Social Integration**
   Implement extended student transition programs prior to matriculation and early intervention programs to enhance academic preparation and social integration.

3. **Diverse supportive staff**
   Create a stimulating professional climate that enables Student Support Services director to recruit, hire, and retain a talented and diverse administrative and support staff dedicated to excellence and serving the specific population (first generation students).

4. **Staff Development Opportunities**
   Encourage, support, and fund continuing staff development opportunities, involvement with RU and community councils, and professional association conference and leadership opportunities.

5. **Long range staffing and restructuring plan**
   Implement and maintain the long range staffing plan (next 5 years) as presented in the current grant proposal.

6. **Persistence**
   Promote academic services and social opportunities which will assist in the retention of program participants.

7. **Good Academic Standing**
   Provide academic services which will assist in program participants maintaining good academic standing at the university.

8. **University 100 Implementation**
   In order to promote life skill development, the Director plans to offer two University 100 (freshman orientation) classes as part of the FYE (first year experience). Students will learn valuable skills such as time management, successful budgeting practices, as well as responsible decision-making and incorporating healthy lifestyles on a daily basis.
   - Approximately 25 students participated in the SSS section during fall 2012.
Goals for Academic Year 2013-2014

1. Life skill development
   Promote student skills and expectations for responsible decision-making, risk reduction, protective behaviors, personal and academic development, physical and emotional well-being and healthy lifestyles.

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Proposed Improvements/Changes to be Implemented in 2013-2014

- Comprehensive recruitment that includes outreach to continuing participants.
- Enhanced programming for upper class participants.
- Reviving the Student Advisory Board, including exploration of registration as a student organization.
- Revision of program forms and communications.
- Increased collaborations with campus partners.
- Updating web site and content.